

CHAPTER III

DATA PRESENTATION AND ANALYSIS

Generally, Madurese families speak the Madurese language as the mother tongue of Bondowoso's people as a means of communication at home. However, in the last few years, we have seen a tendency in Madurese families, especially the young ones, to change their Madurese into the Indonesian language and the Javanese language when they communicate to other people from different ethnic. It mostly happens in the cities, where there are many possible conditions that support the existence of this phenomenon.

In her analysis, the writer divides the phenomenon into two different groups: group A and group B. The first group, group A, consists of students whose parents are native Bondowoso people or Madurese and the second, group B, consists of students whose one of their parents is Javanese and now live in Bondowoso.

In this research, the writer divides the group based on their parents' origin. The reason why the writer does so, is because the historical background of their parents and environment which are important and much influence to the children's language competence and performance.

Next, we will see the pattern of the school classification that the writer has taken and the presentation of the data.

3.1 Presentation of The Data

The research was done in three junior high schools in Bondowoso District and take 100 students as respondents. The school division of the respondents can be seen here on table 1 and table 2.

Table 1. Data of Population

Schools' name	The second year student		Total
	Madurese class	Javanese class	
SMPN 2	159	87	246
SMPN 4	130	87	217
SMP Muhammadiyah	16	4	20
			483

Table 2. Data of sampling.

School's name	Sample	Girls	Boys
SMPN 2	40	27	13
SMPN 4	40	21	19
SMP Muhammadiyah	20	9	11
Total	100	57	43

3.1.1 Percentage of The Languages Used by the Respondents

The data will be presented in the table from 100 respondents. First of all, the writer presents the respondents into two groups based on their parents' origin in order to know the historical background of the students. Therefore, the writer will notice if there is a correlation between their historical background and the language they use.

Table 3. The Parents' Origin

Both parents are Bondowoso's people or Madurese	One of the parents is Javanese	Total
41	59	100

If we see table 3, it's obvious that nowadays there are many Javanese people who live in Bondowoso and socialize with Bondowoso's people. The native Bondowoso people who speak only the Madurese language have changed their habit and start to interact with the new comers, who are mostly Javanese people who come from outside Bondowoso.

There is, of course, an interaction between the two ethnic groups. Bondowoso's people would start to learn the Javanese language and the Javanese would learn the Madurese language. The interaction in this community runs automatically when someone communicates with others who don't belong to her or his ethnic group. We, the Indonesian people, have one national language that can be used as a communication tool that is Bahasa Indonesia. However, Bahasa

Indonesia is usually used in formal situation. So, in our daily live, we use our regional language or informal language instead of the formal one.

In Bondowoso, especially in the town, there are many people who come from other regions. Most of them are the Javanese who speak the Javanese language. The socialization between th_ Javanese and the Bondowoso people has made them understand the two languages. The one who easily gets influenced is the young generation. In table 4, we can see the pattern of the language used by the school students in Bondowoso.

Table 4. The percentage of languages used by the students

	JL	ML	JML	BI	Total
The language used at home	24%	35%	23%	18%	100%
The language used at school	10%	19%	26%	45%	100%

Notes: JL = the Javanese language

ML = the Madurese language

JML = the Javanese and Madurese languages

BI = Bahasa Indonesia

From that table, we can see that the two languages stand almost equal as the regional languages and sometimes they are used together in conversation. The Javanese language is used among the Javanese families and the Madurese language is used among Bondowoso families. The Javanese family here refers to those whose one of their parents is a native Bondowoso speaker and the other is a

Javanese speaker. Therefore, there is a possibility for them to speak both languages. For the Bondowoso families, there is also a possibility to speak the Javanese language since they have to learn that language in order create a mutual intelligible.

According to table 4, there are 24 students said that they use the Javanese language at home, 35 students use the Madurese language, 23 students use both languages, and 18 students use Bahasa Indonesia. At school, most of the students use Bahasa Indonesia since they should use it in formal situation.

3.2 The Data Analysis

During the Twentieth Century there has been a widespread pattern of language shift among the indigenous communities of the Indonesia like the phenomena which happen in Bondowoso District. In Java Island, the condition of the Javanese language is undergoing a static or stagnant stage during this century, it does not develop meaningfully although it is realized that Javanese language is still a live since in daily life this language is still spoken by the Javanese.

