

CHAPTER I

INTRODUCTION

This chapter presents an introductory section of the present study. It covers the background of the study, the purposes of the research, statements of problems, the scope of the study, significance of the study, research methods, clarification of terms, and organization of the paper.

1.1. Background of the Study

The way we speak may reflect our ethnic identity. This is true when it comes to a language of our ethnic background. Also, we may show our ethnic identity in the way we speak even when we do not use our ethnic language. According to Fishman (1999), even though the two notions of language and ethnic identity are bare to be equated, to some extent, they have. For instance, a person's identity is considered a 'Sundanese' (one of the ethnic groups in Indonesia) when he or she uses Sundanese language.

The Sundanese language is a part of ethnic languages. Most ethnic languages are considered vernacular languages i.e., those unofficial languages that are not used nationwide and those used to express solidarity among ethnic groups (Holmes, 2013). Vernacular languages are spread all over multicultural countries include Indonesia.

Indonesia, as a multilingual country with 1331 ethnic groups spread across the country (Na'im & Syaputra, 2011), has 718 spoken vernacular languages (Kemendikbud, 2020). Na'im and Syaputra also state that these vernacular languages are being maintained by over 236 million native speakers which gives the country cultural diversity. Inside the Indonesian multicultural society, different ethnic groups tend to live in the same neighborhood within the urban areas due to gradually increasing urbanization (Tjiptoherijanto, 1999). The urbanization has made several ethnic groups migrate to seek a better life.

In this country, the most migrating ethnic group is Minangkabau (Naim, 1973), where it has the biggest migration during the 1970s, while in 2000, it was positioned at the sixth (Badan Pusat Statistik, 2016). Based on the 2010 Indonesian census, an

estimated half of the 4.2 million Minangkabau ethnic group members (also known as Minangnese) live outside West Sumatra province, their place of origin. The spread of the community has already reached many parts of the country, especially in West Java, the most populous province (Badan Pusat Statistik, 2018). The large proportion of Minangnese migration occurred between 1958 and 1978, where more than 80% of the migrants have left their hometown after the Dutch colonial period (Kato, 2005). This shows that Minangnese have been migrating for a long time and have already settled outside over two or three generations.

As one of the prevalent ethnic groups in Indonesia, the Minangnese are proud of their language. As Fishman (1999) suggests, the Minangnese use their language to reflect their identity and pride. In the case of Minangnese who were born post-migration (later known as the second generation of migrated-Minangnese), there are two possibilities regarding the fate of the language, that is whether they pass it on or not. If the second-generation does not inherit their native language but speak other languages instead, there is a possibility of language shift.

A language shift is a phenomenon that usually happens among migrant community. Specifically, it occurs among the younger generations of the group. According to Ravindranath (2009), language shift is the process by which a speech community gradually stops using one of its two languages in favor of the other within social circumstances. Meanwhile, Fishman (1972a) emphasizes that this happens among the younger members of a minority speech community who do not inherit their parents' language, but use a dominant majority language instead. Accordingly, the language shift happens among the second generation.

Language shifts have already occurred in many parts of the world; however, studies on language shifts among minority migrants in Indonesia are currently still limited. Alike, Rokhman, and Haryadi (2017) investigated language maintenance of the non-formal style of Minangnese language in a cultural community called “Sakato” in Yogyakarta. The researchers discovered that the language is maintained in the area of cultural activity, literature, family, and daily conversation. Their study did not show

any language shift among its native speakers. Meanwhile, Marnita (2011) found out that the language shift had occurred among Minangnese adolescents in Padang. They shifted their language from Minangnese to Indonesian due to the perception of the Indonesian language as an educated language. They, therefore, encouraged the young families in Padang to teach their children Indonesian as the first language. Another study conducted by Reniwati, Noviatrri, Aslinda, and Midawati (2016) compared Minangnese language spoken in the native area and Malaysia. They conducted a dialectological analysis to examine a language variety in the unit of lexicon. Their study is limited in the area of morphology. Hence, these previous studies are limited in the case of Minangnese language, culture, and non-migrant Minangnese only. Meanwhile, language shift studies in the case of Minangnese migrant-minority in urban areas are still lacking.

Therefore, to fill the gap, this study describes the language shift phenomenon in the case of Minangnese migrant minority in one of the popular urbanization places, Bandung, the capital city of West Java Province. Specifically, the Northern part of Bandung becomes the sample area of this study as it is one of the most densely populated regions in Bandung city. This study also aims to reveal the contributing factors of the shift to exist. This study uses Fishman's theory (1964) of language shift and Fishman's theory (1972b) of domains of language use. In comparison to other studies, this study uses a language test to prove the participants' language ability. To emphasize, as Marnita (2011) states that negative perceptions of the Minangnese language may influence the language attitude and choice of its speakers, similar circumstances may occur among migrated-Minangnese. Additionally, this study intends to raise awareness of positive attitude towards one's mother language in order to maintain the said language.

