FACTS AND FACTORS OF LANGUAGE SHIF BY JAVANESE SPEAKERS OF BANYUMAS DIALECT AT DIPONEGORO UNIVERSITY CAMPUS

A THESIS

In Partial Fulfillment of The Requirements for The Sarjana Degree
Majoring Linguistice in English Department
Faculty of Humanities Diponegoro University

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SEMARANG

2015

STATEMENT OF AUTHENTIFICATION

Herewith, I state that this research is from my hard work and efforts. I strongly declare that this research has not been published in any other institutions and no part of this thesis has been copied directly from published sources except sources cited were correctly referenced and acknowledged. The taken sources of the references are attached.

Semarang, 26 January 2015

Abdul Rohman

MOTTO AND DEDICATION

"Allah will raise in ranks those of you who believe

and those who have been giving knowledge"

Holy Quran 58:11

"searching for knowledge is an obligatory

for all moslems both male and female"

Hadist of Prophet Muhammad (PBUH)

This paper is dedicated to

my little family, parents and everyone

who helped me to accomplish it

The writer

ACKNOWLEDGEMENT

First, I would like to express my deepest gratitude to Allah SWT by saying Alhamdulilahirobbil 'Alamien since by His all blessing and please which has been given to me, I could finish this final assignment.

Second, I would like to say thank to my family (my lovely wife Tustha, little Zano and my parents) for the support to finish my final assignment.

I also would like to thank to my thesis advisor, *Ibu* Dwi Wulandari, SS, MA for her guidance, readiness of time and her patience to guide me accomplishing this work from the beginning until the end.

I am also indebted to the Dean of Faculty of Humanities and the Head of English Department Regular 2. I also would like to thank Dra. Wiwiek Sundari, M.Hum and Dr. Agus Subiyanto, MA to accept my thesis to be checked. May Allah bless you all.

I would like to give my special thank to all lecturers of English Sarjana 1 Program who have guided me during the academic years and to all faculties, administrative staffs, librarian who helped the writer to provide the necessary material in accomplishing this thesis.

Further I would like to deliver my special thank to *Ibu* Martini and *Ibu* Utami who help the writer, to my beloved friends academic year 2011/2012 for supporting and encouraging me to finish this final assignment. Thank you also to

my beloved sister Umi Lestari who helps the writer to support books, information and other related material.

The last but not least, I would like to thank to my colleagues in International Office, Dr. Jati, Dr. Rully and *mbak* Meita who always support me to finish the study on time.

Finally, I realize that this final assignment is far from the perfection. In addition, suggestions and criticisms are obviously expected for the improvement of this work. At last, I do hope that this work can be useful for all.

Semarang, 27 January 2015

Abdul Rohman

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LIST OF ABBREVIATIONS

1. BI – Bahasa Indonesia (Indonesian)

2. BJ – Bahasa Jawa (Javanese)

3. UKM – Unit Kegiatan Mahasiswa (Student Organization)

4. HMJ – Himpunan Mahasiswa Jurusan (Student Association)

Abstrak

Interaksi antara bahasa satu dengan yang lainnya adalah hal yang menarik untuk diteliti. Salah satu fenomena kebahasaan yang bisa diteliti adalah pergeseran bahasa dari bahasa Jawa ke bahasa Indonesia. Penelitian ini dilaksanakan dalam rangka menganalisis fakta atau bentuk-bentuk pergeseran bahasa dan faktor-faktor yang mempengaruhi penutur yang melakukan pergeseran bahasa. Peneliti membatasi penelitian ini dengan menggunakan mahasiswa Undip penutur asli bahasa Jawa dialek *Banyumasan* beserta lingkup kehidupan sekitarnya, yakni kehidupan kampus. Peneliti dalam hal ini menggunakan sampel purposive yang sengaja didesain sehubungan dengan tujuan dari penelitian ini, yakni untuk mengetahui bentuk-bentuk pergeseran bahasa dan factor-faktor yang melatarbelakanginya. Untuk menganalisa data, penulis menggunakan metode padan yang di perkenalkan oleh Sudaryanto. Metode ini digunakan untuk menentukan fakta pergeseran bahasa. Sementara itu, untuk mengetahui faktor yang melatar belakangi penulis menggunakan metode analisa kontextual dari Rokhman. Dari analisa data penulis menemukan bahwa pergeseran bahasa yang dilakukan oleh penutur terdapat pada tataran fonologis, morfologis dan sintaksis. Pada tataran fonologis, peneliti menemukan bahwa terjadi pergeseran fonem (bunyi) dari bahasa Jawa ke bahasa Indonesia. Sementara itu, pada tataran morfologis, pergeseran terjadi pada morfem yang terdiri dari awalan, sisipan dan juga akhiran. Penulis juga menemukan bahwa satuan linguistik yang berupa kata juga mengalami pergeseran. Sementara pada tataran sintaksis, juga tidak luput dari pergeseran dan paling lazim terjadi terutama ketika penggunaan bahasa Indonesia adalah diwajibkan (*formal setting*). Adapun faktor yang melatar belakangi penutur melakukan pergeseran bahasa ada lima faktor. Dari dalam diri si penutur ada dua yakni kedwibahasaan dan loyalitas bahasa. Sementara faktor dari luar adalah kebijakan bahasa dari pemerintah, faktor ekonomi dan sosial-budaya.

Kata kunci: pergeseran bahasa, metode padan, dialek Banyumasan

CHAPTER I

INTRODUCTION

1.1. Background of the Study

Interaction between human being is one of the factors that shape the language. Through the interaction, humans then create the language that we recognize today. Human interaction can be found in many ways. One of human interactions that we can feel and experience is in campus life. Campus life provides evidences that language is being developed and reveals speakers' identity that differentiates to other language development in other community. The students in campus come from various backgrounds of economy, religion, social class, family and language. Language background is considered as the important thing which shapes the language community in campus. Bahasa Indonesia becomes the standard language which is used to communicate in formal and academic situations but the students have their own language community. Javanese, Sundanese, and other vernacular languages are used by students within their own speech community in their daily conversation.

Nowadays, the trend of using vernacular language to communicate in daily conversation has changed, as the students are actually multilingual or bilingual, they decide to use Bahasa Indonesia in their campus daily conversation rather than using vernacular language. This fact can be seen in daily conversation among the students. By this, they perform language shifting. Language shift is the phenomenon that language is changed from the former language to the new one by a speech-community because of their need

of communication (Holmes: 2001). One community that shifts the language in campus is Banyumas dialect student community. Based on that phenomenon, this research is intended to investigate the factors that influence language shift performed by speaker of Banyumas dialect in campus.

1.2. Research Problems

Based on the above mentioned phenomenon, there are two research problems which are:

1. What are the facts of language shift conducted by Javanese Banyumas speakers?

2. What factors are involved in language shift from Javanese Banyumas dialect to Bahasa Indonesia?

1.3. Purpose of the Study

By conducting this research, the writer wants to understand further about language shift phenomenon and the purposes of research are:

1. To explain the facts of language shift conducted by Javanese Banyumas speakers

2. To investigate the factors which are involved in language shift from Javanese Banyumas Dialect to Bahasa Indonesia

1.4. Previous Studies

The language shift is one of the language phenomena which is world-widely performed. In the US, language shift is mostly performed by Spanish in Chicago and the shift is form Spanish into English. Potowski (2004)

described that language shift performed by *Chicago Latinos* is influenced by environment and the most responsible factor is school environment. People learn English before 3 years old and they also make social contact using English during the time in the school. The main finding of this research is that Spanish community in Chicago use Spanish language for only 45 %. This research is relatively the same as the research that will be conducted by the writer. The writer, in this case will focus on the phenomenon of language shift at the university. The significant difference is that the language shift performers do not perform it from primary school even if at those ages, they have already learned Bahasa Indonesia. They shift from Javanese *banyumas* dialect to Bahasa Indonesia for their daily conversation is conducted when they enter university life.

Because this phenomenon is world-widely practiced, it does not only happen in the US but also in Pakistan. Many factors lead Pakistani to shift from Punjab Language to English. Historical, cultural, social, economic, and psychological factor influence this condition. Those factors influence language shift in different level and the most responsible factor is economic (Aawas, Umer, Anjum & Ramzan, 2012). The finding of this research shows that there are five factors which influence language shift in Pakistan. The writer's research will focus the facts and factors influence the phenomenon of language shift that happen in Diponegoro University campus. The major difference is the area of research. The data of previous research which is

conducted in Pakistan were collected from the population in the region but the data of this research will be earned only from campus.

