CHAPTER II

REVIEW OF LITERATURE

2.1 Theoretical Framework

In conducting research, some theories were needed to explain some concepts which were applied in the research concerned. This chapter comprised some literatures which relevant to the study.

2.1.1 Language Maintenance

Language maintenance is an effort in keeping the language alive by using that language continually in facing the competition among other language in society (Fishman, 1991). Language society should keep the language alive in order to preserve the language so that the language will not turn into endangered language this because the existence of a language is depend on the effort of the language user. Language maintenance is also a part of language planning, similar to the statement of Kaplan & Baldauf (1997), "Language maintenance is one of the goals in language planning". Moreover, Musk (2006) argued that in sociolinguistics, the term maintenance generally used to describe a minority language vis-a-vis majority language. It means that language maintenance concern with the relation of minority and majority language because the purpose of language maintenance is to keep balance the use of minority and majority language in communication.

On the other hand, Coulmas (2013) argued "language maintenance refers to a situation where speech community, under circumstances that would seem to favor language shift, holds on to its language". When the speech communities prefer to use majority language, it means they start to lose the proficiency in heritage language. Therefore, in that situation the heritage or the indigenous language is endangered. This argument supported by statement from Janse (2003) a language is potentially endangered if the children start preferring the dominant

language imperfectly. He added that language is endangered if the youngest speakers are young adults and there are no or very few child speakers.

Keeping language alive is the objective in the process of language maintenance. Furthermore, Mesthrie (1999:42) defined language maintenance as the continuing use of a language in the face of competition from regionally and socially powerful or numerically stronger language. Thus, in the process of maintaining native language or heritage language parents should keep their attention towards children proficiency in heritage language. If there are only young adults speakers remain and there are no younger children speak that language, then that language is threatened to be endangered.

> Hinton (1999) cited in his article that many children have only a passive knowledge of their heritage language. They may reach a point where they understand the home language in a basic way but cannot speak as well as they understand. Others may learn to speak their heritage language fluently but are unable to read and write it. Consequently, those younger speakers will lose their proficiency in heritage language. While the loss of language is close to the loss of cultural identity, it could threaten the community's identity and culture.

This argument is supported by a strength statement from Fishman (1991) in Ferguson, "the destruction of a language is the destruction of rooted identity". It is clear that language maintenance is important effort to prevent language loss and the loss of ethnic identity. In maintaining a language, the community should aware of the important of language maintenance for their language holding on to that language and concerning to the process of language maintenance.

2.1.2 The Process of Language Maintenance

The writer provided the process of language maintenance adopted from Fishman (1991) as a following brief explanation:

1. The acquisition of language by adults who has effect as language apprentices (recommended where most of the beginning speakers of the language are elderly and socially isolated from other speakers of the language). It means that speaker of other language can give an impact to language maintenance. The beginning speakers who isolated from speakers of other language will not be influenced to use other language.

2. Create socially integrated population of active speakers (or users) of the language. The social organization built within the language community can support language development. It also can be the place where language is preserved. For example the social organization built within the Javanese community will help them to preserve their language because when they meet people using the same language, the community will stay use that language. This phenomenon will give a chance to maintaining their language.

3. In an area where there are reasonable number of people habitually using the language, encourage the informal use of the language among people of all age groups and within families and bolster its daily use through the establishment of local neighborhood institution in which the language is encouraged, protected and used. Language can also be maintained through the informal use of language where people habitually use that language to communicate each other, for instance in family and neighborhood.

4. In area where oral competence in the language has been achieved in all age groups encourage literacy in the language but in a way that does not depend upon

assistance from the state education system. For example in Indonesia, the government decided to use Indonesian language in formal area such as in school, it will strengthen the use of Indonesian language.

5. Where the states permit it, and where warrant numbers encourage the use of the language in compulsory state education. Just like the previous one, the government encourages the use of language in education area to maintaining language. The language organizations controlled by government should manage their program related to the establishment of students' awareness in preserving language. For instance by programming a competition related to the literature and arts of that language.

2.1.3 Factors Affecting Language Maintenance

The existence of a language depends on the effort of language community in maintaining that language by using it continually. According to Fillmore both internal and external factors can lead the loss of ethnic/heritage language. The internal force is the preference for social acceptance and conformity to the dominant group, and the necessity to communicate those members. While the external pressure comes from the sociopolitical reason in that society opposes against differences, divergence, and aliens (Fillmore, 2000: 208).

