

**THE ATTITUDE OF JAVANESE YOUTH TOWARDS THEIR  
USE OF LOCAL LANGUAGE (A CASE STUDY)**

**UNDERGRADUATE THESIS**

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DEPARTMENT OF LANGUAGE AND LITERATURE  
FACULTY OF CULTURAL STUDIES  
UNIVERSITAS BRAWIJAYA**

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LOCAL LANGUAGE (A CASE STUDY)**

**UNDERGRADUATE THESIS**

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**for the degree of *Sarjana Sastra***

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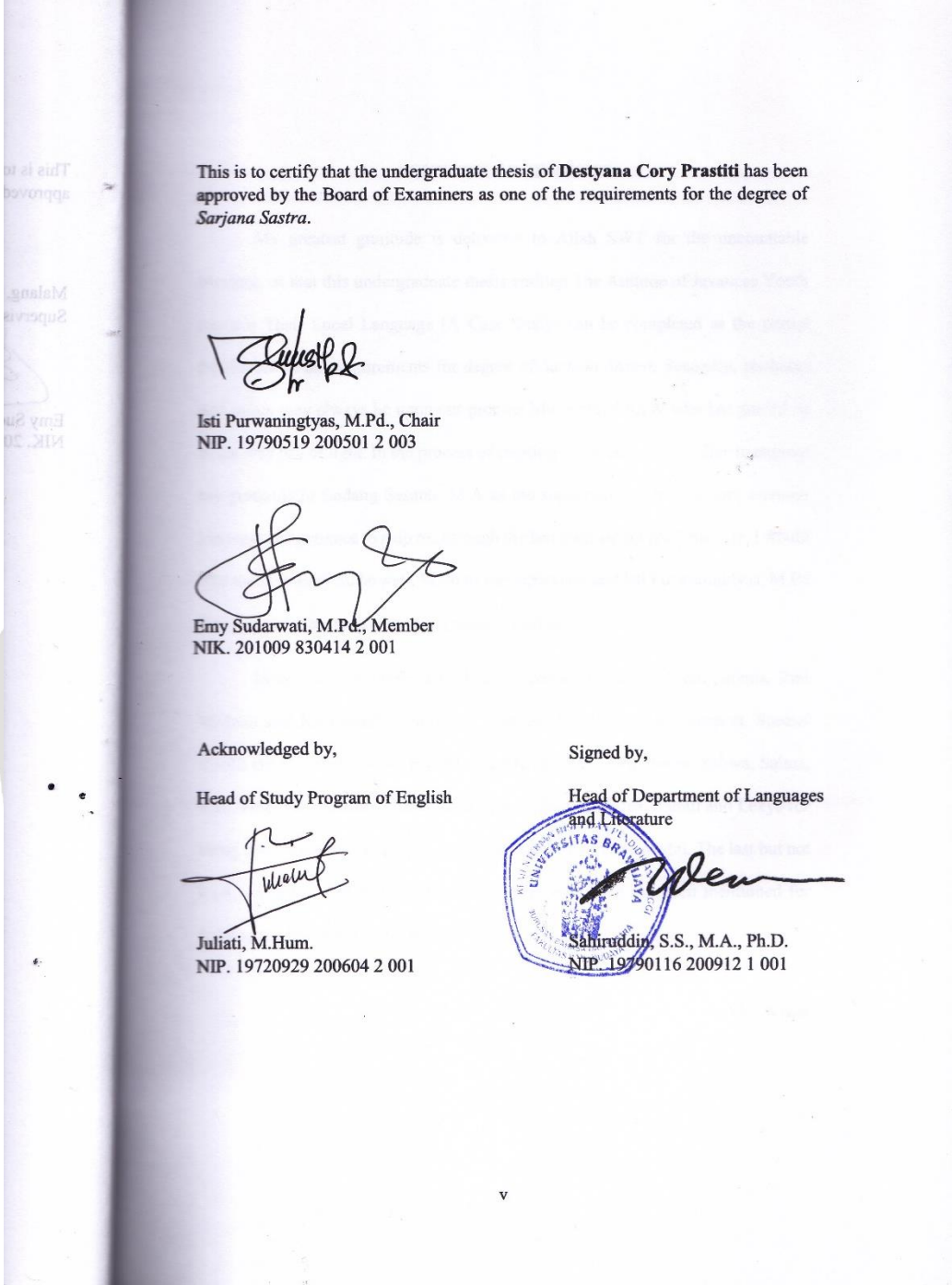


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The Writer





## ABSTRACT

Prastiti, Destyana Cory. 2018. **The Attitude of Javanese Youth towards Their Use of Local Language (A Case Study)**. Thesis. Study Program of English Literature, Faculty of Cultural Studies, Brawijaya University. Supervisor: Emy Sudarwati.

**Keywords:** Javanese Youth, Language Attitude, Local Language, Sociolinguistics

As the time goes by, the number of Javanese language native speakers can be decreasing and its existence can be replaced by other languages in the future. The decrease and the replacement process can be caused by various factors, one of them is language attitude. Language attitude is a branch of sociolinguistics focusing on people's perception, belief and feelings towards particular language. This study focuses on investigating two research problems: (1) What is the attitude of Javanese youth represented by students of English Literature 2014 in Brawijaya University towards their local language? (2) What are the factors influencing their attitude towards their use of Javanese language?

Using qualitative approach, the data in this study is presented in descriptive way. The data was collected by distributing questionnaire and interviewing 11 students of English Literature study program in Brawijaya University. The results of the questionnaire is presented in charts. In addition, the interview results are combined with the questionnaire result to answer the second research problem.

The result of the study revealed that the 11 respondents showed both positive and negative attitudes towards the use of Javanese language. The positive attitude was mostly showed on questions related to their efforts in preserving Javanese as the local language, while the negative attitude was mostly reflected on the statements associated with their language preference in daily life. In addition, their attitude towards Javanese language was mostly due to the Javanese language internal system, social and traditional, and the prestige and the power of language.

In conclusion, Javanese is still considered as a vital language among the Javanese youth and need to be preserved although it cannot significantly contribute to the modern life.

## ABSTRAK

Prastiti, Destyana Cory. 2018. **Sikap Anak Muda Suku Jawa terhadap Penggunaan Bahasa Daerah (Studi Kasus)**. Skripsi. Program Studi Sastra Inggris, Fakultas Ilmu Budaya, Universitas Brawijaya. Pembimbing: Emy Sudarwati.

**Kata Kunci:** Pemuda Suku Jawa, Bahasa Daerah, Sikap Bahasa, Sociolinguistik

Seiring dengan berjalannya waktu, jumlah penutur Bahasa Jawa dapat terus berkurang, keberadaan bahasa Jawa dapat terancam, dan tergantikan dengan penggunaan bahasa lain. Proses penurunan jumlah penutur bahasa dan pergantian dapat disebabkan oleh berbagai faktor, salah satunya adalah sikap bahasa. Sikap bahasa merupakan bagian dari sociolinguistik yang berfokus pada persepsi, keyakinan dan perasaan individu terhadap suatu bahasa. Penelitian ini berfokus untuk menjawab dua rumusan masalah yaitu: (1) Apakah sikap pemuda suku Jawa terhadap bahasa daerah mereka yang direpresentasikan oleh mahasiswa Sastra Inggris 2014 di Universitas Brawijaya? (2) Apakah faktor yang memengaruhi sikap terhadap penggunaan bahasa daerah mereka?

Penelitian ini menggunakan pendekatan kualitatif. Data yang diperoleh dijelaskan secara deskriptif. Data diperoleh dengan cara menyebarkan kuisioner dan mewawancarai 11 mahasiswa Sastra Inggris di Universitas Brawijaya. Data yang diperoleh dari kuisioner dipaparkan dalam diagram.

Hasil penelitian ini menunjukkan bahwa 11 responden memiliki sikap positif dan negatif terhadap penggunaan Bahasa Jawa. Sikap positif seringkali ditemukan pada pertanyaan yang berkaitan dengan upaya mereka dalam melestarikan Bahasa Jawa sebagai bahasa daerah. Sementara itu, sikap negatif lebih sering ditemukan pada pertanyaan maupun pernyataan yang berkaitan dengan pemilihan bahasa dalam kehidupan sehari-hari. Sikap bahasa yang ditunjukkan oleh para responden mayoritas dipengaruhi oleh beragam faktor, antara lain 1) faktor sistem internal dalam suatu bahasa, 2) faktor sosial dan tradisional, 3) faktor prestise dan kekuatan yang dimiliki oleh suatu bahasa.

Sebagai kesimpulan, bahasa Jawa masih dianggap sebagai bahasa yang penting bagi anak muda dan perlu dilestarikan meskipun bahasa Jawa tidak memiliki kontribusi secara signifikan di kehidupan modern.