1.6. Organization of the Writing

This thesis is divided into five chapters and each chapter is discussed further in sub chapters. The beginning of this paper is Chapter I which consists of background of the study, research problems, purpose of the study, significance of the study, previous studies, and organization of the study.

The next is Chapter II. This chapter concerns about review of literature which discuses the definition of language sociolinguistics, the definition of language shift, speech community, kinds of language shift in speech community, the factors which is involved in language shifting phenomenon and *Banyumasan* Dialect.

Chapter III mostly presents about the comparison between research design, subject of the research, population and sample, the methods of collecting data, and methods of analyzing data.

Chapter IV presents the analysis of the data and the finding. The writer will provide the data analysis in quantitative presentation. In this Chapter, the writer eventually will be able to answer the research problems which are stated in the beginning of the study.

Chapter V is the last one in this study. It consists of the conclusion that summarizes the whole study.

CHAPTER II

REVIEW OF THE LITERATURE

This chapter contains theories which are used to support this research. The researcher presents 6 subchapters to gain knowledge from previous literature related to his research. The definition of sociolinguistics, definition of language shift, kinds of language shift, factors influencing language shift, facts of language shift and *Banyumasan* dialect are discussed in this chapter.

2.1. Definition of Sociolinguistics

This study is on the field of sociolinguistics. According to Holmes (1947:1), sociolinguistics is the study about the correlation between language and society. It also deals with the function of language in a society. Meanwhile, Nababan (1984:2) said that sociolinguistics is the study about language which is included in the society. Furthermore, sociolinguistics includes the social phenomenon that the researcher wants to describe; that is language shift. Sociolinguistics is actually multi discipline knowledge that correlates two major of knowledges; sociology and linguistics. Sociology is the study about aspects of human in their community while linguistics is the study that human and non language as center of attention. In addition, sociolinguistics is a comprehensive-multidiscipline study which studies about language and its role in the society (Chaer and Agustina 2004:2).

2.2. Definition of Language Shift

Language shift is the decision to choose the language use in a community which usually shifts from lower social language to high social language or from the less powerful group to the dominant one (Holmes, 1947:51). By performing language shift, people want to achieve high class in their social level because dominant group is associated with status, prestige and social success. Meanwhile, Jendra (2010:141) said that language shift is the phenomenon that language is totally changed from the former language to the new one by a speech-community because of their need of communication. Fishman (1991:1) describes it as a great process of continuity where the heritage language is proceeding negatively with fewer speakers, readers and writers from generation to generation. Recently, language shifting in Indonesia is usually performed by youngsters when they are out of their former society like attending school or making some jobs. They are categorized as immigrants (Ambarwati, 2013).

In terms of adapting to their new community, language shift is one of the options to maintain their existence. In East Timor (*Timor Leste*) younger generation has been now probably shifting from Bahasa Indonesia to use Portugese since its independence in 1999. The phenomenon is also world-widely practiced. In the US, which is considered as the biggest immigrants' destination, language shift is also performed by the community. Families which came to the US with monolingual identity such us Spanish, French, German and Chinese slowly but surely change their tongue into English.

2.3. Kinds of Language Shift

As a language phenomenon, according to Jendra (2010 :142) language shift has two kinds which are migrant and non migrant shifting. Migrant shifting is the condition of language shifting which is led by adaptation to the community in a new land. This process of language shift usually happens gradually. Children experience the first contact to the phenomenon because they have to go schooling. In the school they have to adapt with the lessons taught in English and difficulties of performing communication to the friends using English. On the other hands, parents also must change the code in work place. Meanwhile, non migrant shifting is the condition that the speakers do not move anywhere but they perform it. It could be led by various factors such us politics, economy and education.

In East Timor (nowadays Timor Leste), the people never move anywhere but they have to shift the language entirely because of political reason. They used to belong to Indonesia for almost 27 years then they declare their independence. This political condition pushed the people to switch the language from Bahasa Indonesia to Portuguese.

Meanwhile, according to Holmes (1947:51-56) there are at least three kinds of language shift in community, those are migrant minorities, migrant majorities and non migrant community. Migrant minorities type is when the condition of migrant people is only become common people or low level society. Chinese is the case in point. When they move to another country and become permanent citizen, they have to adapt by shifting their language gradually to the language that is native to the major society in their new land.

Migrant majorities, on the other hand is the condition of shifting that is performed by higher or even super society to the language of lower society. Indonesia, when conquered by Dutch, is the real example. Dutch, as a super power society in Indonesian colonial community at that time had to shift their language to Bahasa Indonesia and local languages in order to make an easy contact to Indonesian while non migrant type has been already explained above as in the case in Timor Leste.

2.4. Factors influencing Language Shift

Language shift as language phenomenon for sure has influencing factors. Fasold (1984:217) cited in Nambiar (2011:116) said that there are five factors which lead to the language shift phenomenon. They are migration, industrialization, economic, prestige (higher prestige stigma of language shift to), urbanization and minority speaker. However, in some research, the strongest factor leading to language shift is economic. Meanwhile, Nambiar (2011:117) said that the most important factor which one community is pressed to perform language shift is language policy. If economic factor is about choices, language policy is not. Government has a central role here to choose what language as the official language in Indonesia, for instance, Bahasa Indonesia is choosen by the government to be class language delivery in the school. The society then must learn BI as the only one language at schools. This condition leads the society to become bilingual. For some reasons, BI is also considered as the most polite language not only in school but also in social contact. In relation with this research, Javanese "Ngapak" language - performed by Banyumas people - is

considered impolite while Javanese "Krama" is rarely in use. Eventually, people shift to BI as an alternative language. From this phenomenon, we learn how the small sequences of language shift.

2.5. Facts of language shift

In point 1.1, the definition of language shift is given briefly. However in this part the researcher will elaborate with the detail description to what extent language is shifted. The first fact that language is shifted is when there is a change pattern of language use (Fishman 1972b: 247-248) cited in Knooihuizen (2006). It is based on the perception that there is a pattern of which language variety people use in what situation. We can shortly assume that the pattern of language depends on who is our interlocutor, what language is used and when we speak (domains). Fishman (1972a: 79-88) implies that language shift happens when the changing pattern of language use is from one domain to another then the abandoned language is gradually shifted by the target language. However, in reality we find issues about partial changing pattern in "code switching and code mixing". The second fact is that language shift is performed by bilingual speakers. Speakers who have ability to speak bilingually have bigger intention to shift the language, of course it is led by the need of communication. The following is the model which is word-widely introduced by Haugen (1953:370) in Musk (2002), explaining how is the stages of bilingualism lead to the language shift.

$$A \quad > \quad Ab \quad > \quad AB \quad > \quad aB \quad > \quad B$$

Figure 1

The above model shows us that A represents mother tongue (first language), which is minority at the same time. "Ab" means that bilinguals are most capable in minority, then "AB" is that bilinguals are competent for both minority and majority. Meanwhile, "aB" explains that the speakers are competent to use majority better than minority, and "B" is that the speakers of one language completely shift to another language. What we really see in campus life is that all the students are bilingual – at least their mother tongue and Bahasa Indonesia. After bilingualism, the third fact is that language shift happens in the situation of language contact. Language in contact provides a wide range of possibility for the speaker to adjust or even to change their language. Knooihuizen (2006) said that if community is to shift the language, they need to have a language available to them to shift to; in other words; there must be a language contact. Meanwhile Sankoff (2001:5) in "Linguistics outcomes of Language Contact" explained that the outcomes of language contact are in four categories – phonological, lexical, syntactical and discourse/pragmatical and morphological/grammatical categories.

2.6.*Banyumasan* Dialect

In this subchapter, the researcher presents the facts about *Banyumasan* dialect. There are two points which are elaborated in this subchapter that is preview of Banyumas region and Banyumas's language situation.

2.6.1. The preview of Banyumas Region

Banyumas is one of the regions of Central Java province which is located in west part of the province. Geographically, Banyumas district is

bordered by Brebes in the north, Purbalingga in the east, Kebumen in the south and Cilacap in the west side.

Figure 2

The people of Banyumas are mostly farmers. They plant rice as the primary product and other plants like cassava, sweet potatoes, etc. Meanwhile, in the north side which is nearby mount Slamet, the people usually plant tea as their commercial product.

