

## CHAPTER II

### GENERAL DESCRIPTION OF THE OBJECT OF THE STUDY

#### 2.1. Junior High School Which Mostly Consists of Javanese

Students should attend Junior high school after finishing their study in elementary school. In Surabaya, there are several junior high schools. And they are divided into two, namely: state and private junior high school. It takes three years to finish this level, and it divided into : First year, Second year and Third year.

In state junior high school, most students are Javanese or sometimes they are mixblood. Here, most students can speak Javanese. When they communicate with friends, they will speak Javanese or even Indonesian. They understand Suroboyoan and Ngoko language but most of them do not understand Kromo Inggil because it is too complicated.

Surabaya is quite different from other cities, because in Surabaya junior high school students have to take Javanese as one of the compulsory subjects at school. It is written in curriculum as compulsory subject GBPP mata pelajaran Bahasa Jawa Pendidikan Dasar, keputusan kepala kantor wilayah Departemen Pendidikan dan Kebudayaan propinsi Jawa Timur no 1702/104/M/94 SK Tgl. 30 Maret 1994 lampiran 2.

Although the students in state junior high school mostly are Javanese but they find it hard to learn the Javanese language especially in speaking kromo

inggil. On the other hand, the students who are not native Javanese find that the Javanese language at school is very difficult to understand and they usually get bad mark.

According to Chaika Elaine (1994) when an official language(s) are chosen those to whom it is not native he/she can be encourage to speak it, but not give up their home language. Here the native Javanese expect to help their friend to speak Javanese in their daily communication. They try to set up several situations in which all of the students can communicate each other. Usually to get a good mark in Javanese, they have to study hard even though they are used to speaking Javanese. Unavoidingly the native Javanese who have already developed the habit of speaking Javanese have an advantage instead of those who do not.

In this research the writer chooses two schools, SLTPN I and SLTPN 6 by using purposive sampling. Both are considered good junior high school in Surabaya and most students are Javanese or mixblood. Their parents teach them to speak Javanese although it is not Krama or Kromo Inggil. Consequently, most students in both schools are able to speak Javanese eventough they speak only Ngoko and Suroboyoan Javanese language as the lowest level of the Javanese language.

In SLTPN I Surabaya there are two classes which the writer chooses as respondents for her research. There are 50 respondents from class 2B and class 2H. From each class she took only 25 respondents who are Javanese or mixblood, and they are used to speaking and understanding the Javanese language. Besides they have learned Javanese at school for almost two years. The students in this

school are coming from upper-middle class. And most of their parents are Javanese or native speakers of Javanese.

The second place is SLTPN 6 Surabaya, located on Jl. Jawa 6 Surabaya. This school is one of the favorite schools in Surabaya. Here, most students are also Javanese. And they are coming from upper-middle class. She took 50 respondents in this school, they are from class 2E and class 2I; she took 25 respondents for each class. From all questionnaires, we know that most students are Javanese or native speakers of Javanese.

There are 40 – 48 students in a classroom in both junior high schools. But she took only 25 respondents for each class. There are also some students who come from outside Java in a class.

When they speak with friends in an informal situation they tend to speak Javanese and mix it with Indonesian, depending on the circumstances. They will use Javanese Krama when they speak with older people or with the ones who have higher position. There are around 80% of the total number of the students who are native Javanese in the two junior high schools, while the rest (20%) is non native Javanese.

## **2. 2. Students Language Acquisition in Mastering Javanese**

People learn a regional language as their first language or mother tongue. Home is the first place where children learn Javanese, because their parents teach them to speak Javanese in their daily lives. However some reversed condition may happen especially when parents teach Indonesian as the first language to their

children. This phenomenon has relation with science, technology, and social changes. People may think that children who are able to speak Indonesian in the early stage of their age are from upper-middle class and they are not old-fashioned. Society's opinion towards the Javanese language also plays an important role in keeping the vernacular language.

This condition has been going on until now. The native Javanese parents still try to teach their children to speak the Javanese language at home, so that their children will not lose their Javanese culture.

