

THE LANGUAGE CHOICE OF FOREIGN STUDENTS IN LEARNING BAHASA INDONESIA AT UNESA

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Abstrak

Pemilihan Bahasa adalah salah satu dari studi yang berfokus pada penelitian sosiolinguistik. Dalam proses penelitiannya, study ini menjelaskan tentang pemilihan bahasa yang digunakan untuk berkomunikasi dengan masyarakat. Hal tersebut menghubungkan konteks sosial dan domain pemakaian bahasa. Dengan menerapkan hubungan tersebut, maka terdapat pandangan tentang bagaimana perilaku pemilihan bahasa oleh mahasiswa asing pada domain pendidikan dan pertemanan dan bagaimana konteks sosial mempengaruhi perilaku pemilihan bahasa mereka. Studi ini menggunakan metode kualitatif deskriptif untuk menganalisa data. Metode tersebut digunakan untuk membahas masalah-masalah penelitian yang mana: (1) penerapan pemilihan bahasa, (2) pengaruh konteks sosial terhadap perilaku pemilihan bahasa. Mahasiswa asing yang sedang belajar bahasa Indonesia di UNESA adalah sumber data pada studi ini. Khususnya, data yang telah diambil adalah dari aktifitas perkuliahan di kelas dan kegiatan sehari-hari diluar kampus. Hasil dari penelitian ini menyatakan bahwa Bahasa Indonesia adalah bahasa utama yang digunakan di domain pendidikan. Pada domain pertemanan, mahasiswa asing lebih cenderung untuk menggunakan bahasa yang berbeda untuk berkomunikasi dengan lawan bicara yang berbeda. Penemuan kedua adalah terdapat tiga factor yang dapat mempengaruhi perilaku pemilihan bahasa mereka. Bahasa-bahasa yang berbeda digunakan untuk berkomunikasi dengan participant yang berbeda pada tempat dan fungsi yang berbeda. Studi ini setuju bahwa mahasiswa asing yang sedang tinggal di negara lain mempunyai kecenderungan untuk menjadi penutur tiga bahasa dan menggeser bahasa. Sementara itu, mengalihkan bahasa dalam suatu percakapan sering terjadi ketika mereka berbicara dengan orang yang bukan berasal dari negara mereka. Tinggal di Indonesia selama satu tahun menyebabkan mereka menggeser dari bahasa resmi negara mereka ke Bahasa Indonesia.

Keywords: *language choice*

Abstract

Language choice is one of studies under sociolinguistic research. In its research process, this study clarifies the choice of language used in society. It correlates the social context and domain of language use. By applying these correlations, there comes a view of how is the language choice behavior of the foreign students in (education and friendship domain) and how does the social context influence their language choice. This study used descriptive qualitative method to do the analysis in order to expose the research problems which are; (1) the application of language choice, (2) the influence of social context toward language choice behaviour. This study took foreign students who are learning Bahasa Indonesia at UNESA as a source of data. In specific, data were taken mostly from their lecturing activities in class and their daily activities outside of campus. There comes a finding that Bahasa Indonesia is the priority language to use in education domain. While in friendship domain, different languages tend to be applied by foreign students to communicate with different interlocutors. As the second aim, there are three factors that influence their language choice behaviour. Different languages were applied during communication with different participant, in different setting and function of language. This study argues that foreign students who are living in another country have a tendency for becoming a multilingual speaker and shifting the language. Meanwhile, switching the language often occurred when they communicated with non native speaker. Living in Indonesia during one year caused them in shifting from their official language to Bahasa Indonesia.

Kata Kunci: *pemilihan bahasa*

INTRODUCTION

As social creatures, people interact with each other in terms of communication. Language plays an important role within human life because they tend to use language in many kinds of purposes. Another statement, **language** is a purely human and non-instinctive method of communicating ideas, emotions and desires by means of voluntarily produced symbols (Edward Sapir, 1921). It means that language is an exclusively human property to transfer information, express ideas, feelings or emotions to others in the form of spoken and written language.

The use of language which refers to everyday communication is known as the transfer of information and understanding from one person to another. In this case, when people communicate with each other, language determines people's understanding. Diverse countries in the world have influences toward language which are used by its people. Which means that, every country has their own language. In this study, people who are living in another country have the possibility of requirement in switching their official languages in order to create possible understanding when having conversations with native speakers. They choose a certain language to make the interlocutor understand. *In the other explanation said that there are four main purposes of communication: to inquire, to inform, to persuade, and to develop goodwill (Satlewhile, 2002).*

Era of development provides influence toward several aspects in the world such as economy, politics and education. In the modern world these aspects have contributed a major impact in terms of communication. An important role of education leads an emergence of phenomenon such as student exchange and study abroad. The phenomenon of study abroad occurs all around the world. Specifically in Indonesia, the emergence of student exchange has given the opportunity for foreign students to study Bahasa Indonesia at the State University of Surabaya (UNESA). In education aspect, they may become multilinguals since they use more than two languages in Indonesia. A common definition of "multilingualism" would then be – "the use of more than one language" or "competence in more than one language." This allows for further refinement in the actual description to cover different levels of command or use of the various languages (Coulmas, 1998;18). In this case, in spite of their ability to speak in their official languages, they also speak in Bahasa Indonesia and sometimes in English.