2.6.2. Languages in Banyumas Region

The people of Banyumas are actually bilinguals (speak Javanese and Bahasa Indonesia mostly) and they perform diglossia at certain occasion. Diglossia is a condition where two varieties of language are used together throughout the community, with each having a definite role to play (Ferguson 1959: 232). They are called *diglosic* society when they perform Javanese variation of "ngapak" to speak among them in normal situation (equal status, informal situation) and perform Javanese high colloquial variety or shortly called "Krama" to speak with older people, teacher or to speak in special occasion e.g. marriage ceremony (Rokhman 2005: 23-26).

> *"Situasi kebahasaan masyarakat di Kabupaten Banyumas ditandai oleh pemakaian Bahasa Jawa dan Bahasa Indonesia beserta ragam-ragamnya. Selain itu, dalam berkomunikasi pada situasi tertentu terdapat pula kehadiran bahasa lain. Bahasa lain yang tampak dominan dalam komunikasi pada situasi tertentu adalah bahasa Sunda, Arab dan Inggris. Bahasa-bahasa itu menduduki peran masing-masing sehingga menjadikan masyarakat banyumas sebagai masyarakat yang diglosik."* (Rokhman, 2005:26).

Based on the above concept, people in Banyumas use two language (BJ and BI) with its variation. Besides, Sundanese, Arabic and English are also used in particular occasion. There are two variations of Javanese language used by Banyumas people, Banyumasan (Banyumas Javanese dialect) and Standard Javanese.

a. *Banyumasan* (Banyumas Javanese dialect)

Banyumasan is one of Javanese dialects which is widely used by most people in the area of *eks-Karesidenan Banyumas* (Rokhman, 2005:26). This area includes the regions of Banjarnegara, Purbalingga, Banyumas and Cilacap. As the main language, this dialect actually has certain function in the society of Banyumas that is as the means of communication, local identity and informal language.

b. Standard Javanese

Standard Javanese is a dialect which is originally spoken in Surakarta-Yogyakarta. In Banyumas, standard Javanese is used limited by higher social class society which are people working at government office, educated people and people who are still considered as royal family from Surakarta and Yogyakarta (Supardo, 1999:49 in Rokhman, 2005:27)

CHAPTER III

RESEARCH METHODS

Chapter III mainly discusses research methodology for this research. In this chapter, the researcher elaborates how the research was conducted, what the subject of the research is, what the population and samples are, how to collect the data and how to analyze it.

3.1. Research Design

Like any other research, language research is influenced by two methods, qualitative and quantitative (Alwasilah, 2005:26). Both have certain strengths and weaknesses depending on the nature of the research that we are going to conduct. Based on the first sight, the data and the nature of this research, the researcher will conduct qualitative research to figure out the answer of writer's hypothesis and the reality. Qualitative method is used because the researcher needs to reach the perception of the respondents about the research problems.

a. Qualitative research

Qualitative research is the research that the finding or the result does not come from the calculation of statistics mean or any other type of quantity scale but more about perception, attitude and interaction processes of the human kind (Alwasilah, 2005:29). Meanwhile, Djajasudarma (2006:11) said that qualitative methods in linguistics is the methods which the data earned is oral or written descriptive data that still needs quantitative method for the statistics. The research that the researcher wants to conduct used qualitative method. The researcher chooses it because the data are perceptions, attitudes and

motivations, students from Banyumas, in this case, toward the use of Bahasa Indonesia compare to *Banyumasan* in campus life.

b. Qualitative-descriptive research

The researcher finds similarities between his research and the previous one (see page 3-4). One of the research conducted by some linguists of Sargodha University Pakistan used qualitative descriptive research. Descriptive research is a research which is designed to describe the correlation of the phenomenon of the object of research systematically with the maximum accuracy and interpretation (Djajasudarma, 2006:9).

3.2. Subject of the Research

Campus life provides wide range of social interaction, especially language which can be observed to figure out some language phenomena and issues. The nature of the students who come from various cities all over Indonesia provides an opportunity to find something new resulted from language contact happened among them. Students also provide an easy access to get the data or needed information which is going to be analyzed in this study. It is why, the researcher chooses the students as subject of the research. The subjects of the research for this study are students of Banyumas region who are studying at Diponegoro University. In analysis, the researcher analyzed the utterances which are produced by the students. Then, the students here are the respondents or participants but not as the sample to be analyzed. This research was conducted mainly in campus (Undip-Tembalang campus) but the researcher sometimes takes the samples outside of the campus e.g. in boarding houses, mosque and shops.

3.3. Population and Sample

a. Population

Population is all subjects to be investigated. Population has at least one common characteristics (Arikunto, 2006:130). Stated in subchapter 2, the subjects of this research are fifteen Banyumas students at Undip who produce utterance or language and this relates to the population for this research. Meanwhile, the researcher requires specific condition for the students. They should be more than 2 years stay, representing each faculty and commonly using BI. The population of this research is all utterances which are produced by those students. However, to get the needed data, the researcher makes limitation that only utterances of BJ and BI used in this research since this work is to understand the shift from BJ to BI.

b. Sample

Sample is a part or the representative of population which are going to be investigated (Arikunto, 2006: 131). Talking about sampling, there are random and non-random sampling called purposive sampling. The researcher uses purposive sampling because the samples analyzed is particularly selected in accordance with the objectives of the research. Purposive sampling according to Arikunto (2006: 139) is sampling that is used to get data not to be based on random but it is used for specific purposes.

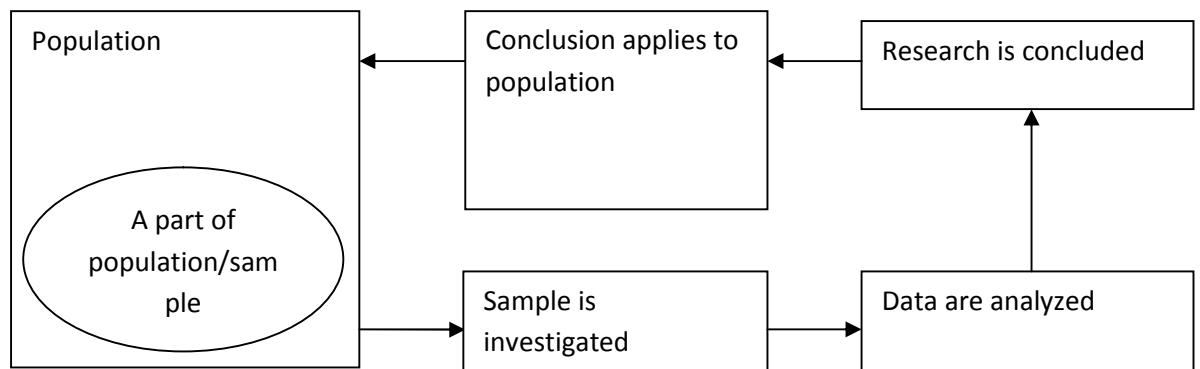| Population | → | Conclusion applies to population | ← | Research is concluded |

Figure 3

In this research, the researcher takes the samples which are utterances, from students of Banyumas region when their language contacts one another. Therefore, purposive sampling is used to specify that only utterances produced in bahasa Indonesia and Javanese language will be analyzed.

3.4. Methods of Collecting data

Research using qualitative or quantitative methodology are basically the same in its purpose. The purpose is to figure out the truth of the object that we conduct research on them. Alwasilah (2005:34-66) said that the method of data collection in qualitative research is divided into four; those are questionnaire, interview, observation and case study. For this research, the researcher decides to use field research approach which is elaborated into (2) two methods as follows:

a. Observation

The first technique which is used to collect the data is observation. Observation is method of collecting data by listening to the language use (Sudaryanto, 1993:133). This method is also well known as *metode simak.* Observation is conducted to gain information from the respondents or

participants related to utterances that they made, to picture the existing situation, as well as the contexts that occur. Specifically for this research, observation provides a wide range of data (utterances) which can be assumed as the facts of language shift. Observation (*metode simak),* proposed by Sudaryanto is done by listening to the utterances made by respondents. In the practice, there are 2 techniques of implementing this method. The researcher does those two techniques to collect the data and they are participatory observation and non participatory observation. Sudaryanto says that participatory observation is called *Teknik Simak Libat Cakap (SLC).* It is used to make the conversation and finally resulted with the utterancs as he wants. The researcher also assumes that by doing this way, he can get the needed data. However, the authenticity of the utterance is also important and to maintain that thing. The researcher did a non participatory observation or well known as *Teknik Simak Bebas Libat Cakap (SLBC)*(Sudaryanto, 1993:134). The researcher has just listened to the dialogue that was conducted by the respondent while paying attention to the context in which the utterances occur. He records everything happen in the conversation and assumes it as the needed data, as well as notes down the context and the setting. It takes setting in formal situation like Banyumas student association meeting and classroom setting. Another occasion is that the researcher observes informal conversation and talks when Banyumas students make language contact during their free time and boarding house.

b. Interview

This research is basically conducted to answer two fundamental questions, the facts and factors of language shift from Javanese to bahasa Indonesia. By implementing the first method of collecting data, observation, the researcher wants to understand the facts of language shift clearly. However, it is not enough to figure out the second question on what factors led student to shift their language from Javanese to bahasa Indonesia. The researcher needs to conduct other method of collecting data to answer the second question, that is the factors or motivations either from inside or outside of the respondent to perform the shift. This should be done by conducting interview.

