

CHAPTER 2

REVIEW OF RELATED RESEARCH

Based on the background of the research in previous chapter, the researcher discusses about some theories in sociolinguistics and transnationalism related to this research.

1.1 Definition of Sociolinguistics

By the books and sources, the researcher found many theories about sociolinguistics. Yule (2010, 253) states that “the study of the linguistic features that have social relevance for participants in those speech communities was called “sociolinguistics”.” Further Yule states that “The term sociolinguistics is used generally for the study of the relationship between language and society.” In different book Holmes (2013, 1) stated about sociolinguistics is

Sociolinguistics has an interest in defining why people speak differently in different social contexts, and they have consideration with identifying the social functions of language and how it is used to deliver the social meaning. Examining the way people use language in different social contexts provides a wealth of information about how language works in about the social relationships in society, and the way people convey and build the aspects of their social identity through their language.

In this case, holmes stated briefly about sociolinguistics. In different theory Wardhaugh (2010, 22) stated that sociolinguistics was concerned with investigating the relationships between language and society with the goal was

being better understanding of the structure of language and of how languages function in communication.

Wardhaugh (2006, 13) states on his fifth edition book an introduction to sociolinguistics "sociolinguistics is concerned with investigating the relationships between language and society with the goal being a better understanding of the structure of language and of how languages function in communication." In the other side Paoletti (2011, 1) stated that sociolinguistics was term that were often used interchangeably to refer to an interdisciplinary field of research in which linguistics and sociology, and other human sciences, join together to study verbal and other human conducts. By two statements above sociolinguistics is a study investigating between language and sociology which is has a function in communication.

Romaine (2000,10) stated that the term 'sociolinguistics' was to bring together the perspectives of linguists and sociologists to bear on issues concerning the place of language in society, and to address, in particular, the social context of linguistic diversity. Sociolinguistics always has relation into several things around social like Romaine said not only that but also how social can has any impact on the linguistics or language itself.

Derived from these several theories of sociolinguistics the researcher take the point sociolinguistics is a study of language which carries on the society to construct the social meaning and their own social identity. How language is being used by the community of the people that build the development of the society and each personal language developments.

1.1.1 Polyglossia

Polyglossia is the term for the society or a single person who speaks more than 3 languages systematically like Holmes (2013, 32) stated on her book. Further Holmes *Ibid* made the table to understand the variety of polyglossia one of them is high variety of language (H) and the other one is Low variety of language (L)

H	Formal variety
L	Informal variety

Taken from Introduction of socio linguistics by Holmes (2013, 32)

The other statement taken from Oxford Dictionary (retrieved at March 09, 2019) polyglossia means “the coexistence of two or more languages, or distinct varieties of the same language, within a speech community.” Different with Platt (1977, 362) states that Platt states that polyglossia is “an interaction between the bi-(and often multi-)lingualism of the individual (the functioning of which in communicative events is heavily dependent on ethnic and educational background and the correlation of codes (and subcodes) with particular spheres of social activity and particular social attitudes.” Based on these 3 theories that explained the term of polyglossia researcher took the point about polyglossia, that is the term used by the community which use more than two or three languages repeatedly and has the relation in the social circumstances.

1.1.2 Speech Variety

Speech variety cannot be separated with the social communities. This is related with Eifring and Theil on their Linguistics for Students of Asian and

African Languages chapter 7 (2005, 2) stated on their research that might be defined as a set of linguistic items with similar social distribution. Further they stated that it might simply be a small set of linguistic items, as was the case with a slang, which might typically be defined as a quite restricted set of new words and new meanings of older words, mixed with linguistic items with a much larger social distribution.

In other research Hudson quoted by Wardhaugh (2010, 33) variety of speech defines that “a set of linguistic items with similar distribution”, which means we can say about Canadian English, London English, Singaporean English and so on. Furthermore, Wardhaugh quoted from Hudson that “this definition allows us to treat all the languages of some multilingual speaker, or community, as a single variety, since all the linguistic items concerned have a similar social distribution.” Therefore the definition of the speech variety which already explained above, the researcher take a conclusion that is speech variety can be spoken by multilingual speaker or a community and it is containing a widespread of the language itself along with the distribution of the linguistic items.

Transnationalist who lives in Japan of course sometime they influenced by several speech varieties which is Japanese speech varieties like dialect or accent. Kibe, Nitta, Sasaki (2015, 4-5) state that “The National Language Research Council's report published in 1908 made clear that the Japanese dialects were divided into Eastern Japanese, Western Japanese and Ryūkyūan, and that the boundary between Eastern Japanese and Western Japanese was located on the central part of the mainland (Honshū).” Based on the book titled The Handbook of

Japanese Dialects, they are 16 dialects which spoken in Japan Start from the southern until Northern (Kibe Nibuko, Nitta Tetsuo, Sasaki Kan, 2016).