One way of studying language choice of foreign students is through interview and observation. A field study is the reflection of data taken based on the real situation phenomenon. This study will analyze the language choice that is applied by foreign students, specifically foreign students, who are studying Bahasa Indonesia at the State University of Surabaya (UNESA). This topic is challenging to analyze because this is a field study that will reveal the multilingualism phenomenon done by foreign students with origin

distinction at UNESA. The diversity of countries in the world have caused the emergence of language diversity. Therefore, it creates an emergence of sociolinguistic issues particularly the choice of language. Since they are living in Indonesia they do not use either their national languages or English in everyday communication. They speak Bahasa Indonesia as their priority language which is also their major field of study, otherwise they speak their native language to communicate with their same natives and speak English as the universal language. This situation shows that they have to choose a certain language during communication in order to provide understanding with each other. Dealing with the language choice which is applied in certain occasions, data is analyzed through two of five domain based on Fishman's theory. This study thoroughly analyzes the education and friendship domain that are used by foreign students by using descriptive qualitative research method.

There are several studies that have been conducted by many researchers to study about language choice with different methods and subjects. However this study is different because it mainly focuses on two type of language domain. It thoroughly investigates the language choice and domain of language used in this research. It is an interesting study because we have to know how foreign students use their language in certain occasions based on education and friendship domain of Fishman's theory. The essence of this study is to provide several informations to linguistic field research. It's also expected to give a wide view of linguistic study especially dealing with sociolinguistic. On the other hand, this study can be an appropriate reference since the subjects of study have fulfilled the criteria of Holmes and Fishman theory through the language choice of communication.

This study proposed two research questions. The first problem was the depiction of how the language choice behavior of foreign students learning Bahasa Indonesia at UNESA. They were classified into two domain of language use. It helped the analysis of the second research question which is related to the social context that influences their language choice behavior.

Language choice is a selection of words, phrases, clause or sentences in a language within the linguistic repertoire. For bilinguals and multi-linguals, the occurrence of language choice seems natural, automatic and unplanned. Speakers choose an appropriate register, genre, style, medium, or tone of voice in relation to the interlocutor (who), topic (what), context (where) and medium (how) in every talk. Several factors could be the cause of the occurrence of language choice. Sometimes people decide what language to use when speaking with two or more multilingual speakers.

Dealing with language choice, prestigious language is usually favored as the medium of communication in various domains because of its wider social functions. Sometime the dominant language could influence the language choice of speakers. Then

there is the same point of view that has been noted by Pillai which said that dominant languages can be used in formal and informal domains of communication and help to gain prestige, better economic access in the community, authority and power (Pillai, 2006). Fishman's theory said that a number of such typical interactions have been identified as relevant in describing patterns of code choice in many speech communities, they are known as domains of language use (Holmes, 1992:24).

Table 2.1 Domain of Language Use

Domain	Address	Setting	Topic	Variety code
Family	Parent	Home	Planning a family party	
Friendship	Friend	Beach	How to play beach tennis	
Religion	Priest	Church	Choosing the Sunday liturgy	
Education	Teacher	Class	Solving a maths problem	
Employment	Employer	Office	Applying for a promotion	

Source : (Fishman 1972 :22)

Language and society are two things that will always have strong relation. People interact and communicate with each other by using language. In conducting communication, one has to use an appropriate language in different social context. Some messages may be expressed differently to different people in different social context (Holmes, 2013 ;245). Social context affects the choice of language variety, but it could be spoken in different dialect or style.

Sociolinguistic is concerned with the correlation between such as social factors and linguistic variation (Holmes, 2013:1) . They are interested in explaining why people speak differently in different social contexts. The variety of languages which exist around the world becomes one of the impact toward language choice. However, people who are able to speak with more than two languages have to choose a certain language which is appropriate with the social context in order to provide easy understanding to the interlocutor.

Holmes (2013: 8) stated that in any situation, linguistic choices will generally reflect the influence of one or more of the following components.

