

LANGUAGE VARIATION IN SEMARANG CHINESE HIGH SCHOOL TEENAGER

A THESIS

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STATEMENT

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I

MOTTO AND DEDICATION

When everything is going wrong

Don't worry, it won't last for long

It's all gonna come around

Don't go let it get you down

You gotta keep on holding

(Shania Twain "UP")

Dedicated to :

My Lovely Family, my mother and father, brother, sister and my niece

My friends who always support me

My Lecturers who always guide me in this study

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The writer realizes that this thesis is far from perfect. He will be grateful to Receive any constructive criticism and recommendation to make this thesis better.

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ABSTRAK

Pada penulisan skripsi ini, penulis mengangkat satu judul “ Language Variation of Semarang Chinese High School Teenagers”. Penulisan skripsi ini bertujuan untuk mengetahui dan mengungkap adanya beberapa variasi kebahasaan yang terjadi di kalangan anak muda keturunan tiong hoa terutama di kota Semarang.

Adapun metode yang penulis gunakan metode Simak bebas libat cakap dan mencatat, kemudian untuk menguatkan data yang penulis dapatkan, penulis menggunakan metode tambahan yaitu membagikan kuesioner kepada setiap responden yang terpilih. Setelah kuesioner tersebut diisi oleh semua responden, penulis kemudian mengklasifikasikan jawaban para responden, apabila ada jawaban yang menarik, maka penulis mengadakan sedikit wawancara kepada responden terpilih. Setelah penulis mendapatkan data yang memadai, kemudian penulis memilah – milah dan mengelompokkan data yang didapat ke dalam golongan – golongan yang ada, yaitu berdasarkan umur, jenis kelamin, hubungan sosial, dan bahkan tingkat pendidikan.

Dari penelitian yang dilaksanakan, akhirnya didapat suatu hasil bahwa mayoritas anak muda keturunan tionghoa , terutama yang tinggal di kota semarang ini mempunyai suatu keunikan dalam berbicara atau berkomunikasi. Anak muda keturunan tiong hoa ini mayoritas menggunakan lebih dari satu bahasa, tidak hanya bahasa indonesia sebagai bahasa utama, namun mereka juga menguasai bahasa ibu mereka, yaitu bahasa mandarin, hokkian, gek, tiociu, dan lainnya. Di lingkungan umum, mereka cenderung menggunakan bahasa indonesia , dan terkadang bahasa daerah (bahasa jawa dengan logat dialek semarang yang kental), namun berbeda ketika mereka berada di rumah, atau sedang berkomunikasi dengan orang tua atau saudara nya, mereka cenderung menggunakan bahasa mandarin , hokkian, atau yang lain. Bahkan beberapa responden yang penulis temui, mereka terkadang juga menggunakan bahasa inggris ketika berkomunikasi. Dari setiap penelitian dan data yang penulis dapatkan, di akhir penelitian ini, penulis akhirnya dapat menarik suatu kesimpulan, yaitu bahwa anak muda (keturunan tionghoa khususnya) ini dapat menggunakan lebih dari satu bahasa untuk berkomunikasi, dan mereka menempatkan penggunaan bahasa mereka, sesuai dengan tema pembicaraan, lawan bicara, usia, jenis kelamin, dan situasi yang terjadi ketika komunikasi berlangsung.

CHAPTER I

INTRODUCTION

A. Background of the Study

Without language, we cannot communicate to each other. Language also makes us be able to recognize the cultures, the people, and all social components of life, such as: education, religion, social culture, etc.

As we know, Indonesia is a plural country. Indonesia consists of thousands of islands with a large number of cultures and languages. This plurality creates a new phenomenon in linguistics, called multilingualism and bilingualism. According to Kridalaksana (1985:24), the term bilingualism can be defined

as the using of two languages alternatively by the individual or group of people. Apparently, multilingualism and bilingualism also occur in teenagers' daily life. There are many languages mixed in teenagers' communication. Indonesian Chinese teenagers tend to use more than one language for their daily communication. Most of them speak Mandarin language to communicate with their families, parents, and their Chinese friends. Besides, they speak Indonesian and Javanese language.

People from different background and ethnic groups live in Semarang. Most of the local residents are Javanese, while the rest are from other ethnic groups, including Chinese people.

The Chinese came to Indonesia from Asia, particularly the Chinese mainland. They spread through Indonesia, and they are learned Javanese language as a means of communication, however, not all of them could master the language well. They learned Javanese language because in their communication, they had to adapt with their new environment.