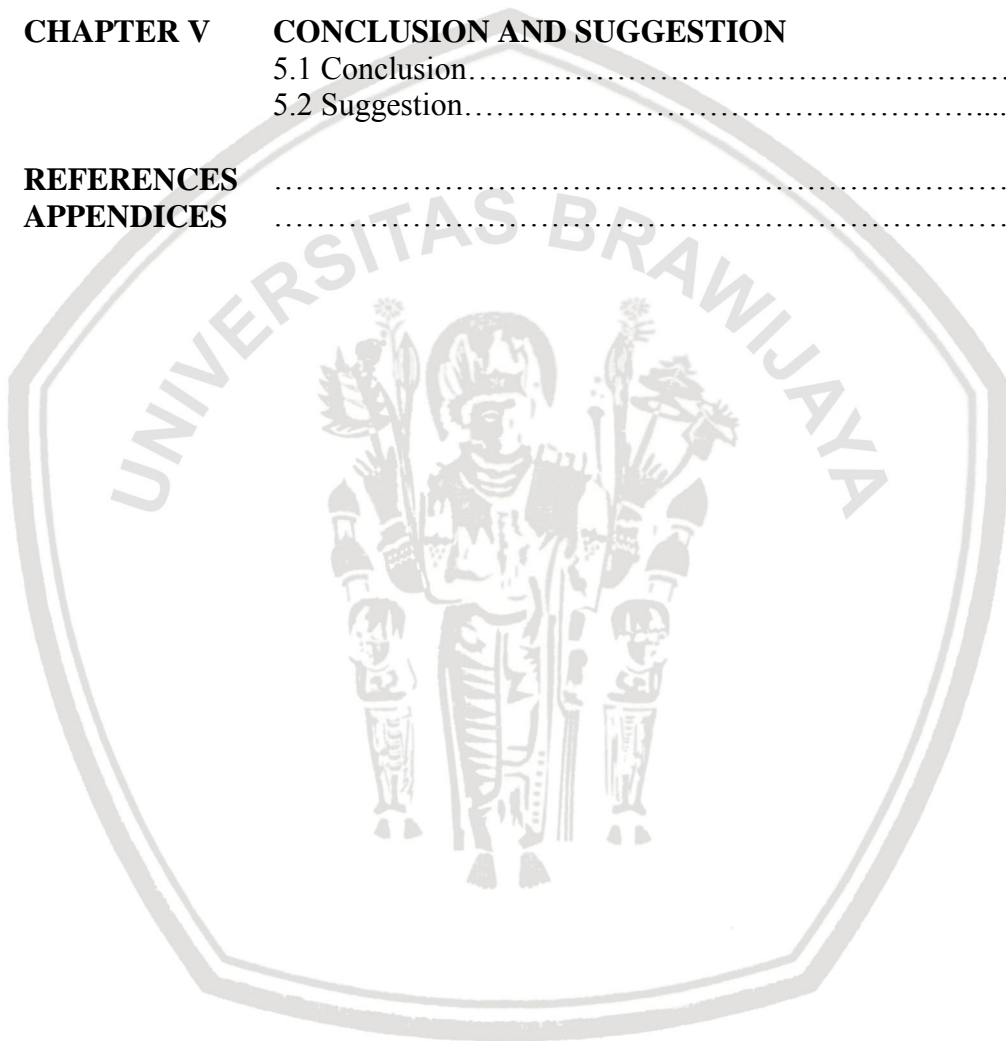


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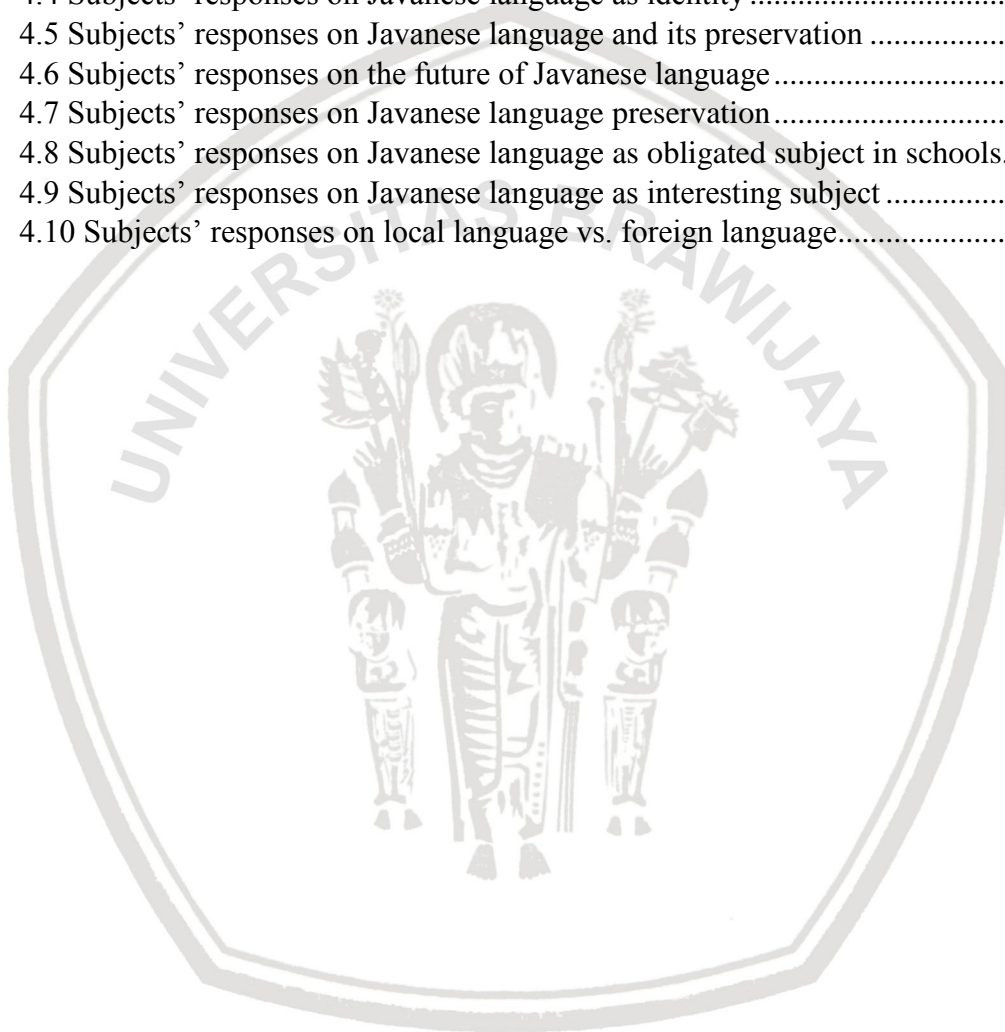
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## CHAPTER I

### INTRODUCTION

This chapter consists of four main sub chapters ranging from background of study, the problems of the study, the objectives of the study and the definition of key terms used in this study.

#### 1.1 Background of Study

A country can be home for many kinds of language, either national language or the local one. National language is the official language of the country and is widely spoken and used in writing by a majority of the population (Tamtomo, 2012, p. 4). According to Tabi-Manga (2000), national language is used in some parts of the world to refer to languages unique to the nation as distinguished from international languages, while local language refers to the language spoken in the homes and marketplaces of a community or particular ethnic group. These two kinds of language are commonly used in different state of condition. For example, local language tends to be used to communicate with people from the same ethnic, region and in informal context, meanwhile the national language is mostly used to communicate with other people from various ethnic backgrounds.

In Indonesia, the position of local and national language has been set in law and governmental regulation. Indonesian language has stood for national language since established in Sumpah Pemuda 28 October 1928. Adopting from Malayan, it

has been our lingua franca since the 16<sup>th</sup> century and become 'unifying language'. The position of Indonesian as national language is also mentioned in Undang-Undang Dasar 1945 Chapter XV Verse 36 which says that the state language is Indonesian. It also has functions as (1) official state language, (2) the official intermediate language in educational institutions, (3) medium of development planning, implementation and governance, and (4) medium of cultural development, utilization of science and modern technology (Chaer and Agustina, 2010, p. 226). On the other hand, the position of local languages in Indonesia such as Javanese, Balinese, Sundanese, etc. is also arranged in Undang Dasar 1945. It is mentioned that local language has several functions as (1) the symbol of local pride, (2) the symbol of local identity, (3) medium of connecting between the internal family and the society, and (4) medium of development of local culture. Relating to Indonesian language, the local language also takes role to support national language, as source of national language development, and as intermediate language in beginning level for elementary students, so that they can learn other subjects easier. By this policy, it can be inferred that local language in Indonesia is inferior, because the government tend to put local language in the supporting side.

Comparing Javanese language as one of local languages to Indonesian, it also has important roles among the society as mentioned in the governmental law above. It shares structural similarities to Indonesian language and nevertheless still considered by scholars and most Indonesians as a local language in the contrast to the national language of Indonesian (Errington, 1998a, 1998b, Goebel, 2010). Javanese itself is mostly spoken by a huge group of people originally living in Java

Island, particularly in East Java, Central Java and Special Province of Yogyakarta (DIY) province. Most people who live in those provinces are from Javanese ethnics. They have their own local language called Javanese language. Many Javanese people communicate with one another using this language either at home, school, office, market or any kinds of public places. Both of people in those provinces have different language characteristic although they have the same meaning in practice. In East Java, the language used tends to be harsher if compared to Javanese language used in Central Java and Special Province of Yogyakarta. Besides Javanese language, Javanese people especially the youth are also encouraged to speak and use in Bahasa Indonesia as our national language and English as foreign language which are also obligatory for students to learn.

Nowadays, Javanese language is considered as one of local languages which have enormous native speakers, spoken by over 75 million people in the world. It is a huge number knowing that Javanese language is not a national language, but only as an ethnic or local language. However, the number of Javanese language native speakers can be decreased and its existence can be replaced by other language in the future. It can be caused by the cultural dominance by the majority community, for example, education and literature through the majority or state language only; indigenous language and culture may become 'folklores' (Grenoble and Whaley, 2006; Hinton and Hale, 2002). Cultural dominance by the majority community here can also be in the form of people's feelings, attitudes or believes about language in general, their language, and the language of other people which is commonly known as language attitude. People's superior or inferior feelings

when speaking a language, especially Javanese language, can effect on the existence of the language itself.

The researcher hypothesized that the existence of Javanese language in the future could be influenced by social and cultural factors, since many Javanese youth do not interact with each other using their local language. These phenomena can be easily found in Brawijaya University, especially in study program of English Literature where the researcher observes there are many students tend to use dialect of other regions, province or country rather than using their own dialect while communicating with other people even though they are from the same ethnic. It simply indicates how their perceptions or attitudes toward their local language are.

The language attitudes shown by students of English Literature in Brawijaya University basically can be seen from the behaviorist's point of view. It focuses on observing the responses to certain languages, i.e. their use in actual interactions (Appel and Muysken, 1987, p.16). In this theory, attitudes are simply found in the responses people make to social situations (Fasold, 1987, p. 147-148). Using this point of view makes the research easier to do, since it does not need indirect interferences.

Going into modern era, we cannot deny that globalization have brought many significant impacts on every nation life aspect, including language. It can be said that globalization has changed Javanese people's perception and their needs on local language. Youth as part of Javanese society are often at the cutting edge of multilingualism with their propensity to be agents of linguistic change, adopting

new and hybrid language forms, and embracing new digital media (Bucholtz and Skapoulli, 2009; Rampton, 2005). Youth also have the tendency to use and mix various language varieties (styles, registers, dialects, multiple languages) in their practices of identity construction (e.g. Bucholtz 1999, 2001, Bailey 2000a, 2001, Eckert 2000). They even use and adopt language forms normally not associated with their own specific social or ethnic category (Cutler 1999, Rampton 2005). On the other hand, they play important roles in preserving local language. Their attitudes or perceptions on Javanese language become more important in determining whether local language will survive or die out in the future.