- 1) The participants:

- (a) who is speaking and
- (b) who are they speaking to ?
- 2) The setting or social context of the interaction: where are they speaking?
- 3) The topic: what they are talking about?
- 4) The function : why are they speaking.

METHOD

The field data provided in this study is a research design. The data was taken from the real phenomenon of the everyday communication and the accurate setting of language behavior. This research was deliberately conducted to figure out and to analyze the language choice phenomenon of foreign students learning Bahasa Indonesia at UNESA. The data was presented in the form of script of their own conversation and data classification of interview in order to describe certain phenomenon and the factors of language choice behaviour. Dealing with those aspects, descriptive qualitative approach is applied in this study.

The subjects of this study were exchange students which were learning Bahasa Indonesia of Indonesian major at UNESA. The foreigners who come from various countries called as a BIPA student, in simply means Bahasa Indonesia for foreign student. The numbers of participants of this study were focused on three foreign students with the distinct countries, which were two females and one male.

Concerning to the data collection technique, there were several aspect which were to be involved in order to answer first and second research question. Those aspects will be display in the table as follows to describe the answer of those two questions.

Table 3.1 Specific Aspect which essentially involved to answer each of research question.

	For answering research question	Specific Aspect
RQ 1	How is the language choice behaviour of the foreign students learning Bahasa Indonesia at UNESA?	1) Domain of language use <ul style="list-style-type: none"> • Education • Friendship 2) Switching the language 3) Multilingualism 4) Shifting the language
RQ 2	How does the social context influence their language behaviour?	1) Participant 2) Setting 3) Topic 4) Function 5) Social Factor

Data analysis technique involves three sequence processes. They are data reduction, data display and drawing conclusion and verification. the data condensation was applied in the process of analyzing the data in order to reduce unimportant data and to strengthen the result. All the data displayed in

the form of conversation to answer two questions. Lastly, drawing conclusion and verification shows how this study does the analysis.

RESULTS

This section analyzed the conversation of three foreign students through applying Holmes and Fishman's theory guideline. This study analyzed several situations in friendship and education domain which happened to each subject through their daily communication. This research was conducted in order to figure out language choice and language use which was applied by the students, as well as the social context which influenced their language choice behaviour.

1. The Language Choice Behaviour

To find out the part of language choice phenomenon, first, an obvious observation was done by knowing their daily conversation with different interlocutors. The emergence of certain language that was used by each subject was determined by the interlocutors. The pattern of language choice could be the use of one language or the choice between two languages in a conversation. For example, subject A preferred to speak in Bahasa Indonesia when communicating with an Indonesian friend. The application of language choice was determined by domain of language use. Since the subject was a student, he/she was surrounded by friends and lecturers. Therefore the observation was done by investigating their activities specifically in friendship and education domain. The classifications of these observations are from Holmes (2013) and Fishman (1972) theory guideline.

Domain of Language Use of Subject A

Based on this observation, the result shows that subject A is a Chinese self-sponsored student who intended to continue her study at UNESA for one year. She took Bahasa Indonesia as her major field of study. Apart from her master in Bahasa Indonesia she also has the ability to understand English literacy otherwise Mandarin is her official language. As a foreign student living in Indonesia, education and friendship domain became the priority of this study to identify her language choice behaviour. It is known that Bahasa Indonesia is the main language she uses in Indonesia, because she wants to improve her ability speaking in Bahasa Indonesia. In order to know her language choice, the distinction of interlocutors and domain of language use were applied in this study.

(1) Friendship Domain

This section focused on the conversations that occurred in friendship domain. The whole datum were obtained from the observation through daily conversation in any kinds of situation. Subject A is the

one who could speak bahasa indonesia fluently. The observation found that A preferred to use bahasa indonesia to communicate with her friends. In other situation presented that she rarely applied english because she is lack of literacy in it. While mandarin became her priority language to interact among students from China, it could be seen that the phenomenon of choosing certain language happened depending on different interlocutors.

SITUATION 1

Friend : jangan lihat ke papan tulis

Subject A : oh ya kenapa?

Friend : nanti mata kamu sakit

Subject A : oh ok, kaca mata kamu baru?

Friend : iya, lemarin beli kalau tidak salah harganya 300, kamu sudah berapa lama pakai kaca mata?

Subject A : sudah lama

(DATUM 01)

The first situation clarified the conversation between subject A and her male friend from thailand. It was happened in class when both of them talked about glasses. the data above displayed that the whole conversations were spoken in Bahasa Indonesia. The interlocutor of subject A was the one who had no knowledge in English, so he preferred to use Bahasa Indonesia as well as A did the same thing.

SITUATION 2

Subject A : hi, how are you ?

Friend : i'm fine, do yo need something from me?

Subject A :ok, i'm happy to hear it, why you ask like that?

