CHAPTER III
DATA PRESENTATION
AND INTERPRETATION

In this chapter the writer will present the data that have been found while doing investigation. For the first time, the writer will present the characteristics of the respondents as an introduction to the analysis. It will be presented qualitatively by using tables so it will be more easily identified. Further data will be analized in the following sub chapter.

3.1. Characteristics of the Respondents
3.1.1. Sex

Some previous research found that there were many differences between man and woman language. Linguistic markers associated with sex include phonology, morphology, diction, topic, grammar, etc (Savile-Troike 1984: 94-96). Labov, Trudgill, Franz Boas and Edward Sapir studied sexual differentiation concerned with phonological aspect, Marry R. Hass and Philip M. Smith concern with morpological aspect and Tiwary concerned with topic.

In this thesis the writer wants to know whether or not there is different choice between boys and girls in SMA I Ponorogo. So, it is necessary to take the respondents among boys and girls equally. for this purpose the

writer takes 50 male students and 50 female students as the respondents.

3.1.2. Means of Transporatation

It is necessary to know the students' means of transportation because this is a factor which can be used to determine their social status. The parents' ability to give such facility can also raise their prestige. Of course the higher social class will be able to give better facilities than the lower class.

Students go to school in many ways. Many students go on foot, by bike, motor bike and public transportation. From the questionaires the writer gets the following data:

TABLE 1

RESPONDENTS' TRANSPORTATION

TRANSPORTATION	FREQUENCY
1. On foot	8
2. By bike	29
3. Motorbike	23
4. Public transportation	40
Total	100

Source : Questionaire 10

3.1.3. Respondents' Pocket Money

One of the indicators of social status is economic status (Mulyono 1991: 12). It can be measured by knowing how much money they have. So it is necessary to know the respondents' pocket money. The writer will present how much money the respondents get from their parents per day. Pocket money, in this case, is money that respondents get to support what they want to get. So, the respondents are free to spend or to save their money. It excludes the school fee and other needs that support their study such as buying a book, transportation money, etc.

Data which the writer from the questionaire is presented on table below.

TABLE 2

RESPONDENTS' POCKET MONEY

POCKET MONEY PER DAY (Rp.)	FREQUENCY
0 - 250	5
251 - 500	48
501 - 750	13
751 - 1000	18
1001 - 1250	7
1251 - 1500	9
Total	100

Source : Questionaire 11

3.2. Characteristics of Respondents' Parents

To know the respondents' characteristics more deeply, it is necessary to know the characteristics of respondents' parents with the assumption that teenagers still depend on their parents. It is possible that their language choice is also influenced by their parents. Because the writer discusses language choice according to social status, the characteristics of respondents' parents that will be presented is characteristics concerned with the social status.

A person's social status can be measured by knowing their background of nobility, occupation in social life or religion, economic factor and education (Mulyono 1991: 12).

3.2.1. Occupation

A person's occupation can be used as the measurement of social status because getting a job is an effort to increase the social status and also the economic status. The kind of the job also determins person's social status. As we know in Indonesia intelectuality is more appreciated than manual labour.

The occupation which will be mentioned is either father's occupation or mother's occupation, because most of students' mother's have their own occupation.

TABLE 3

PARENTS' OCCUPATION

OCCUPATION	FREQUENCY	
	FATHER	MOTHER
1. Government officer	27	17
2. Teacher	21	19
3. Army	4	-
4. Non-Government officer	5	-
5. Pensioner	4	-
6. Farmer	17	10
7. Merchant	8	14
8. Private bussiness	14	12
9. Nurse	-	1
10. Midwife	-	1
11. Housewife	-	26 .
Total	100	100

Source : Questionaire 17 & 26

3.2.2. Education

Education is one of the indicators of social status. Education may increase a person's social status. Person with high educational experience will get more

chance to get high position in his job. So, it is necessary to know parents´ educational degree to measure their social status.

TABLE 4
EDUCATIONAL DEGREE OF RESPONDENTS´ PARENTS

DEGREE OF EDUCATION	FREQUENCY	
	FATHER	MOTHER
1. Elementary school	16	19
2. Yunior High school	27	25
3. Senior High school	37	56
4. Bachelor	13	-
5. Scholar	7	-
Total	100	100

Source : Questionaire 16 & 25

3.2.3. Family Income

Family income is also a factor that determines a person´s social status. The high income may give the family a chance to get more facilities and can increase a family´s prestige.