As the study investigates the Javanese youth's attitude towards the local language, it contributes to three main aspects such as linguistics field, the government and the education. In linguistics field, the results of this study are expected to be advantageous source of reference in the field of sociolinguistics, especially on youth's language attitudes. For the government, the results of this study are hoped to help them in making language policy and maintaining the local language, so that there will be no gap in using both national and local language among society, particularly the youths. Moreover, the results of this study will be devoted to English Department in Brawijaya University. The findings can be used by the next researchers to find more about the language attitudes, or even correlate language attitude with other language phenomenon.

By this, the language attitudes object that the researcher will discuss in this study is attitude towards language from mentalist point of view. The researcher focuses on investigating the attitude of Javanese students in Study Program of



English Literature Batch 2014, Brawijaya University toward their local language and the factors behind them as well. It is really important to know more about the youth's attitudes towards their local language, especially in English Literature Study Program Batch 2014, since they have been dealing with multilingualism in complex way such as they have to learn English, Bahasa Indonesia and use their local language at the same time. The result of this study can be used to determine the next steps in maintaining and revitalizing Javanese as the local language in Indonesia.

### **1.2 Problems of Study**

Based on the background of study, the problems of study are as follow:

1. What are the Javanese youth's attitudes towards their local language?
2. What are the factors affecting on their attitudes towards Javanese language?

### **1.3 Objectives of the Study**

Related to the problems above, the objectives are:

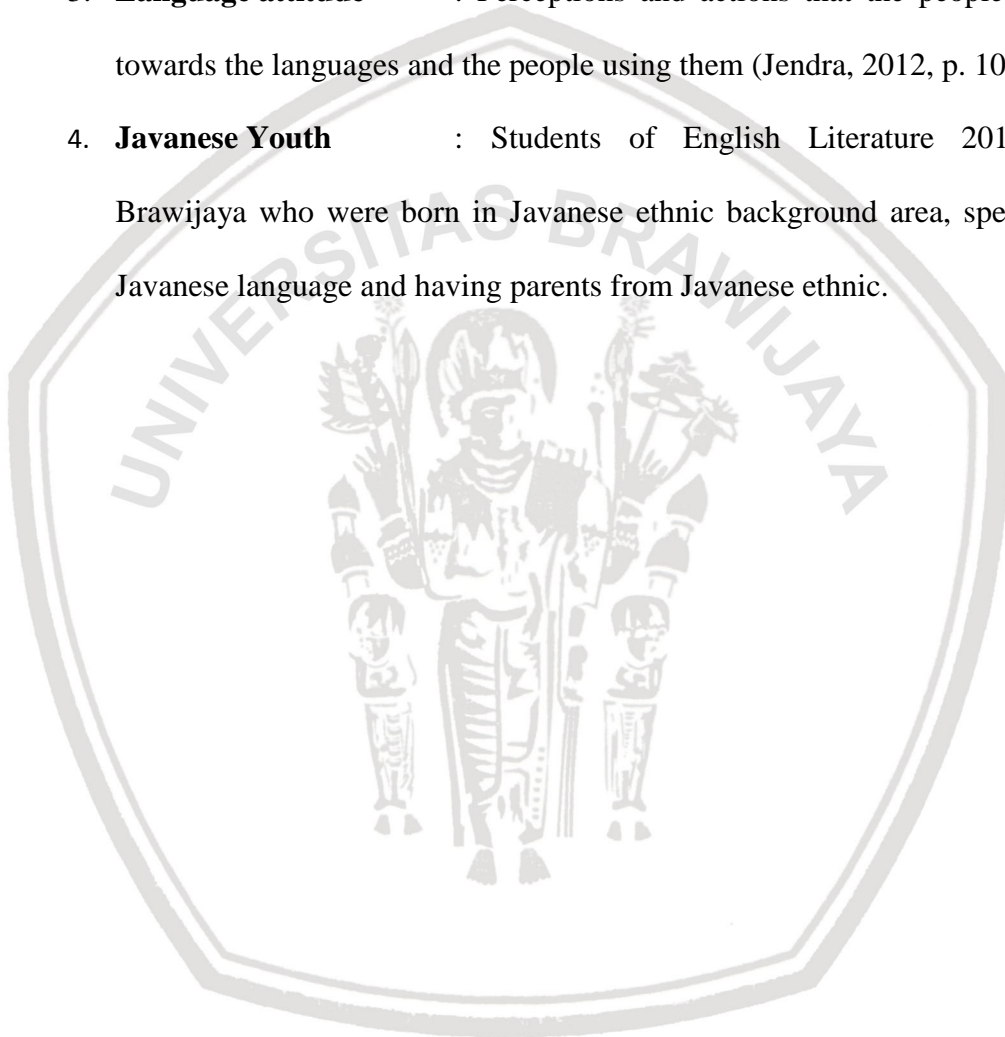
1. To find out the Javanese youth's attitude towards the local language.
2. To find out the factors affecting on Javanese youth's attitude towards the local language.

### **1.4 Definition of Key Terms**

1. **Sociolinguistics** : A branch of linguistics that studies language as the social property which explores the functions and the varieties of language, the contacts between different languages, attitudes of people

towards language and users, changes of language, as well as plans on language (Jendra, 2012, p. 9).

2. **Local language** : A language spoken in the homes and marketplaces of a community or particular ethnic group.
3. **Language attitude** : Perceptions and actions that the people have towards the languages and the people using them (Jendra, 2012, p. 105).
4. **Javanese Youth** : Students of English Literature 2014 in Brawijaya who were born in Javanese ethnic background area, speaking Javanese language and having parents from Javanese ethnic.



## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter contains several related theories to this research, which includes about sociolinguistics, current state and condition of Javanese language, and language attitudes.

#### 2.1 Sociolinguistics

Sociolinguistics is a part of macro linguistics. Sociolinguistics is the study of the relation between language and society, between the uses of language and the social structures in which the users of language live (Spolsky, 1998, p.3). It is a field of study that assumes that human society is made up of many related patterns and behaviors, some of which are linguistics. American linguist, William Labov, has called sociolinguistics *secular linguistics*, “in reaction to the contention among many linguists working in a broadly Chomskyan framework that language can be dissociated from its social functions” (*Key Thinkers in Linguistics and The Philosophy of Language*, 2005). Fishman (cited in Chaer and Agustina, 2010, p.3) states that sociolinguistics is the study of the characteristics of language varieties as well as their functions. Sociolinguistics links language use and society background toward the language. Further explanation was stated by Spolsky (1998) that the scope of sociolinguistics involves language variation, language style, dialect, register, bilingualism, multilingualism, and applied sociolinguistics.

## 2.2 Current State and Condition of Javanese Language

Nowadays, Javanese language has become one of languages, which have enormous native speakers, spoken by over 75 million people in the world. It has been the mother tongue of people mostly living in Central Java, Special Province of Yogyakarta and East Java. Besides, other Javanese communities also spread in other Indonesian provinces since they have to migrate from the densely populated island of Java as a part of governmental program in many years ago. In other part of this world, some Javanese communities can be found in New Caledonia, in the South Pacific, and in Suriname, in northern South America. Javanese is different

As stated by Gunarwan (2001) in his paper titled “The Speech Act of Criticizing among Speakers of Javanese”, this language belongs to the western Austronesian language family, whose members include Indonesian (Malay), Batak, Minangkabau, Balinese, Sundanese and Madurese, to cite just a few, and many languages in the Philippines, including Tagalog. Javanese is different from other Austronesian language family. It has well-standardized speech levels, the use of which are dictated by some aggregate factors such as the status of the addressee, the social distance between the speaker and the hearer and, to a certain extent, the degree of formality of the speech event. Poedjosoedarma *et al* (1979: 13) categorized into nine levels, an elaboration of the commonly used three levels, namely, *ngoko* (low), *madya* (mid) and *krama* (high).

Other linguistic features that can be discovered in Javanese language is its various intonation and pronunciation. The dialect of Javanese in East Java has distinct intonation from the standard one. It is more prominent and louder. Central

Javanese may comment that the way the East Java (Surabayanese) speak is like an angry person with high tone (Setiawan, 2013). While the difference of pronunciation produced by Javanese of East Java is located in its vowel, stress and some passive suffixes (*-ake* and *-na*). Some words in Javanese of East Java are completely different from their standard as well.



**Figure 1.** Language spoken in Java Island

### 2.3 Vernacular Language

Basically, vernacular language is a language or dialect which is spoken by the ordinary people in particular nation or region. There are three components that can refer to the meaning of vernacular, such as:

- a. The most basic defines vernacular as an uncoded or unstandardized variety. This component has been most widely used as the defining criterion.
- b. The second refers to the way vernacular language acquired in the home as a first variety.
- c. The third is the fact that it is used for relatively circumscribed functions.

The term vernacular simply means a language which is not an official language in a particular context. When the people talk about education in vernacular



language, for instance, they are usually referring to education in an ethnic minority language in a particular country. The vernacular is the variety used for communication in the home and with close friends. It is the language of solidarity between people from the same ethnic group. By extension the term has been used to refer in a monolingual community to the most informal and colloquial variety of a language which may also have a standardized variety. Therefore, the term vernacular is sometimes used to indicate that a language is used for everyday interaction without implying that it is appropriate only in informal domains. There are hundreds of vernacular languages such as, Buang in Papua New Guinea.

#### **2.4 Attitude**

In learning and using particular language, attitude is considered to be an important key in maintaining the language existence. In line with Chaer (2004: 149), attitude is a psychology phenomenon, it is usually manifested in the form of action and behavior. In addition, Fasold (2001:147) defined attitude as a state of readiness; intervening variable between a stimulus affecting a person and that person's response. The readiness refers to the tendency to potentially react in certain way if an individual faces a stimuli that forces to give response (Chave et al, cited in Azwar, 2011:5).

Attitude has three main components such as (1) cognitive, related to knowledge about the environment and opinions which is commonly used to think; (2) affective, related to the preference, like or dislike towards something or such condition; (3) conative, related to behavior or action "final decision" as the reactive

readiness to certain condition. It is possible to predict one's attitude by using those three components.

## 2.5 Language Attitude

Basically, the works of language attitude is derived from social psychology paradigm (O'Rourke, 2011), where attitude is viewed as a vital concept for studying. According to Crystal (1997), language attitudes are the feelings people have about their own language or the languages of others. Not only feelings, language attitudes can also be in the form of perceptions and actions towards language and people using them.

