

## CHAPTER 2

### REVIEW OF RELATED LITERATURE

#### 2.1. Language Shift

##### 2.1.1. Definition of Language Shift

According to Holmes (2001), Coulmas (2005:157); quoted from Weinreich (1953:68); Fasold (1984:213), and Mesthrie (2000:253), *Language Shift* is a situation in which someone only uses his or her *vernacular* language, the first language that someone learns or the mother tongue (Holmes:2001), in a more and more limited domains and mostly uses another language.

For example: David is a Pontianak Chinese who mainly spoke *Khe* when he still lived in Pontianak and could not speak Indonesian or understand it well. He then moved to Jakarta to study at college. Since then, he starts to use Indonesian mainly in many domains and only speaks *Khe* with his relatives or family, which causes his domains to speak it decrease much. This is a case of *Language Shift* (*Khe* to Indonesian) because of migration.

##### 2.1.2. Bilingualism and Multilingualism

According to Romaine (2000) and Bhatia and Ritchie (2004:385), Bilingualism refers to a situation in which someone learns and is able to use two languages in his or her life. For example: Kevin's first acquired language was Indonesian as his mother tongue and vernacular language. However, at the age of eight, he started to learn English and use it in many

domains. Now, after growing up as a teenager, he uses the two languages well and becomes a bilingual speaker who is able to use both English and Indonesian.

Moreover, according to Romaine (1992) as quoted by Tej K. Bhatia and William C. Ritchie (2004:385), and Bonvillain (2003:298-299) multilingualism is a situation in which someone learns more than two languages and is able to use many languages (three or more) in his or her life. For example: Yuni's first acquired language is Indonesian. After she reaches the age of five, she had to learn Tio Ciu and Hakka (Chinese dialects) because they are her parents' vernacular languages. Then, after she enters elementary school, she learns English everyday and also Mandarin because her school has international standard. Now, she has been able to use many languages in her life; Indonesian, English, Mandarin, Tio Ciu, and Hakka. That means she is a multilingual speaker.

### **2.1.3. Factors Contributing to Language Shift**

Mesthrie (2000:254-257), Holmes (2001:58-62), Paulston (1994:10-17) and Romaine (2000:53-54) believe that there are several factors contributing to language shift. They are:

1. **Social, Economical, and Political** factors. The new language seems to be higher and more prestigious than the vernacular language. By adopting the new language, the person can get a better job, higher social status, and better social environment.
2. There is **no reason** to keep using the language such as:
  - ❖ There is **no situation** available to use it

- ❖ No one uses it
  - ❖ There is no texts, films, songs that uses the language
3. **Attitudes and values.** When the minority group values the minority language highly and shows good attitude to it (respect it), language shift will not happen. However, if the minority group does not value the minority language highly and does not respect the language or value the dominating language higher, language shift will surely happen.
4. **Migration.** This means the movement of a person or a group from one area into another area. This also may contribute to language shift because the movement into another area means that it has another language to speak in the area.

In addition, they also state that *language shift* takes process and time. According to them, to know the speed of shift, it can be influenced by some factors. They are:

- ❖ *Social and Economical* factors. By shifting language, the new language can bring success and higher status to the person, that makes the person decides to shift his or her language.
- ❖ *Age.* Who usually shifts fast? According to Holmes (2001), the one who shifts fast is usually **young people**. It might be because young people are still able to accept new things and easier to adapt themselves with something new such as a new language.
- ❖ *Demographic Factors.* It is believed that people in urban areas shift more than people in rural areas. Besides, multicultural partnership (a marriage of one culture with another) usually increases the chance for

language shift. On the contrary, the value or good attitudes to the old or vernacular language will slower the language shift. So, language shift may take place because of several reasons contributing to it. However, the language shift process can be slow or fast, which depends on what factors influencing it.

## **2.2. Language Maintenance**

### **2.2.1. Definition of Language Maintenance**

Fishman (1964), Fasold (1984:213), and Holmes (2001) say that *Language Maintenance* is the effort of someone to keep using his or her vernacular language in some situations so that his or her language ability will not decrease or be lost. For example: in the case of David's language shift on page 5, David still maintains his vernacular language (*Khe*) by using it with his family and relatives. This makes him still able to use the language.

### **2.2.2. The Efforts of Language Maintenance**

Fishman, as it is quoted by Fasold and Holmes say there are several ways through which someone can maintain vernacular languages. They are:

- a. Getting married with the same culture or ethnicity. This will help to maintain the minority language because both the woman and man come from the same ethnic with the same language.
- b. Publicizing the minority language. This can be done by publishing and launching books, songs, movies, radio programmes using the minority language.