In this research, the writer chose teenagers who studying at Theresiana 1 Senior High School as sample of Chinese teenagers in Semarang. The writer chose Theresiana 1 Senior High School because at school, the students are encouraged to use Indonesian, English, and mandarin language. The teachers use English language as a means of communication during the learning process. Theresiana has also started to use Mandarin in the teaching and learning process.

According to some explanation above, the writer intends to observe the language variations used by the Chinese high school teenagers for their communication to each other. This study tries to find how the Chinese high school teenager especially in Semarang choose the language and use it to communicate with the other people that also depend on the differentiation of social background, status, education, sex, etc.

B. Purpose of the Study

The general purpose of this study is to give comprehension that in daily communication toward the different addressees, the Chinese high school teenagers are aware to choose the suitable language.

Specifically, the purposes of the study are:

1. To find out kinds of languages those are used by the Semarang Chinese high school teenagers for their daily communication.
2. To find out the aspects those influence the Semarang Chinese high school teenagers to choose the suitable languages for their daily communication.

C. Scope of the Study

This study deals with the language choices of Semarang Chinese

Teenagers. It means that those choices are influenced by some aspect that related to the addressees themselves. The writer observes the aspects that influence the language choices of Chinese high school teenagers especially in Semarang city and how they differentiate their addressees, hence to use the suitable language to communicate. Moreover, the writer focuses only on the formal and informal conversation so that the data can be natural and original.

D. Underlying Theory

Language is the most important instrument for our communication. It

also plays the important role in order to form the good relationship in our communities. As on Holmes (1992), the factors of language choosing is based on age and social status. She means that if it is based on age, the people can be divided into children, teenager and adult. The way to speak with adult people is surely different with the way if he / she speaks with the children or the teenager. In addition, the second is about the social background of addressee. Social background is the same with social status, it concerns about education and occupation. Those are some factors for someone to choose the suitable vocabulary for communication.

Multilingualism and bilingualism is a phenomenon that happens in our society and it can creates the language varieties. These languages varieties enrich the languages of the teenagers.

In this study, the writer uses Holmes (1992) theory to define the language use by the Chinese teenagers; those are participant, setting, topic, and function.

E. Method of Research

In this opportunity, the writer uses some methods that support the analysis and observation. The writer takes the next method, the writer use simak bebas libat cakap and taking note method (Sudaryanto, 1993:163-164). In this part, the writer gives a questionnaire paper and the respondents can fill and answer the question of that questionnaire. Then, the writer also takes some interviews with them. The writer asks some questions concerning this language choice.

F. Writing Outline

In chapter I, the writer presents some introduction about a phenomenon occurs in Semarang Chinese High School teenager's conversation. This chapter also contains some brief explanation and description about the case of study.

In Chapter II, contains some literary review used as the basic theory of the research, especially in the case study. The literary review consist of the theories of some experts about language and sociolinguistics study, language variation, bilingualism and multilingualism and factors of language variation.

In chapter III, then writer explains about the research method in collecting and analyzing data. In this chapter, the writer elaborates the participant of population and samples for this data research, as well as how to collect and analyze the data.

In chapter IV, the writer explains and describes the analysis of the data collected. The writer shows and analyzes the data that support the research that refers to the language choice used by the Chinese high school teenagers especially in Semarang city. The writer describes the aspects influencing the language choice of Chinese teenager to communicate with the different addressees.

In Chapter V, the writer draws the conclusion of the analysis and some opinion about the phenomenon than occurs in the Chinese high school teenagers especially in Semarang city.

CHAPTER II

LITERARY REVIEW

This chapter will discuss about the theories that the writer used in writing this paper. The writer collects some references from some researchers needed in this paper. As we know, nowadays our life becomes more complex and heterogenic. It may be caused by the development of science and technology that followed by the improvement of the languages. Surely, this development and improvement of language influence the rising of new phenomenon in our life, as we know that the human life cannot be separated from the language itself. Trudgill (1974:13) said that nobody could ever stand by his own feet without communication in his or her social life. It is also important means of establishing and maintaining relationship with other people. Based on the statement above, it shows that language is not only a means or instrument for our communication, but it also a very important means to maintain the relationship toward the other people.

A. Chinese Descendants

As we know, the first Chinese people came to Indonesia as traders. The other fact of Chinese people came to Indonesia is marked by the Cheng Hoo armies who came and transit in Java Island, especially in Semarang city.