Friend : mungkin A ingin ngajak aku hang out or anything else?

Subject A :oh no, i just want to know if you are fine

Friend : thanks then, i'm already fine after a motorbike accident three days ago

(DATUM 02)

The data above was the conversation between subject A and the researcher. That situation clarified that subject A preferred to use English during communication. One coincidence happened when both of them met in library as Subject A began the conversation in English. She asked the researcher's condition, because she heard that the researcher got a motorbike accident. In the middle of conversation, the reseracher asked Subject A by mixing the language 'mungkin A ingin ngajak aku hang out or anything else?'. So, A still kept saying in English untill the end of conversation. Subject A deliberately used english

because she recognized that the interlocutor often used English when communicated with her.

SITUATION 3

Friend : kamu sudah pernah kemana saja selama di Surabaya

Subject A : ke TP, sangat besar saya bingung

Friend : iya memang, selain itu kemana lagi?

Subject A : kemarin saya pernah ke sampoerna

Friend : oh ya, naik apa? Dengan siapa pergi kesana?

Subject A : naik gojek, saya pergi sendiri. Tapi kemarin pekerjaannya sudah tutup, saya ingin lihat mereka **rolling cigarette**

Friend : oh sayang sekali

(DATUM 03)

The conversation above occurred in mall. It was between subject A and her Indonesian friend. They both hanged out together and had slight of conversation. They talked about tourism attraction in Surabaya. The data showed that all the utterances mostly in Bahasa Indonesia, except when she uttered 'rolling cigarette'. She termed that word because she did not know the term in Indonesian Language. During a conversation, A's friend often used bahasa indonesia, because she knew that subject A also could speak that language fluently.

SITUATION 4

Subject A : beberapa hari ini kemana? Sudah kemana untuk berjalan jalan?

Friend : tidak, sekarang saya mau langsung ke kos

Subject A : ooh, sekarang mau ke kos. Tapi pada minggu yang lalu kita ke kebun binatang Surabaya bersama yaa

Friend : iya, bagus

Subject A : bagus ya, tapi waktu kesana itu, saya tidak bersama dengan theresa, saya bersama dengan suraj dan dewi. Theresa dengan siapa ?

Friend : saya sama claudia.

Subject A : oh, sama claudia

Friend : kami..apa.. lihat binatang banyak

Subject A : sudah lihat binatang apa ?

Friend : kami lihat banyak dan saya tulis banyak, saya celeng, banteng, dan rusa timur, dan babi rusa. Kamu lihat apa?

(DATUM 04)

The next data was the conversation between subject A and her friend from Papua New Guinea. Both of them talked about their experiences when visited Surabaya's zoo. The data presented that the whole

utterances were uttered in Bahasa Indonesia. Subject A started the conversation deliberately in Bahasa Indonesia. In fact, she recognized that her interlocutor could not speak in that language fluently. Therefore, they both decided to speak slowly to understand each other. It could be seen that Bahasa Indonesia was her language choice when having a long conversation, since she had difficulty to speak in English.

SITUATION 5

Subject A : zuìjìn kàn shénme hǎo kàn de dōngxi ma ?

(baru baru ini kamu suka nonton drama apa?)

Friend : “yuán de yao ming de àiqíng”, ni kàn ma ?

(drama judulnya yuan de yao ming de ai ging, kamu sudah nonton?)

Subject A : “yuán de yao ming de àiqíng” bù shì hěn gǒu xuè ma?

(drama ini sekarang sangat terkenal)

Friend : jiéjú tīng gǒuxuè de. Yě bù shì hěn gǒuxuè. Jiù shì yǒ yì gè hěn ba, tā liǎng gè nán de lái zhēng yì gè nǚde, jiù shì, tā běnlái xiǎng.

(drama ini ceritanya sangat berlebihan, tidak begitu, ada dua orang laki laki suka dengan satu perempuan)

Subject A : shéi a ? Piàohái zhēn yan de ?

(siapa laki laki itu? Dia Piao hai zhen

Friend : bùshì, bùshì, piao hai zhen tā jiějie

(tidak, tapi kakaknya)

(DATUM 05)

The conversation above was between subject A and her roommate who is from China. It was occurred in their apartment. They were both talked about the recent movie. The data showed that all the utterances were uttered in Mandarin language. Knowing that Mandarin is their official language, so that it became the priority language during communicating among Chinese students

Language Use of Friendship Domain of Subject A (Chinese)

Interlocutor	Topic	Setting	English	Indonesian	Mandarin
Thailand friend	Glasses	Class	-	√	-
Researcher	Ask for the circumstances	Library	√	-	-

Indonesian friend	Hang out place	Mall	-	√	-
Papua student	Surabaya's zoo	Campuses	-	√	-
Chinese student	Movie	Apartment	-	-	√

(1) Education Domain

Education has always strong relation with lecturing activities, knowing that language become an important tool for communication. Subject A is one of foreign student who hardly has a problem in communicating with the lecturers. She has the ability to speak Bahasa Indonesia fluently. It was because she already took bahasa indonesia as her major of study in china. During lecturing activities in classes, she could catch all the lessons easily while she could also interact with the lecturers perfectly in Bahasa Indonesia. Apart from bahasa indonesia, sometimes Mandarin was still applied by her to communicate among Mandarin speaker particularly when she wanted to discuss difficult words of bahasa indonesia.