- c. Returning back to hometown regularly if the person is an immigrant in another region. Because when he or she is back in his or her hometown, they will have chance to use and maintain his or her language with the people from the same ethnicity in his or her hometown.
- d. Living closely with families. This will help maintaining the language because the person can still use his or her language with the family.
- e. Gathering with family routinely to give chance of using the minority language.
- f. Creating religious activities that use the minority language. If the minority language is used in religious activities, people usually value the language highly.
- g. Using the minority language for education such as in schools, courses, and universities. If people learn the minority language at school routinely, the minority language can be maintained well since it will be used everyday.
- h. The effort of government. Besides the community itself, the government has big role in having the power to maintain the minority language because the government is the ruler of the region.

## **2.3. Language Loss**

### **2.3.1. Definition of Language Loss**

According to Holmes (2001:57) and Fishman (1964), it happens when someone only uses his or her vernacular language in fewer and fewer domains and after some time, his or her ability to use the language

decreases. For example: Diosa is actually a child of *Hokkien* (a Chinese dialect) parents. However, because her parents rarely use it with her, she also does not have chance to use and learn it well since she studies in Indonesian speaking school in Jakarta. Now, as a teenager, she cannot speak *Hokkien* at all. So, Diosa experience a *Language Loss*.

### **2.3.2. Factors Contributing to Language Loss**

Holmes (2001) and Fishman (1964) mention several factors contributing to *Language Loss* experienced by someone. They are:

1. The native speaker of the language uses his or her language in more and more limited domains so that his or her ability to use the language decreases.
2. The native speaker feels that there is no reason to use his or her language anymore so that he or she permanently shifts language.
3. The native speaker learns and uses another language (shifting the language) that is more dominating and highly valued by many people.
4. There is no language maintenance effort to keep the minority language. The people do not try to keep using it so that the ability to use it is decreasing.

## **2.4. Pontianak Chinese**

### **2.4.1. Who are the Pontianak Chinese?**

According to Hasanuddin and Kristanto (2001), Pontianak Chinese are the people who are Chinese who live and stay in Pontianak, West Borneo. They are the Chinese who migrated from their original region, The

Republic of China, in 17<sup>th</sup>, 18<sup>th</sup>, and 19<sup>th</sup> century. It is mentioned that Pontianak Chinese hold quite a great number in Pontianak, about 1/3 of the population. That is why Pontianak is called as a very Chinese city. According to Hassanudin and Budi Kristanto (2001:74) the Chinese ethnicities that live in Pontianak are the *Hakkas (Khek)*, *Hoklo (Tewcu)*, and *Teo Chiu* who stay at gold mining areas in Pontianak. They came as *gold miners*, people who search for gold.

Hassanudin and Kristanto (2001:68-69) mention that the Chinese people, *Hakka* and *Teo Chew* immigrated to West Borneo, including Pontianak, in the 17<sup>th</sup>, 18<sup>th</sup>, and 19<sup>th</sup> century because of several reasons. They are:

1. To avoid great famine and war happening at that time. They believe that by migrating to another country, it will give them a better life.
2. To search for gold. They became a gold miner in West Borneo including Pontianak because they believe that the area was prospective to search for gold.
3. To do business. This included trade (24%), administration (18%), transport (15%), and industry (12%).

Moreover, Kal Muller (1996:151-152) and Heidi Munan (2006:29) add that the Chinese people who migrated in large number to West Borneo as gold searchers, including Pontianak, are now about 450,000 people at present. Previously, they stayed in Sambas, lower Kapuas, and Mandor and Montorado (between Sambas and Pontianak). That means the Chinese really hold quite great number in Pontianak.

## 2.4.2. The Reasons of People's Migration to Jakarta

Nowadays, people from other areas, including Pontianak migrate more and more into Jakarta. According to Romdiati and Noveria (2004) and Sarjono Herry Warsono, SSI., MSi (n.d), their migration into Jakarta, the metropolitan and capital city of Indonesia, is determined by several factors:

1. **Economy.** This is another factor contributing to the migration of people into Jakarta. They move to Jakarta to get better job with higher income, more prospective career, more pride. As a metropolitan and capital city of Indonesia, they believe that Jakarta is better to improve their life.
2. **Education.** This is the factor or reason mostly had by the young people to move to Jakarta. They move to Jakarta to get better education: school, course, or college education. They believe that Jakarta, as a metropolitan city, will give them better education and knowledge.
3. **Other places** such as the centre of business, government, industrial, and other development that other areas have not got as many as Jakarta. This surely contributes to the factors why people migrate to Jakarta, that is they think their original region is not well-developed.

## 2.5. Pontianak Chinese Languages

### 2.5.1. Hakka

Based on an article *Hakka-An Important Element of Chinese Culture* (S. L. Lee, 1995), retrieved from [www.asiawind.com](http://www.asiawind.com), the *Hakka* language are spoken by the *Hakka* people who originated from Central China migrating to Indonesia to flee from war and famine. It is mentioned that

The *Hakkas* are a unique ethnic group of Han Chinese who settled at *Yellow River* in China. It also says that during the last centuries, the *Hakkas* have migrated to Europe, America, and South East Asia, including Indonesia. It is also added that the *Hakkas* migrated repeatedly many times and carried their own culture and tradition with them to another country. In the new place, they still maintain and preserve their own culture, tradition, and also the language, usually known as *Khek* language.