In a family, mother and father may be the bread

winner. If both parents are working, both of them are the source of family income. From the questionaire, the writer wants to present all income that is obtained by a family. So, if father and mother work, the writer will sum up their income and show it in table. But, if only the mother or father works, only her/his income will be presented in a table. If there are parents who have other job besides the main job, all of their income will be summed up together. So, what the writer presents in the table is the total income of the family.

TABLE 5

INCOME OF RESPONDENT'S FAMILY

INCOME (X 1000)	FREQUENCY
0 - 50	-
51 - 100	6
101 - 150	13
151 - 200	18
201 - 250	42
251 - 300	12
301 - ...	9
Total	100

Source : Questionaire 18 & 27

3.2.4. Social Status

In society there must be a group of people who have higher position than others. There are social classes which divide certain subgroups from others. Social class may be defined primarily by wealth, circumstances of birth, occupation or by education. Such criteria can be used to measure whether a person belongs to higher class or lower social class.

How is person's social status determined ?

H.W. Dick in his "The Rise of a Middle Class and the Changing Concept of Equity in Indonesia", defines upper class as feudal origin, holding power and wealth by virtue of birth and lower class as peasants and workers, lacking power, wealth and even education. Where as the middle class is a group distinct from upper class and lower class. Further, Dick states that there is no upper class anymore in Indonesia, because "*kaum bangsawan*" or "*priyayi*" who are taken for upper class in Indonesia do not have dominant roles anymore (in Oetomo. Prisma 1, 1989: 23). There have appeared new elite whose role reshuffle the role of upper class in the past (*priyayi*). This new elite come from middle class or lower class that have succeeded to raise their status to be OKB (Orang Kaya Baru = new rich people) (Oetomo, ibid: 24). They tend to behave in every way like the upper class. Such case is called social climbing (Trudgill 1982). Further, this new elite are taken for the middle class in Indonesia.

To determine the respondents' social status, the writer used the theory mentioned by Dick. So, the society consists of middle and lower class. Because the society is divided into two different social classes, the writer will use terms higher social class and lower social class.

Referring to data the writer mentioned in the previous sub chapter, the writer uses the following criteria to determine higher and lower class. Higher class refers those who have senior high school education or more and earn, at least, Rp. 200.000 family income per month. Whereas lower class refers to those who have not reached senior high school education and earn below Rp. 200.000 per month. The criteria is made by the assumption that senior high school educated people can get good position in their job. People who gra-duated from senior high school can become teachers or go-vernment officers. And they are usually taken for respected person in their neighbourhood. Whereas Rp. 200.000 family income is used as standard measurement in this criteria with the assumption that with such amount of income, a family can live decently.

Based on the above criteria and consideration to the data from questionaires, the writer clasifies the social status of respondents' family as the followwing :

TABLE 6

SOCIAL STATUS OF RESPONDENTS' FAMILY

STATUS SOCIAL	FREQUENCY
1. Upper class	45
2. Lower class	55

3.3. Respondents' Language Choice

In this sub chapter the writer will present data about respondents' language choice related to their sex and social status. For each social variables which the writer has mentioned will be related to addresee, topic of conversation and setting of interaction.

3.3.1. Respondents' Language Choice Related to Their Sex

The writer feels it is important to discuss language related to the speakers' sex with the assumption that women language is more polite, more tender and women tend to avoid cruel language. Women are more sensitive than men. So, they try to use words that may not hurt someone's feelings.

From the questionaire, the writer understand that most of the respondents have an opinion that female student's language is more polite than male students. From the observation the writer find that female students often

use words such as *'ngampil'*, *'nyuwun'*, *'sampeyan'*, *'mun-dut'*, etc although they talk to their friends. Usually such words are used when they talk to their parents or older people. But such words are only used when they talk to their female friends, not to male friends. Beside, they also often use baby's words such as *'bobok'*, *'mimik'*, *'ma'em'* and *'pipis'*. Such words are not usually used by male students. That is a short description on the difference of male and female students' language. Now, how about their language choice? Is there any difference between male and female language choice? Let's took the following table.