LECTURER 1

Lecturer : saudari A sudah berapa lama belajar bahasa indonesia

Subject A : sudah lama, di tiongkok sudah belajar 4 semester

Lecturer : oh, kuliah nya jurusan apa?

Subject A : bahasa indonesia, kami disini ber 6 di tiongkok teman sekelas

Lecturer : oh begitu, kompak ya brarti

Subject A : iya

(DATUM 06)

The conversation between lecturer 1 and subject A happened in writing class. Lecturer 1 is a male who made an interaction at the end of teaching activity. At that situation, the lecturer was read the student's attendant list including made a short of conversation. The data showed that the whole conversations were conducted in Bahasa Indonesia. Subject A tried her best to replay all the questions in Bahasa Indonesia. It could be said that lecturer accentuated Bahasa Indonesia as the priority language in class .

LECTURER 2

Lecturer : di china banyak singkong ?

Subject A : dagai zai zhongguo ru shipin tudou {mandarin language}

Friend from china : oh ya

Subject A : di china tidak singkong tapi lebih banyak ubi

(DATUM 07)

The second lecturer is a male who teaches introduction to indonesian culture. The conversation was discussed one of traditional food in Indonesia. So, the lecturer asked the existance of cassava in china. At that time, subject A did not know about cassava. She tried to discuss with her Chinese classmate in Mandarin language. Later on, she explained to lecturer in Bahasa Indonesia. Moreover, Mandarin became her priority language to discuss any difficult meaning of bahasa indonesia among chinese students.

LECTURER 3

Lecturer : bagaimana A, pernikahan itu penting atau tidak?

Subject A : iya, pernikahan itu memang penting tapi sekarang tidak. Kami pemuda china umur seperti saya masih sangat muda untuk menikah

Lecturer : ok baik A

(DATUM 08)

The data above presented that the whole conversation was conducted in Bahasa Indonesia. The interlocutor is a female lecturer who teaches Bahasa Indonesia vocabulary lesson. During lecturing, she had been asked about young marriage. In this situation, she tried to deliver her opinion in Bahasa Indonesia. She preferred to use Bahasa Indonesia for every conversation in class.

Language Use of Education Domain of Subject A (Chinese)

Interlocutor	Topic	English	Indonesian	Mandarin
Lecturer 1	Learning	-	√	-
Lecturer 2	Traditional food	-	≥	≤
Lecturer 3	Marriage	-	√	

NOTE :

'-' = non-existence of language

'√' = the existence of language

'≤' = less dominant language

'≥' = dominant languag

2. The Influence of Social Context

The domain of language use was analyzed in order to find out the language choice of each subject. This section analyses the social context that influences their language behaviour. The parts of social context are; participant, setting and function based on Holmes theory, 2013.

(1) Participant

Researcher : What language do you use to communicate with the lecturer?

Subject A: Bahasa Indonesia, karena disini saya belajar Bahasa Indonesia dan dosen nya selalu menggunakan Bahasa Indonesia.

Researcher : What language do you use to communicate with your classmate?

Subject A : Bahasa Indonesia, tetapi jika dengan teman yang dari China saya bicara dengan bahasa Mandarin

Researcher : Ketika sekarang berada di Indonesia, apakah lebih sering menggunakan bahasa apa?

Subject A : Mandarin dan Bahasa Indonesia

Researcher : Is it ok if we communicate with English?

Subject A : Oh, my English is poor, it's better for me to use Indonesian because I am here to improve my Indonesian

Researcher : Sekarang ketika tinggal di Indonesia, apakah lebih suka menggunakan bahasa apa ketika bicara dengan teman dari negara lain?

Subject A : Bahasa Indonesia because my English is not really good. Teman kelas saya dari Papua namanya Theresa, her English is really good, she speaks English fluently.

In social context, participant is an important part to know the choice of particular language. In this case, people have to use a certain language depending on the interlocutor. Subject A is a Chinese student who uses different language when having a conversation with different interlocutors.

