

## CHAPTER IV

### DATA PRESENTATION AND ANALYSIS

Generally, Javanese as a mother tongue of javanese is used as language at home by javanese family. However, in the last few years, we see a tendency in javanese families, especially the young ones, to change their Javanese into Indonesian when they communicate to each other. It mostly happens in the cities, where there are many conditions (that will be discussed later) that support the existence of this phenomenon.

In her analysis, the writer makes two different groups. They are: group 1 and group 2. The first group consists of parents and children, in which the respondents are the children of the family (This group is the family of the respondents in the past time). The second group also consists of parents and children. Here, the respondents are the mothers in the family (The second group is the family of the respondents in the present time).

In this research, the writer divides the group maternally (in mother's line). The reason why the writer

does so, because she thinks that a mother is the most important person in development of children, physically, mentally or linguistically. She is the closest person to the child. And between a mother and a child there is 'a strong bound' that has never been found in anykinds of relationship. At one time psycholinguists believed that young children need to developed an almost 'exclusive relationship' with their mother or a single mother-subtitute in order to develop a good adjustment (Snow, 1977). A mother sets the intelectual tone in the home. They determine the level of stimulation that will surround the child, they model the language the child will acquire, they establish the types of control that will be used, and they suggest values and attitude that the child will learn.

Next, we will see the two things that indicates the language shift among the young javanese families in Surabaya. They are: the first language which is taught by parents to their children, and the language mostly used in daily talk based on the role relationship within the family.

#### 4.1. The indicators of language shift among the young javanese families.

##### 4.1.1. The first language which is taught by parents to their children.

Children usually utter their first words around their first birthday. This event, recorded faithfully in baby books by proud parents, marks the end of the 'pre-linguistic' stage of language acquisition just or it marks the beginning of language (During the pre-linguistics 8period, children learn the textual features of their language, how to take turns in a conversation, and what speech sounds are used in their language.

Children first learn 'proper names' and the names of siblings pets (bowerman,1978a). These labels are the easiest to master because there is one label for each person. For example: mama/ibu (mother), papa/bapak (father), kakak (brother/sister), pus (for the word 'cat'), bebek (duck), and so on. Besides, they use everyday topics - what the child can see or hear, what he or she has just seen or done or is about to see or do, what the child himself might want to know. For example, makan (eat), tidur (sleep), pergi (go) , and so on. Here is the comparation of language mostly used by two groups in the first language teaching to the children.

Tabel 4.1. The first language which is taught by parents to their children.

Language	S u m	
	g.1	g.2
Javanese	56 ( 80%)	14 ( 20%)
Indonesian	5 ( 7%)	44 ( 63%)
Java+Ind.	9 ( 13%)	12 ( 17%)
Total	70 (100%)	70 (100%)

Note for some symbols used in data presentation and analysis :

- g.1 : group 1
- g.2 : group 2
- v.oft. : very often. -
- oft. : often.
- seld. : seldom.
- v.seld : very seldom.
- ... -- ... : from ... becomes ...
- + : there is an increase in a language use.
- - : there is a decrease in a language use.

In tabel 4.1, we see an obvious difference between two groups. In group 1 parents mostly use Javanese words in the first language teaching of their children. It is mentioned that 80% of them use Javanese words and only 7% use Indonesian words and the rest of it (13%) use either Javanese and Indonesian words.

In group 2, Javanese words are still used in the first language teaching of the children in some families, but the highest score (63%) is that they use Indonesian words. So, there is an increase in using Indonesian words (7%--63%) and a decrease in using Javanese words (80%--20%) as the first words for the children, from group 1 to group 2.

#### 4.1.2. The language which is mostly used in daily talk based on the role relation within the family.

In her next analysis, the writer will use four terms: *'very often, often, seldom, very seldom'* in order to know the frequency of either Javanese or Indonesian use. The writer also uses the sign '+' and '-' in order to see whether there is an increase or decrease in each of language use. It is important to know whether or not there is a language shift from the group 1 to group 2.

