

CHAPTER I

INTRODUCTION

1.1 The Background of the study

When born into this world, humans began to learn the language. Little by little, the language is learned by him since childhood so he increasingly mastered the language he had learned since childhood as his first language. With language that's controlled by him, he interacts with the surrounding community.

Adolescence, he had already mastered over two or more languages. All that he obtained when interacting with the public or when in school. This caused him to become bilingual or multilingual. When it became bilingual or multilingual, he was faced with the question, namely which of the languages he mastered the most important languages? At moments like this the process of language shift, which puts a language becomes more important among the languages that he mastered.

Examples that can be put forward by the illustration above are as follows.

A child's first language is the language of A. Then, when he mastered the language school B. Gradually she realized that language B is more important or bring enormous benefits to him. This makes him preferred language B than A language in interaction. Thus, the position of a language as the primary language for the child be shifted as the language of the 'marginalized' or secondary. Such cases are referred to the case of language shift.

The researcher is one of the Karonese in Besitang who can't speak Karonese fluently, although she understands what the Karonese said because her father and mother speak Karonese each other at home, but they don't speak around their children. This phenomenon not only occurs from the researcher's experiences but also from many of her students of junior high school in Besitang do not use Karo language anymore in daily activities. The young generation of Karonese speaks Bahasa Indonesia all the time, even some of them cannot speak Karo language anymore.

The interview between the researcher and a Karonese young generation about the language use at home below shows that the subject doesn't use Karo language when talk to their parents because she only knows the meaning but can't say it, it shows the indication of language shift on Karo language.

Researcher : Dek, kamu suku karo kan?

(Sis, Are you karonese?)

Subject 1 : Iya kak, kenapa kak?

(yes sis, why sis?)

Researcher : Kalau kamu di rumah sama orang tua pakai bahasa apa?

(If you are at home, what language do you use to speak with your parents?)

Subject 1 : Pakai bahasa Indonesia kak!

(Indonesian language sis?)

Researcher : Gak pakai bahasa Karo?

(Not use Karo language?)

Subject 1 : Gak kak, gak pande saya kak. Mamak sama bapaknya di rumah berbahasa karo, kalo kami gak. Tak tau saya kak. Tak dibiasakan kami pakai bahasa karo

(No sis, I'm not clever sis, Mother and father speak Karo language at home, but I am not. I do not understand, we are not habituated using Karo language

Researcher : O gitu ya. Ngerti sikit - sikit pun kamu gak ya?

(O.. I see, Don't you understand a little?)

Subject 1 : Satu satu kata aja tau artinya kak.

(Only some words know, sis)

Researcher : Kenapa gak dipelajari?

(why don't you learn?)

Subject 1 : Malas kak. Lagi pula. Bukannya pake bahasa Karo kalo ngomong. Orang – orang karo pun bukan banyak dekat sana. Banyak orang jawa lagi. Dari kecil udah gak tau. Payah belajar-belajar lagi kak.

(I'm lazy sis, moreover, do not use Karo language in communication. Karonese people are not many near there. There are many javanese. Since child have not been knowing . difficult to leran sis.)

Furthermore, the shift is also happened in this conversation below which the subject not speaks Karo language but they understand the meaning.

Grand mother : O me, buwat sitik nakan bas yongma.

(O grand son, take little rice from yongma.)

Subject 2 : untuk apa ndong?

(What for grandma?)

Grand mother : Melihe aku, kupukul te ku, gelah ku pan sitek.

(I'm hungry, I want to eat little)

Subject : O.. iya ndong, bentar ya.

(O... Yes grandma, please wait)

From the conversation above can be assumed that there is the indication of language shift in Subject 1 and 2. The subject 1 does not use and understand

Karo language, meanwhile, subject 2 understand the meaning but not speak with it. It was happened because his parents do not habituate their children to use Karo Language in daily life. It means that his parents do not maintain the use of Karo language in their family. The subject 1 has negative attitude appreciation of Karo language. According to him Karo language is not important to be learnt because not all the people around him are Karonese. Their attitude can be one of the reasons Karo language will be shifted to Bahasa Indonesia. Attitudes of language learners are some of the indicators that affect language policy and language learning (Snow, 2007; Young, 2006).

Beside the conversation, the researcher shows the negative attitude of her neighbor toward Karo language; their answers are similar with the researcher experience. Her neighbor said “ I was born and I grow up in Besitang, and not all the people here are Karonese, so I not speak Karo language anymore” and the other said “I understand Karo language but I not said it although I think it, it is not so important for me because everybody around me speaks Indonesian language” . It means that they have negative attitude appreciations on the use of Karo language. Those above are the indications of language shift.