Regarding the education domain, subject A tends to use Bahasa Indonesia in communicating with lecturers. She applied that language because she wanted to improve her literacy skills. She had a good interaction because Bahasa Indonesia is her major field of study.

In friendship environment, subject A spoke differently to different interlocutors from various countries. She chose to speak in Mandarin with the student from China, because it's their official language. However, Bahasa Indonesia is her second language because it's more convenient to use when communicating with other friends. Apart from that, she chose to use English to communicate with the

researcher even only in simple words or phrases, because she lacks English literacy. Moreover, most of her classmates and Indonesian students prefer to use Bahasa Indonesia in their daily conversation.

(2) Setting

Setting can be known as a social context of interaction. It specifies the choice of language used by multilingual speakers. Setting refers to the place where a particular conversation was held. In this case, Subject A chose to use Bahasa Indonesia in campus environment. When she goes back to her apartment she prefers to use Mandarin because she lives with other fellow students from China. Otherwise in hang out places, such as the mall, café or school canteen she chooses to use Bahasa Indonesia in communicating with non-Mandarin speakers.

(3) Function

Another factor of social context that influence the choice of language is function. It is known that there is a certain goal toward the language used. Moving to Indonesia for one year, subject A used Bahasa Indonesia as her priority language in campus environment and interacting with other students. This is because she wants to improve her ability in Bahasa Indonesia literacy by practicing through daily conversation. In other situations, Mandarin is only applied when communicating with other Chinese students.

DISCUSSION

1. Language Choice Behaviour

According to the data analysis, three of foreign students chose Bahasa Indonesia as their priority language during lecturing activity. In friendship environment, mixing English and Bahasa Indonesia was applied during conversation with their friends otherwise their official language was only used to speak with the same native speaker. The language choice that was applied by each subject depended on domain of language use; education and friendship. A domain involves typical participant in typical settings (Fishman, 1972)

Subject A is one of foreign students who speak Bahasa Indonesia fluently. She has good literacy in Bahasa Indonesia since it was her major field of study in China. While subject B and C were given the opportunity to study Bahasa Indonesia when they both awarded one year scholarship at State University of Surabaya (UNESA). The different length of study in Bahasa Indonesia, had given much influence toward their language choice behaviour. Proper usage indicates that only one of the theoretically co-available languages or varieties will be chosen by particular classes or interlocutors on particular kinds of occasions to discuss particular kinds of topics. (Fishman 1972). In class, subject A had good interaction with the lecturers in

Bahasa Indonesia and does not even mix in English. She could catch the whole lessons including lecturers' explanation with a good comprehension. This situation is different from subject B and C because they were beginners in learning Bahasa Indonesia. In speaking skill, subject C still had good interaction when the interlocutor spoke in Bahasa Indonesia. In some situations, when the interlocutor spoke in Bahasa Indonesia he would also reply in Bahasa Indonesia as well. During learning activity in class, subject C has better ability to understand the lecturers' explanation rather than subject B. Subject B is an English speaker who often has difficulty in a conversation using Bahasa Indonesia and during learning at class. Sometimes English is used by the lecturers in order to make subject B understand. She was a passive student during interaction in class. However, Subject B is more confident in delivering her opinion when the lecturer speaks in English as well.

Domains of language use is a number of such typical interactions that have been identified as relevant in describing patterns of code choice in many speech communities (Holmes in Fishman, 1992). Regarding the friendship domain, subject A, B and C applied different languages when communicated with different interlocutors. The three subjects in this study have different background of their own official language since they come from different countries. Subject A is originally from China where she chooses Mandarin as her first language in communicating with the other five Chinese students. In some occasions, she preferred to use Bahasa Indonesia to communicate with Indonesian students and her other classmates. She speaks Bahasa Indonesia more fluent than English. However, English was only used during a conversation with the researcher in certain occasions.

Apart from subject A, subject B is the one who speaks English fluently. Living in Indonesia, she preferred to speak in English with her friends who also spoke English as well. For example, communicating with her friend from Uzbekistan and an Indonesian friend who's also mastering in English. Otherwise, mixing the language often happens in an interaction with her friends who could not speak in English fluently. Knowing that she has difficulty in speaking Bahasa Indonesia, she could only understand when the interlocutor would speak slowly during conversation. She rarely conducts long conversations in Bahasa Indonesia. During a conversation, she could only give responds in a simple sentence or even phrase. In this case, English is her dominant language. She's more interactive when communicating with English speakers.