In the next part, we will see the language which is mostly used in daily talk in group 1 and group 2 based on role relation within the family (parents to children, children to parents, children to children, and parent to parent).

Tabel 4.2. The frequency of Javanese/Indonesian used by parents to children.

Language	g.1/g.2	Frequency			
		v.oft	oft.	seld.	v.seld
Javanese	1	39(55%)	25(35%)	7(10%)	0( 0%)
	2	15(21%)	20(29%)	26(37%)	9(13%)
	-/+.	(-)	(-)	(+)	(+)
Indonesian	1	4( 6%)	6( 9%)	36(51%)	24(34%)
	2	35(50%)	18(26%)	13(18%)	4( 6%)
	-/+	(+)	(+)	(-)	(-)

In group 1 almost all parents use Javanese when they talk to their children. We see that 55 parents use Javanese in term 'very often' and 25 parents in term 'often', and only 7 parents in term 'seldom'. While in Indonesian use, we see that most parents 'seldom' (36%), and 'very seldom' (24%) use Indonesian when they talk to

their children in their daily life, and only 6% and 9% use Indonesian 'very often' and 'often'.

In group 2, the highest score for Javanese use is in term 'seldom' (37%), and then followed by term 'often' (29%), 'very often' (21%), and 'very seldom' (13%), while in Indonesian use, the highest score is in term 'very often' (50%), and then followed by term 'often' (26%), 'seldom' (18%), and 'very seldom' (6%). So, there are more parents in group 2 who like to use Indonesian rather than Javanese when they talk to their children.

The comparison between group 1 and group 2.

In Javanese Use, the decrease is in terms 'very often' (55%--21%), and 'often' (35%--29%), and the increase is in terms 'seldom' (10%--37%) and 'very seldom' (0%--13%). In other words, there is a decrease in Javanese use in generation 2.

In Indonesian use, the decrease is in terms 'very often' (6%--50%), and 'often' (9%--26%); and the increase is in terms 'seldom' (51%--18%) and 'very seldom' (34%--6%). In other words, there is an increase of Indonesian use from group 1 to group 2 when parents talk to their children.

Tabel 4.3. The frequency of Javanese/Indonesian used by children to parents.

Language	g.1/g.2	Frequency			
		v.oft.	oft.	seld.	v.seld
Javanese	1	30(43%)	21(30%)	14(20%)	5( 7%)
	2	6( 9%)	24(34%)	28(40%)	12(17%)
-/+		(-)	(+)	(+)	(+)
Indonesian	1	5( 7%)	9(13%)	46(66%)	10(14%)
	2	28(40%)	17(24%)	20(29%)	5( 7%)
-/+		(+)	(+)	(-)	(-)

In group 1, 'more children' use Javanese when they talk to their parents. 43% of them use Javanese 'very often', 30% of them use it 'often' and only 10% and 7% of them use it 'seldom' and 'very seldom'. And it is supported by the next data, in which only 7% use Indonesian 'very often', 13% use it 'often', 65% (the highest score) use it 'seldom', and 14% use it 'very seldom'.

In group 2 the highest score in Javanese use is in term 'seldom' (40%); and then followed by terms 'often'(34%), 'very seldom'(12%), and 'very often'(6%),



while in Indonesian use the highest score is in term 'very often'(40%),and followed by terms 'seldom (29%), 'often'(24%), and 'very seldom'(7%). It shows that children in group 2 tend to use Indonesian when they talk to their parents.

#### The comparation between group 1 and group 2.

In Javanese use, the decrease is only in terms 'very often' (43%--9%). while the increase is in terms 'often' (30%--34%), 'seldom'(20%--40%), and 'very seldom' (7%--17%). Although there is an increase in term 'often', the sharp decrease in term 'very often' shows us that Javanese use decreases from group 1 to group 2.