Conklin and Lourie (1983) provide some factors promoting language maintenance including: (1) demographic and social factors (e.g. high concentration, geographical proximity and ease of travel to homeland, and low permanence of residence), (2) cultural factors(e.g., prevalent of minority language institutions, the importance of the minority language in performing religious ceremonies, and the emotional attachment to the minority language as a defining characteristic of ethnicity), and (3) linguistic factors (e.g. the minority language is standard written variety).

In other way, Dyers (2008) in his paper mentions the factors of language maintenance in South Africa include (1) the environment in which these people live, (2) a desperately burdened and poorly-functioning state education system in poorer rural and urban areas, (3) historically low levels of literacy, and (4) relatively low mobility for the poor and working class in post-democratic South Africa.

Moreover, Myers & Scotton (2006: 90) listed the factors influencing language maintenance as; (1) demographic factors, relates to the large numbers of speakers of the same first language or home language living together; (2) occupational factors, it make sense when working with fellow speakers of the first language, with restrictive socio-economic mobility; (3) educational factors which refers to official provision of the first language as a medium of instruction; (4) social networks and group attitudes about the first language as an ethnic symbol; and (5) psychological attachment to the first language for self-identity.

Related to those three ideas about various factors which affect language maintenance, the writer simplified those factors by categorizing the factors into the internal and external factors.

2.1.3.1 Internal Factors in Language Maintenance

The internal factors on language maintenance included attitude towards language, value and identity.

1. Attitude towards ethnic language

Attitude towards language is the feelings people have about their own language. Attitude is important notion in study of language maintenance. Language attitude could be defined as psychological of an individual towards a language. Ethnic groups usually distinguish itself by its language and cultural norm. The identity and pride of an ethnic group is expressed through its ethnic/heritage language. Holmes (1992) expressed three levels of attitudes towards a social or ethnic group; (1) attitudes towards a social or ethnic group, (2) attitudes towards the language, and (3) attitudes towards individual speakers of that language.

Attitude towards the language reflects attitude towards an ethnic group and how the individual of an ethnic group regard their cultural heritage. For instance children attitude towards their ethnic language related to how they regard their own culture. Children who have negative attitude towards their cultural heritage will also have low value towards their ethnic language.

There are two kinds of attitude towards language there are positive and negative attitude. Positive attitude towards the language results high value and motivation to maintain the language, thus it motivates speakers to use ethnic language continually. Positive attitude towards language comes from different source as Zhang (2008) stated "some parents regard their home/heritage language as an important resource that the children could take advantage in their academic advancement and future career". Negative attitude results low value and motivation to maintain the language so that it causes speakers reluctant to use the ethnic language. The dominant language often attacks minority ethnic language because of the amount of its speakers greater than the speakers of minority language. For instance a minority Javanese group in an area will find their language threatened by mostly spoken language of majority in that area. The situation where the minority ethnic group has negative attitude towards their language and they do not have motivation to retain their language is possibly occur in any circumstances. This phenomena will cause that minority language in endanger position. In other way, if the minority ethnic group have positive attitude towards their ethnic language and have high motivation to retain their language they will have many efforts to maintain the language such as build the community language where the language could be preserved.

2. Value

Values is the act of regarding and appreciating language and cultural as heritage of a community. Holmes (2002) pointed out that when the speakers have high value of the language and the language is seen as the symbol of ethnic identity, the languages will be

maintained by the speakers. When the language is valued and regarded with pride as identifier of minority group and expressing its distinctive culture, there is more chance to maintain it.

Attitude and value are the crucial factors which affect the process of language maintenance. Sharples (2010) defined attitude, value and beliefs as: (1) attitudes is the opinion towards specific aspect of language use in society as its role, it can be referred as positive, negative or neutral; (2) values is the general underlying orientation of an individual towards a language and ultimately towards the speakers of that language; (3) beliefs is knowledge about a language and the people that speak the language.