According to Joesoef (1996:18), there are some classifications of levels for Chinese descendants. Those are Totok Chinese, Peranakan Chinese, and Chinese descendant or the third Chinese generation. Twan Pek Yang (1998:30) states:

“For centuries, Chinese people from different areas in China came to Indonesia. Most of them came from the provinces in southeast China, especially from Hokkian ethnic. Hokkian ethnic is the first newcomer that stayed in Indonesia and followed by the other ethnics from China, such as Haka, Cantonese, and Teochew (Tio Ciu) ethnic.”

According to Joesoef (1996:18), *Totok Chinese* of the first generation of Chinese people who came to Indonesia came from China mainland and still hold their traditional values strongly

They can be considered as the main supporters of Chinese culture. They came from different region of China mainland; therefore, they speak in Chinese language, such as Mandarin, Hokkian, Tio ciu, Cantonese, Gek, Bagan language, etc.

Joesoef (1996:18-19) also states about the second generation of Chinese descendant is “*Peranakan Babah Chinese*”. These second generations are the group of Chinese Cultural Descendant who are influenced by the local culture and tradition. They still know and respect their origin culture, but in applying those cultures, they are influenced by the local tradition. They began to speak both of Chinese and Indonesian local language. Those Chinese people are called as “*Peranakan Chinese*” if they have lived in Indonesia for more than two generation

The third and more generation known as the Chinese people that have mixed with the local culture, social system, and the way of life. (Joesoef, 1996:19)

This phenomenon also caused by the intelligent level of the teenagers that can differ the way to speak with the parents, older people, younger people, and their friends. In the discussion section, the writer would like to explain more detail about the language variation and choice of the Chinese teenagers.

B. Language and Sociolinguistics Study

If we speak about the term of sociolinguistics, automatically we discuss about two topics, those are sociology (social relation), and language (linguistics) it self. So sociolinguistics means that between sociology or social phenomenon/aspect and language, there is an unbreakable relation. Social phenomenon can influence the language, and the language can influence the social phenomenon. In other words, sociolinguistics is the intertwining of linguistics and social phenomenon.

Bloomfield (1973:24) also stated that language is a set of signals and structure of the set which can be studied by the linguist without commitment to any theory about what there is to signal or how it is possible for human being to signal. Related with the social life, Kramsch (1998:3) said that language is the principal means or instrument whereby we conduct our social lives.

From some explanations above, we can see that between language and social aspects cannot be separated. They influence each other, and from this phenomenon, it can make the language richer.

C. Language Variation

From the relation between language and social aspects that we discuss before, we can see that it can make language richer, and produce the new variation of language. The variation of language also develops continually and depends on the globalization and modernization era. Almost all people in the world are influenced by the other variation of languages, especially the teenagers, they tend to use this language variation to speak to the other.

Fishman (1970:1) states that language variation is condition that is influenced by its own community. He says” Any speech community of even moderate complicity reveals several varieties of language, all of which are functionally different from each other.”

The use of language variation is also supported by some theories, such as from Alwasilah (1993), who states that human uses language variation as a method of communicating ideas, and emotion. Language is a means of communication.

Suwito (1983:33), argues that every language has some different variations and it is used in some certain situation, because language is a social phenomenon that is influenced by social and situation factor.

Furthermore, Holmes said that language variation can be observed in different speech communities. People may use different pronunciation and vocabulary, grammar or style of a language for different purpose. (Holmes 1992:10)

Nababan also argues that the social community usually has language variation. These variations are based on social stratification, education, and occupation. (Nababan, 1984 :6)

The teenagers are going to choose the most appropriate languages to speak with the other. The writer also chooses the *Chinese* teenagers because the writer thinks that they at least can speak in some languages, such as Mandarin, Hokkien, Gek, Tio Ciu, English, Javanese, and Indonesian language. They speak in local language of course as their mother tongue and Indonesian language in social relation. They can speak in more than one language. Some of teenagers also can speak in Javanese language if they speak with their friends.

D. Bilingualism & Multilingualism

Ralph (1984:9), states that multilingualism is the diversity of languages caused by migration, imperialism, federation, and border area. Moreover, he said that multilingualism provides individuals with the interaction resources and societies with socio cultural enrichment. Nababan (1984 : 27) states that bilingualism refers to a custom of the using of two languages in the interaction with other people. He also notes that the competence in the ability of a person in producing two languages is called bilinguality. Umar and Napitulu (1993 : 7) states that bilingualism is a mastery of two languages in balance. From the definition, it is difficult to determine a bilingual speaker, because in fact there is no balance in mastering the first and second language. Besides, there is a statement about bilingualism, Newmeyer in Haugen, 1973, states that bilingual is someone with equal competence in two languages.

