

# **Factors that Influence Junior High School Students in Semarang Prefer to Use *Bahasa Indonesia* than the Javanese Language**

**Siti Nurdjanah and Dwi Wulandari**

Linguistic Section, English Department, Faculty of Humanities, Diponegoro  
University  
Jl. Prof. Soedharto, S.H. Tembalang, Semarang 50275

*Abstract: Sebagai bahasa nasional Indonesia, bahasa Indonesia kini tidak hanya digunakan dalam situasi formal bahkan dalam situasi non formal pun orang telah menggunakannya, terutama para remaja sebagai generasi muda. Bahasa Indonesia mulai menggeser penggunaan bahasa daerah tak terkecuali penggunaan bahasa Jawa. Oleh karena itu, penulis tertarik untuk menganalisis fenomena pergeseran penggunaan bahasa Jawa ke dalam bahasa Indonesia, terutama yang dilakukan oleh para remaja sebagai generasi muda. Hal yang menjadi fokus dalam penelitian ini adalah faktor apa saja yang mempengaruhi para remaja di daerah Jawa lebih memilih menggunakan bahasa Indonesia dari pada bahasa Jawa dalam berkomunikasi sehari-hari. Penulis juga melihat sikap berbahasa dari mereka untuk melihat kaitannya dengan penggunaan bahasa mereka. Dalam hal ini, penulis mengamati aspek kognitif, afektif, dan konatif pada sikap berbahasa mereka. Untuk mengetahui hal ini penulis menggunakan teori language shift. Partisipan dalam penelitian ini adalah murid SMP N 27 Semarang kelas 1A, 2A, dan 2E. Data yang digunakan adalah jawaban dari close dan open kuesioner serta pengamatan langsung. Metode yang digunakan dalam pengambilan sampel adalah purposive sampling untuk menentukan responden. Sedangkan metode yang digunakan untuk menganalisis data yang telah diperoleh adalah metode kuantitatif dan kualitatif. Hasil penelitian menunjukkan bahwa faktor yang paling memengaruhi remaja di Semarang lebih memilih menggunakan bahasa Indonesia daripada bahasa Jawa dalam komunikasi sehari-hari adalah latar belakang keluarga seperti pendidikan orang tua dan pekerjaan orang tua, asal, jenis kelamin, sikap bahasa, dan lawan bicara. Selain itu hasil analisis juga menunjukkan sikap bahasa mereka terhadap bahasa Jawa yang positif terhadap aspek kognitif dan afektif, namun dalam aspek konatif bahasa mereka menunjukkan sikap yang negatif.*

*Keywords: Pergeseran bahasa, sikap bahasa, remaja, faktor*

## INTRODUCTION

Indonesia is a large nation in terms of geography, population, and great linguistic diversity. It is the fourth most populous nation in the world after China, India, and United States (*United Nations, World Population Prospect, 2012*). The country comprised 17,508 islands, and inhabited by 350 ethnic groups speaking 750 native languages and dialects that are commonly used at home and within the local community (Muljana, 1959:11). The major of ethnic groups are Javanese 47.02%, Sundanese 14.53%, Madurese 7.5%, Coastal Malay 7.5%, and others are 26% (Muljana, 1959:12).

*Bahasa Indonesia* has 23 million native speakers and 140 million second language speakers (Muljana, 1959:5). It is used extensively as the first language by people who live in urban areas, and as the second language by those who live in rural parts of Indonesia. Muljana (1959:10) said that it is a standardized version or dialect of Malay language to unite the Islands, which is called “*bahasa Indonesia*”.

Based on the census data from 1980 and 1990, Steinhauer (1994; 768) indicates that the number of youth reporting “daily use of Javanese” dropped 16.3 % during the period, whereas the number reporting “daily use of *bahasa Indonesia*” increased by 38.9 %. Javanese family, especially in Semarang try to change their vernacular language into *bahasa Indonesia*. An interesting finding of the observation is that the family appear to be changing language choices across generational lines. Language use patterns are important indicators of on going societal changes and community attitudes. Consequently, a large number of studies have focused on the issue of language choice and shift (Fishman, 1991:45).