Bondowoso is located in East Java, and it means that it belongs to the Javanese ethnic group. However, the fact tells us that the Bondowoso people belong to Madurese ethnic group. Therefore their indigenous language is the Madurese language. The history of Bondowoso people started when Raden Bagus Assra opened the new place in East Java and later it is called Bondowoso.

It is not surprising then if most of the young Bondowoso people who live in town can speak both regional languages, Javanese and Madurese, although they

use only the low level of both languages. Generally, this condition occurs when they communicate with others who belong to the Javanese. The cultural changes take place in Bondowoso society and it made the students be more aware with the usage of the language in the society especially among peers. They prefer to use a language which can easily be understood by their interlocutors. This condition is aggravated by the parents, newcomers, and the school policy which recommended two regional languages and separate the students into two groups or classes, Madurese classes and Javanese classes.

According to Drs. A. Chaedar Alwasilah (1985:133), the newcomers group will forget half of their language and have to learn language in a new place where they live in. In Bondowoso, the indigenous language is Madurese while the Javanese language is the language which is used by most of the newcomers. Since Bondowoso is located in East Java, many parents encourage their children to learn the Javanese language at school instead of the Madurese one. This phenomenon causes bilingualism among students and there is a tendency to shift from Madurese to Javanese when they utter simple sentences.

The language spoken at home is very much influenced by the language that is taught by their parents at their early age. This is the data of the language use.

Table 5. The first language that is taught by the parents.

ML	JL	MJL	MJIL	BI	Total
28	27	4	5	36	100

If we see table 5, it is obvious that most of the parents teach their children Bahasa Indonesia. What about their regional languages? The number of children who learn the Madurese and who learn Javanese language are 28 : 27 from 100. It means both regional languages are taught to most of Bondowoso's children, and this is also supported by schools which provide students to speak two regional languages.

The language which was firstly learnt by the Bondowoso's children is based on the parents origin. From 41 parents who are Bondowoso people, 36.6% prefer to teach their children Bahasa Indonesia, 43.9% teach the Madurese language, and 19.5% prefer to teach Javanese and Madurese, or the three of them. The data will be showed on table 6.

Table 6. The pattern of parents' language teaching to their children.

	ML	JL	MJL	MJIL	BI	Total
Both parents are Bondowoso/the madurese (41)	18	3	2	3	15	41
One of the parents is the javanese(59)	10	23	2	2	21	59

Here, we will see how big the influence of mixed parents (Bondowoso people and the Javanese) to the their children in teaching the language. Most of the mixed parents teach the Javanese language instead of Madurese since Madurese is already used in society. We can also conclude that there are many people, the Javanese, from outside Bondowoso who have domiciled in this town. They are mostly from Probolinggo, Banyuwangi, Jember, Malang, Kediri, Solo, etc.

After describing the parents background, now we are going to describe the language choice of the respondents who are the students of Bondowoso's junior high schools. Generally, in their daily activities at school and outside the school, the students' language choice pattern shows that most of them use two regional languages, Madurese and Javanese. This can be seen on table 7.

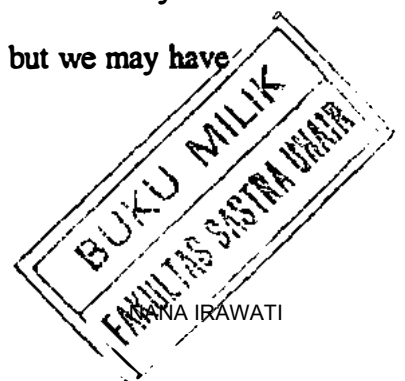
Table 7. General choice of language

	ML	JL	MJL	BI	Total
General language choice	32	32	12	24	100

The Madurese and Javanese languages, generally, have equal function in the society. They are both used in less formal situation, while in formal situation Bahasa Indonesia is preferably used.

The writer focuses her research on the use of the two regional languages by the students in Bondowoso instead of the national language. Therefore, the data of the national language is only functioned as additional information..

The mixing of the Madurese and Javanese languages become a new way for the students to make a conversation with others. There are 12 from 100 respondents who prefer to use both languages by mixing or even switching. They have a capability in using two regional languages, but only in simple sentences or even in a few words. Will this phenomenon continue in the future and what will happen to the two regional languages? Will both of them still be used or only one of them is used? We would never know until the time has come but we may have a prediction only till now.



Here, on table 8 we can see the language pattern of the students in making conversation with their friends.

