

CHAPTER I

INTRODUCTION

This chapter is divided into five parts, namely, background of the study, statement of the research problem, research objectives, significance of the study, and then scope and limitation to the study.

1.1 Background of the study

Language is a communication system that humans use to convey information, thoughts, ideas or emotions, which functions as a tool for interacting with one another in order to share experiences. Language is a communication tool used by everyone in their daily life as a means to convey information and arguments to others (Rabiah et al., 2019). Therefore, language is very important for humans to learn as a means of communication.

Each country has its own language, so people need to learn international languages to facilitate communication between countries. Foreign languages offer some advantages, for example to get jobs, to facilitate traveling, give some possibilities to study abroad (Hubackova, 2016). By learning a second language we can expand our knowledge in communicating with new people, it is important for someone to learn a second language in order to become a bilingual, there are many positive things we can get if we can become a bilingual, especially becoming a bilingual with an international language, and that its function is to improve relations with people from abroad, such as, "maintaining its political and security interests, international trade specialists, foreign media correspondents, diplomats, airline employees, and national security personnel need to be familiar with other languages and cultures to do their jobs well" (Bhattacharjee, Y, 2012). With the development of the times, of course, humans are required to be able to speak international languages, so that bilingualism will certainly become a normal thing for humans, because international languages will become languages. The main thing for people who like to work or study abroad, but our mother tongue or main language will

never be forgotten by a bilingual, the second language is only to enrich our language.

Bilingual is a person who can speak two languages fluently in his daily life, Someone bilingual can understand two languages actively and passively, like Bangkalan people, most of them are bilingual, but they can actively and passively speak and write in these two languages by concentrations, and those who passively have Receptive ability to understand and read (Baker, 2011). Two individuals engaging in a conversation using two or more languages are commonly referred to as bilinguals. This linguistic dexterity reflects a dynamic ability to effortlessly switch between languages based on the context, audience, or personal preference (Baker, 2011), defines bilingualism as the ability to use two or more languages for communication and understanding, ranging from a basic level of proficiency to high-level mastery. Moreover, bilingual individuals may use their languages in various domains of life, such as family, community, education, or the workplace.

Some people can master two languages or even more, two languages are often more common in society, because bilingualism is easy to occur, to throw light on how bilingualism affects learning subsequent language (fatemeh et al, 2020). Moreover, two languages are also common in society because of the development of the times where people are required to learn international languages. Bilingual conversations reflect diverse cultural backgrounds, allowing for nuanced exploration of topics. people who tend to synthesise aspects of their two or more cultures and on the possibility that the development of each component of the bicultural and bilingual person may take place at different times (Panicacci A et al, 2018). The interchangeability of languages contributes to a contextually rich exchange, emphasizing the deep connection between language and culture.

The following is a conversation between two bilingual individuals:

Person A: *Hey, apa kabar?* Long time no see!

Person B: Hi there! I'm good, thanks. Gimana denganmu?

Person A: *Saya juga baik.* By the way, have you heard about the new project at work?

Person B: Oh, ya! I heard it's a big deal. *Apa rencanamu terkait proyek itu?*

Person A: Well, I'm considering taking a lead role. *Tapi*, I'm a bit nervous *karena ini pertama kalinya saya akan memimpin proyek besar seperti ini*.
 Person B: Don't worry too much. Saya yakin you'll do great. Plus, kamu punya pengalaman yang cukup di bidang ini.

This is a bilingual conversation because it involves the use of two languages, namely English and Indonesian. Person A initiates the conversation in English by asking, "*Hey, apa kabar?* Long time no se!" Person B responds in Indonesian, "Hi there! I'm good, thanks. *Gimana denganmu?*" The alternation between English and Indonesian continues throughout the conversation, with both participants seamlessly switching between the two languages. The inclusion of Indonesian phrases such as "By the way," "*Tapi*," and "*Saya yakin*" alongside English expressions signifies the bilingual nature of the dialogue.