In this research, I focus on the following problems, namely: Do the teenagers in Semarang tend to use *bahasa Indonesia* than Javanese language?, and What factors influence the use of *bahasa Indonesia* by Junior High School Students in Semarang, Central Java?

## **REVIEW OF LITERATURE**

### **a. Language Use**

Fasold (1984:183) stated that domains are institutional context “in which one language variety is more likely to be appropriate than another. Domains are taken to be constellations of factors such as location, topic, and participants. Domains analysis is related diglosia.” Example of different types of domains include family, friendship, neighbourhood, market, school, work, government, and religion.

Fase, Jaspert, and Kroon (1992) state that shift in language use patterns occurring in inter-ethnic communication, or out-group domains, does not lead to total language shift.

As long as we are dealing with a group, there is also communication within the group, and the norms that develop for interethnic communication do not need to have any impact on intragroup communication. If only interethnic shift occurs, the language situation within the community will evolve towards a form of stable bilingualism: in its most extreme form, it would create a situation in which the minority group language is used for communication within the group, and the dominant group’s language is used in all other instances (1992:6).

### **b. Language Shift**

Weinrich (1953:68) says that shift is the change of habitual use of one language to another language. It means that the language users change their daily use of language to the new one. However, their main language still exists. . Language shift also happens toward language used by less member of community. It also can happen toward language which is less respected by its users.

Another definition is stated by Fasold (1990:213):

“Language shift simply means that a community gives up a language completely in favor of another one. The members of the community have collectively chosen a new language where an old one used to be used.”

### **c. Language Attitude**

Language attitudes may be positive or negative, as well as neutral feeling attached to a particular language situation (Lukman, 2000:1). In relation to this phenomenon, Garvin and Mathiot (1972: 373) stated that there are three characteristics of language, namely; (1) Cognitive aspect or language loyalty, which motivate a society of language speakers maintain their language, and if it is needed, they will protect their language from other languages' influences. In short attitude cognitive tend to have a cognitive component. This could involve beliefs or perceptions about the objects or situations related to the attitude, (2) Affective aspect or Language pride, which motivate someone to develop their language to be identity symbol and unity of society. Affective aspect has evaluative components. This means that the objects or situations related to the attitude may generate like or dislike and (3) conative aspect or awareness of the norm, which motives the speaker to use the language carefully and politely and this is the biggest factor which contribute to the activity of using the language.

## **RESEARCH METHOD**

### **a. Type of Research**

This research is categorized into descriptive with qualitative and quantitative analysis. Descriptive research aims at describing the object of the research. In this case, it is quantitative because the main source of data were gathered by using questionnaire through a survey which was compiled in a table numerically. From the data taken, I analyzed them by using qualitative and quantitative methods, so that I got the description of the factors that influence them tend to use *bahasa Indonesia* than Javanese language.

### **b. Data, Population, Sample and Technique Sampling**

The data used in this research were taken from questionnaire and direct observation of teenagers in Semarang. It was obtained from first and second grade students of Junior High Schools in Tembalang, namely SMP N 27 Semarang during

three months observation. I took 3 classes that consist of first and second grades as the respondents. Sampling technique used in this study is purposive sampling. I used it to choose the students. I choosed the students of SMP N 27 Semarang as the object of my study because it has a rule for students to speak Javanese in certain day in a week. Furthermore, I choose class 1 A, 2 A, and 2 E as the sample of the study because in that class there are more students disobeying the rule to use Javanese language.

### **c. Method of Collecting Data**

I used two instruments of collecting data, namely, questionnaire and direct observation. I use close and open questionnaire to find more information about the background and the language use of the respondents. The second instrument is observation. Observation was also conducted to validate the survey result and to deepen the understanding of respondents' language use and attitude. The process of observation is done together with the process of *Simak Libat Cakap* and *Simak Bebas Libat Cakap* technique.