The researcher has done two techniques of interview, guided and in-depth interview. Guided interview was conducted to get the fact of language shift and also the reasons of the students in performing it. The researcher has done the interview with the students. The students of course are from Banyumas region and it takes place in Faculty of Humanities, Faculty of Psychology and Faculty of Social and Politics Diponegoro University. It is done in these steps; formulating the guideline, assessing the draft to prove-reader (Banyumas native speaker) and conducting interview. Indepth-interview, however is done to deepen researcher understanding towards the "untold" motivation and reason which is assumed as factors leading to shift from Javanese to bahasa Indonesia. This method is also completed with recording and note taking technique.

3.5. Data Analysis

Basically, analyzing qualitative data has likely the same processes as quantitative data, the difference is just how to interpret them (Arikunto, 2006:239). There are 3 sequences of analyzing qualitative data – data reduction, data presenting and concluding (Miles and Huberman cited in Agusta, 1992). In this research, the researcher uses the above method of data analysis because the data are words, ideas and perceptions towards language shift performed by the respondent. The researcher then took these steps to start analyzing this qualitative data:

First step that the researcher has done is collecting all data (audio-visual, note taking and picture) including other non physical information such as setting, context, emotion and feeling of the respondent/informant. After this step is already done, then the researcher did a data reduction process. This step is made to classify and to group the data based on the type of analysis. Generally, the researcher will divide the classification into two; utterance and non utterance data. The utterance data is all utterances which are produced by the informant. This data is earned when the researcher did the observation and interview by "recording technique". After that, the recorded data is transcribed in a writing form then it is classified depending on the analysis to be made. Specifically for utterance data, the researcher uses *metode padan* which is introduced by Sudaryanto (1993:13). Because the determinants are script and respondent, then it is decided to use orthographic and pragmatics as the approach. At this step, researcher analyses linguistics unit (word and sentence) formed in bahasa

Indonesia, then correlated to their mother tongue (Javanese) to see how the shift happen. Besides, the researcher also analyses the correlation between utterance and non utterance data by using contextual analysis method proposed by Rokhman (2005). This method is also used to figure out the factors led the respondents in performing shift. In short, the steps of in data analysis are as follows:

1. collecting data which are recorded in audio and audio-visual files, note taking of the observation

2. data reduction process by classifying data into utterance and non untterance data

3. transcribing the audio and audio-visual data in a writing from

4. analyzing utterance data by using *metode padan* (correlation method).

5. analyzing non utterance data by using contextual analysis

6. presenting the result of data analysis using informal method. It uses natural language which contains description and explanation.

CHAPTER IV

DATA ANALYSIS

This part of the study presents research findings and further data analysis related to the research problems. In addition, this research has specific purposes to see and describe facts of language shift performed by the students of Diponegoro University and also explain the factors that lead to the occurred shift. The writer presents the findings of the research which consist of two things. The first one is findings on the facts of language shift then completed with its data analysis. Meanwhile the second is the factors influencing language shift which is elaborated with the data analysis.

4.1. Analysis of the facts on language shift

After getting enough data, then the researcher categorizes data into two, utterance data and non utterance data. The step then goes to make transcription for all data which are notes, audio and audio-visual. The first aim of this research is to describe the facts of language shift performed by Undip's student and to answer that first research problem, the researcher analyze the utterance data.

4.1.1. Language shift in phonological units

The researcher has completely done field research conducted in Undip campus to gain the data of the utterances made by the respondents. In most cases the researcher finds that the students perform language shift in deliberate situation but they are not aware that they perform shift. On the other hands, some of them do the shift in unintentional situation. It means that sometimes people are doing this by intention (they have purpose in doing this), and some of them do the shift

spontaneously. This can be seen in a way that some respondents do not give clear explanation on the topic that the researcher and the respondent discussed. The writer also finds an important finding that the shifts made by the respondents happen almost in all linguistics units. The shift, furthermore, occurred in the form of phonological, morphological and syntactical units. This table shows the examples of shift in phonological level.

Level: Phonological shifting		
No	BJ	BI
1	/ɔ/ e.g.: [ɔpɔ] In BJ /ɔ/ categorized into half open back vowel	/ʌ/ e.g.:[ʌ p ʌ] In BI /a/ categorized into unrounded open to half open centro vowel
2	/j/ e.g.: [rejeki]	/z/ e.g.: [rezeki]
3	/p/ e.g.: [pulpen],'ballpoint'	/b/ [bolpen],'ballpoint'

Figure 4. phonological shifting

It happens when respondents are having talks in the boarding house and the interlocutors are *banyumasan* too. Here is the example.

Data 1

A: *"ayo ndang ngomong !"*

B: *"ngomong apa mbak?"*, transcribed /apa/

A: *"ya sakarepmu.."*, transcribed /ya/

The context of this dialogue is asking something from A to B in BJ. B actually replies with BJ but he use /ʌ p ʌ/ which is BI, instead of /ᵓpᵓ/. A which is actually informant of this research does the same. She uses /y ʌ / instead of /yᵓ/.

The researcher then continues analyzing data 2. The setting of the conversation is in campus which is chat among the students. The researcher earned the data from student association. There are two speakers (surrounded by many) including the respondents which are involved in the conversation.

Data 2

A: **…ini mau nari apa** *to? Gambyong?*

B: *…*mentioning name of traditional dancing (sound is not clear)..

A: **aaa.. yang bisa siapa, yang udah pernah nari?** (voice is interfered)

B: **tadi***ne* **merak mbak, tapi susah..**

A: **Bondan bisa** *to,* **itu lho yang ada** *njerengi, nggendong anak,* **naik kendi,** *hahaa.*

B: *iya iso mbak. nek* **jawa** *susah susah. Nek wingi kae aku nari lagu***nya** *tapi India..*

A: **Menang?**

B: **iya, juara** *ji*(win the first place)*, sing langu***ne** *dari film tentara-tentara* **itu lho mbak..**

A: *haha, Main Hoona kui*

B: **hafal** *yo sampean..*

*A: …*singing "Main Hoona"…

This observation is made at the student center of Undip and the researcher does it in "UKM tari Jawa". The setting is informal where the students chat each other after demonstrating their ability to dance, especially Javanese traditional dancing. Language shift is occurred and to see how it happens, we can see the analysis below.

Level : Phonological shifting		
No	BI (data)	BJ (correlated language)
1	/ ʌ /	/ɔ/
	[j ʌ w ʌ]	[jɔwɔ]

Figure.5 test of "metode padan " (correlation mehod) in phonological shifting

The writer found that the speaker uses sound / ʌ / instead of using /ɔ/ to express the word jawa [jɔwɔ]. We can see on the line 6 that speaker B produces utterance mostly in BJ but specifically when she produced word jawa [jɔwɔ], she shifts into BI by producing jawa [j ʌ w ʌ]. It proves that shifting happens in phonologic. When the conversation occurred the writer finds that typical factor influencing the shift is participants. Both student A and B are Javanese but they use BI in informal conversation which is actually possible to use BJ. A is the informant while B is respondent.

4.1.2. Language shift in morphological units

The other fact is that shifting which is performed by the respondents also happens in morphological level. Earned data, which will be discussed further in

the analysis, figure out that there is morphological change when the respondent

shifts from BJ to BI. This table draws the change in morphologic.