In Indonesian use the increase is in terms 'very often' (7%--40%) and in term 'often' (13%--24%); and the decrease is in terms 'seldom' (65%--29%) and 'very seldom' (14%--7%). The decrease and the increase here are very obvious. So, we may say that , there is a decrease in Javanese use and an increase in Indonesian use when children talk to parents.

Tabel 4.4. The frequency of Javanese/Indonesian among the children.

Language	g.1/g.2	Frequency			
		v.oft.	oft.	seld.	v.seld
Javanese	1	32(46%)	28(40%)	10(14%)	0(0%)
	2	13(19%)	21(30%)	24(34%)	12(17%)
	-/+	(-)	(-)	(+)	(+)
Indonesian	1	4(6%)	14(20%)	32(46%)	20(28%)
	2	21(30%)	28(40%)	14(20%)	7(10%)
	-/+	(+)	(+)	(-)	(-)

In group 1 Javanese is mostly used among the children in the family (46%=very often, 40%= often, 14%=seldom,0%=very seldom).It is supported by the frequency of Indonesian use (6%=very often, 20%=often), 46%=seldom, 28%=very seldom).

In group 2, the highest score of Javanese use is in term 'seldom' (34%), and then followed by terms 'often' (30%), 'very often' (19%), and 'very seldom' (17%). In the frequency of Indonesian use, the term 'often' gets the highest score, and then followed by term 'very often'

(30%), seldom' (20%), and then 'very seldom' (10%). In this case, we can say that the children in group 2 tend to use Indonesian when they talk to their sisters or brothers, but still they use Javanese sometimes.

#### The comparation between group 1 and group 2.

In Javanese use, the decrease is in terms 'very often' (14%--19%) and 'often' (40%--30%); and the increase is in terms 'seldom'(14%--34%) and 'very seldom'(0%--17%).

In Indonesian use, the increase is in terms 'very often' (6%--30%), 'often' (20%--40%); and the decrease is in terms 'seldom' (46%--20%), and 'very seldom' (28%--10%)

It means that although Javanese is still used among the children , but the frequency of Javanese decrease in generation 2. It is because the increase of Indonesian used among the children.

Tabel 4.5. The frequency of Javanese/Indonesian between parents.

Language	g.1/g.2	Frequency			
		v.oft.	oft.	seld.	v.seld.
Javanese	1	42(60%)	16(23%)	8(11%)	4( 6%)
	2	27(38%)	16(23%)	18(26%)	9(13%)
	-/+	(-)	(=)	(+)	(+)
Indonesian	1	5( 7%)	9(13%)	37(53%)	19(27%)
	2	18(26%)	22(31%)	21(30%)	9(13%)
	-/+	(+)	(+)	(-)	(-)

In group 1, the highest score of Javanese use is in term 'very often' (60%). And then followed the terms 'often' (23%), 'seldom' (11%) and 'very seldom' (6%). While in Indonesian use, the highest score is in term 'seldom'(53%), then followed by the others. It means that most parents in group 1 use Javanese when they communicate to each other.

In group 2, still the term 'very often' in Javanese use gets the highest score (38%), then followed by the others. While in Indonesian use, the highest score is in term 'seldom'(30%). So, basically there are still many parents in group 2 whose parents use Javanese when they

communicate to each other.

The comparison between group 1 and group 2.

In Javanese Use, the decrease is in term 'very often' (60%--38%), and the increase is in terms 'seldom' (15%--34%), and 'very seldom' (0%--17%); and there is no change in term 'often' (23%).

In Indonesian use, the decrease is in terms 'very often' (7%--20%) and 'often' (13%--30%). The increase in both terms are very sharp. While, the decrease is in terms 'seldom' (53%--31%), 'very seldom' (27%--13%)

So although there are still many Javanese parents use Javanese when they talk to each other, but the score in Javanese use decreases in group 2 (because of the decrease of Indonesian use).