E. Factor of Language Variation

Concerning with the topic of this paper, the writer would like to explain about the factors influence the language choice of Chinese High School teenagers especially in Semarang City. Based on Holmes (1992 : 10) "An Introduction to Sociolinguistics", the factors of language variation are:

- Participant
- Setting
- Function
- Topic
-

1. Participant

A participant factor based on Holmes is divided into some criterias.

The following are criteria's of participants in influencing the language used.

a. Age

Holmes means that if it is based on age, the addressees can be divided into children, teenager and adult. The way to speak with adult people is surely different with the way if somebody speaks with the children or the teenager. The language that used to speak with the adult must be polite and softer than that is used with the teenagers and children.

b. Social background / Status of addresser

He means that the social status of the addresser, in this case is Chinese High School teenagers is very important in influencing the language choice used for communication. The aspects about who is the addresser, what is the Social status of the addresser, what is the addresser family's status.

c. Social Background / status of the addressee

Almost the same with the explanation above, but in this case now is about the addressee, concern with the social status of the addressee. It is also very important in influencing the language choice used for communication. The aspects are about who is the addressee, what is the social status of the addressee, what is the addressee family's status. Those aspects are influence the language choice of the addresser.

d. Education and occupation of addresser and addressee

This aspect is very important. The education level of the addresser and addressee can decide how the addresser can choose the languages that used to communicate to each other. The education level of addresser and addressee can make them choosing the appropriate language according to their education level. Besides, the occupation of the addressee can influence the language choice used by the addresser. The language used to speak with the headmaster, teachers, or employers and the language used to speak with the servant, employees, driver, etc of course very different.

e. Relation between addresser and addressee

The relation between addresser and addressee can influence how the addresser can choose the language that is used for their communication. The relation meant like parent and children relation, family relation, friend relation, occupation based relation, business relation. The language chosen to communicate between parent and children is different than the language to

communicate between friends.

In addition, Raymond.S.Ross "Speech Communication" (1965:921), added that the factors of language choice of Chinese teenagers beside age and social (education and occupation), that is sex / gender.

f. Sex/Gender.

Holmes (2001 : 150) in her book " An Introduction to Sociolinguistics " states that the linguistic forms used by women and men contrast – to different degrees – in all speech communities. There are other ways too in which the linguistics behaviour of women and men differs. Raymond.S.Ross (1965) also states that the gender can influence how the teenagers can choose and switch their language from one person to another. The language and the way of speaking that woman uses is different from that of man. The language used by woman usually is softer and more polite than that of man, although it does not means that men are impolite.

2. Setting

Based on Holmes, setting here means a place where the conversation happened. It answer the question where they are speaking, it refers to time, place, and other physical condition. There are two main kinds of situation:

a. Formal situation

In this situation a participant speaks with standart language. The speaker can not do much with his or her own speech behaviour. In formal situation, the speaker have to speak in a formal way too. The speakers can not add their own variation.

b. Informal situation

A conversation in an informal situation usually offers a kind of freedom in using several language variations, the speaker can use any kind of language he or she wants. The setting influence how the language variation used, and how the student choose the most appropriate language.

3. Function

Based on Holmes, on her book An Introdiction to Sociolinguistics, (2001, 259), function of the communication that happen between

addressers and addressees can be divided into some criteria s, those are :

- a. Expressive Utterances express the speaker's feeling, e.g. *I'm Feeling great today.*
- b. Directive utterances attempt to get someone to do smething, e.g. *Clear the table.*
- c. Referencial utterances provide information, e.g. *At the third stroke it will be three o'clock precisely*
- d. Metalinguistics utterances coment on language itself, e.g. *Hegemony is not common word.*
- e. Poetic utterances focus on aesthetic features of language, e.g. A poem, an ear-catching motto, a rhyme, *Peter Piper picked of pickled peppers.*
- f. Phatic utterances expresss solidarity and empathy with others, e.g. *Hi, how are you, lovely day, isn't it*

4. Topic

It answer the question what is being talked about. For many reasons, a certain topic is more appropriately conveyed in certain type of language variation.