Level of shifting : Morphologic (word)		
No	BJ	BI
1	aku, inyong	saya, gue
2	bapak, rama,	Ayah
3	Turu	Tidur
4	Mangan	Makan
5	Gigal	jatuh, jatoh
6	Nylekamin	enak banget

Figure 6. morphological shift in word

Actually, there are many words and the example above is only illustration

to drive our attention that shifting word to word, from BJ to BI really exists. It

will be explained in detail in data analysis. However, The example given above is

only shifting which happen in a "word" form but morphology does not only deal

with the word. In morphology, morpheme is the minimum unit while word is the

widest range to be analyzed (Mulyana, 2009: 5). In fact, the writer finds that

morphemes are also shifted. The table below shows the list of shifted morphemes

from Bahasa Jawa to Bahasa Indonesia.

Level of shifting : Morphologic (morpheme)		
No	BJ	BI
1	{sa-}	{se-}
2	{N-}	{me-}

3	{-um-}, {-er-}, {-in-}, {-el-}	{di-}, {ber-}
4	{-e}, {-ne}	{-nya}
5	{-ake}	{-kan}

Figure 7. morphological shift in morpheme

To see how the shift happens in this morphologic level, here are the examples:

Data 3

1. *Ribet men to kamu, buku **se**karung digawa kabeh*

2. *Koen **men**catet ora sih?*

3. *Eh Ibnu, motor**e** yang mana sih?*

4. *Proposal sponsorship kui engko ditandatangan**kan** sapa wae ya?*

5. *Katane jam 7 wes **ber**kumpul neng ruang HMJ kok...*

The situation of the conversation is in the classroom (before the class start), boarding house and the middle of meeting. The bold morphemes are supposed to be uttered in BJ but the respondents uttered in BI morphemes. All situations are actually allowed the respondents to produce utterance in BJ. Some of the words are also produced in BJ. Meanwhile, no.3 is exceptional. Respondent uses BI almost in whole utterance except suffix "e" (BJ) in the word "motore". She uses "e" instead of "nya".

The researcher then takes data 2 (see page 25-26) to be analyzed using correlation method to see how the shift in morphologic level exists.

Level of shifting : Morphologic (morphemes and words)		
No	BI (data)	BJ (correlated language)
1	{nya}	{e}

	e.g: lagunya	e.g: lagune
2	Hafal	Apal

Figure 8. morphological shift in morpheme and word

This table is the analysis of the other type of shifting which is morphologic. Speaker B again at the line 6 uses suffix "nya" (possessive meaning) which is BI rather than use "ne(e)" in BJ. Number 2 is word shifting. On the line 10, speaker utters "hafal" and it is BI while almost whole sentence is in BJ. The significance is that even the conversation is in informal setting, speaker chooses to shift some words and suffix in BJ to BI.

When the other observation is conducted, the researcher also finds another phenomenon related to language shift. The respondent of this research speak in BI but using what people call "logat Jakarta" (Jakarta dialect). For the people who meet them for the first time, they will not recognize that the speakers (respondents) are from Banyumas region and speak javenese "ngapak" dialect. Besides, they also sometimes use "bahasa gaul" (a part of BI which is used among the youngsters) and we can see from this example.

Data 4

A : Yas (B), loe ikut nggak? Gue mau ke kantin nih!

B : nggak ah, aku dah sarapan di kos tadi pagi.

A : Oh ya udah. duluan ya.

B : Ya, oke

The dialogue is taken from a conversation among the students when they finish the class and have an informal conversation outside of the classroom. Student A is from Banyumas (respondent of the research) while B is informant of this research. The quote shows us that "loe" (you) and "gue" indicate the use of "bahasa gaul" among the students. The important typical factor here is participant. A is from Jakarta while B is Javanese. Thus, they cannot speak in BJ.

4.1.3. Language shift in syntactical units

The sentences, produced by the respondent also contain shifting. The shift applies to the whole sentence. In short, the language is totally changed from BJ to BI. The table below describes the illustration of the shift occurred in syntactical level.

Level of shifting : Syntax (sentence)		
No	BJ	BI
1	inyong kencot, mangan ndisit yak!	gue laper, makan dulu yuk!
2	jukutna pulpen kuwe!	ambilin bolpen itu!
3	Rika lunga nang mal karo sapa?	loe pergi ke mal ma siapa?
4	tugase kuliah apa yak?	tugas kuliahnya suruh ngapain?
5	aku wis nekani nang TU (Tata Usaha)	aku dah ke TU (Tata Usaha)

Figure 9. Syntactical shift in sentence

Furthermore, the shift also happen in the use of sentence marker, preposition. The writer indicates it on this table.

Level of shifting : Syntax (sentence marker/preposition)		
No	BJ	BI
1	marga, sebab, awit(saking)	Karena
2	karo, nganggo, nggo	dengan, memakai, pake, untuk
3	kadya, kaya, memper	seperti, mirip dengan
4	menyang, dhateng, nang, maring	Ke
5	saka/seka/ka, saking	dari

Figure 10. Syntactical shift in sentence

The example above gives explanation that sentence marker in this case preposition is changed. Respondents use that change sometimes in context of producing complete sentence or incomplete sentence. It will be further elaborated and presented in data analysis. Meanwhile, sentence connectors are also shifted. The words *lan* is changed into *dan* (and) and *utawa* are shifted into *atau* (or).

The analysis of syntactical shift starts with analyzing the utterance made by three students of English Department who are having conversation. The researcher observes them when they finish the class and pursuing home.

Data 5

A: "… *piye bro, lancar?, ana sing pesen maning ora?*

B: "*lancar, akeh sing pesen meneh…dadi telu.*"

A: "*pesen sing apa?*"

B: "*ya sing anyar kue(kui)*"

A:"*ya wis, engko angger sms aku wae yak*"

B:"koen lha sibuk ora?"

A:"ora... ya wis engko sambung maneh."

C:"hei, ngomongin apa nih?"

A:"ah enggak, biasa lah bisnis.**"**

**C:"Fif, aku sebenernya pengen ikut rapat HMJ nanti malem, tapi ga
ada motor. Mana jauh lagi kosan aku. Ajeng kira kira bisa
ditebengin gak ya? Lagian kalo malem angkot dah nggak ada,
gimana dong Fif?"**

A:"ntar boleh deh bareng ma aku**."......**

C:"oh ya udah, aku ikut".....

As we can see in the conversation above that A and B, the boys which are
from Brebes and Purwokerto (speak *banyumasan*) are talking in BJ. Suddenly
another student (C, speak BI) interrupts the conversation. C is a woman; actually
speak standard BJ (Semarang, Solo and Jogja). Then, the rest of conversation is in
BI. It is actually unique since they can make conversation in BJ but they make it
in BI. This is also situated in non formal setting which is campus parking area. It
shows shift and here is the analysis using *metode padan.*

No	BI (data)	BJ (correlated language)
1	*.. ah enggak, biasa lah bisnis*	*ah ora, biasa bisnis*
2	*.. ntar boleh deh bareng ma aku*	*ngko olih lah bareng karo inyong*

Figure. 11 analysis using metode padan.data 1

We can see that if the utterances which are formed in BI (on the left) are
matched with utterances which is formed in BJ (on the right) then shift is

occurred. It explains that the whole language is shifted including the particle. In the second utterance, particle *"lah"*, for instance, is shifted by *"deh"* to adjust the shift closely to what the interlocutor does when she makes the utterance. Preposition, at the same times, is changed. *Karo (*2nd sentence, meaning "with"*)* is changed into *ma (sama, bersama).* The word *inyong* which means "I" is also shifted into the word *aku.* Those explanation of analysis result above describes the fact that the shift or the the change happen in word (morphological) and in sentence (syntactical).

In the occurrence of conversation the writer finds that there is only one typical factor that lead speaker A to shift from BJ to BI, which is participant. In the beginning of the conversation, we do not see any form of shift (when A and B are talking). Then C is coming and uttering BI. A who speaks BJ for the first time then shift to BI to complement C. However, the writer does not see the influence of two other typical factors – setting and topic as C start her utterances in BI, A who at first time use BJ then shifts his language in BI entirely (Holmes, 2001: 60).

The researcher then continues with the next data which is earned from the observation in student association/club called HMJ *(Himpunan Mahasiswa Jurusan).* In 2.41 minute-speech, the writer found enough evidence to convey that the student consciously made a shift toward their mother tongue.

