

CHAPTER I

INTRODUCTION

I. Background of the study

The Javanese language is the mother tongue of Surabaya people. This language has been spoken by Surabayans since they were children. Besides Indonesian, Javanese takes control in our society. It is also used in their daily lives. People use language to share their thoughts and feelings and also to establish and maintain relationship.

The Javanese language has four levels, Ngoko, krama, Kromo Madya, Kromo Inggil. Most Surabayan people use Ngoko and Kromo, because the two others are very difficult to understand. Only some people understand those levels of language. This language is learnt informally. It is learnt through parents at home and it is also spoken as one of the local languages in society. Then it is finally learnt formally at school. A student starts to be taught Javanese when he/she attends elementary school.

However, in Junior high school, the Javanese language becomes a compulsory subject. Besides, it is sometimes hard to be understood by the students. Some students think that the subject is not so important that they are not interested in learning it. They think that they can learn Javanese at home informally. Therefore, they prefer to learn English or other

languages to Javanese. Others think that they need to learn it in order not to lose the Javanese culture.

But now, people get information from magazine, radio, television, and web sites, in Indonesian and English. This fact may also influence the students to consider not important learning Javanese at schools. Most Students are not used to reading and speaking Javanese correctly, because they prefer to read and speak English and meanwhile they need to be forced by teachers in learning the Javanese language.

In Surabaya, students of Junior high school are mostly bilingual, because they mostly speak two languages: Indonesian and Javanese. In a bilingual case like in Indonesia, the first language of a child is his/her local language. If he/she seldom uses it he/she will lose his/her vernacular language.

The local society does not want to lose its Javanese language. They want their children to know and use Javanese at schools. In other words, they expect their children to be able to speak Javanese, in addition to Indonesian and foreign languages.

In order to keep the Javanese culture and not to lose the identity, parents teach their children to speak Javanese at home. But this is not the only way how to maintain the culture. The government noticed this condition, and it has a policy due to the language maintenance. Government includes the Javanese language as one of the subjects in Junior high school. Actually this is one of the Government's plans to keep

the language, because according to Seminar Politik Bahasa Nasional 25-28 Februari 1975 in Jakarta, the vernacular language functions as:

1. A proud of a region.
2. The identity of a region.
3. A tool of communication in family and in its community.

Fortunately the Javanese language is taught in school. Therefore, the students will know more about their own culture. Students who are used to speaking Javanese have several advantages in learning the Javanese language subject. But many parents do not know about the possibility of introducing their mother tongue to their children. Do junior high school students feel confident enough to speak and use their mother tongue at school?, and how is their opinion about the Javanese language subject taught at their schools ?.

I.2. Statements of the problems

1. How far is the relationship between using Javanese toward the Javanese language grade at school ?
2. What are students' opinions about the Javanese language taught in junior high schools?

Hypotheses

Ho : There is no effect of using Javanese toward Javanese grade at school

Hi : There is an effect of using Javanese toward Javanese grade at school

I.3. Objective of the study

- To find out how far the relationship between using Javanese toward the Javanese language grade at school.
- To find out the students' opinions about the Javanese language taught in junior high schools.

I.4. Significance of the study

This study is aimed to give contribution to curriculum planners about the Javanese language and to the study of sociolinguistics.

For Junior high school students, they will know the usefulness of the Javanese language. For teachers, they will learn how to teach the Javanese language, so that their students will be interested in learning this subject.

I.5. Theoretical Framework

This analysis is based on several sociolinguistics theories, especially on language acquisition and language attitude. An understanding of the educational implication of bilingualism ought to involve studies of language beyond the school and among the adult population. To know the influence of the use of the Javanese language

toward Javanese grade at school, the writer uses several theories. According to Maurice Craft (1984:96) pattern of language use in the family and in the locality are bound to influence the degree of mother tongue retention in the future school population.

Triyono Adi in his book: *Pusaran Bahasa dan Sastra Jawa 1993* stated that the family teaching on the Javanese language will determine the successful teaching of the Javanese language for young Javanese in the following day so much. Here parents and the society play an important role to keep the Javanese language. Most of the students in Indonesia have known the regional language/dialect before learning the Indonesian language.

Alwasilah (1985:126) also stated that the more frequent the speaker practices and uses the language, the more fluent he/she will be in using the language.

The Javanese language teaching in Junior high school is part of government policy to keep the vernacular language. Probably the major tool that government use in implementing language planning decision is the educational system. (Fasold :1984).

Fasold in his book: *Sociology of Language 1984*, says that the definition of language attitude is broadened to include attitudes towards speakers of a particular language or dialect. He added that subject in this study are asked if they think the language is good, poor, or sweet surrounding and the like. In this research, the writer asks the respondents

their opinion about the Javanese language in school. How are students attitude toward the Javanese language taught in school?. Williams(1974:21) in Fasold's book says that attitude is considered as an internal state aroused by stimulation of some type and which may mediate the organism's subsequent response.

I.6. Methods of The Study

In this study, the writer analyses the data by using both qualitative and quantitative methods. In this case, the writer would like to know the influence of using Javanese toward Javanese grade at school. She uses Pearson Chi-square in order to analyze the quantitative data

She uses tables to present data of students'opinion toward the Javanese language taught at school. Then , she analyses it qualitatively.

I.6.1. Definition of key terms

1. *Language attitude* : the attitude of the students toward language.
2. *Language acquisition* : The way we get / acquires the language.
3. *Javanese* : Vernacular language which is used in Java.
4. *Local / Elective subject* : the subject which is given to help other subject.
5. *Kromo Inggil* : The highest level of Javanese.
6. *Krama* : The second level after Kromo Inggil.

7. *Ngoko* : The lowest level of Javanese.
8. *Suroboyoan* : The lowest level of Javanese, and it is spoken by Surabaya people.

I.6.2. Location and Population of the study

The location of this study is Junior high school in Surabaya. The writer chooses SLTPN 6 Surabaya on Jl. Jawa no. 24, and SLTPN 1 Surabaya on Jl. Pacar no.4 – 6. She considers these two schools having the most Javanese students.

I.6.3. Sampling

In this research, the writer uses purposive sampling. The writer takes two Junior high schools. In each Junior high school she takes 50 respondents . The requirements of the respondents are as follows:

- Second year of Junior high school students.
- Their parents must be both Javanese or one of them is Javanese.
- They must understand Javanese.

I.6.4. Technique of data collection

To get a clear description and actual data on the Javanese language subject, the writer would do the following steps:

1. Doing observation.
2. Choosing the purposive respondent.

3. Distributing questionnaires.
4. Asking the students' grade through their Javanese teachers.

I.6.5. Technique of data analysis

To analyze the data and get the result of the research, the writer does several techniques. First, the writer divides the questionnaires into two categories : quantitative and qualitative data. To know the influence of Javanese toward the Javanese grade at school the writer uses Pearson Chi- square, the significance of Pearson Chi- square indicates the influence. If the value is lower than α 5%, then the H_0 is rejected and if the value is higher than α 5%, then the H_0 is accepted.

Second , the writer analyses the qualitative data, by making interpretation according to the questionnaires and then describes the result by using tables. In short, the writer does the following steps :

1. Dividing the quantitative and qualitative data.
2. Analyzing the quantitative data by using Pearson Chi- square
3. Making interpretation about the above data
4. Describing the results of the questionnaires based on the qualitative data



5. **Analyzing the qualitative data**
6. **Making interpretation of the qualitative data**
7. **Drawing conclusion**

CHAPTER II

GENERAL DESKRIPTION OF THE OBJECT OF THE STUDY