CHAPTER III

METHOD OF RESEARCH

In this chapter, the writer would like to explain about the methods that the writer used in getting, collecting, and analyzing the data.

A. Definition of research Method

The accurateness of the research can be seen from its method. To get the objective result of the research, we need a method that fit to the research object. In linguistic research, we have to pay attention to the method, such as how to collect the data, technique, and procedures of collecting data. As Kridalaksana (1984:123) said, we have to give the methods boundaries in observing, analyzing, and explaining a phenomenon. As Sudaryanto (1993:9) says, in doing research we need method and technique. Method is the way that we must do and technique is the way to support the method. In research method, the writer gives the explanation how to achieve the data and how the data are interpreted to answer the problems. It consists of type of research, method of collecting data, and methods of data analysis.

B. Type of Research

A research can be defined as a way to find out, to develop, and to test the truth of the knowledge by using the scientific methods (Hadi, 2000:4). This research is the qualitative descriptive research, because the data that are collected and observed are in form of words. This statement is also supported by Djajasudarma (1993:15), who states that qualitative research is a research of collecting the data in a word form, not number. Blog and Taylor in Maleong (1975:5) also state that qualitative method is a kind of research procedure, producing some descriptive word data from the people and their observable activities. Also according to Loraine (2001:64), qualitative method is empirical research where the data are not in the form of number. In this research, the writer choose the qualitative research, because the data is in the form of conversation or words, not number.

METHOD OF RESEARCH, COLLECTING, AND ANALYSIS

DATA

1. Population

Mantra and Kasto in Singarimbun and Effendy (1989:155), states that population is the total of analysis unit in which its characteristics will be assumed. Loraine (2001:15) also states that population is the whole number of analysis unit. It can include a country, city, village, ethnics, etc. According to Moeliono (1989:692), population is total of object that is eligible in research matter. The same statement also came from Arikunto (2006:130), who said that population is

whole object of research. In this paper, the population is all the data obtained from the conversation of the Chinese teenagers who are students of Theresiana 1 Senior High School, Semarang.

2. Sampling

Sample is part of population that can be the truly data resources in research. Samples represent the whole population. Hadi (2001:70) said that sample is part of population that can be detected. As Arikunto states (2006:131) samples are some of all population that can represent them in observation. According to Mantra and Kasto in Singarimbun and Effendy (1989: 155), in determining the sample, the writer used purposive sampling. The writer did not chose the sample randomly, but the sample are selected by the writer. It should be better if the sample chose based on their characteristics and the uniqueness, because it will make the data be more various and rich. In this research, the writer uses the Purposive Sampling. It means the data obtained from the conversation chosen by the writer based on kind of variation of language choices.

From the list of students, not all the students are Chinese, so, the writer counts the Chinese students, and from all Chinese students, the writer chose and selected the sample. So in this research, the sample is the data of conversation itself.

3. Method of Collecting Data

In this method, the writer uses Simak Bebas Libat Cakap method and Simak Libat Cakap method to get the data. Sometimes, the writer is not involved to the conversation. In Simak bebas Libat cakap method, the writer use some techniques, those are recording technique, and taking note technique. media that can make the observation more simple and detail. The writer uses a recorder to record their conversation. Sometimes, the writer also uses the mobile phone to record their conversation.

Besides, The writer also uses pancing technique, from this technique, we can find how respondents use the language choice and variation. The writer asks some questions concerning to the variation and the language they chosen when they communicate to the other, the writer use this technique because the writer thinks that they can speak spontaneously about their answer. The writer also analyzes their answer. They use the daily *Semarang* dialect, and sometimes they add the Javanese, and Mandarin/ Hokkian language.

The writer wants to get the data originally when they freely speak, and answer the questions. Using interview technique is better than giving questionnaire, because the writer's purpose is to get the real data of how they speak.

Method of Analysing Data

After the writer gets the data from recording technique, the writer plays it again and begins to observe, and classifies their conversation, words, and sentences to the aspects that can influence those teenagers in choosing the language for their communication.

The writer analyzes some non-linguistic factors that occurred when they are communicated each other. The writer also analyzes those non – linguistic factors, those are participant, setting, topic, and function.

The process of analyzing the data are as follows :

- a. select the data, based on the participant of the conversations
- b. select the data, based on the setting of the conversation
- c. select the data, based on the topic, and purpose of the conversation
- d. collecting the data based on their group of analysis.
- e. seeking for the variations of language used
- f. discuss why they use those variations or choices.
- g. finding the result of the analyzing data.