### **d. Method of Analyzing Data**

The data that I got are from questionnaire, and direct observation. To answer the question of the research, the data of the research were analyzed quantitatively and qualitatively. The data that I got from close questions will be analyzed using quantitative method by looking at the percentages of their answer. I use three steps to process questionnaire data, namely: editing, coding, and tabulation. Furthermore, to analyze the answer of open questions and direct observation, I use qualitative method. I use the analysis to find their language attitude and the factors that influence them tend to use *bahasa Indonesia* than Javanese language.

## **RESULT AND DISCUSSION**

In this research, there are 95 respondents, consisting of 36 males and 59 females. Most of them come from Java area (East, and Central Java). About 97 % of the respondents come from Java area or the cities that use Javanese language for daily

conversation like Semarang, Pati, Wonosobo, Solo, etc. Only 3 % of the respondents come from some areas which do not use Javanese language for communication like Jakarta, Bandung, Cirebon, and Tasik. Most of the respondent's parents were also born in Java area, 88 fathers and 89 mothers are native Javanese language.

From this fact, the respondents are assumed to know Javanese language clearly, because they were born and raised in Java area in which most of the people use Javanese language. Moreover, based on the data, most of the respondents live in Java area for more than 10 years (81 respondents). There are only 9 respondents who live in Semarang for about 1-5 years, and only 5 respondents who live in Semarang for about 6-10 years. Based on the age of the respondents who are approximately between 13-15 years old, we can assume that the respondents who live in Semarang more than 10 years means they have lived in Semarang throughout their life or since they were born.

From the data, I found that most of the students come from family which has good or higher educational background, about 8.4 % of parents were graduated from elementary school, 6.3 % from Junior High School, 31.5 % from Senior High School, 2 % from Academy and 36.6 % graduated from University. Most of their parents also come from high level of family background or having good economy background. As we know, family background will somehow give influence in children language use. Fishman (1991: 67) said that family background has a big role as the central driving force in children language socialization within the context of both minority and majority languages. Nowadays, many Javanese teenagers especially in Semarang ignore standard Javanese language. Language used will be seen based on their family backgrounds, gender, origin, the duration of their stay in Semarang, and the context of the conversation.

#### **a. Language Used Based on the Parents' Educational Background**

In Semarang, many teenagers who come from family which has good educational background prefer to use *bahasa Indonesia* to communicate.

There is a tendency of the teenagers in Semarang who are growing up in family which has better educational background to use *bahasa Indonesia*. The number of children whose parents graduated from Elementary School are 8. All of them do not use *bahasa Indonesia*. It means 100 % of children whose father graduated from elementary school prefer to use Javanese language and have no desire to shift their language into *bahasa Indonesia*. Furthermore, almost all of the children whose parents graduated from Junior High School also prefer to use Javanese language to communicate. About 5 from 6 children use Javanese language, and only 1 person use *bahasa Indonesia*.

In some cases, some of the children who come from parents' higher educational background and still use Javanese language stated that they use high level of Javanese language namely *bahasa krama*. Whereas children who come from lower parents' educational background who use Javanese language stated that they use low level of Javanese language namely *bahasa ngoko*. It is showed from the questionnaire (open question) that some of the respondents who grow up in good family educational background and use Javanese language as their daily language stated that they use *bahasa krama* to communicate with their family at home.

In the perspective of parental educational background, we can state that the children who come from family which has better educational background use *bahasa Indonesia* dominantly. Relied on these data the educational background of the parents can be assumed as the one of the determinant factors of language used.

#### **b. Language used based on their Origin**

Teenager's origin or from where they come from is not really influence the teenagers to use Javanese language. Even they were born in Java area, it is not become a must for them to use Javanese language as their first language. So, we can state that language shift start to happen in Java area, especially by younger generations

### **c. Language Used Based on Their Parents' Job**

There are differences among the kind of jobs of Javanese in using *bahasa Indonesia*. From questionnaire, it shows that language which used by the parents who have good work will prefer to use *bahasa Indonesia* to communicate with their children, so it will influence language used by their children as the younger generations. There are 56 respondents use *bahasa Indonesia*. 16 from 20 respondents whose fathers work as a civil servant, 4 from 5 whose father work as teacher and 21 from 31 whose father work as employee prefer to use *bahasa Indonesia*. Whereas almost all of the teenagers whose father work as a farmer, laborer, driver, and security tend to use Javanese language. In other cases, teenagers whose parents work as entrepreneur have no any significant change of language use. From this finding we can see that father's job give influence to their children's language use.