In other case, when the writer asked respondents about which of languages they prefer to use when they talk to each other about their private matters, most of them prefer to use Javanese to Indonesian (We can see in the

tabel bellow).

Tabel 4.6. The language which parents prefer to use when they talk about private matters to each other.

Language	S u m
Javanese	52 (74%)
Indonesian	12 (17%)
Javanese and Ind.	6 ( 9%)
Total	70 (100%)

So , it is clear that javanese parents in group 2 use Javanese when they communicate to each other. The reason why they prefer to use Javanese is that they feel more comfortable, more relax and more intimate when they use Javanese. (They feel it is too formal if they use Indonesian, when they talk about private matters).

#### 4.1.3. Conclusion.

From the comparison that the writer has already done, we finally know that there is always a decrease in Javanese use and an increase in Indonesian use in each indicator represented by the writer. As what Fasold (1984) says about a language shift that the earliest sign of shift is the movement of one language into domains that used to be reserved to the old, and an unmistakable sign of the final stages of shift is when bilingual parents pass on only the new language to their children. It seems that, the older speaker (grandparents and parents) will use the traditional language in the most circumstances and younger speaker (children) will have advanced the new language into the most domains. (Here, Javanese is supposed to be a traditional language and Indonesian is supposed to be a new language). In other words, the first language which is taught by parents to their children, and the language which is mostly used in daily talk indicates the language shift in the young javanese families in Surabaya.

#### 4.2. Some conditions that lead the shift of Language use in Javanese families in Surabaya.

Fasold (1984) said that there is a strong tendency for language shift to be attributed to the same causes in study after study. From the previous study of some linguists, he summarized some conditions or factors that may lead a language shift. They are:

1. Migration
2. Industrialization and other economic changes,
3. School language,
4. Urbanization.
5. higher prestige for the language being shifted to (it concerns the shift of small, lower status linguistic group, who shift to the language of a larger higher-status group),
6. A small population of speaker of language being shifted from,
7. the influence from more powerful group to the people which is controlled politically.

Here the writer will discuss only some conditions which is represented by Fasold that give influence to the use of language that finally lead the language shift in Javanese family in Surabaya.



#### 4.2.1. Urbanization.

Urbanization is the movement of citizen from rurals to cities with certain purposes. Surabaya is an urban, industrial and commercial centre, where there are many people from other towns come to Surabaya to get something better (a better job, a better education, a better life, and so on).

Urban group have been 'prime movers', organizer more generally, that is in connection with other than language matters as well as in connection with language behaviour and behaviour toward language. Thus whereas small rural group may have been more successful in establishing relatively self-contained communities which reveal language maintenance through the preservation of traditional interaction patterns and social structure, urban groups exposed to interaction in more fragmented and specialized networks, may reveal more conscious, organized and novel attempts to preserve or revive or change their traditional language. The urban environment does facilitate change (Fishman, 1972). In other words, urban dweller are more inclined to shift, while rural dweller (more conservative and more isolated) are less inclined to shift.

From the previous analysis, we finally know that basically, Javanese is dominantly used in the family in

group 1 (in all role relations), while Indonesian tend to be used as daily language at home in group 2. From the data we've got, we know that the difference between two groups in using language is also caused by the different parents' hometown in each group. Here are the data of parents' hometown in group 1 and group 2.

Tabel 4.7. Parents' hometown in group 1 and group 2.

Hometown	g.1		g.2	
	father	mother	father	mother
Surabaya	21 (30%)	22 (31%)	45 (65%)	49 (70%)
Other towns	49 (70%)	48 (69%)	25 (35%)	21 (30%)
Total	70(100%)	70(100%)	70(100%)	70(100%)

Tabel above tells us that many parents in group 1 are the urbans from other towns, in which Javanese is strongly used in daily communication. Those towns are some towns in East Java, such as Tulungagung, Kediri, Madiun, Malang and so on, and some towns in Middle East, such as Solo, Magelang, Semarang, and so on.