1.2. Statements of Problems

The research questions covered in this study are as follows:

1. What languages are dominantly used by the Minangnese second generations?
2. What are the domains of language use of the Minangnese second generations?

3. What are the contributing factors of the Minangnese second generations to use that language dominantly?

1.3. Purposes of the Study

This study attempts to investigate the dominant language use of Minangnese second generations in North Bandung. It also examines the domains of the language use to see whether a language shift phenomenon has occurred among Minangnese second generations in North Bandung. In addition, this study attempts to discover the contributing factors to the dominant language use.

1.4. Scope of the Study

This research is limited only to investigate the language which are used dominantly among Minangnese second generations in the Northern part of Bandung city. More specifically, the study focuses only on the second generations whose parents migrated from West Sumatra and have settled in North Bandung for at least ten years.

1.5. Significance of the Study

The significance of this study is expected to provide both theoretical and practical benefits. Theoretically, the results of this study hopefully able to contribute to the language shift and language endangerment theory. Practically, this study may help the participants in particular, and Minangnese, in general, to gain awareness and preserve their language. Furthermore, the results of this study are expected to reveal the specific details of the language shift phenomenon among the Minangnese second generations in North Bandung along with the contributing factors and the degree of the shift.

1.6. Research Methods

This study uses a descriptive qualitative method to describe the phenomena of language shift using samples. According to Wray, Trott, and Bloomer (1998), qualitative approaches in sociolinguistics research focuses on description and analysis. The sampling technique is snowball sampling in which targeting groups of designed-participant and specific locally using social network approach as defined by Buchstaller

and Khattab (2013). The participants consisted of six families of a Minangnese community with the pre-requirement: native Minangnese parents and pure Minangnese children who have settled in North Bandung for at least fifteen years.

The instruments of this study were sociolinguistic interviews and questionnaires. The methods are suitable for this study as Schilling (2013) states that sociolinguistic research which focuses on language in the field is effective with interviews and questionnaires. The interviews were undertaken to discover the families' sociolinguistic background and linguistic repertoire. Meanwhile, the questionnaires were divided into two forms: online-based and paper-based. The questionnaires contained questions categorized by the six domains' use of language. Following the domains, language skill tests in the form of Minangnese and Indonesian texts were utilized to see the participants' Minangnese language skills. The participants were asked to translate the Minangnese-Indonesian texts and vice versa (For a more detailed explanation, see chapter 3).

1.7. Clarification of Key Terms

Several key terms are clarified below:

1. Language Shift

Fasold (1984) defines the change in language use among a community of speakers in a situation where they start to use one language within certain domains and functions in which its members had previously used another language and also to a shift in the number of speakers of a language. Meanwhile, Ravindranath (2009) explains language shift as the process by which a speech community gradually stops using one of its two languages in favor of the other in social circumstances. In addition, Fishman's (1972a) definition emphasizes the phenomenon when the younger members of a minority speech community no longer speak the language of their parents but speak a dominant majority language instead, the parents' language is therefore not passed to the next generations. Concluding the three definitions, language shift is a phenomenon in which language users are no longer use their first language, but shift to another language.

2. Minangnese

An ethnic group based in West Sumatra Province, Indonesia. The native speakers of Minangnese Language as well as the branch of Malay race (Reid, 2001).

3. Minangnese Language

A vernacular Austronesian language spoken by the Minangnese ethnic group (Purwo, 2000).

4. Migrated-Minangnese

A group of Minangnese community emigrated to a residential area other than their homeland (other regions in Indonesia) and abroad (Naim et al., 2002).

1.8. Organization of Paper

This part presents the organization of this paper:

1. Chapter I: Introduction

This chapter presents an introductory section of the present study. It covers the background of the study, the purpose of the research, statements of problems, the scope of the study, significance of the study, research methodology, clarification of terms, and organization of the paper.

2. Chapter II: Literature Review

This chapter elaborates on several theories used in this study. It covers the explanation of the language shift, Minangnese, and Migrated-Minangnese.

3. Chapter III: Research Methods

This chapter consists of the research methods, which are research design, data collection, data analysis, and data presentation.

4. Chapter IV: Findings and Discussion

This chapter contains the results of the conducted research. This chapter also presents the answers following the research questions and the discussion of the findings.

5. Chapter V: Conclusions and Suggestions

This chapter provides the conclusion drawn from the interpretation of the research and some suggestions for further studies that could be developed from this research.