3. Identity

Language is also use as a marker of our membership in social groups. Several of social group membership, along with the values, beliefs and attitudes associated with them, are significant to the development of social identities. Language maintenance and language change take a role greater and lesser importance in the migrant's linguistic practice depending upon whether their intended to stay or to return to the original country Avenas (1998). Identity is constantly interactively constructed on a micro level, where an individual's identity is claimed, contested and reconstructed in interaction and in relation to the other participant. The maintenance of ethnic identity is closely related to the role of ethnic language in daily life. Social group member may discard their ethnic language or they may preserve it as a sign of ethnic identity. It is mostly happen in immigrants social group member where their ethnic language is competes with dominant language. As Fishman (1989) argued the culture and language of the native group among children of immigrants tend to weaken with each new generation

2.1.3.2 External Factors in Language Maintenance

The components of external factor which affect language maintenance namely; demographic and social factor, cultural factor, environment, educational, occupational, economic pressure and family role. As following explanation :

1. In the case of demographic, the number of population who speak that language affect the maintenance of the language itself. Gibson & Ramirez (2004:66) state that the greater the number of speakers of a language, the greater is the probability that this language will be maintained, transmitted and learned. If an ethnic group moves to another area dominated by majority of other ethnic group and the minority ethnic group still use their heritage continually in some domains, that language is maintained by the minority speakers. In contrast, if an ethnic group moves to another area dominated by majority of other ethnic group and they use national language rather than heritage language to communicate within that group, then the language will faces its loss and need to be maintained. Holmes (2002) stated that if families from a minority group live near each other and see each other frequently, this also helps them maintaining their language.

   Speakers who speak heritage or native language as their second language may have low and high proficiency of that language which influence by the role of family and the environment. If they live surrounding people with the same ethnic and use the same heritage language then they will have high proficiency in heritage language.
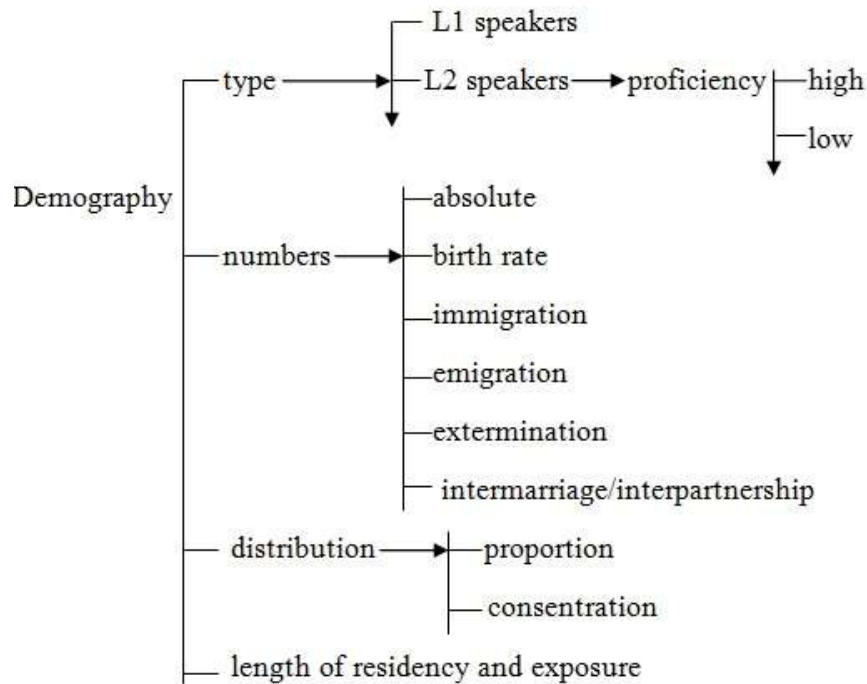
figure 2.1 Demographic variables by Gibson & Ramirez (2004)

Since birth rate affects the size of communities, it has a direct impact on the numbers of speakers, (Gibson & Ramirez, 2004:80).The population of speakers using heritage language in an area is affected by the birth rate. The more fertile the population the more chances to preserve the language. Besides that, immigration also impacts the maintenance of heritage language, for example in Kalimantan the language of Tomini-Tolitoli almost loss because of the area where the language community lives has already being dominated by Bugis people who have large amount of speakers. Then the language community of Tomini-Tolitoli immigrated to another area by the development of transportation. Gibson & Ramirez (2004:81) say "If an entire community leaves, taking its language with it, then that language is lost to the wider society. If members of a community leave then the reduction in numbers may affect the long-term viability of the language".

In other way, Gibson & Ranirez state "If speakers of a language form a large majority, all else being equal, this supports their language because it can be used with many people. On

the other hand, members of a small minority, unless they live close together will often find themselves having to use the majority language for everyday communication" (Gibson & Ramirez, 2004:82). As the result, if the amount of speakers of the same language live together and the possibility of the use of that language in their day-to-day life will increased. Thus their heritage language will stay alive and maintained.