Language shift simply means that a community gives up a language completely in favor of another one. For instance as Gunarwan (2004:58) found that Lampung language is shifted because of Bahasa Indonesia’s pressure. Siregar (1998) also found that language shift happens in bilingual young generation society in Medan. This language shift can be seen from the high intensity of the use of Bahasa Indonesia among dominant community. Language shift is the process by which a speech community in a contact situation (i.e. consisting of

bilingual speakers) gradually stops using one of its two languages in favor of the other.

Language shift is the process by which a speech community in a contact situation gradually stops using one of its two languages in favor of the other. According to Weinreich (1953, p.68) language shift is the gradual replacement of one language by another, is often the outcome of language contact in an immigration situation. In this case Karo language is shifted into Bahasa Indonesia in Karonese young generation. If the disfavored language is one that has as its last speakers the members of the community in question, then the language faces endangerment and eventually, language death.

Vernaculars in Indonesia as mother tongue face a challenge against the existence of Indonesian language and foreign language. Many vernaculars in Indonesia shifted even endangered. Indonesian country consists of many societies and there are multi-ethnic of ethnic across many islands in Indonesia, for instance: Javanese, Toba Bataknese, Karonese, Acehnese, Padangnese, Malaynese, Balinese, etc. Besides having many ethnics, Indonesia has more than 746 vernacular languages (Pusat Bahasa, 2008). Every ethnic has its own original place and they usually use their own native language also, but because of the movement of one ethnic to the other ethnic's place, it causes there are more than one ethnic live in one place.

The researcher has seen the phenomena among young generations of Karonese around her who do not use and understand Karo language anymore. Karonese young generations face a case of shifting identities, as may be seen the younger generation is losing touch with their culture because they are unable or

do not speak their ethnic language. If the phenomenon is happened continuously, the young generations will lose their identity in their life so, the researcher thinks that it needs to be investigated. To know why and what reasons make the young generation of Karonese shift their vernacular language. It is very important to concern the study to Karo language shift to make a good planning among the Karonese family.

1.2 The Problems of the Study

Based on the background of the study above, the problems are formulated as the following.

1. What factors influence the language shift among young generation of Karonese?
2. How are the patterns of language among young generation of Karonese?
3. Why does language shift occur among the young generation of Karonese?

1.3 The Objectives of the Study

In line with the problems, the objectives of the study are formulated as the following:

- 1) To describe the factors influence language shift among young generation of Karonese
- 2) To describe patterns of language among young generation of Karonese
- 3) To elaborate the reasons of young generations of Karonese shift the Karo language

1.4 The Scope of the Study

This study was focused on Karo language. Karo language shift in Besitang will be investigated through the language use of young generations or children of Karonese in Besitang District. In this study the young generation was found in junior high school and senior high school. Young generation as adolescence can be defined as a period of growth from childhood to adulthood Debrun (in Rice 1990), adolescence can be divided into early adolescence (13-16 or 17 years) and late adolescence (up to 16-17 years old). In this study the researcher uses the average age of the subject young generations are about 13-16 years old.

There were three main aspects observed in this study. Firstly, the factors of language shift among young generations of Karonese. Secondly, the patterns of language shift among young generations of Karonese through their language use. Thirdly, the reasons of young generations of Karonese shift the Karo language to Bahasa Indonesia.

1.5 The Significance of the Study

The result of the study can be the previous knowledge for the next researcher who wants to gain a deep insight especially in Karo Language shift. And also for the Second generations (Parents), the result of this study will help them to make a well plan of language planning for their family especially to keep the maintenance of Karo language for future generation so the language is not lost and died and hopefully this study can contribute for all Karonese and people who interested in Karo Language.

The findings of this study are expected to be useful and relevant theoretically and practically. Theoretically, the findings to provide new contribution to the theory of the language shift. In addition, the findings are expected to add more horizons on language planning issues.

Theoretically, the findings of the study are expected to enrich the theories of language planning especially about Karo language in Besitang, the factors influence Karo language shift in Besitang, the pattern of Karo language among young generations of Karonese and the reason of Karo language shift into Bahasa Indonesia.

Practically, the results of the study are expected to contribute information about language shift among young generations of Karonese for students, lecturers, researchers, and also the government. Firstly for the students so they can enrich their knowledge about language shift. Secondly, the teachers, students, karonese especially young generation of Karonese can use it to support the reversing of the Karo language shift in Besitang. Thirdly, the result of this study can be a previous knowledge for the next researcher whom has intended to gain a deep insight especially in Karo language in and generally in language planning theories. The last, in this case Pusat Bahasa, hopefully the result of this study help them to make a well planned of language planning particularly to keep maintaining the Karo language among the young generations, so the language is not lost.