1.2 Third language acquisition

The researcher is trying to find out and seek how the acquisition of third language acquisition are improved though there are not that much books or journals about third language acquisition. The researcher found one that is related to this study, De Angelis (2007, 11) said that

Third Language Acquisition – closely follows in the footsteps of First and Second Language Acquisition but with a less effective result. This term is perhaps the least suitable as a name for a field because the word ‘third’ places major emphasis on the third language at the exclusion of all the other languages also in the mind. Third Language Acquisition is in fact no better than Second Language Acquisition, which also places major emphasis on one specific language – the second one – at the expense of all other languages

Solís (2015, 7) stated on his abstract that third language acquisition means that individual might had sequentially acquired two languages (the native language firstly, and then a second and third nonnative languages) or he/she might had learnt two languages at the same time as bilingual speakers, and later on an L3. According to what Solís said that we can understand that the third language speakers are not the native one on the country that the speakers lived so this means the person whose learn or acquiring the third language might be the immigrant communities in the country that has different language (Solís, 4:2015)

The researcher uses De Angelis (2007, 12) theory to seek the subjects’ third language acquisition process. All of the information listed below should be

provided whenever possible, as all of these parameters have already been shown to have some effect on multilinguals' cognitive and psycholinguistic processes:

- a. Age of acquisition of each non-native language;
- b. Sequence of acquisition of all languages;
- c. Proficiency level in all non-native languages, and how proficiency level was measured;
- d. Exposure to native and non-native language environments;
- e. Classroom language of instruction for each non-native language (if learned in a formal setting);
- f. Amount of formal instruction in each non-native language (years and hours per week);
- g. Manner of acquisition (formal/instructed acquisition versus natural acquisition);
- h. Context in which each language is or was used (for example at home, at school, with peers and so on);
- i. Active or passive use of all languages;
- j. Number of languages known to the speaker;
- k. Productive and receptive skills for each language and how these were measured.

1.3 Transnationalism

Each experts have their own definition about transnationalism. According to Schneider (2011, 80), "The notion of transnationalism is a term that stems from cultural anthropological and sociological debates and concentrates on social

changes, originally those changes that are an effect of migration”. In the other research Kim, Zhou, and Light (2002, 703) stated on their research that Transnationalism mean the creation of persisting diasporic communities that, although globally scattered, were nonetheless socially connected.

In the book titled *Diaspora and Transnationalism* wrote by Bauböck and Faist (2010, 14) transnationalism defined as the way that transcend international borders and consequently appear to explain more abstract phenomenon in a social science language. According to Schiller, Basch, and Blanc-szaton (1992, 1) transnationalism as the processes by which immigrants build social fields that link together their country of origin and their country of settlement. Furthermore, Schiller, Basch, and Blanc-szaton *Ibid* stated that immigrants who built such social fields were designated “transmigrants.” Transmigrants also called Transnationalist developed and maintained multiple relations- familial, economic, social, organizational, religious, and political that span borders. This is based on Edward states that (2013, 7) “Transnationalist, whether settlers or invaders, bring languages into contact and sometimes, as with imperialist and colonial expansion, it is unnecessary for many people to physically move; their language may make its presence felt through military, religious, or economic force requiring relatively small numbers of soldiers, merchants, bureaucrats, and missionaries.”

Based on those several sources that the researcher read and got the point, the transnationalism is moving across nation to getting through nation and get in touches with socio-cultural around the new place. Hence, the notion transnationalist based on the term transnationalism that is the person or a

community who come across the nation to get, search, find something new in several purposes and get in touch with the new culture in new places consequently they get something new it can be language, culture, ability, and so many things.

1.4 Previous Study of The Research

Since to enlarge our knowledge about the scope of sociolinguistics regard to polyglossia, third language acquisition, and transnationalism, the researcher reviews several kinds of research which have a correlation with this research. The previous research conducted by:

- 1.4.1 The first previous study written by Nia Kurniawati in 2013 with the tittle *Being a Polyglot: A Case Study of A Nine-Languages Speaker*. This thesis was about how a single person acquired nine languages and the researcher was trying to find out the factors that facilitate a polygot in acquiring the languages. This research used qualitative narrative as the research method. The subject of this research was only a person whose job was a private English teacher. The similarity with my research is how the researcher of that research explained what were the factors until that subject could learn and manage nine languages. The differences are the subject, because my subject is about twenty persons which is conduct or done transnationalism so the subject could be abroad, the language that managed and learned by the subject is at least 3 languages based on the definition the polyglossia itself, and the subject had language background.

1.4.2 The second previous study comes from a journal entitled *A model for polyglossia and multilingualism (with special reference to Singapore and Malaysia)* written John T. Platt in 1977. This journal wrote about multilingualism and polyglot in Malaysia and Singapore. The researcher explained clearly how was the polyglossia took turn in that place by defining the high, medium, and low varieties of the speech. The finding of this research was showing how polyglossia and multilingual communities worked through language started from the domain and the speech variety. This research is helpful for my research to distinguish language that used by the subjects. The difference between this research and the transnationalist to be a polyglot is this research only focusing on how polyglossia took turn into live on the polyglot itself not how they acquire all of those languages and dialect.