

## CHAPTER IV

### CONCLUSION

Junior high school students find it difficult to learn the Javanese language at school. This subject is difficult to learn and hard to be understood by most of the respondents although they are Javanese people. Most of the respondents say that Javanese language subject in school is a way to maintain the Javanese culture.

This kind of language has to be maintained before we lose it. This will happen if we do not want to learn the Javanese language. Only some people understand and use Krama and Kromo Inggil. Meanwhile this level of language is learnt in junior high school as part of school curriculum.

Most of the respondents agree with the teaching of the Javanese language in junior high school. In order to get a clear description about the influence of using Javanese toward Javanese grade at school, the writer has several variables to count. From the above analyses, the writer could answer the statement of the problems. In this research she wants to find out the influence of using Javanese language toward Javanese grade at school, and she tries to find the right answers for the hypotheses.

From the seventh variables which are using Pearson Chi-square, she found that the language which influence the students' grade in the Javanese subject is the Javanese language used as the medium of speech with friends in daily conversation,



especially at school. This happens because the respondents are very familiar with friends, and peer groups who always influence their ability in learning a language. From this variable, she stated that the significance or the P value is lower than  $\alpha$  5% or 0.05, the significance is 0.026.

While the other categories are higher than the  $\alpha$  5%. It means that it has no relation with the Javanese grade at school. This research neglects the students' other grades except the Javanese language subject. She does not differentiate the respondents' origin. The respondents who are Javanese or mixblood have the same opportunity in getting higher scores in the Javanese language subject.

According to the teachers' opinion, they say that students ability in the Javanese language depends on the teachers' way of teaching. Teachers may not teach the students by using Krama or Krama Inggil all the time , because it is hard to understand. To avoid boredom, teachers should deliver several jokes in Javanese or deliver the lesson both in Indonesia and Javanese for the Javanese language subject.

Most of the respondents say that the Javanese language is a less interesting subject. This happens because students think that Javanese is difficult. They do not enjoy learning the Javanese language at school. This condition should not happen, and the teachers should avoid it. Teachers should not force their students to speak Krama or Krama Inggil, but they should teach Javanese Krama or Kromo Inggil bit by bit.

From this research, the writer tries to prove that students should practice to speak Javanese in their daily communication at school, especilly with their peer. Thus, it will help them to acquire good grades in the Javanese language subject at school, and at the same time they can speak the Javanese language. Eventually, they can also maintain the Javanese culture as one reason why the Javanese subject is still considered necessary to be taught at school.

# BIBLIOGRAPHY