

CHAPTER I

INTRODUCTION

This chapter provides an overview of the study by explaining the background and context of the study. This chapter defines the research problems and explains the objectives of the study. Additionally, this chapter discusses the contribution of the research, both theoretically and practically. Finally, this chapter also clarifies the scope and limitations of this study.

1.1 Background of the Study

The diglossia phenomenon where people use different languages in different conditions, happens across the world. This phenomenon occurs because certain language in society has its own function, such as formal language used in formal occasions and informal language used in informal occasions. According to Sabbah (2020), formal language, which is used for formal purposes, is known as High variety or simple H, and casual language, which is used for informal purposes, is known as Low variety or simple L. Alsahafi (2016) also supported this statement by providing the examples, such as in Switzerland Standard German is high variety and Swiss German is low variety, in Haiti, Standard French is high variety and Haitian Creole is low variety. Furthermore, in Arabic, Standard Arabic (Fusha) is high variety and Colloquial Arabic (Amiyya) is low variety. These varieties are used depending on the context, whether formal or informal context. From this explanation, it can be considered that high variety is often used in formal conditions and low variety is used in informal conditions.

In the local context, diglossia also occurs in Indonesia, especially on Madura Island. Madurese people also live in an environment where they can use one of the languages, which are *Bahasa Madura* and *Bahasa Indonesia*, depending on the conditions and functions. As stated by Azhar (2010), Madurese people use their regional language in daily life when they interact with society in casual conditions. Furthermore, Hasan (2024) stated that in Indonesia, the vernacular language serves as the informal language, which shares the role in everyday conversations. In this research, *Bahasa Madura* serves as an informal language. Meanwhile, Misnadin & Yuliawati (2023) stated that *Bahasa Indonesia* is used in formal conditions, such as in workplaces or in schools that are relevant to formal conditions. Ridwan (2018)

explains that Bahasa Indonesia has been used as a means of official communication in every aspect. Moreover, Hasan (2024) also states that *Bahasa Indonesia* serves as the High variety or formal language, which is used in the educational and national context. In this research, *Bahasa Indonesia* acts as the official or formal language. Therefore, Madurese people choose between *Bahasa Indonesia* and *Bahasa Madura*, depending on the context, such as in everyday conversation, government context, or an educational context.

One of the examples where diglossia occurs in an educational context is in Senior High Schools, particularly in Senior High Schools in Bangkalan. Students can use the national language or *Bahasa Indonesia* as formal or official language when they are talking with their teachers, and use *Bahasa Madura* as mother tongue language or informal language when they are communicating with their friends and talking to each other. The formal language is usually used in formal occasions, such as in religious activities, education, and the informal language is usually used in casual situations, such as in daily activities, in specific situations (Abadi, 2022). Therefore, diglossia phenomenon can occur in the educational field, such as in Senior High Schools in Bangkalan, depending on the condition and students' conversation partners.

Besides the use of *Bahasa Indonesia* and *Bahasa Madura*, students in Senior High Schools in Bangkalan also learn a foreign language, particularly English, as a subject at school. Jenkins explains that English as a foreign language in Indonesia has no official status because it is not used daily, however it is only used for specific functions, such as in schools (Cited in Lauder, 2008). By providing an extracurricular English club, students can learn English as a foreign language outside of the class with friendly atmosphere. The English club in these Senior High Schools is one of the examples of social context where diglossia occurs. An extracurricular English club provides a setting for developing foreign language skills, creating an atmosphere that encourages learners to use English in their communication (Darmayenti et al., 2024). Therefore, students in the Senior High Schools in Bangkalan can choose to speak in *Bahasa Indonesia*, *Bahasa Madura*, and English to communicate with others.

Additionally, the use of these three languages can show what strategies they use or choose when experiencing diglossia situations. They use or choose between these three languages because they have certain reasons. Therefore, English clubs at Senior High Schools in Bangkalan are the relevant objects for this study because through the English club, students can face the diglossia situations where they have to choose between *Bahasa Indonesia* as the official or formal language, *Bahasa Madura* as the mother tongue or informal language, and English as a foreign language in certain situations with different functions.

Several previous studies are relevant or have the same topic as this study. The first previous study was conducted by Saddiyah & Rokhman (2018) analyzed the diglossic patterns of the Javanese - Indonesian language in Tegal Senior High School based on formal and non-formal situations. Secondly, a previous study was conducted by Azizah & Sudiran (2015) who analyzed the diglossia and its functions in the main character in Sullivan's novel Helen Keller. Next, the previous study was conducted by Shofyah, (2021) who explored how diglossia occurred and was implemented in Sumenep Regency. The last previous study was conducted by Kayi (2022) who investigated the role of informal diglossia on language learning in Seventh Day Adventist (S.D.A) College of Education in the Eastern Region of Ghana.

Although many researchers have analyzed diglossia phenomenon, none of them has analyzed diglossia and the strategies to cope with it in a specific setting, which is an extracurricular English club. Analyzing diglossia and the strategies used to manage it in the English club is crucial for understanding how students face and cope with it. Consequently, this study aimed to fill the gap by exploring diglossia situations and the strategies used to cope with the diglossia situations by students in the English club from three Senior High Schools in Bangkalan Regency under the title "A Study of Diglossia Situations Experienced by Students in the English Club at Senior High Schools in Bangkalan".

1.2 Research Questions

Based on the explanation of the background of this study, the formulated research questions of this study are:

1. What are the diglossia situations experienced by students in the English club at three Senior High Schools in Bangkalan?
2. What are the strategies to cope with the situations employed by the students in the English club at three Senior High Schools in Bangkalan?

1.3 Objectives of the Study

Based on the research questions above, the objectives of this study are:

1. To explain the diglossia situations that are experienced by students in the English club of three Senior High Schools in Bangkalan.
2. To explain the possible strategies employed by students to handle diglossia situations in the English club of three Senior High Schools in Bangkalan.

1.4 Significance of the Study

The theoretical significance of this study is expected to enhance the study in sociolinguistics field, specifically in understanding diglossia phenomenon in educational environments. Understanding how the students use three languages prevents the leakage of diglossia concept. Therefore, this study is expected to enhance the theoretical contribution of sociolinguistics by contextualizing diglossia in Indonesia that provided a detailed framework that connected the diglossia concept with modern educational practices.

The practical significance of this study lies in real-world applications in the language education field, both for students and future researchers. This study can raised society's awareness of why people use different languages, which are *Bahasa Madura*, *Bahasa Indonesia*, and English as a foreign language in various contexts. This study also served as a reference for future studies that will discuss diglossia, specifically in educational settings such as the English club as an extracurricular activity in the school.

1.5 Scope and Limitation of the Study

This study is in the field of sociolinguistics that focuses on diglossia situations and communication accommodation concept as strategies used by students to cope with diglossia situations in the English club of three Senior High Schools in Bangkalan. The analysis particularly applied Ferguson's and Azhar's concept of diglossia situations to know what the situations are experienced by students in the English club of three Senior High Schools in Bangkalan. The analysis also applied

Gile's concept of communication accommodation to explain the possible strategies for why students choose to use between three languages involving *Bahasa Madura*, *Bahasa Indonesia*, and English as a foreign language to face the situations. Therefore, this study explained the use of three languages involving *Bahasa Madura*, *Bahasa Indonesia*, and English as a foreign language by students when they face situations in the English club.

Meanwhile, the limitation of this study focuses on the students' conversations or utterances in their agenda or activity to identify the diglossia situations and the strategies employed by students during the English club meetings. This limitation is identified to confirm that the study's conclusions are explained within the specific context of how students in Bangkalan Regency manage the diglossia condition.