It shows different language use when we compared with father's job. Mother who has much time to stay at home will lead the children to shift their mother language into *bahasa Indonesia*. They who stay at home all day will have more opportunity to teach their children's language. In this case *bahasa Indonesia*. This situation is not in line with sociolinguistics theory that home domain is a place to heritage the local language. Parents, especially mother actually have a big role to teach their local language to their children.

### **d. Language Used by the Respondents Based on Their Gender**

There are differences of language use based on gender. From the percentages, it shows that the number of male Javanese who use Javanese language are 20 from 36 or 55.5 % of the total male respondents. Only 33 % of the respondents use *bahasa Indonesia*, and about 11 % use mix language between *bahasa Indonesia* and Javanese language. In contrast, there are 44 or 76.6 % of the total female respondents use *bahasa Indonesia*, and only 10.6 % use Javanese language, so women have more role in the use of *bahasa Indonesia* rather than men.



**e. The Language Used by the Respondents Based on the Duration Their Stay in Semarang**

There are 81 respondents who live in Semarang for more than 10 years. Only 27 or 28.4 % of the respondents who speak Javanese language. About 43 or 45.3 % of the respondents speak in *bahasa Indonesia*. Whereas, almost all of the respondents who live in Semarang less than 5 years tend to use *bahasa Indonesia*. 8 from 9 respondents who live in Semarang for about 1-5 years use *bahasa Indonesia*. Based on these finding, it can be said that teenagers in Semarang tend to use *bahasa Indonesia* to get communication even most of them live in Semarang since they were born.

Based on this finding, we can conclude that how long people live in Semarang give effect of them to use *bahasa Indonesia* to communicate with others. The longer they stay in Semarang, the bigger probability of them to use Javanese language.

**f. Language Used by the Respondents Based on the Context of Conversation and the Interlocutors**

Context and the interlocutor will influence people's language use. People will tend to use *bahasa Indonesia* if they communicate in a formal or in a new place with new people, but based on my observation, nowadays people use *bahasa Indonesia* not only in formal situation, but also in informal situation.

**g. Language Used by the Teenagers Basen on Their Language Attitude toward Javanese**

**1. Cognitive Aspect**

Cognitive aspect is a kind of perception of people. It is like an idea or concept which is used by people to think about something. The questions are (1) Javanese language must be saved as an inheritance of ancestors, (2) Javanese language has higher aesthetics value and more polite than *bahasa Indonesia*, and (3) Speaking in Javanese

language will look like an odd person. Percentages of the result are shown in chart below.

There are 67.3 % of the respondents really agree when Javanese language is an heritage of ancestors, for about 50 % of them agree that Javanese language has higher aesthetic value and more polite than *bahasa Indonesia*. Moreover, almost none of them (1%) really agree when someone speak in Javanese language will look like an ancient people.

Javanese language as a part of culture, and attachment of some cultures will make it as an identity of the user. The fact that Javanese teenagers' belief when Javanese language is a part of their identity shows their positive attitude toward that language. In this case this is considered as the sentimental attachment of that language.

## **2. Affective Aspect**

Affective aspect is an emotion of the people that make them feel happy or unhappy with something. Affective aspect of younger generations in Semarang can be seen from two questions, there are (1) I proud if I can speak Javanese fluently, (2) I feel glad if there is someone speak in Javanese language with me. The percentage of the answer shown in the chart below.

There are 57 or 60 % of the respondents agree that they feel proud if they can use Javanese language and glad if there is someone speak in Javanese language with them. Javanese language as an identity of Javanese people may make the Javanese people have positive attitude to the language.