Table 8. Language choice in friendships

	JL	ML	JML	BI	Total
Choice of languages with friends	18%	21%	33%	28%	100%

It is obvious that the usage of both languages in switching and mixing is a better choice for the students, so that they can communicate easily with their other friends. However, Bahasa Indonesia is also the second choice for most of the students to speak if they find a difficulty in translating the two regional languages.

From table 8, we can assume that there are many students who are born by the mixed-marriage parents as 33% of the respondents prefer to use both languages in switching and mixing. Meanwhile, Bahasa Indonesia is the second choice for them to speak.

3.2.1 Language Switching and Language Mixing

In daily activities, the students use the language they think is more convenient. The Madurese language is used together with Javanese and the national language. Code switching and code mixing are often used among the students themselves. When they decide to change the language within a single speech event, they use switching where one clause of one language is constructed to the grammar of another language.

Here are some sentences which are taken as samples, these happen among the students of junior high school.

A: Pantomim rowa apa?

English: What is pantomime?

B: Rowa, seng benyak gerak-gerakan.

English: It is which consists of many movements.

C: Beni! Tapi seh nganggui colok.

English: No! But it is which use mouth.

B: Ongguyen ya?

English: It's true, isn't it?

C: Ndak tao!

English: I don't know!

A: Mosok be'en tak tao.

English: Don't you know?

C: Be, tenan!

English: It's true

B: Hei, pantomim itu kan, anu.....yang melakukan gerak-gerakan itu tok ya!

English: Hey, Pantomime is something that only does movements.

C: Iye, itu baru bener.

English: Yes, that's true.

Since the writer only focuses on the two regional languages, the analysis then will ignore the use of Bahasa Indonesia.

Language switching can be done in two ways. First, by using two languages at once. Second, the speaker can switch completely from one language to another. So, it is possible for them to speak Madurese in one sentence and switch their utterances into Javanese in the next sentence and vice versa.

Here are some sentences which are captured from a conversation:

- Be'en ndak dheddi karomana mbah?
- Hei, dhegi' mole sekolah dholen nang omah, ye!

On the conversation among A, B, and C, they switch from Madurese to Javanese in simple sentences and also mix some Javanese words in Madurese sentences. The topic is about Pantomime, and the conversation happened at school during the break time.

The word 'ndak' and "nggak" are common used among them to replace the word enja' which means "No". In the sentence "Mosok be'eb tak tao?", mosok is a Javanese word which convey information that the speaker doubted the interlocutor statement. Here, language mixing occurred when the speaker only inserts a word or a phrase from Javanese to Madurese.

Trudgill states that language-switching can be used by a speaker for his own purposes to influence or define the situation as he wishes, and to convey nuances of meaning and personal intention (Trudgill, 1974:126). In this case language-switching can make the situation become informal, intimate, and more friendly.

According to Fasold, language shift and maintenance are really collective result of language choice. From the example of sentences above, the writer observed that the students prefer to choose simple Javanese words, phrase, and sentences to replace the Madurese one or using both languages in switching and mixing. This reflects a declining in cultural values, the Madurese culture, since they choose a new language that is Javanese language.

Switching may occur because of real lexicon need, either if the speaker knows the desired expression only in one language, or if formulaic expressions in one language cannot be satisfactorily translated into the second. Code switching and style shifting, then, may have a variety of functions within a speech community: group identification, solidarity, distancing, and redefinition of a situation. Additionally, switching languages may serve either to soften or strengthen request or command (Saville-Troike, 1984:68-69).

Whatever specific functions are served by code-switching within a community, it adds to the verbal strategies that speakers have at their command, and is to be recognized as a dimension of communicative competence.

3.2.2 The Supporting Factors

There must be so many reasons and factors lay behind this phenomenon. Reasons are some kind personal statement for the students why do they choose to shift, especially at school's domain.

There are some reasons which they think is better for them to switch and mix the two languages or use both languages among peers at school. The first reason is because the usage of the Madurese-Javanese language in mixing and switching is more convenient for them in communicating with friends at school whose mother tongue is Madurese or Javanese.

Before the writer describes all the factors and reasons why the language shift happen as the result of language choice, the writer will describe a five-point

scale indicating that they would use those two languages in school domain with peers.

The five-point scale were given these values:

Most of the time (SS) = 40

Often (S) = 30

Seldom (J) = 20

Rarely (JS) = 10

Never (T) = 0

From table 9 we can see the result of this five-point scale.