The native Javanese of junior high students in Surabaya speak Javanese as their mother tongue. They hear, learn, and practice the Javanese language at home. In the early stage of their age, parents teach them how to speak Javanese with the second level or Krama, and Suroboyoan dialect. Sometimes they teach Indonesian to their children too. Students began to use the Indonesian language intensively when they attend kindergarten and elementary school where they have to communicate in Indonesian with their teachers. And all of the books are written in Indonesian.

At this stage, students are trying to speak the Indonesian language all the time, in order to know the subject at school. They will speak Javanese only with their friends, and use Suroboyoan and ngoko, although in Javanese there are different levels of using Javanese in different situations, students only understand Ngoko and Suroboyoan dialect. Because their parents teach this kind of language and rarely teach their children to speak Krama or Kromo Inggil. The differences in the Javanese language do not involve only in pronouns and suffixes but also in

many lexical differences. Ngoko is normally used to communicate with friends in daily conversation. Krama is a little bit higher and used to communicate with those who have higher position, rank and age. The highest level in Javanese is Kromo Inggil. It is used as a means of communication with someone who is highly respected. Suroboyoan is a Javanese dialect used by the Surabaya people.

Some parents do not teach their students to speak Krama and Kromo Inggil because they do not know how to use or even understand the language, it is difficult for them to teach those two levels of Javanese. So the students acquires only Ngoko and the Indonesian language. Nowadays, it is difficult to find people who can speak Kromo Inggil fluently in Surabaya areas.

When children attend elementary school, they have to learn the Javanese language as a subject in school. They have to learn how to speak, read, and write Krama and Kromo Inggil, in the Javanese language. Here, students try to understand the right Javanese language although some parents do not care whether their children can speak Javanese or not. It is a very difficult subject to learn, because they are used to speaking Suroboyoan Javanese, and it is surely quite different from Javanese taught at school.

In junior high school, they also have to study the Javanese subject. The students may face the same problem, although they have learnt it in since they were elementary school. Students only understand Ngoko and Suroboyoan. They understand a little bit of Kromo Inggil, and they can not use this language. In other words we may say that they are passive speakers of the language.

### **2.3. The Students Attitude Toward The Javanese Subject**

All living languages change regularly through time. This also happened with the Javanese language. New technology, information and television influence people's life style. For the ones who are active, they will follow those changes. Junior high school students are the active ones, and their opinion about Javanese also changes.

Due to the high stratification system develop during the old times, most of the older generation, can speak all the Javanese language levels'. But since nowadays equality has become a major theme in social life, the younger generations rarely speak the highest level of the Javanese language.

Because of modern era, some parents do not teach their children to learn or speak Javanese with the highest level or Kromo Inggil. They only teach Ngoko and the Indonesian language to their children. In a daily communication with friends or neighbours, they speak Ngoko or Suroboyoan and sometimes they mix it with Indonesian, because they find it difficult to speak Krama or Kromo Inggil.

During elementary school, students have to learn Javanese as an optional subject. But this subject does not influence them to learn Kromo Inggil. They might understand this, but they can not use it in daily communication. As a result they get bad mark for Javanese because they do not know the exact meaning. Not to mention its complication in the practice that is only understood by people who are still speaking this kind of language.

This phenomenon also happens with junior high school students. All of the Surabaya's native speakers can speak, understand, and use Javanese everyday but what they use in their daily lives is different from what they learn at school. Thus, we may say that they are passive speakers of the language.

They are mostly not interested in learning the Javanese language, but anyhow they have to take this subject and get good grade, because this subject is also one of the recruitments which determines whether they may go to the following year or not.

Teachers also influence students' attitude in learning the Javanese subject. If a teacher is good at teaching and he/she masters the subject, speaks both Javanese and Indonesian, the students will be motivated to learn and be interested in learning this subject. Most students only lack of competence in using Kromo Inggil, which is one of the levels taught at schools.

Students also think that Javanese is not an important subject, it is only a way to maintain the Javanese culture. So that they will not lose their Javanese culture.

## **CHAPTER III**

# **PRESENTATION AND ANALYSIS OF THE DATA**