## **3. Conative Aspect**

Conative aspect is the way the attitude we have influences about something. It is tendency or disposition to act in certain ways toward something. Based on the conative aspect of the Javanese teenagers' language attitude, there are four questions to save Javanese language. There are (1) Every school must add Javanese language as

the *Muatan Lokal*, (2) I prefer to choose a book that used Javanese language than *bahasa Indonesia*, (3) I only use Javanese language when get interaction in social media, and (4) I only use Javanese language when communicate with my family.

Most of the respondents agree when every school must add Javanese language as a *Muatan Lokal* to make children know about their mother language and their own culture. Whereas, almost none of them agree when Javanese language is used to get communication in the social media or with people around them. Furthermore, only 1 % of the respondents choose Javanese book, and 66 of them prefer to choose *bahasa Indonesia*. Only 9 of the respondents who use Javanese language, and about 54 of all of them use *bahasa Indonesia*. This finding show that most of the respondents lost their willingness to act as Javanese people to save the language by using Javanese language in their interactions. They only proof the government to have a role in saving Javanese language, but in the fact, they do not show in the real act.

Based on the conative aspect, we can see that most of the respondents have negative attitude towards Javanese. It means, their willingness to save Javanese language just shown in their hope and there is no real act from them. From the fact above, we also can conclude that Javanese teenager's awareness of language norms is low, so it influences their language use.

#### **h. The Relationship between Their Language Attitude and Teenagers' Language Use**

From the questionnaire I found the fact that most of the teenagers in Semarang tend to use *bahasa Indonesia* than Javanese language to get communication. It happens almost in general situation both in formal and informal situation. Moreover, based on the ability of the respondents to use Javanese language, it is obviously shown that almost all of the respondents stated that they can speak in Javanese language (see appendix page 18). Interestingly, most of them or for about 64.2 % of them prefer to use *bahasa Indonesia* to communicate with others. So, it can be said that the awareness

of the respondents to use Javanese language has been decreasing, while there has been a remarkable increase in *bahasa Indonesia* proficiently.

As a vernacular language, Javanese language of course will be difficult to compete with *bahasa Indonesia* which plays a role as a national and official language. As a vernacular language, we cannot use Javanese language in all aspects and situations because the language is only used by some groups or people in a domestic domains. So, many teenagers in Semarang use *bahasa Indonesia* because they believe if they can speak in *bahasa Indonesia*, they will get better life in the future because they will be easy to get better job. As the finding above, we can say that the use of *bahasa Indonesia* by teenagers in Semarang indicate that *bahasa Indonesia* has a big role as an instrumental attachment of the language. Teenagers feel upset when they cannot get what others can because they lack the ability to use *bahasa Indonesia*. They think that *bahasa Indonesia* is the key to get better future, so they prefer to shift their language into *bahasa Indonesia*. Usually, language pride will force younger generation to use their vernacular language and use it as their identity. In this research, I found that the respondents show positive attitude based on the cognitive and affective aspect, but in fact, from the conative aspect they show negative attitude toward Javanese language.

## **CONCLUSION**

From the data analysis, it can be concluded that teenagers in Semarang, especially students in SMP N 27 Semarang tend to use *bahasa Indonesia* than Javanese language. There are several factors that influence them to use *bahasa Indonesia*. The factors come from internal and external factors. From internal factors, it is because there are different family backgrounds, gender, and their language attitude, but the external factors can be caused by the differences of the communities, environment, interlocutors, and the context of the conversations.

There are three aspects of teenagers' language attitude; cognitive, affective and conative. From these aspects, it can be concluded that Javanese teenagers have positive

attitude with Javanese language, but their attitude toward Javanese language is more like a hope rather than a realization of act. They are aware about Javanese language as their own culture and they are pride about it, but they still prefer to use *bahasa Indonesia* to communicate with people around them.

The use of *bahasa Indonesia* also shows the instrumental attachment of language. They use *bahasa Indonesia* to get what the other can get by mastering national language, like better education or future life.

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