Table 9. Classification of students' languages at school domain

School domain	SS	S	J	JS	T	Total
Madurese	11	25	41	13	10	2140
Javanese	7	28	39	50	16	2400
Madurese and Javanese	14	26	32	13	15	2110

It is surprising that the Javanese language, which is not the indigenous language of Bondowoso people, gets the highest score. The fact that the Javanese language is used in school domain among close friends, it shows that there are many Javanese speakers and interlocutors. It may cause by the existence of newcomers who later married and socialized with Bondowoso people. From these couples, then their children become bilingual speakers of the two regional languages.

On the social group, then their bilingual children make interaction with friends in neighborhood and also at school where they have to decide which

language they choose. This condition made them choose what the dominant language for them to speak.

The students, when socializing with peers at school, may want to be seen as members of certain group. This will lead them to use a certain language. They also face a conflict in choosing a language that is the most convenient one to communicate.

Since most of the newcomers come to Bondowoso because of job transfer, they mostly work as official employees. Being an employee at one of the governmental departments is considered to have a high social status. Therefore, most of the bilingual students choose to take Javanese class instead of Madurese one, besides Javanese is easier for them to learn.

The supporting factor on language shift in Bondowoso can be seen below.

1. Migration

When people move from one place to another place, it is called migration. This migration causes a new language and cultural problem. After the newcomers moved to Bondowoso, they will socialize with others and the interaction happen between two ethnic groups who use two different regional languages. This situation will lead to language switching and mixing which may cause language shift and causes bilingual speakers.

2. School Language Policy

Most of the Junior high schools in Bondowoso provide two regional languages for their students, except for SMPN 1 Bondowoso which only provides

the Javanese language. Schools are the most important institutions for supporting the languages used among the young generations. In Bondowoso district, the usage of Madurese isn't strong enough to maintain than in the villages because the condition in the town is more heterogeneous. Schools in the villages and other districts use the Madurese language very often as the language of education besides Bahasa Indonesia. In the town, most of the teachers are the Javanese.

3. Parents' Origin

At some point, the newcomers in Bondowoso to the community (spouses in mixed-marriages primarily) no longer use the indigenous language with their children. They tend to teach other languages like Bahasa Indonesia as the national language and the Javanese language as the majority regional language in Java island or even English as a foreign language. They also tend to speak Bahasa Indonesia and Javanese with Bondowoso dialect to their children since the Javanese language has many similarities in words. Therefore, the children no longer master the indigenous language anymore.

4. Higher prestige

Since most of the Bondowoso's ancestors are the workers in rubber plantation in the Dutch colonization, the Madurese language that have been taught from generation to generation is considered as the low language. Therefore, the Madurese language in Bondowoso people's view, especially the young generation, has lower prestige than other languages like Javanese and Bahasa

Indonesia. This is also supported by the newcomers who most of them have a good wealth because they work as employees in some institutions.

For some of the young Bondowoso people, using other languages besides Madurese is a prestige among them, besides it is an extraordinary thing if we found any young Bondowoso people who master the high language best. Meanwhile, the old generation is still maintaining their indigenous language as they are mastering the high language level in Madurese.

5. The declining of Using the Madurese language

The declining of children proficiency can cause the decreasing in the prestige of using Madurese. It can be the result from the parents' teaching language at home, which no longer use the high level of Madurese with their children.

The reasons why they prefer to use both languages in the form of switching and mixing are listed below.

1. It is easy to communicate with other friends.
2. It is considered as an “ interactive” or a “ gaul” language when they switch and mix the two languages.
3. It is a process of adaptation.
4. It is a habit in making a conversation with close friends.
5. It is because everyone uses his or her regional language.

In the supporting factors, parents' origin also takes an important role. Is there any relation between parents' origin with the language used by their children at school? Do their parent's origin much affect the students' language? We already know that school is the second place for the students after home, and school takes an important role in the students' language mastery. However, this question has to be answered by the writer since parents' origin also takes an important role on students' language. To answer this question, the writer does a non-parametric statistical test that is chi square test.

3.2.2.1 Chi Square Test

This chi square test will answer whether there is a correlation or not between the children language use at school and their parents' origin. Here, the writer finds that most of the students born from mixed-marriage parents tend to use the Javanese and Madurese language in switching and mixing when they communicate with their friends. For further information, we can see the classification of the children language use at school based on their parents' origin on table 10.

Table 10. The Classification of the children language use at school based on their parents' origin.