Fasold (1987) stated that based on its nature, language attitude can be seen from two different points of view. The first point of view is mentalist, where attitude is assumed as a state of readiness, and an intervening variable between a stimulus affecting a person and that person's response. A typical mentalist definition of attitude is given by Williams (1974:21), attitude is considered as an internal state aroused by stimulation of some type and which may mediate the subsequent response of organism. Different from mentalist perspective, behaviorist views attitude can be simply found in the responses people make to social situations. This viewpoint makes research easier to undertake, since it requires no self-reports or indirect inferences.

Expressions of positive or negative feelings towards a language may reflect impressions of linguistic difficulty or simplicity, ease or difficulty of learning, degree of importance, elegance, social status, and so on. Negative language attitudes are often internalized by speakers, and use of a minority language comes

to be stigmatized, so that speakers feel ashamed of it. While positive attitudes can be defined as positive responses given by the speakers toward particular language, for example, in appreciating the use of particular language. Language attitudes also have an effect on second language or foreign language learning (Richards et al, 1992). In addition, according to Moreno (1998), language attitude is a manifestation of the social attitude of the individuals, distinguished by focus and specific reference to both language and its use in society; and when discussing 'language' any type of linguistic variety is included.

As a construct, attitude is an abstraction formed by generalization from particulars (Kerlinger, 1973). It follows that language cannot be assessed from only one response, but it must be inferred from a range of responses including the representative uses of the language and a range of beliefs. Attitude is an abstract entity, due to that reason, it can be measured by setting the degree on an attitude scale, for example is the Likert scale.

Sociolinguists agree that language is not only used as an instrument of communication but also as a sign of social or group identity, an emblem of group membership and of solidarity (Grosjean, 1982: p. 117). Therefore, in the setting of language contact, it is expected that there will be favorable and unfavorable attitudes toward the languages (Haugen, 1956: p. 95-96), or other polar pairs such as 'preferred' and 'not preferred', 'liked' and 'disliked', 'comfortable' and 'uncomfortable' and so on. The emergence of such attitudes is probably caused by the fact that language attitude is followed by values attributed to the language itself.

Regarding to local and Indonesian languages, the values such as ‘cool’ (Smith-Hefner, 2007), ‘simple’ and ‘modern’ (Sneddon, 2003) can be considered.

Language attitudes are related to the subjective vitality possessed by an individual or community (Setiawan, 2013). It can help determine the future of particular language. Positive attitudes may help the survival of the language, while negative attitudes may lead to language shift or even language endangerment which is mostly ended with language death.

## **2.6 Factors Affecting Language Attitude**

There are many factors that effects on people’s attitude towards particular language. As stated by Jendra (2010:109), it is mentioned that people’s language attitude is mostly influenced by several factors as follow:

### **a. The prestige and power of the language**

In many countries around the world, being passionate to learn foreign language has been something common. Some people think that learning foreign language will automatically correlate with declining the loyalty of the learners towards their national language or the local one. However, scholars claim that the enthusiasm in learning foreign language is not always associated with a negative attitude towards the nationalism and cultural feeling of the learners.

Jendra (2010) also mentioned an example from Japan country, where Japanese children are also given chance to learn English as foreign language. It is found out that they tend to have a great attraction to Western culture as well as the

language that they study. On the other hand, they keep holding a strong Japanese identity and being loyal to their national language.

### **b. Historical background of nations**

This factor is related to the history of the nation itself, such as colonialism. Indonesia, as a country that has ever been colonized by Netherland and Japan, might be easily effected by this factor. Negative attitude towards Dutch and Japanese might be found among Indonesian people due to their past experience as a colonized country.

### **c. The social and traditional factors**

In the society where diglossic situation is found the higher variety of the language is normally thought as a better form than the lower one. In the society with a traditional polyglossia, a negative attitude may be showed towards the use of language related to a higher class, especially if it is perceived as instrumental for controlling or downgrading the other people. Fasold (1984) stated that where a society has linguistic varieties in diglossic relationship, the common attitude is that the high language is considered as better and purer language than the lower language. However, if such a traditional diglossic or polyglossic situation starts fading, positive reaction towards the system may come up. Thus, in order to maintain the tradition, the society believe it to be necessary to learn and use the higher as well as the lower variety of the language.



#### **d. The language internal system**

Most people often show their positive attitude in the process of language learning because they think that its grammar, pronunciation, and vocabulary are relatively easy. As the gender-based nominal system of the language is difficult to learn compared to English, many students might prefer to learn English, instead of French and German. The same case might be found in Indonesia, especially among Javanese speakers, where most children nowadays might show positive attitude towards Bahasa Indonesia than Javanese language.

#### **2.7 Previous Studies**

In recent years, there are two studies focusing on language attitude and ethnic language. The first one is study in Thailand (2015), done by Sisamouth and Che Lah about language attitude towards three languages such as Thai, Patani Malay and English. Trying to examine the multilingual phenomena of Thai undergraduates, the researchers applied Fasold's theory (1984) to analyze the qualitative data whether their language attitude is negative or positive. They used mentalist point of view to infer attitudes based on subjects' responses. Thus, the direct approach was applied by asking the participants directly about their attitudes towards the three languages above. The data was collected by spreading semi-structured questionnaires and doing interviews to 30 undergraduate students at Prince of Songkla University, Thailand.

Different from the study above, a dissertation by Slamet Setiawan (2013) titled Children's Language in a Bilingual Community discussing about language

phenomenon in the Javanese society, the researcher tends to focus on children as his research participants. He chose three elementary classes from three different locations. In total, there were 70 children aged 9-11 years old took part as the participants. Based on the locations they came from, they were divided into 16 village children, 30 town children and 24 children living in the city. Using Kerlinger's theory (1973) to investigate the language attitudes of Javanese children, he thought that language attitude cannot be seen from only one response but also must be inferred from a range of responses which represents the uses of language and a set of beliefs towards language. That was why he applied both qualitative and quantitative approach in his research related to language attitude. For example is the use of Likert scale in the process of self-report questionnaires to set the degree on an attitude scale.

Compared to the previous studies above, the present study has different focus. The present study tries to scrutinize the language attitude among Javanese youth and choose the undergraduate students of English Literature Batch 2014 in Brawijaya University as the research participants. Although the theory and point of view used is similar to the first previous study which is using Fasold's theory and mentalist point of view, the result will be different since the researcher optimizes the use of questionnaire and interview to obtain the data.

## CHAPTER III

### RESEARCH METHOD

This chapter has four sections providing how the research is designed, what the data and the data source are, how to collect data and the data analysis process.

#### 3.1 Research Design

The focus of this study is to find out the language attitude of particular community towards Javanese language. This study employed qualitative approach to analyze and interpret the data since language attitude is seen from behaviorist point of view. As stated by Dornyei (2007), qualitative research involves data collection procedures which has result primarily in open-ended, non-numerical data which is then analyzed primarily by non-statistical method. In addition, the researcher also held important role as a key instrument (Creswell, 2009).

One important point that Fasold (1987) makes about methods in measuring language attitude is the distinction between direct and indirect methods. Direct method would require subjects to respond to a questionnaire or interview questions that simply ask their opinions about one or another language, while an indirect method would be designed to keep the subject from knowing that their language attitudes were being investigated.

### 3.2 Data and Data Source

To satisfy the method used, the students of Study Program of English Literature Batch 2014 in Brawijaya University were selected as the subject. In total, there were 30 students were chosen and took part in the study. The students that became the subject of the study should meet the following criteria:

- a. Currently studying in the 7<sup>th</sup> semester, aged 20-24

As the concentration of the study was youth's attitude towards language, the first subject criterion was defined by youth definition in UU Number 40 in 2009 Chapter I Verse 1, which said that youth are those aged between 16-30 years old. From linguistics consideration, youth also have the tendency to use and mix various language varieties (styles, registers, dialects, multiple languages) in their practices of identity construction (e.g. Bucholtz 1999, 2001, Bailey 2000a, 2001, Eckert 2000). The second criterion related to the students' skill. In 7<sup>th</sup> semester, the students had gained the capability to perform the language skills needed well. They had been dealing with multilingual condition for more than 2 years since the first semester. In addition, their intensity to communicate either in speaking or writing form were also increased since in this semester there were a lot of assignments that encouraged the students to apply their language skills.

- b. Javanese ethnic background

Since the main aim of the study was to define language attitude towards Javanese language, the students who had Javanese ethnic background were chosen. The Javanese ethnic background consisted of those whose parents

were from Javanese ethnic, those who were born in East Java, Central Java and Special Province of Yogyakarta, and those who had been living in Javanese background area.

### **3.3 Research Instruments**

In this part, the sociolinguistic methods used are defined into three stages such as the questionnaires and interview.

#### **3.3.1 Participant Observation**

The first instrument used in this study is observation. As the researcher is a student of the study program of English Literature Batch 2014 in Brawijaya, so it has been easy for the researcher to gain several data by taking notes related to anything such as their verbal and facial expressions showing their happiness, enthusiasm, disappointment, etc. that can be used as the parameter reflected their language attitude. According to Milroy and Gordon (2003), the principal benefits of participant observation are (a) the amount and quality of the data collected, and (b) the familiarity with community practices gained by the investigator. They added that participant observation could be beneficial method for sociolinguistics analysis.

#### **3.3.2 The Questionnaires**

To answer the first problem of the study relating to the language attitude, the questionnaires were used as the research instrument. The questionnaires were adopted from Nuryani (2014) and Setiawan (2013).



The questionnaires were provided into two sections. In the first part, the respondents were asked to fill the questions related to their background information. The last section, there are two sets of questions related to their attitude towards Javanese language. The first set of questions, the respondents were asked to choose one of four categories of a scale associated with their belief, opinion, and feeling towards Javanese language. Then, the second part of questions, the respondents were given a set of polar pairs of short statements about their belief. Their answer to the questions allows some inference about their language attitudes towards Javanese as local language compared to other languages such as English and Bahasa Indonesia (Setiawan, 2013).

### **3.3.3 Interview**

Relating to the second research problem about the reason or the factor affecting on the selected subject's attitude towards Javanese language, the interview was conducted. This instrument could help to elicit individual comments on their language use (Setiawan, 2013). This strategy was conducted to obtain deeper understanding of the subjects' response and attitudes towards Javanese, English and Indonesian. During the interview process, the selected subjects could express directly their feelings in a more communicative way.