#### 2.5.2. Teo Chew or Tie Chiu or Teo Chiu

According to Ramsey (1986), Teo Chew language, also called as Chaozhou language, is a Chinese dialect originally spoken in Chaoshan (a China region). It is mentioned that the Chaoshan includes the cities such as Chaozhou, Shantou, Jieyang, Chaoyang, Puning, Chao'an, Raoping, Hilai, Chenghai, Nanao, Lufeng, Haifeng, Shanwei, Huidong, and Jiexi. Li Wei (1997:370) adds that the Teochews or the 'Swatow people' came from the Chaochow's area of administration in the southeast of China, from eight of the ten districts near the Fujian border. The *Chaozhou* or *Teo Chew* speakers migrated to Southeast Asia during the 18<sup>th</sup>-19<sup>th</sup> centuries forming larger dialect groups and now, the *Teo Chew* language are widely used in many regions outside the origin. It is mentioned that the *Chaozhou* or *Teo Chew* speakers nowadays have stayed in quite large numbers in Thailand, Cambodia, Hong Kong, Vietnam, Malaysia, Singapore, Indonesia (Riau, North and South Sumatra, and West Borneo such as Pontianak and Ketapang), Australia, New Zealand, North America, Europe, and other Southeast Asian countries.

## 2.6. Language Choice

### 2.6.1. Definition of Language Choice

Language choice, according to Fasold (1984:180) and Holmes (2001), is available options in certain situation in which people may choose the language they would like to use. For example: Kartono is 31 years old. He lives in Singapore, which is a multilingual country. There are many people there who speak different languages. Kartono is an employee in one of Singapore public companies. He spends his days by talking to his co-workers at the office and going out to meet clients from other companies who come from different cultures, Chinese and Western people. In one day he can speak three languages in different places he visits. He usually speaks Hokkien, Mandarin, and English in one day.

### 2.6.2. Factors Determining a Person's Language Choice.

Fasold (1984), Holmes (2001), and Romaine (2000) state that there are several factors determining someone's language choice. They are:

- ❖ Different varieties of language (*language repertoire*). This means how many languages someone has or someone can use. For example: the writer can speak English and Indonesian. That means the writer's varieties of language are English and Indonesian.
- ❖ Domains that include *setting, participant, and topic*.

### 2.6.3. Domains

According to Holmes (2001:23), Romaine (2000:44), Fasold (1984:185), Coulmas (2005:161), domain means a series of situations and chances in which someone can choose and use his or her *Language*

*Repertoire* that is different choices of codes or languages that someone can use, according to Stockwell (2002:8-9). Holmes, Romaine, Fasold, and Coulmas mention domains include:

1. **Setting.** Setting means the place where the person uses the language. The settings can be varied such as home, school, work place, religious place, classroom, etc. For example: the setting of a class interaction will be at class in schools, courses, or universities.
2. **Participant.** This means the people involved in using the language such as the speakers and the hearers or interlocutors. The participants can be varied such as friends, family, colleagues, teachers, students, etc. For example: the participants of a class interaction will be the students and the teacher or lecturer.
3. **Topic.** Topic is about what the language is used or about what the conversation takes place. The topic of conversation can be varied from lesson, politics, economy, religion, personal matter, work, etc. For example: the topics of a class interaction will be the lessons like mathematics, physics, history, etc.

#### 2.6.4. Diglossia

Holmes (2001:27), Fishman (1964), Wardaugh (1998:87), and Fasold (1984:183) state that *Diglossia* means the situation in which there are two languages used in a community where one language is considered higher or prestigious while the other is considered lower or not prestigious. They say that *Diglossia* can take place in different situations at different places and times. For examples:

- a. In **texts** such as magazines, newspapers, novels, books, legal documents, etc.
- b. In **education** places such as schools, courses, and universities.
- c. In the **TV news** and **radio** programmes.
- d. In the **talking between friends**.
- e. In the **wedding** ceremony.

They also add that Diglossia usually takes place in bilingual nations or countries that use two languages in the community in which one language is considered higher and more prestigious while the other is considered lower and less prestigious. For example:

In Eggenwil, a town in the Aargau canton of Switzerland, there are two languages. The high (H) is standard German that is used in school, newspaper, university, church sermons, and novels. The low (L) is Swiss German dialect that is used in everyday interactions and more radical clerics. (Holmes, *An Introduction to Sociolinguistics*, 2<sup>nd</sup> edition 2001:27)

#### 2.6.5. Polyglossia

Moreover, Holmes (2001:31), Fishman (1964), and Fasold (1984:183) mention about the term *Polyglossia* that means a condition in which a community uses more than two languages. Polyglossic situation usually takes place in multilingual nations or countries where there are more than two languages are used. For example: Singaporeans whose languages are varied such as Konghu (a Chinese dialect), English (national language), Mandarin (second national language), Hokkien (another Chinese dialect), Melayu language (a Malaysian language similar to Indonesian language).