Apart from subject A and B, subject C is the student from Uzbekistan. While studying Bahasa Indonesia at UNESA, he's already mastering more than three languages, these are; Uzbek language, Europe (Rusia, Turkey) English and Bahasa Indonesia. However, he prefers to use Bahasa Indonesia to communicate with his friends who cannot in speak English fluently. Mixing in English often occurs when

he could not understand the meaning of a sentence or phrase in Bahasa Indonesia. Living in Indonesia requires him to apply Bahasa Indonesia, English and Uzbek language. He chose these three languages depending on the interlocutor. For instance, when the interlocutor preferred to use English, he also could give good interaction in English as well while he only used Uzbek language with the native. Sometimes he used it during chatting by using social media because most of his Uzbek friend were not in Surabaya.

Someone who masters a language is called a monolingual. Someone masters two languages is called a bilingual and someone masters more than two languages is called a multilingual (Chaer, 1995:112). Based on the discussion above, these three subjects are multilingual speakers since they have the ability to speak and understand in more than two languages. Subject A and C are active multilingual in Indonesia. They both applied three languages to speak with different interlocutors. While subject B uses two languages in Indonesia, which means that it is bilingualism, but she's actually a multilingualism since she speaks six different vernaculars in her hometown.

2. The Influence of Social Context

Language choice is always connected to the social context. People chose different languages to communicate with different interlocutors. Some messages may be expressed differently to different people in different social context (Holmes 2013 ;245). In education domain, three subjects in this study choose Bahasa Indonesia in interacting with lecturers. It became the priority language since their field of study was Bahasa Indonesia. In friendship environment, three of them used different languages in a conversation with different interlocutors. Subject A preferred to speak in Mandarin with her Chinese students. While with other Indonesian friends and classmates she chose Bahasa Indonesia to communicate with them. At that time, English was only used during communication with the researcher in certain occasions. Subject B and C chose English and Bahasa Indonesia to interact with their classmates and some of their Indonesian friends. This situation could be said that participant becomes the factor in choosing particular a language.

Studying in a certain country like Indonesia, it is well known that the official language of Indonesia is Bahasa Indonesia. Most of the students in campus environment are Indonesian speakers. Subject A, B and C chose Bahasa Indonesia when they are in campus in order to create easy interaction with the native students but they tend to use their official languages when they return to their domiciles. Subject A lives with six Chinese students at building apartment, so Mandarin is the priority language that used to communicate with each other. Subject B and C tend to mix the language in Bahasa Indonesia and English to communicate with their friends at their own boarding houses. Sometimes English is used when they could not find the meaning

in Bahasa Indonesia. Mixing the language occurs because majority students who lived in boarding houses were Indonesians. So Bahasa Indonesia is still the dominant language. This part shows that setting influenced their language choice behaviour. They chose one particular language which is more appropriate to use in a certain place.

There's a function why people choose a particular language when making a conversation. Bahasa Indonesia is the only language that's easy to understand by native lecturers. So these three subjects had to choose that language during communication in order to make the interlocutor understand. Besides, the requirement of using Bahasa Indonesia could help subject A, B and C in improving their literacy skill. Apart from education domain, they tend to use their official languages and sometimes use Bahasa Indonesia in friendship domain. The use of Bahasa Indonesia is because they want to make the interlocutor understand when having a conversation with a non-English and non-Mandarin speaker. Moreover, speaking in their own official language such as English and Mandarin are appropriate to communicate with the interlocutor who mastered that language as well. Speaking in one particular language which is more fluent than Bahasa Indonesia is more comfortable in expressing their feelings. It can be said that the purpose of language use is termed as a function.

The whole discussions above, concludes that there are three factors that influences the language choice behaviour: participant, setting and function. In any kinds of situation linguistic choices generally reflect the influence of one or more of the following components: It matters who they are talking to (participants), where they are talking (setting), what they are talking about (topic), and why they talking (function of interaction) (Holmes 1992:12).

3. The Effect of Language Choice

(1) Language Shift

Choice of language has a major effect on the language behaviour. In this case, people who moved to a certain country have to choose a particular language in order to create an easy and understandable communication in the society. The majority language used by the society becomes one of the factors in influencing language choice. People who move to another country for long period, have tendency in shifting the language. There are several factors that contribute to the language shift; such as, economic, social, political and demographic factors. (Holmes, 2013 :55)

Regarding the demographic factor, three foreign students who came to Indonesia for education purpose were limited from speaking their official language. The phenomenon of language shift happened when they have to shift their own languages to Bahasa Indonesia. Demographic factors are also relevant in accounting for the speed of language shift (Holmes, 2013:66). In country like Indonesia, one of the first

domain in which foreign students meet Bahasa Indonesia is the campus. Besides, they may have watched Indonesian television program and heard Bahasa Indonesia used in several places such as canteen, shop, library and many more. However, three of foreign students were expected to interact in Bahasa Indonesia at campus. They have to speak in Bahasa Indonesia because it was the only means of communicating with lecturers and other friends.