While in group 2, there are more parents who were born as Surabaya citizen, in which Indonesian there is much exposure and pressure to or need for Indonesian as a mean of everyday communication. The different condition in both

groups, causes the difference in the use of language in the family in each group.

#### 4.2.2. Indonesian as a language at school and work-field.

Bilingualism and multilingualism are common in Indonesia. However, the educational system does not seem to be designed to promote this bilingual or multilingual situation. The educational system is unilingual, with *Indonesian or Bahasa Indonesia* as the sole medium of instruction, except in some remote places, the local language (or vernaculars) may be used as medium of instruction up to Grade 3 (Nababan 1979:284).

So, it means that someone who gets enough education, he, at least uses Indonesian regularly for 12 years at school (6 years in elementary, 3 years in junior high, and 3 years in senior high), and even more if he continues his study in college. So, it is not surprising if the habit in using Indonesian at school, sometimes will be brought at home when they talk to the members of the family. Here, the data of parents' education in group 2.

Tabel 4.8. Parents' education in group 2.

Education	father	mother
S M A	40 (57%)	36 (51%)
College	30 (43%)	34 (49%)
Total	70(100%)	70(100%)

Data above shows us that they have enough education, so there is a possibility for them to bring their habit to use Indonesian at home.

This habit is continued when someone gets a job where he or she has to use Indonesian as a mean of communication in his office. In the place where he works too, he will meet many kinds of people, not only from Java but also from other places with different ethnics. We can realize it, if finally when he or she gets married and has children he or she will use Indonesian as their language at home. In other words we can say that the education and a kind of job that the parents have, will influent to the use of language at home.

Here are data of working-father and mother in group 2 who have to use Indonesian as the medium of communication in their work-field.

Tabel 4.9.

working-father/mother		Use Indonesia as the medium of communication in work-field
father	70	54(78%)
mother	38	24(63%)

Here, from 70 persons of working-fathers, 54 of them use Indonesia in his work-field. While, from 32 worker-mothers, 24 of them use Indonesian as a medium of communication among the employees. It means that most of working fathers and mothers use Indonesian as the medium of communication in their work-field. So, they really have a big opportunity to the phenomenon of language shift in their family.

#### School language for the children.

Except for the remote places, the educational system in Indonesia is unilingual that is only Indonesian is used as the medium of instruction at school. Surabaya as a big city, of course, use Indonesian as the medium of instruction in all educational institution. So, since children enter school, they have already used Indonesian as the medium of the communication at school. That's why, far before children enter to school, parents think that it is important to make a preparation for the children, by

teaching them to use Indonesian in their early ages. They do such a thing, because they do not want their children get any difficulty in using a language (Indonesian) at school.

By using Indonesian every day at school, children finally more fluent and more familiar in using Indonesian words rather than Javanese. The children will be more skillful in using Indonesia, if parents also often use Indonesian when they speak to their children at home. It is not surprising, if finally Javanese lost its function as daily language at home.

#### 4.2.3. Industrialization.

Since Surabaya as an industrial centre, there are many changes in all sectors. In industrial era, we find many improvements in many fields. Here, the writer only discusses one of industrialization product that give direct impact to the use of language in family. That is the improved means of communication, especially in TV's broadcasting.

Television has become a potent effect on our society and on us as individual. In the last few years, the development of Television broadcasting in Indonesian is very rapid. In the time of group 1, there is only one TV stations in Indonesia, with a limited time of

broadcasting. But now, we have 6 TV stations with a long time of broadcasting. All these TV stations give many interesting programs. Now, people do not have to go to any places to get the entertainment. Not only adult that can enjoy those programs, but also the children. Children begin watching television at two or three, and by the time they are five they are watching two to three hours a day (or even more)(Siegel, 1969). Most of the programs use Indonesian spoken language, a part of them use English (for abroad productions), and a little of them use Javanese (it is only for traditional programs, such as ludruk, ketoprak, wayang and other traditional programs).