Data 6

A:...***proposal, yang satunya besok mas Afrizal sudah siap***, *nek ndak jumat sabtu.Terus akan kita konfirmasi tiga hari ke depan. Terus kak Sio, mbak desi masih sering..*

B:.......………………[BBMan]

A ..ya itu sering BBMan sama pak Cessar

B:……………………….........................[Pak Cessar?].

A:Oia, untuk minggu depan kita nanti nyebarnya nanti untuk intern sponsor,
  ada KPR. Sudah dari sponsor, terima kasih.''

This speech is actually followed by other speakers. The writer only takes this speech because of two concerns. First, the utterances are produced by targeted respondent of this research-speaker of *banyumasan.* Second is that the whole utterances are in BI. It is then can be analyzed as follows.

No	BI (data)	BJ (correlated language)
1	*…proposal, yang satunya besok mas Afrizal sudah siap*	*…proposal, sing sijine sesuk mas Afrizal wes siap*
2	*nek ndak jumat, sabtu.*	*nek ora jumat, sabtu*
3	*terus akan kita konfirmasi tiga hari ke depan*	*terus dewek bakal konfirmasi telung dina maning*
4	*terus kak Sio, mbak Desi masih sering..*	*terus kak Sio, mbak Desi Esih ajeg..*
5	*ya itu sering BBMan sama pak Cessar*	*Iya, kue(kui) ajeg BBMan karo Pak Cessar*
6	*Oia, untuk minggu depan kita nanti nyebarnya nanti untuk intern sponsor*	*Oia, nggo minggu ngarep dewek ngko nyebar intern sponsor*
7	*ada KPR. Sudah dari sponsor,*	*ana KPR. Uwis teko sponsor*

terima kasih	*(sponsor division) matur suwun*

Figure. 12. Speech analysis, syntactical shift

In order to accomplish a comprehensive analysis and to get the exact "correlated language" when we use *metode padan* (correlated method), the writer feel that it is important to have person who speaks *banyumasan*. The researcher then takes an informant from Purbalingga. The informant's duty is to adjust and justify the correlated language which is made by the researcher.

According to the table above, almost all sentences are shifted. It is only sentence no.2 which is shifted partially. Preposition *"nek"* (BI, on the right side) is still uttered in BJ. However, it is not shifted and when the researcher did an indepth interview related to that matter, the respondent explains that preposition *"nek"* (If, English) is not shifted because of the nature of mother tongue. Besides, it is spoken language (utterance) and she did it unconsciously. The writer also found that grammatical order is sometimes not considered. There are many utterances from students that grammatically incorrect or incomplete when they make shift from BJ to BI. The ungrammatical here means that the utterances are incorrect if we compare to regular use of BI. Here are the examples.

1. "....*itu tergantung deal ntar pesen berapa, ntar satu dua hari bisa diambil*"

Instead of saying sentence above, it is better to say "itu tergantung berapa jumlah yang kita pesan"

2." *sekian dari konsumsi, terima kasih*"

The word "konsumsi" is actually used to represent "bagian konsumsi" or "divisi konsumsi". The respondent then correlate that in BJ, they only say "konsumsi" to express that thing and it is enough.

3. A: *"tadinya kan kamu diem, spannneng.."*

   B: *"aku <u>ketularan</u> korea-korea, film."*

The chosen word "ketularan" is actually BJ but the respondent spontaneously thinks that it is BI. The writer did not get clear explanation about their understanding for that matter. It is not clear whether "ketularan" is BJ instead of BI. The clause "korea-korea film" is also incorrect grammatically. It should be stated "film-film korea".

The given example of two analysis above is taken from informal situation when student contacts each other. The informal situation is about choice. It means that informal settings allow them to use both BJ and BI. The result of previous analysis shows us that speakers use BI event if there is no restriction to use BJ. Thus, setting does not have a significance role to lead shift. In this analysis the writer finds that participant is the most relevant factor which leads the shift. Participants of the meeting are not only Javanese. They are students from various regions of Indonesia. However, topic does not influence the shift because the topic, student event, is not a typical topic that should be presented in BI.

However, language shift which is performed by speakers is not always in informal situation. It also happens in a formal situation and of course it is not about choices. This setting restricts the use of BJ. This situation presents us with the thing which is considered as the strongest factor that lead to language shift that

is language policy. The obligation to use BI in a formal setting is perhaps not interesting or unique but this is the fact of language shift.

The situation of the next data is the contact between the students and the lecturer in the class. The researcher took the data in the class of Architecture Engineering, Faculty of Engineering. The observation is made when one of *banyumasan* student was having a presentation and leading the discussion on particular topic. The respondent of the research is "Student A".

Data 7

Student A:

> *"...design dari bangunan ini termasuk kategori design modern karena memenuhi unsur-unsur sebagai berikut. Design minimalis, pemilihan bahan material yang ramah lingkungan, murah dan sederhana, tidak terlalu banyak detail ,..."*

They are actually discussing about modern green house design then after she finishes giving speech, the lecturer please other students give comment towards her presentation.

> *Lecturer: Silakan berdiskusi dan sampaikan komentar*
>
> *Student A: silakan kalau teman-teman ada pertanyaan atau komentar*
>
> *Student B: saya mau nanya tentang kekuatan bahan yang Saudara pakai. Lantai dari parquet kayu rasanya tidak cocok untuk iklim di Indonesia. Bagaimana mana tanggapan anda.*
>
> *Student A: memang lantai dari parquet kayu tidak cocok di sebagian besar wilayah Indonesia yang cuacanya secara umum*

panas. Namun hal ini tentunya menjadi lain kalau kita

pakai pada daerah-daerah dingin seperti dataran tinggi

dieng, bandungan, tawang mangu dan daerah dingin

lainnya. Alasan yang lain adalah estetika. Secara umum

lantai kayu memberikan kesan elegan dan hangat, sesuai

dengan design dari bangunan. Ada lagi yang lain?

Student C: Apakah design atap yang anda buat juga hanya cocok

dipakai untuk daerah dingin?

Student A: iya, design atap ini memang cocok untuk daerah dingin. Hal

lain adalah penambahan kaca pada atap agar cahaya bisa

leluasa masuk sehingga mengurangi pemakaian lampu

listrik.

……………………….

The researcher then makes analysis on them (the data above).

Level of shifting : Syntactical (sentence)		
No	BI (data)	BJ (correlated language)
1	*…design dari bangunan ini termasuk kategori design modern…*	*…design saka bangunan kie(iki)klebu design modern..*
	*taken from the speech	
2	*silakan kalau teman-teman ada pertanyaan atau komentar*	*mangga, nek ana pertanyaan utowo komentar*
3	*memang lantai dari parquet kayu*	*memang jobin saka parquet kayu*

	tidak cocok di sebagian besar wilayah Indonesia yang cuaca secara umumnya panas. Namun hal ini tentunya menjadi lain kalau kita pakai pada daerah-daerah dingin seperti dataran tinggi dieng, bandungan, tawang mangu dan daerah dingin lainnya. Alasan yang lain adalah estetika. Secara umum lantai kayu memberikan kesan elegan dan hangat, sesuai dengan design dari bangunan. Ada lagi yang lain?	*ora cocok kanggo umume dearah Indonesia sing cuacane umume panas. Nanging iki bakalan dadi bedo yen dingo nang dearah daerah adem kayak nang Dieng, Bandungan,Tawangmangu lan liyane. Alesan liya, yaiku estetika. Umume yen kayu nambahi kesan apik lan elegan pas karo bentuk bangunane. Ana liyane?*
	*taken from the conversation	

Figure. 13 test of "metode padan " (correlation mehod) in syntactical shifting

Another significance is that the sentence-marker (preposition) is also changed. This is actually the continuation of the above analysis. The writer separates it to show us how sentence-markers are changed.

Level of shifting : Syntactical (preposition)		
No	BI (data)	BJ (correlated language)
1	Dari	Saka
2	Kalau	yen, nek

Figure.14 test of "metode padan " (correlation mehod) in sentence marker shifting

It is taken from these utterances:

1. *...design <u>dari</u> bangunan ini..*

2. *silakan <u>kalau</u> teman-teman ada pertanyaan atau komentar..*

Those tables show us that shifting happen in syntactical level (sentence). The setting is a formal speech in the classroom. The significance is that the use of BJ is restricted here. The researcher finds that setting is the strongest typical factor that leads shifting. Furthermore, participant (of course not only Javanese) and the topic are also factors that make the speaker use BI instead of BJ. The researcher deliberately presents this data analysis to prove that as BI designed as national and official language then, in the situation where the formal language is used such us in the meeting, during the lesson, etc, BI is used entirely while classroom setting in this research is categorized as the implementation of it.

