

CHAPTER I

INTRODUCTION

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1.1 Background of the Study

In our daily life we have to communicate with other people. Most of us have more than one language. We can be sure that no two speakers have the same languages as no two speakers have the same experience of languages. The uniqueness of each person's sociolinguistic past is not the only source of differences between speakers. From this point of view, everyone has his/her own linguistic repertoire. Gumperz (1964:137-8) as quoted by Hymes (1964:15) argues that,

"Linguistic repertoire is the totality of linguistic forms regularly employed in the course of socially significant interaction, to all the accepted ways of formulating messages".

In other words, linguistic repertoire is the totality of styles (both spoken and written) available to a community and speakers learn to select from this repertoire in order to fulfill various communicative needs. The styles of the following purposes : addressing a formal meeting; teaching a class; writing a formal report; writing an informal letter; addressing his baby daughter; telling a joke; and chatting to his friends in the pub over beer (The Milroy, 1990:503).

Holmes (1992:23) states that, certain social factors-who you are talking to, to social context of the talk, the function and the topic of discussion-turn out to be important in accounting for language choice in many different kinds of speech community. Holmes (1992:2) further says that we choose our words carefully according to whom we are talking to. Language choices convey information about the social relationships between people as well as about the topic of discussion. The kind of information which is relevant to language choice includes how well we know the other person and whether they are socially superior.

Holmes (1992:10) says that in any community the distinguishable varieties or codes which are available for use in different social contexts form a kind of repertoire of available options. The members of each community have their distinctive linguistic repertoires. In other words in every community there is a range of varieties from which people select according to the context in which they are communicating.

Nababan in Llamzon (1979:278) claims it is clear that practically everybody is a bilingual in the cities and towns of Indonesia with the people speaking one vernacular or local language, one's first language or "mother tongue" and Indonesian.

The writer would like to know Mr. Ali Mahakam's use of linguistic repertoire by observing his verbal repertoire in communicating with other people. As the writer has been living with him for about 21 years, she feels that it will be easier to get the information that is needed to do this study. For that reason, the information is gathered accurately and completely.

Other reasons for choosing Mr. Ali Mahakam is the writer's father and they have good relationship therefore, they often communicate each other. Moreover, he has broad socialization, such as in the family, in the working world and in the football association.

As Mr. Ali Mahakam has to speak with people from different communities, he has the ability to speak several languages. His way of talking to his superior, family, employees, friends, driver is not the same. From this stand point of view, he uses one or more languages and it depends on the setting, participants, topic and function.

1.2 Statement of the Problems

Related to the background of the study, the problems which are discussed are:

1. What is Mr. Ali Mahakam's linguistic repertoire? In other words, what languages does Mr. Ali Mahakam have?

2. What factors influenced Mr. Ali Mahakam to choose appropriate languages for communicating with people around him?

1.3 The Objectives of the Study

In line with the statement of the problems (section 1.2), this study intended to:

1. Describe Mr. Ali Mahakam's linguistic repertoire.
2. Describe the factors that influence Mr. Ali Mahakam to choose appropriate languages for communicating with people around him.

1.4 The Significance of the Study

The findings of this study should give a good input to the field of sociolinguistics that is to enrich the varieties of sociolinguistic studies. Moreover, the findings of this study should give contribution to the field of learning and teaching of English especially at the English Department of Widya Mandala Catholic University that is to give better understanding of linguistic repertoire.

1.5 The Scope and Limitation of the Study

Realizing how broad the discussion of linguistic repertoire could be, this study is limited in several ways:

1. The subject under study was Mr. Ali Mahakam who had a strong background knowledge of Indonesian.
2. The area was focused on informal and formal conversations which were actual, real and natural.

1.6 The Theoretical Framework

This study was based on the theories of sociolinguistics which includes linguistic repertoire, multilingualism, code-switching or code-mixing.

According to Holmes (1992:1), sociolinguistics is the study of the relationship between language and society. It is concerned with the relationship between language and the context in which it is used. By examining the way people use language in different social context provides a wealth people of information, as well as about the social relationships in a community.

Gumperz as quoted by Hymes (1964:15) claims that linguistic repertoire is the totality of linguistic forms regularly employed in the course of socially significant interaction', to all the accepted ways of formulating messages.

Multilingualism, according to Fishman as quoted by Veronika Enny (1996:21) refers to the use of two or more languages or varieties of the same language in a speech event. While, Taylor as quoted by Hornby (1977:4) defines a bilingual as a person who speaks two or more languages, dialects, or style of speech. From those definitions, it is revealed that multilingualism and bilingualism have the same meaning.

Marasigan (1983:7) claims that code-switching refers to the use of two languages in the same sentence or discourse. Code-mixing, as stated by Wardhaugh (1986:103) occurs when conversant use both languages together to the extent that they change from one language to the other in the course of a single utterance. From the definitions, it can be concluded that code-switching and code-mixing have the same meaning. Holmes (1992:12) states that there are some factors why we do not all speak in the same way all of the time. They are social factors (participants, setting, topic, function) and social dimensions (social distance, status, formality and function).

1.7 The Definition of Key Terms

The title of this thesis is "A Study on Mr. Ali Mahakam's Use of Linguistic repertoire". As such the

major terms defined in this section are language, linguistic repertoire, multilingualism, code-switching and code-mixing.

1. Language. It is the institution whereby humans communicate and interact with each other by means of habitually used oral-auditory symbols (Hall as quoted by John Lyons (1981:4)).
2. Linguistic Repertoire. It is the totality of linguistic forms regularly employed in the course of socially significant interaction, to all the accepted ways of formulating messages (Gumperz as quoted by Hymes (1964:15)).
3. Multilingualism. It is the use of two or more languages or varieties of the same language in a speech event (Fishman as quoted by Veronika Enny (1996:21)).
4. Code-switching. It occurs when a single speaker uses different varieties at different times (R.A Hudson, 1980:56)
5. Code-mixing. It occurs when conversant use both languages together to the extent that they change from one language to the other in the course of a single utterance (Wardhaugh, 1986:103)

1.8 Organization of the Thesis

This thesis consists of five chapters. The first chapter is the Introduction. It gives the readers some explanations about the background, the statement of the problems, the objectives of the study, the significance of the study, the scope and limitation of the study, the theoretical framework, the definition of key terms, and the organization of the thesis.

The second chapter reviews some literature related to the study. It discusses the theories used in the study, namely Sociolinguistics.

The third chapter is about the research methodology. It discusses the nature of the study, the subject of the study, the research instruments and the procedures of collecting the data and the procedures of analyzing the data.

The fourth chapter is about the data analysis, findings and discussion of the findings.

The fifth chapter is about the conclusion. It discusses summary and some suggestions concerning the topic under study.