TABLE 7

RESPONDENTS' LANGUAGE CHOICE RELATED
TO THE SEX OF THE RESPONDENTS (%)

Ad-drese	Set-ting	To-pics	MALE				FEMALE			
			BI	Ng	Krm	Kri	BI	Ng	Krm	Kri
a	a	a	2	44	18	36	–	24	16	62
a	a	h	2	44	18	36	–	24	16	62
a	e	e	2	44	18	36	–	24	16	62
a	g	d	2	36	18	44	–	18	16	68
b*	a	b	2	98	–	–	–	94	6	–
b*	e	g	2	98	–	–	–	96	4	–
c**	a	c	–	34	8	–	–	24	14	2
c**	f	c	–	–	–	–	–	24	14	2
d	a	b	2	10	22	66	–	6	28	66
d	c	d	2	10	22	66	–	6	28	66
e	a	h	2	10	36	52	–	6	28	66
e	k	g	2	10	36	52	–	6	28	66
f	k	i	–	–	–	100	–	–	–	100

*) A student has no sister or brother

**) Many students have no house maid and boys do not go to the market.

Address	Setting	Topics	MALE				FEMALE			
			BI	Ng	Krm	Kri	BI	Ng	Krm	Kri
f	g	l	-	-	36	74	-	-	28	72
g	g	e	-	100	-	-	.-	94	6	-
g	g	j	100	-	-	-	100	-	-	-
h	i	h	38	62	-	-	56	44	-	-
h	j	f	-	100	-	-	-	100	-	-
h	l	j	100	-	-	-	100	-	-	-
i	e	m	16	-	18	66	24	-	14	62
j	i	h	100	-	-	-	100	-	-	-
j	a	m	68	-	-	32	74	-	-	26
j	e	m	72	-	-	28	74	-	-	26
k*	f	c	-	-	-	-	-	32	-	68
k	g	c	-	48	52	-	-	32	-	68
l	m	m	24	76	-	-	44	56	-	-
m	j	m	-	38	46	16	-	-	48	52
n	c	m	78	-	6	16	78	-	2	10
f	h	k	44	-	6	50	68	-	12	20
Total			100%				100%			

Source : Questionaire 31

k*) Male students never go to the market

NOTE OF DOMAIN NOTATION

ADDRESEES	STTINGS	TOPIC
a. Parents	Home	Family problem
b. Brother,sister	School	Personal problem
c. Housemaid	Government Office	Housekeeping
d. Grandparents	Movie	Latest news
e. Uncle and aunt	Public place	Public case
f. Older people	Market	Movie, music
g. Friends of Neighbourhood	Neighbourhood	Game, sport
h. School friends	Meeting	School program
i. Unrecognized one	Classroom	Greeting, say 'Hallo'
j. Teachers	School canteen	Brithday
k. Vegetable seller	Street	Giving Suggestion
l. Chinese people	Anywhere	Neighbouhood problem
m. School Attendant	Shop	Anything
n. Government officer	-	-

The table mentioned above shows that there are differences of language choice between male and female students. In certain situation male students prefer 'ngoko' style than 'Krama' style. Such reality can not be separat-

ed from the characters of the students. There are more female students who choose more polite style, whereas male students prefer more informal style. The male students even use *'ngoko'* style when they talk to vegetable seller and the school attendant. One factor that may influence their choice is that male students tend to interact more closely than female students, so they become close to each other and do not feel to use *'krama'* style anymore. Whereas female students tend to keep the distance and feel that they will not hurt someone's feeling by using *'krama'*.

Language choice in family domain shows that most of male students use *'ngoko'* to their parents and female students use *'Krama inggil'*. Whereas in neighbourhood and school domain they have almost the same choice. The percentage of their choice is not really different. Most of them tend to use polite style, because they are bound by the norms, either school norms or social norms.

There are also students who use *'Krama madya'* style to their brother or sister or their neighbourhood friends. Indeed, in certain regions in Ponorogo, there is a tendency that children should use *'Krama madya'* style when they talk to other children. Such cases can be found in surounding of Tosari, Kecamatan Kota Ponorogo.

When they talk to Chinese people, students prefer *'Ngoko'* style or Bahasa Indonesia than *'Krama'* style. Although the Chinese people are older than them, they prefer *'Ngoko'* because Chinese people never use *'Kama'* style.

Such a case is common for Javanese people in Ponorogo. Most of Ponorogo people use *'Ngoko'* style to Chinese people.