### **3.4 Data Collection**

In the process of collecting the data, the several steps as the following were done:

- a. Distributing questionnaires to the selected subjects

This step was completed to get the subjects' responses related to their personal attitude towards local language.

- b. Interviewing the subjects based on the questionnaires results

It aims to check the validity of their responses in the questionnaires.

Besides, this step was also done to find deeper information related to the reasons why they answered so.

- c. Transcribing the interview records

### 3.5 Data Analysis

After the data both from questionnaire and interview were collected, the following steps were taken to analyze:

1. Reducing and selecting the data from questionnaire based on its relevancy. The irrelevant data were eliminated, while the relevant ones were arranged to be analyzed in the further step.
2. Putting the reduced data from the questionnaire in the following table which is adapted from Likert Scale. However, the attitude range scale used in this table only consists of four scale such as strongly agree, agree, disagree and strongly disagree. There is no neutral feeling mentioned, so that it will be easier to categorize the respondent's attitude towards the use of Javanese language.

**Table 3.1 Questionnaire for respondents**

No.	Statement	Strongly Agree	Agree	Disagree	Strongly Disagree	Total

1.						
----	--	--	--	--	--	--

3. To answer the first problem of the study, the first part of questionnaire was classified into several categories based on the questionnaire previously designed by (Setiawan, 2013). It is divided into language and lifestyle, language and impression for its speakers, language and its benefits, and language and its specific purposes (As seen in Appendix 3).
4. After that, using the theory proposed by Fasold (1984), the data gained from second questionnaire were identified and classified into two big groups based on the variables of findings. The first group was positive attitude towards Javanese as the local language and the second group was the negative one. So that, the first research problem was eventually answered.
5. Presenting the classified data from questionnaire in a chart, so that it could be known how many respondents (in percentage) had negative or positive attitude towards Javanese as local language.
6. Answering the second research problem related to the factors why the subjects' attitude was negative or positive, the data from interview was analyzed by seeing the reasons why the respondents showed such an attitude in descriptive way without any subjective judgment. A content analysis method was applied, and the researcher coded the themes manually as Dornyei (2007) explained this as themes or "qualitative categories" which inductively emerge when analyzing the data.
7. Drawing conclusion and suggestion based on the findings.

## CHAPTER IV

### FINDING AND DISCUSSION

This chapter presents the finding of the research referring to the research problems, and followed by discussion of the findings of the relation to theoretical framework.

#### 4.1 Finding

The finding result was obtained by distributing questionnaire and interviewing 11 subjects who were randomly chosen, but all of them were from Javanese ethnic. The process of distributing questionnaire was held for several days on December 2017. The subjects answered three parts of the questionnaire. The first part was about the background information of the subjects, the second one was referring to the subjects' language attitude towards Javanese language which was divided into two questionnaires. Furthermore, the interview process was done after the subjects filled in the questionnaire.

After being analyzed, the data gained from the questionnaire were presented in the form of description and percentage in the chart as the supporting data. The description was focusing on language attitude of the youths. It is divided into two big parts. The first part was sort of semantic differential scaling related to their thought on Javanese language, while the second one was related to questionnaire consisting of 10 questions.

#### **4.1.1 The Respondents' Attitude towards Their Use of Local Language based on the Questionnaire Result**

This part basically consisted of several pairs of short statement which might represent the respondents' feelings, opinion, and feeling towards Javanese language. The respondents had to choose one of two options provided in each point. However, there was also blank column left to be filled by the respondents in case they had other opinions about Javanese language which was not mentioned in the questionnaire. The analysis of data gained was presented as follow:

##### **a. Language and lifestyle**

The first point was about language and lifestyle. It was represented by a pair of statement such as 'gaul' or 'tidak gaul'. In English, those words might have equivalent with 'cool' or 'uncool'. This term is used to ask the youth's opinion or feelings related to their pride in using Javanese language in their daily life. As cited in Setiawan (2013), Smith-Hefner (2007) explained that 'bahasa gaul' basically was social language or language of sociability, which was a speech variety related to Indonesian youth and based on Indonesia's national language. Furthermore, he also stated that the function of 'bahasa gaul' was to show solidarity among speakers and create new identity to differentiate between the youths and the older generation.

When the respondents were given the questionnaire and asked whether Javanese language was 'cool' or 'uncool', most of them said that Javanese was a 'cool language' or 'bahasa gaul'. By knowing the function of 'bahasa gaul', it can be said that the result indicated the respondents wanted to show their solidarity with



other Javanese speakers. They felt like they can socialize more easily when they used Javanese language due to its varieties. On the other hand, there were 4 respondents who claimed that Javanese language was 'uncool' and 1 respondent decided to leave the questionnaire blank. This result evidently can be caused by the feeling that Javanese language is not universal language, because it is only spoken by Javanese people. They thought that it did not help them socialize with other people from different ethnic or region. However, Javanese language was still preferred by the youth for their social life.

Another question related to language and lifestyle was whether Javanese language was considered as 'modern' or 'out of date'. Setiawan (2013) stated that this term is used with reference to someone who practices things no longer suitable with the present time. When this term was used in the questionnaire to ask their opinions, the result illustrated that there were 5 respondents who claimed that Javanese language was a 'modern' or 'up to date' language, while there were 4 respondents who considered Javanese was 'out of date' language and 2 others decided not to answer. This result was basically out of the researcher's expectation on their responses. Those who agreed that Javanese language was 'up to date' was classified as positive attitude, while those who thought that Javanese language was 'out of date' can be included to negative attitude. Their consideration on this term apparently can effect on the Javanese language maintenance itself. One of respondents explained her opinion as follow:

*“Menurut saya, justru Bahasa Jawa itu berkelas dan unik. Hanya saja kebanyakan anak-anak zaman sekarang berpikiran bahwa bahasa Jawa hanya untuk orang-orang tua yang kebanyakan tinggal di desa, jauh dari peradaban dan*

*tidak gaul. Makanya mereka (mungkin) banyak yang gengsi untuk belajar bahasa Jawa.”*

“In my point of view, **Javanese is a classy and unique language** although most of children nowadays think that Javanese is only for old people living in villages and it’s not cool. That’s why (maybe) they don’t want to learn Javanese language.”

The respondent said that Javanese is both classy and unique language. According to Oxford Dictionary (2018), the term ‘classy’ referred to something stylish and sophisticated. The respondent said so because she thought that not everyone can speak in Javanese language, and those who can speak in *ngoko*, *krama madya* and *krama inggil* considered as classy people.

#### b. Language and impression for its speakers

According to Setiawan (2013), Javanese people commonly use term ‘*ndesa*’ or ‘*ndesit*’ which has equivalent with ‘village-like’ to refer the condition of other people who are careless, uneducated, left behind, old-fashioned, under-developed, etc. In contrast, another opposite term of ‘*ndesit*’ was ‘*kutit = wong kuta*’ which has equivalent with ‘urban-like’. Based on the result, there were 6 respondents saying that Javanese language conveyed ‘village-like’ conveyed to its speakers. It indicated that most of the respondents showed negative attitude. They thought that most people speaking Javanese were coming from ‘under-developed’ area.

The following question was correlated with the previous question. It was about whether the Javanese speakers were seen as ‘rich’ or ‘poor’ people. In community, the social gap between the poor and the rich ones can be observed easily. However, the subjects’ responses showed contradictive result from the previous one. Most respondents claimed that those who speak Javanese language

were those considered as the ‘rich’ people. It was quite different if we compared with the previous result which said that most respondents agreed Javanese speakers were commonly known as ‘village-like’.

### c. Language and its benefits

Relating to this point, the highlighted term used was whether Javanese language could improve the speakers’ confidence or not. The confidence created when using Javanese language can effect on the speakers’ feeling. Based on the questionnaire result, it showed 9 of 11 respondents were positive that Javanese language could make them feel more confident. It was because most of them thought that the more multilingual (more languages acquired) they are, the more confident they will be. However, the contrast result was showed by 2 other respondents. They said that Javanese language did not make them feel more confident. It was because they did not really master the Javanese language itself. One of their opinion was quoted in the following excerpt:

*“Saya tidak terlalu suka menggunakan bahasa Jawa karena bahasa Jawa lebih susah daripada bahasa Indonesia. Ketika berada di lingkungan kampus lebih efektif menggunakan bahasa Indonesia. Akan tetapi, saya suka saat berhubungan dengan aksara Jawa.”*

**“I don’t really like to use Javanese language, because I think it’s more difficult than Bahasa Indonesia.** When I am at campus, I think it will be more effective to use Bahasa Indonesia. However, I love one part of Javanese language when I was writing *aksara Jawa*.”

It was one of the respondents’ answers when being asked about her confidence in using Javanese language. She claimed that being able to speak, write

or read in Javanese language did not make her feel more confident because she did not feel good at it. She thought Javanese language was difficult.

#### d. Language and its specific purposes

Every language has its own advantages for the world, especially the speakers. Language should be able to be media for the speakers to deliver any information. Related to Javanese language, the question was about its function for daily life. First term used was 'scientific' or 'not scientific'. When the respondents were asked about this, 8 of them agreed that Javanese language was not scientific. Most of them said that Javanese language cannot be used in academic life because it cannot be used to write journal, thesis and so on.

Further respondents' attitude towards Javanese language were revealed when they were asked about its function on business and technology. Related to business, 9 of 11 respondents claimed that Javanese is not language for business, especially in the international level. While on technology field, they also said that Javanese language is not appropriate to apply on this field. By this, it can be said that most of the respondents showed negative attitude towards Javanese language and its relation to specific purposes.

#### **4.1.2 The Respondents' Attitude towards Their Use of Local Language based on the Questionnaire Result (Second Part)**

The questionnaire on language attitude consisted of 10 questions to measure the respondents' attitude towards Javanese language. There were two intervals, categorized into positive and negative attitude. The positive attitude was measured

by the number of responses on point 1 and 2 referring to 'disagree' and 'really disagree', while the negative attitude was based on responses on point 3 and 4 which refers to 'agree' and 'really agree' towards statements mentioned.