Data 8

A: Apakah anda tahu, pergeseran bahasa atau language shift? Jelaskan!

B: Tahu. Language shift adalah perpindahan bahasa dari satu bahasa ke bahasa lain secara keseluruhan termasuk dialek/logat

A: Apakah anda salah satu orang yang mempraktekkan perpindahan bahasa? Jika benar, jelaskan dari bahasa/dialek apa ke bahasa/dialek apa?

B: Ya. Saya berpindah dari bahasa jawa dialek banyumasan ke bahasa Indonesia

A: Mengapa anda shift atau berpindah bahasa?

B: *Karena jika saya berbicara dengan bahasa Jawa dialek banyumasan, maka lawan bicara saya yang kebanyakan tidak satu daerah dengan saya akan mendapat kesulitan memahami apa yang saya bicarakan*

This interview is situated in campus of civil engineering department. The respondent comes from Kebumen and she performs language shift. In the transcription above, A represents the researcher while B is respondent and here is the result of analysis.

Level : Syntactical shifting (sentence)		
No	BI (data)	BJ (correlated language)
1	*Tahu. Language shift adalah perpindahan bahasa dari satu bahasa ke bahasa lain secara keseluruhan termasuk dialek/logat*	*Ngerti. Language shift iku pindah bahasa saka bahasa siji nang sijine secara wutuh termasuke dialek/logate*
2	*Ya. Saya berpindah dari bahasa jawa dialek banyumasan ke bahasa Indonesia*	*Iya. Inyong(aku) pindah saka bahasa jawa dialek banyumasan ke bahasa Indonesia*
3	*Karena jika saya berbicara dengan bahasa Jawa dialek banyumasan, maka lawan bicara saya yang kebanyakan tidak satu daerah dengan saya akan mendapat kesulitan memahami apa yang saya bicarakan*	*Mergane yen inyong ngomong nganggo bahasa jawa dialek banyumasan,wong sing tak jak ngomong sing akehe ora sak daerah ora iso paham opo sing tak maksud*

Figure.15 test of "metode padan " (correlation mehod) in sentence

If we correlate the data on the left to the correlated language on the right side, we can see clearly the change. Typical factors that lead language shift are setting. The setting of this interview is informal but the interview is delivered in formal speaking. The interviewer's way to conduct the interview drives the respondent to do so. It makes the respondent answer the question in formal language. However, typical factor of participant does not have any roles to lead the shift because the interviewer (the researcher) and the respondent speak BJ. Meanwhile the topic is also not relevant as the factor since it can be delivered both formally and informally.

Actually, the researcher has done many tests toward the data which is earned for this research but he only presents some of them because the similarities among them.

4.2. Analysis on factors influencing language shift

The data used to determine the factors influencing language shift are taken from interview. The writer categorized the data into two groups which are internal and external factors. Internal factors are factors which come from inside of the people and they are bilingualism and self motivation toward language behavior (Fishman, 1964:34-59). Meanwhile external factors are factors that come from outside of the speakers. There are three external factors according to Fasold (1984:217) cited in Nambiar (2011:116) that they are language policy factor, economic factor and socio-cultural factor.

4.2.1. Internal factors

a. Bilingualism

The writer begins data analysis by presenting the result of guided interview which is presented by chart below:
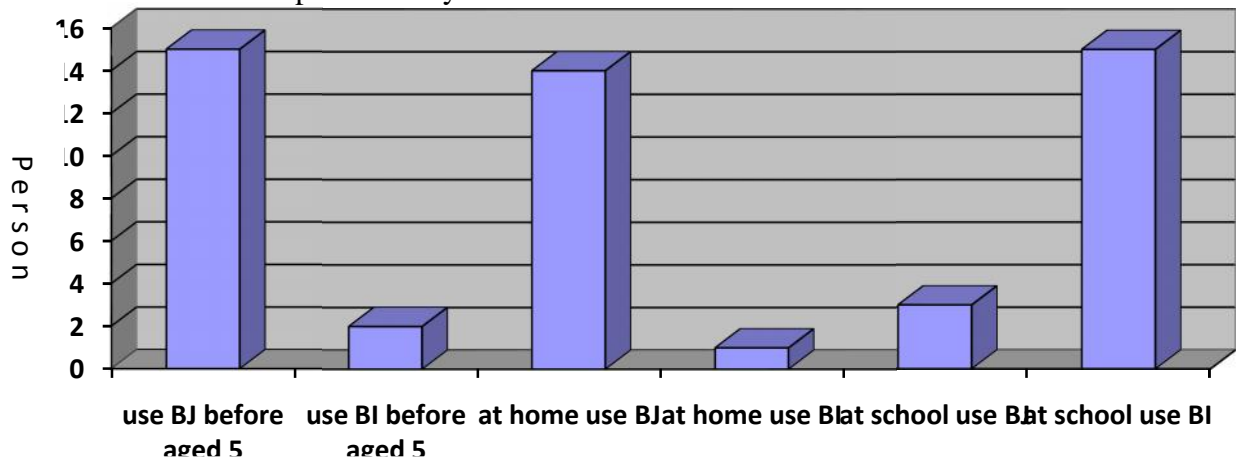

Figure.15. chart of the history of respondents' bilingualism

The chart above is the analysis result on the first factor which influence language shift. Bilingualism leads the people to shift from one language to another. First question is about at what age respondent start learning BJ and BI. 15 respondents said that they learn BJ before aged 5 and BJ is their mother language. However 2 persons of that 15 also said that they learn BI before aged 5 along with learning BI.

Second question is about language use at home. Most of respondents (14 students) mention that they use BJ to communicate at home. Ten of them speak BI for almost all occasion in campus. They only speak BJ when they meet banyumasan speaker or in the boarding house. 2 persons of them speak fairly both BJ and BI. However, one person uses BI to communicate at home. The respondent speaks BI all the time at campus. She actually belongs to 2 persons who learn BI along with before aged 5.

The writer believes that school life is also an interesting thing to discuss. It is also important because people begin to broaden their social life and to learn other language. This is considered as a critical stage of bilingualism. The writer finds that 13 respondents use BI almost as the community language in the school. However, 2 respondents said that they use BJ as the first language in the school including when they speak to the teachers. In the actual practice now, 13 students who use BI in the school tend to shift from BJ to BI in the campus life. In addition, because they are capable of using two languages, the chance to shift to other language can be seen in the above data.

b. Language loyalty

Language loyalty is the desire of one community to maintain their language and to prevent the influence of other language (Garvin dan Mathiot in Haerudin, 2010). One of facts of language loyalty is that the speakers have tendency to use and to be willing to use BJ in a limited occasion. The following is the table showing the habit in using BJ.

No	Respondent	Habit of using BJ
1	6 respondents	Almost whole day except in campus. BJ is used in their home town, Boarding house in Semarang, market, street etc
2	6 respondents	Use BJ only at home in their home town
3	3 respondents	Use BJ for a limited occasion which is only for "street language"-language that is used by Indonesian when they are having conversation in public space

		and speak informally, e.g.: traditional market-shopping, asking for *ojek* (motorcycle taxi), etc

Figure.16. table of language loyalty

Respondent only use their mother tongue, BJ, when they speak to the person from their hometown. When the researcher observes further, he also finds that even though they meet somebody from their hometown but after several minute talking in BJ, when other person from outside of their home town comes, they change their language into BI as we can see in the data 5 (see page 30). Based on this short information, the writer emphasizes that their language loyalty is decreasing and can be classified lower as we can see in data 2 and data 3 (page 23-26). Another result also suggest that even though it is possible to speak BJ (regarding to the informal setting, topic and participant), they choose to speak in BI.

