CHAPTER 1

INTRODUCTION

1.1. Background of Study

Nowadays, more and more people shift their vernacular language into another language. Nevertheless, they still maintain the vernacular language so that it will not be lost. Language shift may happen because of the willingness to learn another language considered more prestigious by the society, the usage of a second language as a dominant language, and *migration*, the movement of a person or group to another region or country (Oxford Advanced Learner's Dictionary: 1995). Usually, the people will try to find ways to maintain their vernacular language or mother tongue when they realize that they have shifted their vernacular language.

To begin with, the writer would like to discuss what *language shift, language maintenance*, and *language loss* are. According to Holmes (2001), Fishman (1964), Coulmas (2005:157), Fasold (1984:217), and Mesthrie (2000), *Language shift* happens when someone uses his or her own vernacular language rarely and uses new language in many domains. Moreover, they define *Language Maintenance* as the efforts of someone to keep using his or her vernacular language in some situations. In addition, they also mention that *language loss* happens when someone only uses his or her vernacular language in more and more limited domains and his or her ability to use it gradually decreases.

In the study, the writer would explore about language *shift* and *maintenance* that happen to *migrants*, people who move from one region into another region (Oxford Advanced Learner's Dictionary: 1995). The writer would

like to find out how far people shift vernacular language in the destination and what they do to maintain the vernacular language so that it will not be lost. The writer would like to do the research based on *Language Shift* and *Maintenance* theories so the writer will know whether the theories reflect on the reality or not.

In the research, the writer would like to focus on the Bina Nusantara students who are Pontianak Chinese and have migrated to Jakarta for several months to ten years. The writer chooses the Pontianak Chinese Bina Nusantara students as the object of study because they represent quite a big number of Bina Nusantara Chinese migrant students. The writer would like to do research on how far those students shift their vernacular language and what their efforts to maintain the vernacular languages are to avoid losing their vernacular language.

In the study, the writer would like to relate the theories about *Language Shift* and *Maintenance* with the Pontianak Chinese Bina Nusantara students who are migrants to answer the writer's problems in the thesis.

1.2. Statement of problem

In the research, the writer would like to answer these questions:

1. How far is the language shift (in language choice and domains) of the Pontianak Chinese Bina Nusantara Students who have migrated to Jakarta for about several months to ten years?
2. What are the reasons of the language shift?
3. What are their language maintenance efforts in order to avoid losing their vernacular language ability?
4. Why do they maintain their vernacular languages?

1.3. Scope and Limitation

The scope of the study will be on *Language Shift and Maintenance* of the Bina Nusantara students who are Pontianak Chinese and migrate from Pontianak. The writer would like to focus on those who have stayed in Jakarta for several months to ten years (the longest).

The limitation of the study will be the case of fifty students taken randomly from all semesters and majors based on *Language Shift and Maintenance* theories from Holmes: 2001, Fasold: 1984, Coulmas: 2005, etc as the main theories.

1.4. Goals and Functions

The goals that the writer wants to achieve in the study are:

1. To find out how far the Pontianak Chinese Bina Nusantara students who are migrants shift languages in language choice and domains.
2. To find out the reasons of the language shift.
3. To find out how the students try to keep maintaining their vernacular languages while they are in Jakarta so, their vernacular language ability will not be lost.
4. To find out why they maintain their vernacular languages.

The functions of the study are:

1. To make the readers who experience language shift understand so that they will be able to recognize their situation and maintain their vernacular languages, that is to avoid experiencing language loss or losing the important part of someone's culture and identity.

4. To help the readers to understand the phenomena of *Language Shift* and *Maintenance* deeper so that if the readers later want to use these topics to do research, they will feel helped.

1.5. Research Methodology

To conduct the study, the writer has done some methods to complete the research. They are:

1. **Library research**. The writer conducted research in some libraries by searching some books about *Language Shift* and *Maintenance* theories to understand about how to relate the terms of *Language Shift* and *Maintenance* with the reality in Bina Nusantara. The writer also tried to search some books that might contain the case studies of the people who experience *language shift* and *maintenance* due to their movement into another region or country.
2. **Internet research**. Through internet, the writer conducted research to find more about language shift and Maintenance that have happened in the world. The writer tried to search some point of views and more facts about *language shift* and *Maintenance* to gain more data. In the internet, the writer found some useful data that could help her to complete the research in the study.
3. **Field Research**. The last method done by the writer was by delivering questionnaires to fifty Pontianak Chinese Bina Nusantara students who migrate to Jakarta to study at Bina Nusantara as a representation of Language Shift and Maintenance. This field research really helped the writer in analyzing and answering the writer's problems in the thesis so that at the end the writer could make the right conclusion and give the right suggestion to the topic.