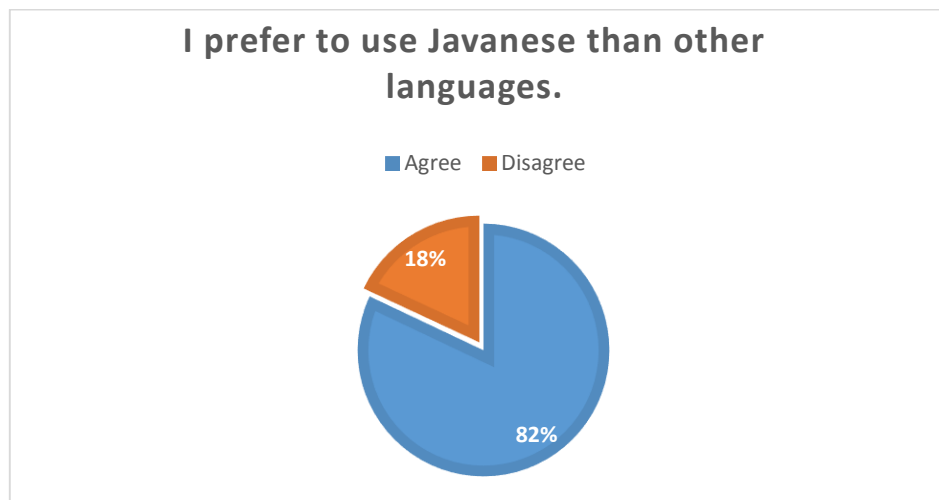
Question number one was about the respondents' attitude whether they prefer to use Javanese language in daily life or not. This question was basically used to measure the respondents' loyalty towards their use of local language. The result showed as follow:

Answer:

- a. Strongly agree : 2 respondents
- b. Agree : 5 respondents
- c. Disagree : 4 respondents
- d. Strongly disagree : 0 respondents

There were 7 respondents who agreed, it meant that it was positive attitude towards the use of Javanese as local language. However, there were 4 respondents who disagreed, indicating their responses were negative attitude. Those who disagreed had an opinion that it all depended on the context and the addressee they talked to. So, they cannot fully use Javanese language to communicate with other people. After the interval was being calculated, the result was presented in the chart below:





**Figure 4.1 Subjects' responses on Javanese language preference**

Based on figure 4.1, it could be seen that 64% respondents agreed to use Javanese in their daily life, and 36% respondents did not agree so. This result indicated most of the respondents, as Javanese youths, still preferred to use Javanese as their daily language in any situation. Although some of them also said that it depended on the situation they faced. The 36% respondents had different opinion, one of them even explained if they did not get used to use Javanese language since they were young, it would be difficult for them.

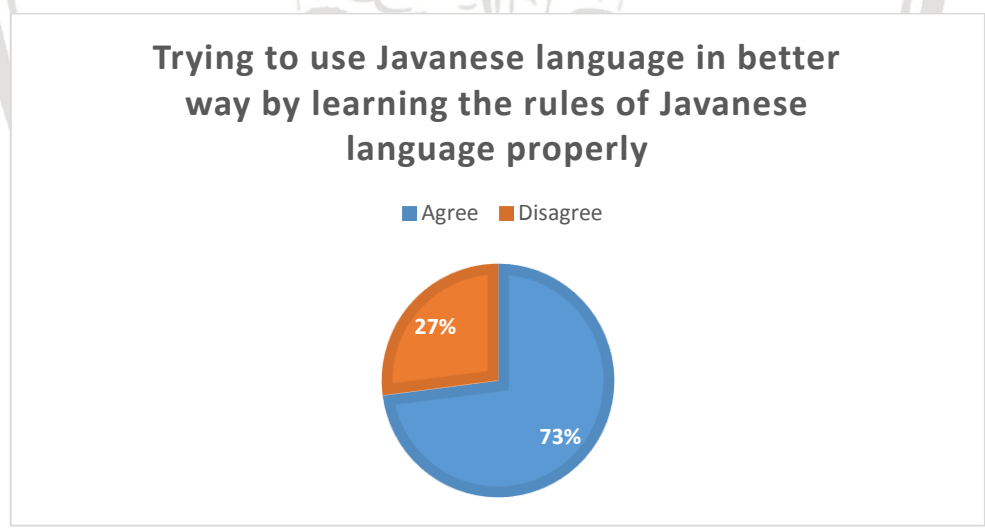
For question number two, the question was about the respondents' effort to learn more about Javanese language, so that they can use the language properly. This question was created to analyze their awareness on the rules of Javanese language. It was not only limited on the physical rules such as grammar and vocabularies, but it was also referring to the Javanese language norm. The result was presented as follow:

Question: Trying to use Javanese language in better way by learning the rules of Javanese language properly.

Answer:

- a. Strongly agree : 4 respondents
- b. Agree : 4 respondents
- c. Disagree : 3 respondents
- d. Strongly disagree : 0 respondents

In total, there were 8 respondents agreed, which was included as positive attitude and 3 respondents left their negative attitude towards Javanese language. The result of the interval calculation was presented in the figure below:



**Figure 4.2** Subjects' responses on effort to learn Javanese language

Based on the presented chart previously, it can be known that 73% respondents agreed that they try to learn Javanese language properly, and 27%



respondents disagreed to learn language. The result showed that most of the students had positive attitude towards Javanese language.

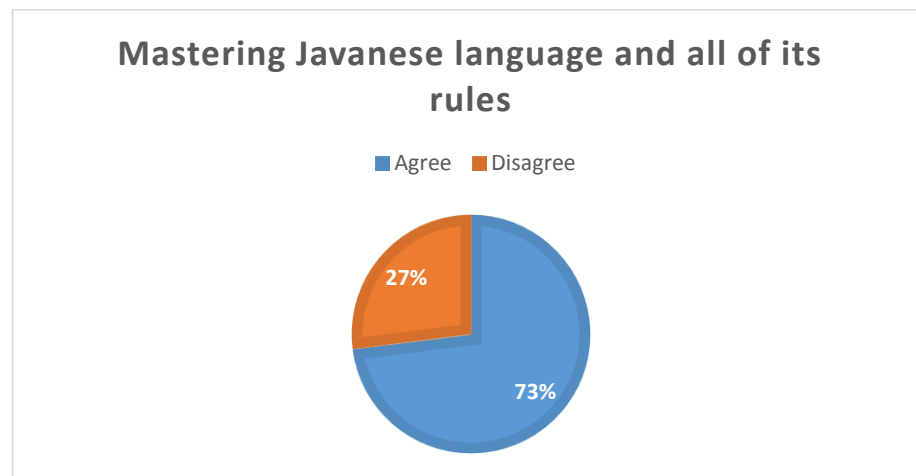
Question number three was about whether they mastered Javanese language and its rules or not. This question was also associated with the respondents' awareness to the rules of Javanese language.

Question: Mastering Javanese language and all of its rules.

Answer:

- a. Strongly agree : 4 respondents
- b. Agree : 4 respondents
- c. Disagree : 3 respondents
- d. Strongly disagree : 0 respondents

Totally, there were 8 respondents agreed that they mastered the Javanese language and its rules which was positive attitude, while the 3 respondents disagreed with the question classified as the negative one. The calculation result based on the intervals were presented below:



**Figure 4.3** Subjects' responses on Javanese language mastery

According to the result in figure 4.3, it showed that 73% respondents had positive attitude towards Javanese language through their responses on question about their mastery on Javanese language. On the other hand, there were 27% respondents showed negative attitude. It meant that most of the respondents still indicated positive attitude towards Javanese language. Most of those who showed negative attitude towards the third statement were respondents who used both Javanese language and Bahasa Indonesia as their mother tongue.

Question number four was basically about their feelings that Javanese language can be used as one's identity. It was related to their pride in using Javanese language.

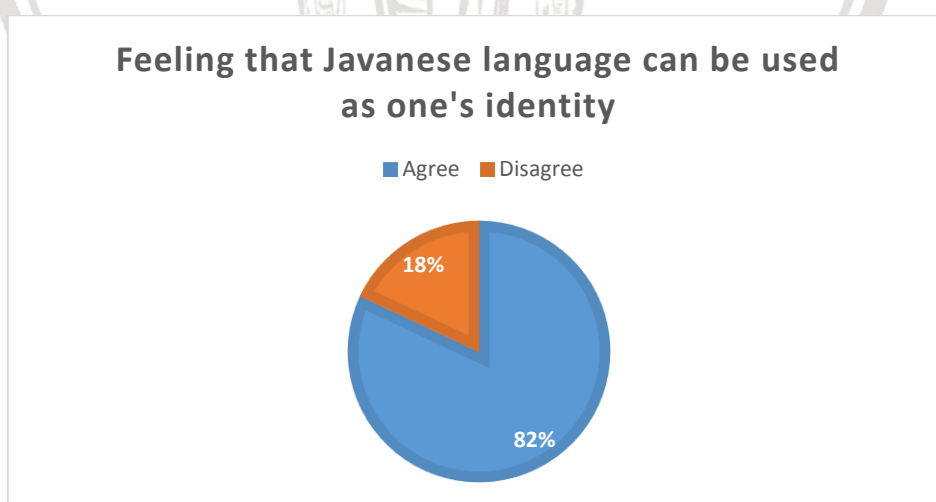
Question: Feeling that Javanese language can be used as one's identity.

Answer:

a. Strongly agree : 6 respondents

- b. Agree : 3 respondents
- c. Disagree : 1 respondent
- d. Strongly disagree : 1 respondent

In total, there were 9 respondents who agreed that they felt Javanese language can be used as one's identity, while there were 2 respondents stated that they disagreed. After being calculated based on the intervals, there were 82% respondents that their responses can be classified as positive attitude, while there were 18% respondents that could be classified having negative attitude. Those numbers proved that most of the respondents were proud of Javanese language as part of their identity. The 18% respondents who showed negative attitude were most likely only used Javanese language as their media to communicate with other Javanese speakers. They thought that it did not have any correlation with one's identity. The data result was illustrated in Figure 4.4.



**Figure 4.4** Subjects' responses on Javanese language as identity



Question number five, was about using Javanese language meant preserving one's and region's identity well.

Question: Using Javanese language means preserving the ethnic's identity well.

Answer:

Strongly agree : 5 respondents

Agree : 4 respondents

Disagree : 2 respondents

Strongly disagree : 0 respondents

According to the questionnaire result on number 5, it showed that 9 respondents agreed for using Javanese language to prove one's and ethnic's identity, although there were 2 respondents that stated they disagreed with the question. After being converted into percentage based on intervals, there were 82% respondents showed positive attitude and 18% respondents demonstrated the negative one. The calculation result was displayed in the following chart.