The frequency of watching some programs in television, of course will give any influence to the use of language at home. Children will get used to hear and to use Indonesian when they enjoy the programs with their family. By watching television everyday, children can enrich their vocabulary in Indonesian rather than in Javanese. Data below will show us the frequency of watching television programs of the children.

Tabel 4.10. The frequency of watching television programs of the children.

Frequency	S u m
less than 3 hours a day	14 (20%)
more than 3 hours a day	56 (80%)
Total	70(100%)

Tabel 4.10 shows us that most of the children spend much time to watch television. 56 respondents said that their children spend more than 3 hours a day to watch TV, and only 14 respondents said that their children spend their time less than 3 hours a day. So, children get much chance to enrich their vocabularies in Indonesian by watching television programs.

In the next tabel we will see the frequency of Indonesian used by parents and children when they enjoy watching television programs.

Tabel 4.11. The frequency of Indonesian used by parents and children when they enjoy watching TV.

Parents/children	Frequency			
	v.oft	oft	seldom	v.seld
Parents	33(47%)	20(29%)	12(17%)	5( 7%)
children	32(46%)	18(25%)	16(23%)	4( 6%)



From the table above, we know that most parents and children use Indonesian in term 'very often' or 'often' when they enjoy watching television programs (The highest and the second highest are in terms 'very often' and often').

So, some conditions represented by Fasold that give influence to the use of language that at last lead the language shift in javanese family in Surabaya are: the urbanization (that happened in the past), school language, and industrialization (the impact of TV broadcasting, as one of the products of the industrialization).

#### 4.3. The main reasons that gear parents to teach their children to use Indonesian in their early ages.

From the previous analysis, we find out that young javanese parents prefer to teach and use Indonesian as daily language. Here, the writer asks the respondents why they think it is necessary for them to teach Indonesian to the children in their early ages. In this part, the writer gives 4 choices for the respondents. These choices should be chosen by respondents in degree of 'values continuum' (according to them). The four choices are:

1. *Communicative reason*, is that they teach Indonesian to their children in order to give an easier way for the children when they communicate with othre children around the place (Because many children there, use Indonesian when they communicate with others).

2. *Educative reason*, is that to prepare the children before they go to school (As we know that Indonesian is the medium of instruction at school).

3. *Practical reason*, is that Indonesian teaching is easier and more practical than Javanese. (Javanese has some different levels of language, but Indonesian does not).

4. *Parents'ability in teaching certain language* (Javanese in this case). Parents tech their children to use Indonesian because it is difficult for parents to

teach Javanese to their children because the parents themselves do not master Javanese well.

Here, the data of their reasons that gear parents to use Indonesian rather than Javanese to their children.

Tabel 4.12. The reasons that gear parents to teach Indonesian to their children in their early ages.

Reasons	Degree of Choice			
	1	2	3	4
a. Communicative r.	28( 55%)	15( 29%)	5( 10%)	3( 6%)
b. Educative r.	12( 24%)	26( 51%)	10( 20%)	3( 6%)
c. Practical r.	7( 14%)	7( 14%)	3( 6%)	34( 66%)
d. Parents'ab. r.	4( 8%)	3( 6%)	33( 8%)	11( 22%)
<b>Total</b>	<b>51(100%)</b>			

Note: 19 respondents give no clear information.

From the data above, we can say that most of the parents choose 'communicative reason' as their first choice why they teach their children to use Indonesian in their early ages. And then, the highest score for the second choice is for 'educative reason' (51%), and the highest score for the third choice is for 'parents' ability reason' (64%),

at last, the highest score for the fourth choice is for 'practical reason' (66%).

It means that most of the parents teach their children to use Indonesian in their early ages, because there are many families around them use Indonesian as their daily language at home. So, 'the environment' where they live has an important role in determining which language that will be used as daily language at home.

## **BAB V**

### **CONCLUSION**