In Indonesia, there are many people who are bilingual, because Indonesia is a country with many islands, each island has its own language, so many Indonesians are bilingual. In Madura, there are many people who are bilingual because Madura itself has a regional language, so some Madurese people can speak two languages or more, because some of them have been required to speak the national language like Indonesian and local language like Madurese language. So that, "population of children who are exposed to two different languages at school is increasing around the World" (Özşen, A et al, 2020). and at home they use the regional language, namely Madurese. So, many Bangkalan people have been bilingual since childhood.

Bangkalan is the closest district to the island of Java, so it is very easy for Bangkalan people to be bilingual. This is because many Bangkalan people mix with Javanese people, making it easy to become bilingual even many Madurese people are proficient in Indonesian. This is particularly evident among Madurese individuals employed in maritime roles, where the necessity to communicate in Indonesian is inherent. Additionally, Madurese individuals whose acquaintances include Caucasians also demonstrate a proficiency in Indonesian (Musfi'atin et al.,

2023). with English proficiency, people can know what the categories of bilingualism are and also the dimension of bilingualism.

According to Lindholm-Leary (2020), the category of bilingualism includes situations where a person learns two languages in different contexts, such as one language being used at home and the other at school. In some cases, both languages are learned in the same context, such as in a bilingual family environment, which often results in language mixing in everyday use. In addition, there are also conditions where a person understands a second language by translating it through their first language. The dimensions of bilingualism include several important aspects Bialystok (2020). The ability dimension refers to a person's level of proficiency in both languages, whether in speaking, listening, reading or writing. It indicates how fluent a person is in both languages. The usage dimension refers to how often and in what context one uses the languages. For example, a person might use one language at home and the other in a professional setting. The balance dimension describes how balanced a person's abilities are in both languages. Some people may have almost equal ability in both languages, while others may be stronger in one of the languages. Finally, the age dimension covers when a person starts learning a second language. A person who learns two languages from an early age is considered an early bilingual, while those who start learning a second language after adulthood are called late bilinguals.

Language, including international languages, as a means to interact with people outside. People from Bangkalan, especially in the Geger sub-district, who are identical to working abroad, will certainly need a new language as a communication tool in their workplace. Many people from Geger attend English courses, which is undoubtedly a requirement or a means of communication in their workplace. By learning this national language, they will become bilingual because they have learned a new language. Furthermore, those from Geger who choose to become bilingual do so because it is a job requirement to learn a national language as a means of communication in their workplace, and not everyone from Geger learns this language; it is only for some who are demanded by their jobs. That is

why I am interested in researching bilingualism in Bangkalan, especially in Geger. I am intrigued by people who are willing to learn a new language even if it is only a job requirement. However, if the concept is improved and embraced by the community, not only focused on a job but also to enrich languages, it will undoubtedly bring about a change in society

Based on the explanations above, the writer is interested to conduct a research entitled “An Analysis of Bilingualism in Bangkalan Regency”.

1.2 Statement of the Research Problems

As describe in the background of the study, the research question are formulated as follows.

1. What are the categories of bilingualism found in Bangkalan Regency?
2. What are dimensions of bilingualism found in Bangkalan Regency?

1.3 Objectives of the Study

There are two primary objectives of this study

1. To explain the categories of bilingualism found in Bangkalan Regency.
2. To explain the dimensions of bilingualism found in Bangkalan Regency.

1.4 Significance of the Study

It is hoped that this research provided theoretical and practical benefits. Theoretically, it is hoped that this analysis provided an understanding of the categories and dimensions of bilingualism. The writer also hopes that this research can provide understanding for readers, especially students who want to analyze bilingualism. Practically, the purpose of this research is to provide an understanding of the importance of learning a new language to enrich the language or to become bilingual among people in Bangkalan Regency. In addition, this research also serves as an alternative for readers who have understood the dimensions and categories of bilingualism, as well as helping to understand the factors involved in becoming bilingual.

1.5 Scope and Limitation

The scope of this study centers on the field of Sociolinguistics, specifically addressing the categories and the dimensions of bilingualism. This study uses two theories to guide this research; they are the theories from Baker (2011) and Valdes (2006). This study was conducted only in the Bangkalan region, specifically in the Geger district.