Parents' origin	The language used by the students at school				
	ML	JL	MJL	BI	
Bondowoso or Madurese	19	7	6	9	41
One of the parents is Javanese	12	25	9	13	59
	31	32	15	22	100

The hypothesis is done as listed below:

1. H_0 : There is no correlation between the children language use at school and the parents' origin.

H_1 : There is a correlation between the students' language use at school and their parents' origin.

2. The statistical test is X^2 k independent sample ($k=2$)

3. Significant level $\alpha=0,05; n=100; r=2$ and $k=4$ (2 lines and 4 columns)

4. $X^2_{0,05; db (2-1)(4-1)} = X^2_{0,05; db 3} = 7,815$

H_0 is rejected if $X^2 > 7,815$ and it is accepted if $X^2 < 7,815$

Expected frequency:

$$E_{11} = \frac{(41)(31)}{100} = 12.71$$

$$E_{15} = \frac{(59)(31)}{100} = 18.29$$

$$E_{12} = \frac{(41)(32)}{100} = 13.12$$

$$E_{16} = \frac{(59)(32)}{100} = 18.88$$

$$E_{13} = \frac{(41)(15)}{100} = 6.15$$

$$E_{17} = \frac{(59)(15)}{100} = 8.85$$

$$E_{14} = \frac{(41)(22)}{100} = 9.02$$

$$E_{18} = \frac{(59)(22)}{100} = 12.98$$

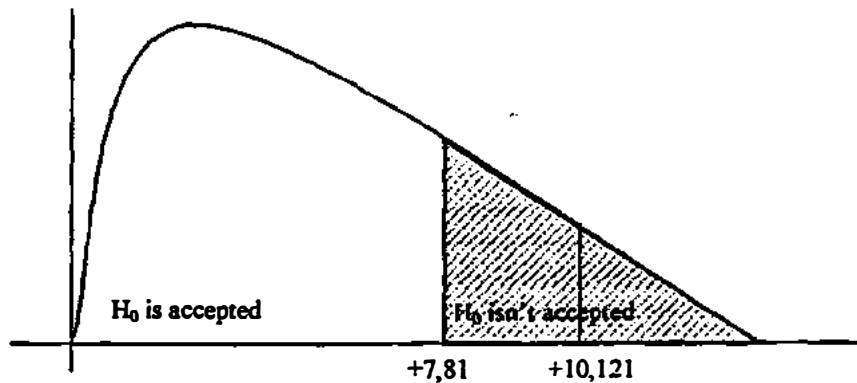
$$X^2 = \frac{(19-12.71)^2}{12.71} + \frac{(7-13.12)^2}{13.12} + \frac{(6-6.15)^2}{6.15} + \frac{(9-9.02)^2}{9.02} + \frac{(12-18.29)^2}{18.29} +$$

$$\frac{(25-18.88)^2}{18.88} + \frac{(9-8.85)^2}{8.85} + \frac{(13-12.98)^2}{12.98}$$

$$= 3.11283 + 2.85475 + 0.00365 + 0.00004 + 2.16315 + 1.98381 + 0.00254 + 0.00003$$

$$= 10.1208$$

$$X^2 = 10.121 > 7.815$$



This picture shows the chi square result.

From the result above, H_0 is rejected and H_1 is accepted in the significant grade of 0.05. This means there is a correlation between the children language use at school and their parents' origin as the parents' language influence their children language use very much.

3.2.2.2 Interpretation of the Statistical Test Result

Nevertheless, the result leads to some interpretations that are compatible with the history of the community and with what we know about maintenance and shift. The native Bondowoso Madurese speakers tend to maintain their regional language when they speak to their relatives or families. The shifting happens when they speak with friends at school who are not native Bondowoso Madurese speakers. Then, the usage of language switching and mixing become a habitual in almost every student's conversation.

Home is the first place for children to learn languages. Here, the influence of parents, especially the mixed marriage ones, brings some varieties languages from Madurese and Javanese. They who are the children of mixed married parents common in hearing their parents' conversation at home. Therefore, they can easily learn and speak both languages as their communicational language with friends at school.

From the chi square test result, the finds that there is a significant correlation between the children language use, especially when they communicate with friends at school, and their parents' origin. The writer, here, considers that mixed marriage parents is the most influencing factors on the shifting since most of their children can understand and speak both regional languages. This may the first tendency for them to shift besides their friends and the education at school.

BAB IV

CONCLUSION AND SUGGESTIONS