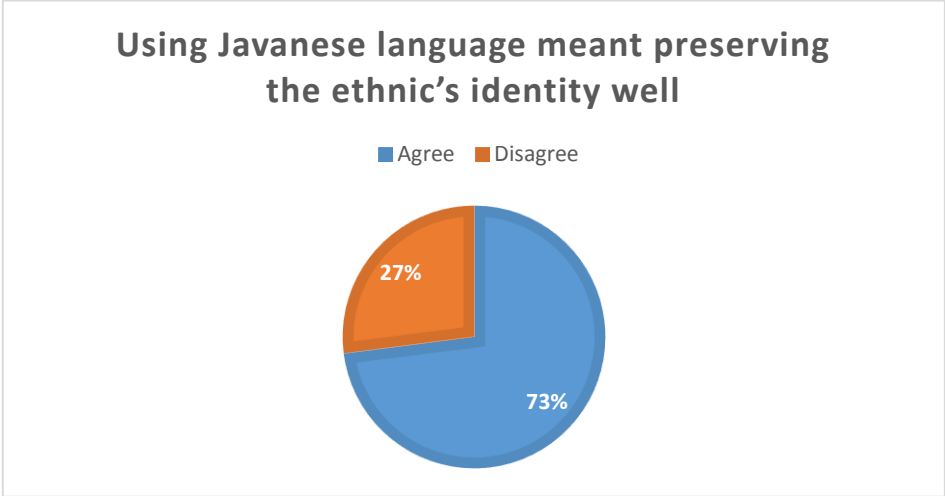


Figure 4.5 Subject's responses on Javanese language and its preservation

Question number six, was explaining about the future of Javanese language.

Question: The future of Javanese language depends on the usage of Javanese language by the people.

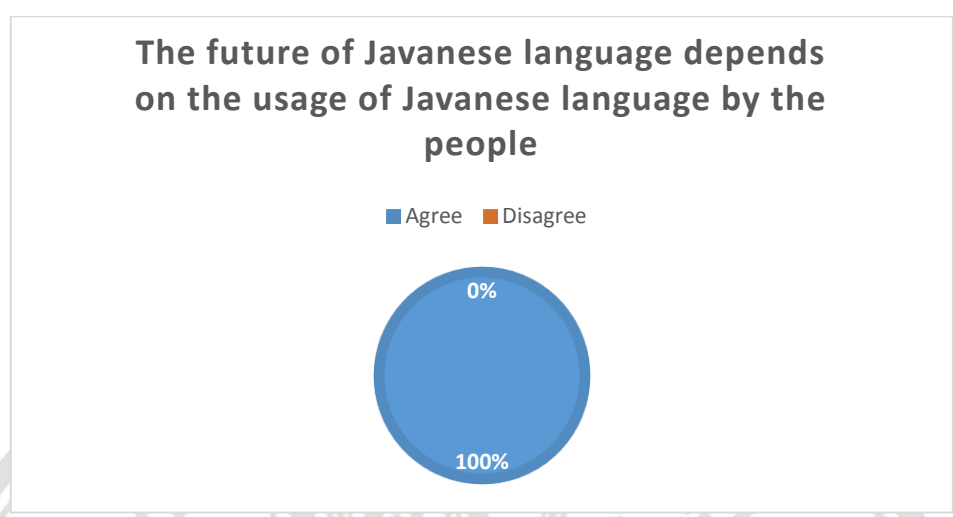
Answer:

- Strongly agree : 6 respondents
- Agree : 5 respondents
- Disagree : 0 respondents
- Strongly disagree : 0 respondents

Based on the questionnaire result on the previous explanation, it showed that all of the respondents agreed with the statement. There were no respondents who disagreed. By this, it can be said that the respondents' attitude towards Javanese language was totally positive. It illustrated that they were aware of the



future of Javanese language. The calculation result on this question was presented as follow:



**Figure 4.6** Subjects' responses on the future of Javanese language

Question number seven, was about the correlation between preservation of Javanese language and the local wisdom.

Question: Javanese language must be preserved to conserve the local wisdom.

Answer:

Strongly agree : 7 respondents

Agree : 3 respondents

Disagree : 1 respondent

Strongly disagree : 0 respondents

There were 10 respondents agreeing with the statement which was included as positive attitude and 1 respondent who disagreed can be classified as negative attitude. The researcher calculated the interval, and the result showed:



**Figure 4.7** Subjects' responses on Javanese language preservation

Based on figure 4.7, 91% respondents stated that they agree if Javanese language must be preserved for the sake of keeping it as local wisdom. It showed that they realized how important Javanese language to be conserved. However, there was 1 respondent (9%) who had negative attitude, reflected by his or her response on the statement.

Question number eight, was about the respondents' opinion on Javanese language as one of subjects in school.

Question: Javanese language is studied by the students because it is obligated.

Answer:

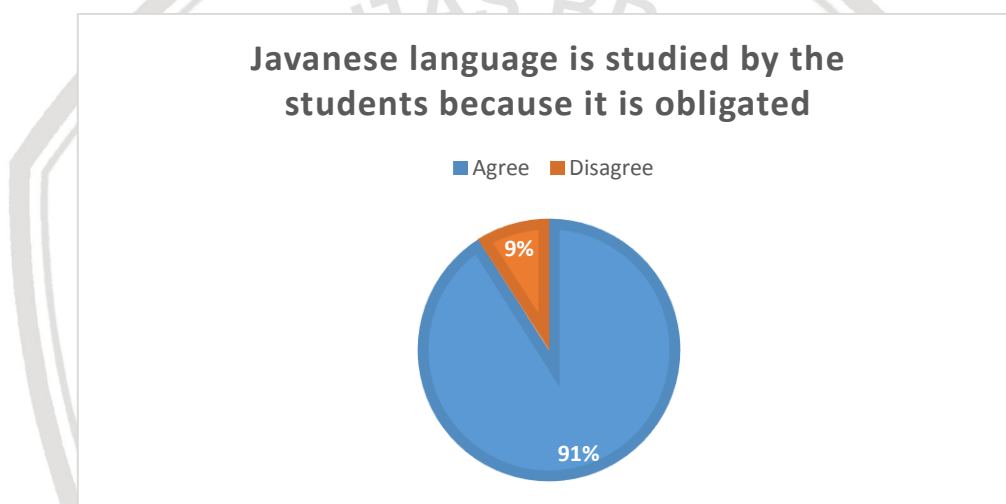
Strongly agree : 4 respondents

Agree : 5 respondents

Disagree : 0 respondents

Strongly disagree : 2 respondents

By this data, there were 9 respondents who agreed with the statement on number eight, while there were 2 respondents showing their negative attitude. After the interval being calculated, the result showed:



**Figure 4.8** Subjects' responses on Javanese language as obligated subject in schools

Based on diagram presented in figure 4.8, it can be seen that 91% respondents showed positive attitude. They agreed or even had ever experienced that Javanese language is studied because it is obligated at most of schools in East Java, Central Java, and East Java. On the other hand, 9% respondents showed negative attitude towards Javanese language teaching policy.



For question number nine, it was about how interesting Javanese language to be learned by the students. Javanese language teaching can be seen by the teaching media, how the teachers deliver it and so on.

Question: Javanese language is interesting subject to learn at school.

Answer:

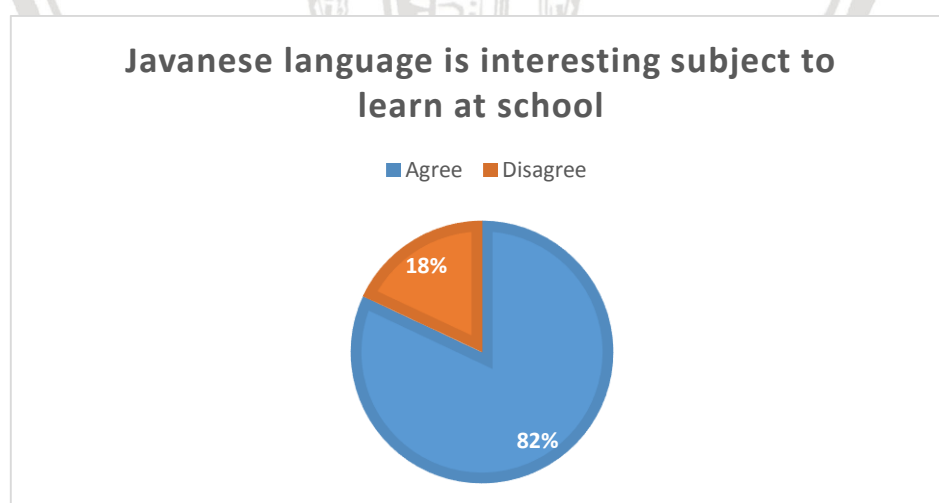
Strongly agree : 4 respondents

Agree : 5 respondents

Disagree : 0 respondents

Strongly disagree : 2 respondents

There were 9 respondents who agreed with the ninth question and there were 2 respondents who disagreed. It was found out that this question was basically related to local language teaching at school. For most respondents, the teaching process of local language was interesting. So that, those who agreed was classified as positive attitude, while those disagreed were claimed as negative attitude. Based on the interval calculation, the chart was as follow:



**Figure 4.9** Subjects' responses on Javanese language as interesting subject

After being calculated based on intervals, the result showed that 82% respondents indicated positive, while 18% respondents reflected negative attitude.

The last question was about whether the respondents were more enthusiast at local language or the foreign one.

Question: Feeling more motivated to learn foreign languages or Bahasa Indonesia than local language.