Based on the data analysis, in education domain, Bahasa Indonesia was the priority language to use during communication with the lecturers. The demand of Bahasa Indonesia literacy improvement had been forced them to always speak in Bahasa Indonesia. Another situation, where Bahasa Indonesia becomes the priority the language when they made interaction with an Indonesian friend who has the ability to speak in Bahasa Indonesia as well. Then subject A, B and C decided to use that language through practicing in their daily conversation. The intensity of using Bahasa Indonesia caused them in shifting the language.

(2) Code Switching

Another effect is the tendency in switching the language. It occurred to the multilingual speaker. Subject A, B and C often switch languages in a conversation. This matter usually happens because they are not fluent Bahasa Indonesian speakers. Code switching has become a common term for alternating two or more languages varieties of language even speech style (Hymes, 1964:505). Dealing with code switching, three subjects in this study often switch languages in different situations. Situationalis kind of code switching which occurs when the speaker changes the language because of the change in the situation (Holmes, 2013 :48). For instance, subject A is a Chinese student who speaks in Bahasa Indonesia fluently. In this case, she only speaks in Mandarin when she's in her apartment with her Chinese friends. While in campus, Bahasa Indonesia is her priority language to speak with the lecturers and non-Mandarin speakers.

In some situations, subject B and C often did the same thing. They both switch language during a conversation when they could not find the meaning or would deliberately speak as local Indonesians. The emergence of switching to English often happened since their fluency in Bahasa Indonesia was still in an intermediate level. The example in data 13 of subject B presented that she did tag switching which means the switching of either a tag phrase or a word, or both, from one language to another. Another example from subject C shows in data 20. He did an intrasentential switching which means switching the language occurs outside the sentence or the clause level. Based on the examples could be said that code switching is the selection by bilinguals or multilinguals of forms from an embedded of a matrix variety during the same conversation (Scotton, 1993a:3).

CONCLUSION AND SUGGESTION

Conclusion

The research showed that foreign students chose Bahasa Indonesia as the priority language to use in education domain. Speaking in Bahasa Indonesia became the requirement during interaction with lecturers in class. In friendship domain, each students applied different languages to speak with different interlocutors. Subject A preferred to use Mandarin when communicating with the same native since that language is their mother tongue. Bahasa Indonesia tends to be Subject A's second language. Since she's already fluent, she uses it to communicate with non-Mandarin speakers. Moreover, English was only applied to speak with the researcher in certain occasions. Subject B is an English speaker who often uses English to communicate with all of her friends. Bahasa Indonesia is her second language to communicate with non-Englishspeakers. She rarely has interaction with friends who do not speak English, because she has difficulty in speaking Bahasa Indonesia. Subject C tends to use Bahasa Indonesia in communicating with his friends. English is placed as his second language to communicate with his friend who does not have fluency in Bahasa Indonesia. However, he still uses Uzbekistan language only to chat with the same native via social media.

There are several factors that influence their language choice behavior; the participant, setting and function. The language choice in a conversation depends on the participant. Foreign students choose Bahasa Indonesia to communicate with the lecturers, while different languages were applied in a conversation with different friends. Another factor such as setting and function also play an important role in influencing the choice of language. They apply different languages based on setting or social context. In class, they tend to use Bahasa Indonesia while at boarding house they preferred to use their official language or sometimes English. In most situations, the aim of a certain language choice is for the interlocutor to understand what the speaker is talking about. They preferred to speak in Bahasa Indonesia with the lecturers because it creates an easy understanding during communication. Besides, it helps them improve their ability in Bahasa Indonesia literacy.

Dealing with language choice, there's an effect toward their language behavior. Code switching takes an important role toward it. During a conversation, switching into English often occurred when they could not find the meaning in Bahasa Indonesia. As a multilingual speaker, switching language usually happens when they communicate with a non-native speaker. Another effect is about the language shift. The tendency in using Bahasa Indonesia through their daily conversations had caused them in shifting the language since they live in Indonesia.

Thus, in short, this study can be concluded that the ability as a multilingual speaker gives the influence toward their language choice since they live in Indonesia. However, Bahasa Indonesia and English are languages that often used by them to communicate with different interlocutors.

Suggestion

A good length of time is needed in order to obtain good results of language choice research. Commonly, research of language choice is expected to be done by using field study. Since it needs close or direct observation toward the subjects. It is better to do so since the result of observation is more accurate and based on real situation. In order to obtain adequate result of language choice analysis, it is better to get subject who is not fully able to speak in language which is spoken in country she or he lives. Therefore, the varieties of language used phenomenon will be appearing more .

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