The other variable of demography which has effect in maintenance of a language is intermarriage / interpartenership. This term refers to a marriage between people of different language and ethnic backgrounds. The pattern can be found in other societies where a dominant lingua franca serves as the shared language of partners from different language backgrounds. For example marriages of different ethnic background often occur in North Sumatera since this province is a multicultural province. When a man from Bataknese marries a woman from Javanese, then the language used in the home domain may be Indonesian.

1. The economic development is also affects the progress of heritage language maintenance. People who seek a job are forced to master the language which is used in economic domain; consequently the minority language is spoken less continually as the result the language is less maintained. This is caused by people thought that it is no necessary to learn heritage language, because it could not earn money. On the other hand, educated generation start preferring learn foreign language because they assume that acquiring and mastering that language could earn more money.

2. The social factors, language are considered as an important symbol of minority or majority group's identity. The tendency to shift the minority language to the majority language occurs when people are anxious to involve in a society where knowledge of the second language is pre-requisite for success. As the result, minority language could be maintained if language society has positive attitude and high value towards their language.

2.1.4 Language Maintenance in Family

Family holds important role in the process of language maintenance. Family is the domain where children's language development especially for heritage or native language occurs. Clyne & Kipp (1999) stated "the home has often been cited as a key element in language maintenance, if a language is not maintained in the home domain then it cannot be maintained elsewhere". The intimacy in family domain could be natural boundary to against outside pressures. The majority language in school area could be one of the outside pressures which may attacts the development of children's ethnic language proficiency. In order to prevent the outside pressure parents should control children language development. Besides, the other family members such as siblings also give impact to the children language development. The older children who act as mediator to the younger's language development are more experience in acquiring ethnic language will share the knowledge through the interaction with the younger. On the other hand, older children who acquire more majority language and bring it into the home will speak that language to their parents and their younger's siblings. Spolsky (2007) argued that the older children bring the majority language into the home and speak it occasionally with parents and regularly with younger siblings. Children may feel less positive attitude towards their heritage or ethnic language when they take part in school activities and become assimilated into dominant language society.

Parent's policy towards the use of ethnic language in the home domain will affects children's desire to use the language. The way parents direct the children to use language affects children's attitude towards that language. "Some parents regard their home/heritage language as an important resource that the children could take advantage of in their academic advancement and future career", (Zhang, 2008:103).

Parents should encourage their children by creating an environment that could nurture children's ethnic language acquisition. Thus, it is clear that the home domain and the role of

family are crucial things in the process of maintaining their language. The loss of children ability in heritage/ethnic language may end with language endanger in a society. "The proficiency of heritage language start to fade away between the second and the third generation since the immigrant parents would have less opportunities to use ethnic language and impart it to the offspring", (Fillmore, 2000: 203). This phenomenon may occur if parents have no effort to help their children to acquire heritage/ethnic language. As the consequences, the younger generation starts to loss their ability in ethnic language. Another issue which can attacks the proficiency of ethnicc language is the refuses of young speakers to use that language. They prefer to use modern language such as English or other popular teenager's language.

In consequences, the loss of ethnic/heritage language competence will turn out the negative impacts in many perspectives. As Fillmore (2000:205) found in the case of a children Kai-Fong, the loss of heritage language will increase the alienation of the children from other family member. For instance, that children refuses to use heritage language in home then the grandmother spoke to him, he would ignored her or mutter a respond in English that she did not understand. The rejection of using heritage language creates communication problems between younger and older family member. As mentioned by Fillmore (2000: 205), "the adults do not understand the children, and the children do not understand the adults". Father, mother, and grandmother do not feel they know the children, and they do not know what is happening in their lives.

. "Some strategies typically used by parents are to use the language in the home, provide their children with access to the culture, or make trips back to the country of origin", (Hinton, 1999). The way family and society group maintaining their language is varies from one to another. For instance parent could keep using heritage language in communication with the family member so that their children accustomed with that heritage language.

Besides that, take children visiting their homeland and attending the ethnic ceremonial will also raise their curiosity about their culture and their heritage language. Moreover, family decision to choose whether national or heritage language in the home domain communication give significant benefit to the maintenance of heritage language. However parents will have their own way to lead the children to regard ethnic language. For instance, parent's value towards Javanese language could be seen as they assume that Javanese language is related to their culture identity which is the precious thing and they consider that it connects younger generation to their home land and culture. Another way that could be done by parents is by strengthen the knowledge to children about Javanese language as their ethnic language, that it is crucial to be maintained because this language is necessary link the family that reinforces family ties. When Javanese family gathering with the family and using their language, it will increase the intimacy among the family members.

