

CHAPTER I

INTRODUCTION

This chapter presents the general description of the present study. Section 1.1 presents the background of the study, section 1.2 discusses the research problems, section 1.3 presents the aims of study, section 1.4 discusses the significance of the study, section 1.5 presents the scope of the study, section 1.6 describes the research methodology, section 1.7 presents the clarification of terms in the study, and section 1.8 discusses the organization of the paper.

1.1 Background of the Study

Indonesia consists of many islands. Every island and even every city must have different culture and language that differ one another as their identity. As De Kuthy (2001) states that “since language is a social phenomenon, it is natural to assume that the structure of a society has some impact on the language of the speakers of that society.”

Java Island is one of the biggest islands in Indonesia that has varieties of cultures and languages. The most well-known languages in Java Island that people can easily notice are Javanese and Sundanese language. Bandung, as a part of Java Island, has an important role to contribute the varieties in language. As a strategic and popular place, it invites many people from different ethnics to live there. One of them is the Javanese people. They come to live and work there because they

assume that Bandung is a good place to keep them survive. Many of them were born in Java and yet they choose to spend their life time in Bandung. They live in Bandung for years and because of that, they now can speak Sundanese even though the use of its language is not always correct.

This fact leads the Javanese people to speak two languages which are Sundanese and Javanese. This phenomenon is called as bilingualism. Generally, bilingualism means being able to speak two languages. As in case above, the Javanese people who are surrounded by most Sundanese people living for so long in Bandung are used to speak both Javanese and Sundanese. They speak Javanese and Sundanese language depending on where they are engaged to, for example they use Sundanese language with their friends in their work environment while they speak Javanese with their family at home.

According to Apple and Mysken (2005), language contact necessarily leads to bilingualism. Therefore, bilingualism and language contact cannot be separated because it connects each other. There are two types of bilingualism, namely *societal* and *individual* bilingualism. Societal bilingualism occurs when the people in a society are faced two or more languages, while individual bilingualism occurs when there is only particular person who uses two or more languages. In addition, language contact in the simplest definition is the use of more than one language at the same time in the same place. For example, if two people from different country meet in a place, there is a possibility that their language to interact each other is in contact.

In relation to the case above, Garrett (2010) presents three components of attitudes towards language. The first is the cognitive component which contains beliefs about the world. The second is the affective component which involves feelings about the object. The third is the behavioral component which concerns on the predisposition to act in certain ways that are consistent with the cognitive and affective component. The example of these three components can be seen to see someone's attitudes towards Sundanese language. From the cognitive component, it can be seen that he/she believes that learning Sundanese language can give him deeper understanding of Sundanese culture. From the affective component, he/she can be considered to have positive attitude towards Sundanese if he/she is enthusiastic about being able to read literature written in Sundanese. From the behavioral component, he/she spares his time to gather with Sundanese community.

There are several previous studies related to this study. Taylor and Wright (retrieved in <http://www2.brandonu.ca/library/cjns/9.1/taylor.pdf> on September 18th 2012) investigated the Anglophone, Francophone, and Inuit residents of North America community in Nouveau Quebec through a survey about language attitude, intergroup attitude, and threats to Inuit language and culture. The study was conducted by distributing the questionnaire to all members of the community who were fourteen years old and above and lived in that community for at least six months. The results of the study lead to two conclusions. First, Inuit residents give positive attitude to the use of Inuttitut language in their home and social environment. Second, the conclusion focuses on the importance of English as the

lingua franca in their community. They prefer to use English as the second language in the community because English is viewed as an important language to communicate in the three groups of the community.

Another study comes from Anderback (2010) who examined language use and attitude in two Jambi Malay communities near the capital city of Jambi Province. The main goal of the study was to accept or reject the null hypothesis which stated that the use of Jambi Malay (JM) is relatively high, at least in low domain, and the attitude towards it is positive. The instruments used to get the data were distributing questionnaires and matched guise method to 293 participants. The findings show that the mesolect (Jambi Indonesian), together with the basilect (Jambi Malay) and the acrolect (Indonesian) form a fairly stable diglossia situation in and around the city. It is also found that each of the independent variables significantly impacts either language use or attitudes, or both. Especially the finding that the young and the educated generally have lower use of JM and less positive attitudes towards it, while the women tend to have higher use of JM and more positive attitudes towards it.