In certain domain such as in government office, public places, shopping center, and school, female students use more Indonesian than male students. Indeed, Indonesian is not usual in informal occasions in Ponorogo. In other places where Javanese is the native language there is a tendency that Javanese speakers shift from Javanese to Indonesian, especially in big cities. But in Ponorogo, the Javanese language is still dominant for them. Even, some people have perception that someone can be said overacting (*'sok aksi'* in Indonesian) if he or she uses the Indonesian language in informal situation. But, females like something exclusive or something being in trend. Usually, they apply new trends sooner than males. So, although they are said to be overacting, they do not care about that, and continuously use or apply something they like. Such a case may be a factor that influence the language choice of female students. For certain settings and topics in informal events there are many students who prefer Bahasa Indonesia to Javanese.

3.3.2. Respondents' Language Choice Related to the Social Status of the Respondents

In Javanese there is a proverb *'Ajining diri jalaran saka ing lathi'*. It means that someone's character is

reflected in his language. Character, in this case, can be the social status of the speaker. There is also an assumption that language of higher social class is more polite than language of lower social class people. Is the language choice of them also more polite than lower social class people? Before discussing further, the writer will present data about respondents' language choice related to their social status.

TABLE 8

RESPONDENTS' LANGUAGE CHOICE RELATED
TO THE SOCIAL STATUS OF THE RESPONDENTS (%)

Ad-dresse	Set-ting	To-pics	MALE				FEMALE			
			BI	Ng	Krm	Kri	BI	Ng	Krm	Kri
a	a	a	2	33	9	56	–	34	15	51
a	a	h	2	33	9	56	–	34	15	51
a	e	e	2	29	9	60	–.	34	15	51
a	g	d	2	33	9	56	–	34	15	51
b*	a	b	2	87	7	–	–	100	–	–
b*	e	g	2	90	4	–	–	100	–	–
c**	a	c	–	64	25	2	–	–	–	–
c**	f	c	–	26	16	2	–	–	–	–
d	a	b	2	34	12	52	–	39	15	46
d	c	d	2	34	12	52	–	39	15	46

e	a	h	2	9	27	62	–	10	24	66
e	k	g	2	9	27	62	–	10	24	66
f	k	i	–	–	–	100	–	–	–	100
f	g	l	–	–	18	82	–	–	28	72
g	g	e	–	94	6	–	–	–	100	–
g	g	j	100	–	–	–	100	–	–	–
h	i	h	41	59	–	–	38	62	–	–
h	j	f	–	100	–	–	–	100	–	–
h	l	j	100	–	–	–	100	–	–	–
i	e	m	12	–	14	74	11	–	17	72
j	i	h	100	–	–	–	100	–	–	–
j	a	m	81	–	–	19	78	–	–	22
j	e	m	83	–	–	17	79	–	–	21
k*	f	c	–	12	32	–	–	10	38	–
k	g	c	–	38	62	–	–	44	56	–
l	m	m	36	74	–	–	41	59	–	–
m	j	m	–	12	34	54	–	17	48	35
n	c	m	68	–	12	20	61	–	10	29
f	h	k	54	–	8	38	62	–	11	27
Total			100%				100%			

Source : Questionaire 31

b*) A student has no brother or sister

c**) Many students have no housemaid and male students never go to the market

k*) Male students never go to the market

Note of domain notation : see page 41

The table above shows that language choice of lower social class people and higher class respondents is not really different. If higher class column is compared to lower class coloumn, the reader will find that their choice is almost the same. Only when they talk to school attendant and stranger that is differen. In this case, the higher class respondents seem more carefully not to hurt the addressee, so they tend to use more polite style.

The writer has been informed by older speakers that the difference of language choice of higher class and lower class was more observable in the past. At that time, lower class speakers used to use 'Krama' style but not 'krama inggil'. They usually named such style as 'Krama ndesa', 'krama' style belonged to 'wong ndesa' (lower class people).

As education is improving, all children have the same opportunity to go to school. At that time they began to be aware that there is different status between them. The consciousness of different status make the lower class try to raise their status by behaving like higher class people. In using language they also try to apply higher class people style. So, 'Krama ndesa' that they used in the past begin to fade away.

From the explanation above, in can be concluded that language choice between lower and higher class respondents are basically not different, because most of them tend to chooce the same style.