2.1.5   Relevant Studies

Language maintenance has been investigated in various researches by some experts. Some previous researches showed that language maintenance are affected by the role of family and the attitude of language users towards its language. Since one aspect of language attitude is behavior (Garret. Et.al. 2003), it means that language attitude will create language behavior, and then positive language attitude will also create positive language behavior. Holmes stated (1992) attitude toward language is crucial in language maintenance on the other hand. Romaine (1989) mentioned that identification in a language and positive attitude toward language could not guarantee that language could be maintained. Those distinctive opinions are depending on the language society in research filed. Here are some previous researches conducted related to language maintenance. Lukman (2000) did a research about language maintenance of Javanese immigrant society in Wonomulyo, Polmas. The finding of that research shows that generally the society in Java island speak bilingually and tend to use

their ethnic language in some domain such as family, neighborhood, and occupation. Zhang (2004) examines the attitudes about home language maintenance among Chinese American children and their parents. He explores (1) the extent to which participants believe home language has been maintained by the Chinese children who are born in first-generation immigrants families, and (2) what factors are involved in ptomoting the children's home language maintenance. His analysis indicates that Chinese parent's strong commitement to home language maintenance, most second generation Chinese children do maintain the home language to a certain degree, but they show preference for shift to English in key social context from an early age. His research finding strengthen the theories from some expert that family is key instrument in language maintenance process. Besides that, his research also enrich the new horizon in the field of language maintenance in family. Rohani, et.all examined language maintenance and the role of the family amongst immigrant groups in the United States: Persian-speaking Bahá'ís, Cantonese, Urdu, Spanish, and Japanese. From thir research it was found that attitudes and actions within the family had a significant influence on the maintenance of the mother tongue. The role of family in language maintenance was both explicit, through purposeful actions intended to help children learn and maintain their language, and implicit, such as in the language environment of the home or through access to greater communities of speakers. Another case was examined by Guardado (2002), he explores the loss and maintenance of first language skills of Spanish in Hispanic children in Vancouver from the perspective of parents. He focuses on the experiences of Hispanic parents of children either developing bilingually (Spanish-English) or monolingually (English). The finding shows that the type of encouragement parents give to their children to speak the LI can have a facilitating or a detrimental effect. Therefore, his article urges parents committed to LI maintenance to promote a positive attitude in their children and to address their affective needs accordingly.

Another research was conducted by Verdon, et.all (2014) about "Language Maintenance and Loss in a Population Study of Young Australian Children". In that research, they attempt to identify the patterns of language acquisition, maintenance, and loss that are occurring among Australian children during early childhood. They determine the problem as: (1) What patterns of language use, maintenance, and loss are occur-ring within multilingual children and among the most common language-minority communities in Australia duringearly child-hood?, (2) What personal and environmental factors (including gender, languages spoken by parents, presence of a grandparent or older sibling in the home, being a first- or second-generation immigrant, type of childcare and support for languages other than English in the learning environment) are associated with patterns of language use, maintenance, and loss in Australian multilingual children?. The finding of their research shows that parental use of a language other than English was highly correlated with children speaking languages other than English.

From those relevant studies, it can be concluded that family is the key point of the process in maintaining language. Parents' encouragement to use Javanese language will rise children's motivation to use Javanese language in daily communication. However, the whole family members' attitude towards Javanese language will also give an impact to the sustainability and vitality of language maintenance in family.

2.2 Conceptual Framework

Language maintenance is the effort to maintain and to keep a language alive by using that language continually. The process of language maintenance can be done by all language society who aware about the importance of keeping the vitality of that language. Language is closely related to culture because language covers cultural identity where an ethnic group can be differed to other ethnic group. Thus the destruction of a language is also the destruction of cultural identity of an ethnic group. When language society of an ethnic group use their language continually and keep the sustainability of cultural events where that ethnic language is frequently spoken then that language will be maintained. The extinction of ethnic language influence social life pattern moreover language has a role to build a nation. The ability in speaking ethnic language should be develop as the effort to build national identity. Thus language maintenance in Indonesia should be done to preserve ethnic language and keep it away from becoming the loss language. In this research the factors which affect language maintenance was analyzed to find out the dominant factor affecting the maintenance of Javanese language in families. Furthermore the strategies used by Javanese families in this researchers are needed to maintain Javanese families language maintenance in the research area.