From the studies above, the aims of this study are to describe what attitudes that the Javanese people have towards Sundanese language and the reasons why they have such attitudes using Garrett theory (2010). The study is also expected to enrich research on Language Attitudes.

1.2 Research Problems

These research problems are formulated in the following research questions as follows:

1. What attitude do the Javanese people have towards Sundanese language?
2. What reasons do the Javanese people have such attitude?

1.3 Aims of the Study

In line with the previous questions, the aims of this study are:

1. To investigate whether it is positive or negative attitude that the Javanese people have towards Sundanese language.
2. To discover the reasons why they have such attitude.

1.4 Significance of the Study

This study is expected to enlighten some aspects. In terms of Sociolinguistics, this study should contribute a clear description in language attitudes towards Sundanese language from Javanese people living in Bandung. In terms of social environment, this study is expected to give information to the Javanese people to speak Sundanese appropriately according to the *Undak Usuk Basa Sunda* (UUBS).

1.5 Scope of the Study

The study only reveals the attitudes of Javanese people living and working in a catering service company in Bandung towards Sundanese language and the reasons why they have such attitudes.

1.6 Research Methodology

1.6.1 Research Method

The present study is a case study that employs a qualitative research. As Hancock (2001) states that a case study as a research design is used to describe single or small numbers of units in depth. According to Wray (1998 in Lestari 2005), qualitative study involves description and analysis rather than counting features. A case study that employs a qualitative research is applied in the present study because it only involves five Javanese people working in a catering service company in Bandung. This study investigates the language attitudes towards Sundanese language shown by the Javanese people living in Bandung for years through questionnaires, interviews, and observations.

1.6.2 Site and Subjects of the Study

The present study involves five Javanese people living and working in a catering service company in Bandung for at least two years as the respondents.

1.6.3 Data Collection

To get the data completely, some information were gained from the following sources:

- Library studies which are organized by collecting theoretical information related to the topic.
- Preparing the questions needed for the questionnaire and interview.
- Recording the speech occur through the observation.

1.6.4 Data Analysis

After collecting the data from the questionnaires, interviews, and observations, the data were started to be analyzed. The first step was to analyze the questionnaires data to answer the research question number one. It was analyzed based on the three components of language attitudes proposed by Garret (2010) namely, affective component, behavioral component, and cognitive component. From the affective component, it was then determined that whether it is positive or negative attitude that the Javanese respondents have towards Sundanese language. To support the data, the next step was to transcribe the recorded data to cover the behavioral component. It revealed what language that the Javanese respondents used the most. After that, the interview data was started to analyze to discover the research problem number two asking why they use Sundanese language in their daily conversation. The theory by Holmes (2001) was applied to find out whether it is the social or political factor that influences them to such such attitude.

In the end of the analysis, the triangulation technique was used. According to Alwasilah (2002), “triangulation benefits the writer especially in decreasing the risk of limited method and data resources, and to increase the validity of the result.” It is used because the present study only involved five respondents with the limited data, so that the findings will be more accurate.

1.7 Clarification of the Key Terms

In order to avoid misunderstanding, some terms are clarified as follows:

1. Language attitudes are attitudes that members of a group have towards language.
2. Javanese people living in Bandung in this study refer to people (male and female) who were born and grown up in Java but then they live in Bandung to work in a catering company for at least two years so they can speak Sundanese.

1.8 Organization of the Paper

This paper is presented in five chapters. Chapter one presents the introduction of this paper that comprises nine subsections; background of the study, research problems, aims of the study, significance of the study, scope of the study, research methodology, organization of the paper, and clarification of terms. Chapter two explains the theoretical framework that provides the relevant theories needed for

the study. It also helps the researcher to discuss the findings in the following chapter. Chapter three includes the research questions, research design and method, subject of the research, data collection, and data analysis. Chapter four focuses on the findings and discussion to answer the research questions gained from the respondents through the observation and interview. Chapter five provides the conclusions and suggestions of the research. Conclusions cover all the main points which are discussed in this study, while suggestions give some suggestions for further research.