Answer:

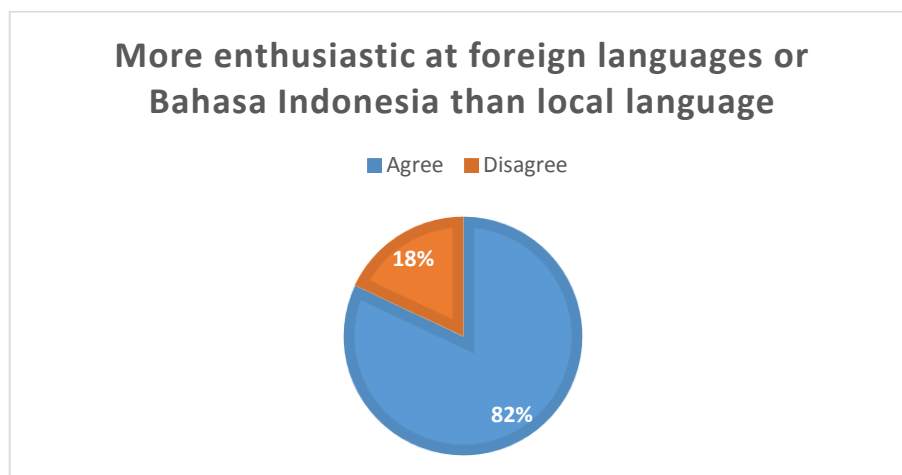
Strongly agree : 5 respondents

Agree : 4 respondents

Disagree : 2 respondents

Strongly disagree : 0 respondents

Based on the result of questionnaire, it can be known that there were 9 respondents who agreed that they were more motivated to learn foreign language or Bahasa Indonesia subject. Different from previous explanations that mentioned those who claimed strongly agree or agree can be included as positive attitude, in 10<sup>th</sup> question, those who said so can be classified as negative attitude. After the intervals being calculated, the result showed as follow:



**Figure 4.10** Subjects' responses on local language vs. foreign language

Based on the diagram above, there were 18% respondents who disagreed, considered as positive attitude. In addition, there were 82% respondents who agreed with the statement and classified as negative attitude.

In addition, the interview process was done after the questionnaire was distributed on December 2017. There were 15 questions asked to the respondents. It aimed to triangulate between the result on questionnaire and the interview result. Besides, its purpose was to discover the reasons why they showed their kinds of attitude towards Javanese language. The four-first questions were basically related to their background information. The respondents were firstly asked about their age, current job, their first language and how good their Javanese language proficiency was. After that, the next four questions were about their language preference based on situation given such when they were at campus, at home, etc. Furthermore, they were asked any questions related to their attitude towards Javanese language.

### 4.1.3 Factors Influencing on the Respondents' Attitude towards the Use of Javanese Language

Based on the interview result, it was found out that the respondents as Javanese youths showed positive attitude. Although at some cases they tend to be negative. For example when they were asked about the advantages of Javanese language in modern life, described in the following excerpt:

*“Namun, jika berhubungan dengan teknologi dan kehidupan modern, bahasa Jawa masih belum terlalu terpakai. Tapi, dalam perkembangannya, bahasa Jawa sering digunakan dalam produk-produk pop culture contohnya itu musik. Bahasa Jawa digunakan dalam lagu-lagu hiphop.”*

“However, if it is related to its use in technology and modern life, Javanese language was still not really used by its speakers. Otherwise, in its development, Javanese language is still preferred in pop culture products such as in music. Javanese language is mostly used in hip hop songs.”

By this quotation, it can be known that the respondent showed positive attitude although he knew that Javanese language had less significant role in modern life. He even revealed a good knowledge on usage of Javanese language in other aspects, which is culture.

Through the interview process, several factors effecting on how people felt or thought about particular language including Javanese language were found as well. Associating between the interview result and the theory used by Jendra (2010), it can be known that most attitude reflected by the respondents were influenced by various factors. For example was quoted in the following excerpt:

*“Saya tidak terlalu suka menggunakan bahasa Jawa karena bahasa Jawa lebih susah daripada bahasa Indonesia. Ketika berada di lingkungan kampus lebih*

*efektif menggunakan bahasa Indonesia. Akan tetapi, saya suka saat berhubungan dengan aksara Jawa.”*

**“I don’t really like to use Javanese language, because I think it’s more difficult than Bahasa Indonesia.** When I am at campus, I think it will be more effective to use Bahasa Indonesia. However, I love one part of Javanese language when I was writing *aksara Jawa*.”

The mentioned statement was related to the ease or difficulty level of Javanese language. It can be included to the language internal system. The respondent said that Javanese is more difficult than Bahasa Indonesia, that was why the respondent’s attitude tend to be negative although in some cases she also showed positive attitude.

Other factors were also showed in the following quotation mentioned by the respondent.

*“Menurut saya, Bahasa Jawa dapat menambah percaya diri ketika berbicara dengan orang yang lebih tua karena menggunakan krama inggil dan saat ini tidak semua anak-anak muda bisa krama inggil walaupun bisa Bahasa Jawa.”*

**“In my opinion, Javanese language can boost my confidence when talking to elder people due to the use of *krama inggil*.** However, nowadays, not all of the youths can speak in *krama inggil* although they can speak Javanese to some extent.”

The statement previously stated by the respondent can be considered as the social and traditional factor since the respondent thought the higher variety of Javanese language (*krama inggil*) can boost her confidence. It was in line with the theory by Jendra (2010).

The last but not least, there was one factor not appearing in the result of the study which is the historical background of nations. During the data collection



process, there was no respondents stating any statements related to historical background of nations.

## **4.2 Discussion**

In this section, the researcher discusses the findings of the research based on the questionnaire and interview with the respondents and correlated them with the presented theories to answer the problems of study.

### **4.2.1 Javanese Youth's Attitude towards Their Use of Local Language**

This research focused on Javanese youth's attitude towards their use of local language, which referred to the students of English Literature 2014 in Brawijaya University. It was to find out whether the respondents' attitude towards Javanese language was positive or negative. There were two parts of questionnaire and one semi-structured interview to measure their attitude towards their local language.

As stated by Fasold (1984), expressions of positive feelings towards a language can be defined as positive responses given by the speakers toward particular language. In the first part of questionnaire, the questions given were related to language and lifestyle, language and impressions for its speakers, language and its specific purposes, language and its benefits as well. By the results on the questionnaire, it can be known that most respondents showed positive attitude, although on language and its specific section they thought that Javanese language cannot be used for business enquiry and technology. This result reached the highest percentage on negative attitude. However, it means that no matter how Javanese language almost has no benefits in modern life, the respondents still

showed positive attitude towards Javanese language. They still preferred to use Javanese language in some cases because they knew that their ability in Javanese language could improve their confidence. Their opinions on Javanese language benefits did not effect on their pride in using the language.

On second part of questionnaire, the statements given were mostly about the language preference, language preservation and other language policies related to Javanese language. It aimed to test the respondents' pride, efforts and awareness in Javanese language and its norm. By this, the respondents also showed positive attitude towards the statements given although at some statements, some respondents showed negative response. The highest percentage indicated positive attitude reflected on statement "The future of Javanese language depends on the usage of Javanese language by the people". There were 100% respondents agreed on this statement, which later classified as positive attitude. It can be inferred that the respondents were aware of their roles in maintaining Javanese language. They knew that what they did related to Javanese language would effect on the language existence itself.

#### 4.2.2 Factors Influencing on the Attitude of Javanese Youth towards Their Use of Local Language

The results on the interview process was basically supported by the result on questionnaire as well. It showed that the factors effecting on the respondents' language attitude towards their use of language was in line with Jendra's theory (2010). He stated that there are four factors that can influence on the people's language attitude such as the prestige and power of the language, historical background of nations, the social and traditional factors, and the language internal system. However, in this study, it was only found three factors ranging from the prestige and power of the language, the social and traditional factors, and the language internal system.

According to Jendra (2010), the respondent's statement on the language internal system was related to the ease or difficulty level of a language. It is suitable with the condition of Javanese language since it can be said that it has complex rules for the language use itself. It has three speech levels such as higher (*krama inggil*), middle (*krama madya*), and lower variety (*ngoko*) that is not easy for the speakers or other learners to learn. Those speech levels have different functions in communication as well. By this, those complex rules effect on the respondent's language attitude towards Javanese language.

The second factor appearing in this study was the social and traditional factor. As stated by Jendra (2010: 110), in the society where a diglossic situation is commonly found, the higher variety of the language is normally considered as a

better form than the lower one. Through the respondent's quotation on previous sub-chapter, she mentioned that she felt more confident when she could use *krama inggil* (higher variety of Javanese language). Using *krama inggil* when talking to older people can help the respondent communicate better with them. It was in line with Jendra's theory (2010), where particular language variety is seen better than other varieties.

In addition, the fact that most respondents illustrated positive attitude towards their use of Javanese language also strengthened Jendra's theory on the prestige and power of the language factor which stated that the enthusiasm on learning foreign language is not always correlated with a negative attitude towards the national and cultural feeling of the learners. In this case, although the respondents had studied English for almost 4 years at college did not mean that they less appreciated Javanese language as their mother tongue.

The only factor that did not appear in the study was historical background of nations. None of respondents stated any comments related to the history of Indonesia or Javanese as an ethnic language.

## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter presents the conclusion based on the finding result and suggestions for the students as the

#### 5.1 Conclusion

Based on the findings result, the researcher concludes that for most respondents, Javanese language can boost their confidence. Besides, most of them also think that Javanese language is a 'cool' language and considered as the unique one. On the other hand, relating the Javanese language and its specific purposes, most respondents said that it cannot be used in scientific things, business stuff and technology. They thought that Javanese language is not that universal.

Concerning the result of this research, the 11 respondents showed both positive and negative attitudes towards the use of Javanese language. The positive attitude was mostly showed on questions related to their efforts in preserving Javanese as the local language, while the negative attitude was mostly reflected on the statements associated with their language preference in daily life. It is mostly because they think that their language preference depends on the situation and context they face. However, their mastery in English since they learned English



intensively for more than three years in college does not affect their language attitude towards Javanese as their mother tongue.

In the end, their attitude towards Javanese language was mostly due to the Javanese language internal system, social and traditional, and the prestige and the power of language. This factor is correlated with the ease and difficulty level since it consists of three varieties such as higher standard (*krama inggil*), middle (*krama madya*), and lower standard (*ngoko*).

## 5.2 Suggestion

Based on the result, the researcher has several suggestions to the students, especially the students of English Literature Program and the future researcher. For the students, although they do not study Javanese language in the higher level, they still have to show their pride, keep learning and try to preserve Javanese language by using it as their daily language for communication at least. It aims to maintain the existence of the Javanese language itself. For the next researchers, they can investigate language attitude of general Javanese youth about particular speech level or variety of a language because it may lead to different result. Moreover, they are also encouraged to correlate between the language attitude and other language phenomena such as language death, language maintenance, language use, language preference, and so on.

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