4.2.2. External factors

a. Language policy

Language policy is considered as the strongest factor that lead language shift for national scope. The obligation to use BI is a long-standing idea that all people have to obey this. On October 28, 1928, when national youth congress was held, all delegates agreed to the idea *"Kami Poetra dan Poetri Indonesia, menjunjung tinggi bahasa persatuan, Bahasa Indonesia"*. The idea is clear that only BI is the national language. BI as national and official language is set Indonesian constitution article 36 which mentions that BI is the national language. It is then elaborated further in law no 24 year 2009 (articles 25-45) that regulates

BI as national and official language, what and when to use it, and other practical regulation towards the use of BI. One of the implementations of this regulation is that all levels of school (primary and secondary), including higher education must include BI as a "mandatory" curriculum. It means that it is a must for all Indonesian to master BI as national language. However, Indonesian constitution on chapter 23 article 32 act 2 mentioned that the state of Indonesia brings forward the local language as national identity. However, it is not implemented well since the decision of teaching local language depends on the local government. Another ironic phenomenon is that if local language is taught, it is given in a minimum portion. In Central Java's high school for instance, it is only allocated 1,5 hours for BJ and 7,5 hours is allocated for English. It makes us sure that BJ is not important compare to foreign language, English.

b. Economic

People sometimes do not realize that they shift the language because of economic factor. Economic then becomes an important factor that leads language shift which is performed by the student of Diponegoro University. The researcher finds that economic here deals with two things, the past and the future economy. In this case, past economy is related to respondent's welfare when they still depend on their parents. Meanwhile, future economy is related to their economic goal in the future for example the choice of carrier. This table shows the relationship between the demography and tendency to use BJ or BI.

No	Demography	Number of respondent	Habit to use BJ or BI

1	City	2	Speak BJ in a very limited occasion. Event in the family domain (home town) the speak BI.
2	Suburban	9	Mostly speak BI at campus and boarding house in Semarang but they still speak BJ when they are in the family, speak to friends and other social interaction in their home town
3	Country	1	Speak BI at campus and limited in boarding house. BJ in for all occasion in their home town (average)
4	Small village	3	Speak BI at campus and limited in boarding house. BJ in for all occasion in their home town (average)

Figure.17. Demography of respondent

Respondents who live in the city have bigger chance to shift to BI because of the daily activities they do. Language contact in selling and buying process can be the example. The city center of Purwokerto (capital city of Banyumas) has many modern shopping centers and malls. People use BI to do selling and buying process here. Suburban area might be the same. However, it is extremely different with the villagers. The only access the selling and buying process is traditional market. All people use BJ to do the process of selling and buying. Besides that, there are many activities that require city people to use BI such us in the bank,

government and private office, hospital, etc. Meanwhile, it is sufficient for villagers to use BJ to communicate to each other at the rice field for example. As the result, we can see on the table (Figure 17). The tendency using BI rather than BJ is higher for city people while it is opposite to the villagers.

Another economical aspect that leads language shift is welfare. The respondents come from various welfare backgrounds. Two respondents whose parent's income are more than IDR 5 million/month. They all live in the city and shift from BJ to BI earlier than other respondents. We can see on figure 15 (page 41) that those two respondents belong to the group who use BI before aged 5. Meanwhile 9 persons have parents whose income is around IDR 1-5 Million per month. Most of them also master BI before aged 5 but only some of them shift to BI. Other group has less then IDR 1 million per month as their parents' income. Even though the number does not represent welfare in comprehensive ways, the respondents who belong to this group perform the shift in contrast with the first group. The environment that pushes them to shift from BJ to BI did not occur as early as the previous one. The accessibility towards television, mobile phone and internet may contribute to the shift. TV and internet has big significant roles in term of their language shifting. Meanwhile, this group has limitation to access those things. It makes them not to shift the language until they move to Semarang.

The future economy on the other hand is about respondents' goal towards their career path in the future. 10 respondents believe that using BI will help them to find their dream job. Inside of this group, there is respondent that shift earlier and belong to the person who live in the city. However, two respondents do not

agree with that since they want to build their career in their home town. There is an interesting phenomenon that one respondent who shift earlier does not agree with the statement that using BI will help him to get the good job. He says that skill and knowledge are more important than that. Besides, he also says that after graduate he will come back to his home town to continue his family business. Meanwhile three other respondents do not think that it is important. They believe that using BJ or BI has no relation to their carrier in the future. According to the explanation (page 47) the writer suggests that BI influence their future regarding to the job and it is agreed by most of the respondents.

c. Socio-cultural

Socio-cultural factor is also important when we discuss about shifting the language. When we are talking about this field, it is always related to prestige and social class. To see how the socio-cultural factor leads the shift, the researcher formulates the questions to be asked. Respondents are allowed to answer the question freely related to this phenomenon.

Question no.1 Which one is more prestigious, BI or BJ? Provide the reasons!				
No	**Item to compare**	**BI more prestigious**	**BJ more prestigious**	**no idea**
1	Number of Respondent	6 respondents	1 respondent	7 respondents
2	Reasons	1. National and	1. Elegant	-

		Official	(adiluhung)	
		2. Easy to learn	2. Unique	
		3. No leveling (krama and ngoko)		
		4. All Indonesian speak it		
		5. Avoid missunderstanding		

Question no.2

Stereotype that BJ (Banyumas dialect) is for low class society, agree or disagree? Give the reasons!

No	Item to compare	Agree	Disagree	no idea
1	Number of Respondent	-	15 respondents (all respondents)	-
2	Reasons	-	1. Media lead that opinion 2. All language has their own	-

			function	
			3. BJ is unique	

Question no.3				
What do you feel to use BJ in Campus? elaborate the reasons!				
No	**Item to compare**	**comfortable**	**uncomfortable**	**no idea**
1	Number of Respondent	7 respondents	6 respondents	2
2	Reasons	1. As long as the interlocutors speak BJ 2. The campus is in BJ region	1. Not all students speak BJ 2. Judged as plebeian *(ndeso)*	-

The researcher finds that some results of the above analysis are not match with the actual use of BI. For example analysis of question number 1. There are only six respondents who say that BI is more prestigious than BJ but in fact almost all respondent use BI in the condition that has no restriction to use BJ (informal setting). The most unexpected result is question number 2 that all respondents disagree to the stereotype that BJ banyumasan is for lower class society such us bus driver, domestic servant, *warteg* (stands for *warung tegal-*

Tegalese owned shop) seller, etc but in fact they do not want to use it. In fact they say that they are not shy to use BJ banyumasan unfortunately the fact says differently.

Tarmidzi (2009) citing in Walgito (2004) explains that attitude can be divided into three which are cognitive, affective and conative. Cognitive is related to the knowledge and concept. Affective is about emotional and feeling. It also refers to judgment of good or bad. Meanwhile, conative is about the action. If we relate the result to this teory, there are two important points. Cognitively, respondents have positive concept towards BJ but conatively they act on the contrary. Affectively, they are not really proud of using BJ, especially the banyumasan dialect.

CHAPTER V

CONCLUSION

According to the research, the researcher concludes that Diponegoro University students who are native speaker of *Banyumasan* dialect perform three types of shifting. The fact is that the shift occurs in three levels of language unit; they are phonologic, morphologic and syntax. The first is phonological shifting. It usually happens when they speak to their family at home or with the friends in the boarding house. The shift from BI to BJ happens in informal situation where actually they have no limitation to use BJ. Morphological shift is the second. The shift occurs in morphemes and words. It mostly happens in informal situation such us in the conversation in student association, boarding house, and campus chatting. The typical factor which leads this shift is participants since they are in the position to choose either to shift or not. Meanwhile, the setting allows them not to shift. The third shift is syntactical shifting. Occurred in sentence and sentence marker, this kind of shifting mostly happens in different situations. Formal situation such us classroom talks or lectures provide perfect examples of this shift.

In addition, the researcher suggests that the general factors which lead shifting are bilingualism, language loyalty, language policy, economic, socio-cultural. Each contributes different influences to the shift. Bilingualism and language loyalty are internal factors coming from inside of the speaker. Motivation to shift the language is higher if speakers are able to speak two

languages. Meanwhile, the researcher suggests that language loyalty of *Banyumasan* native speakers is considered lower. Even though the situation allows the speakers to use BJ but in fact they use BI. Three other factors are coming from outside of the speaker; they are language policy, economic, socio-cultural. As BI is national language, speakers have to master and use it in formal situation. It brings the biggest influence to shift from BJ to BI. Although economic is about choice but it contributes big influence to the shift. The analysis implies that speakers' economy background influences to the earlier shift performed by speakers. Socio-cultural factor has its own influence to the shift. The stigma of *Banyumasan* dialect for being the low class domain makes the native speaker shift to BI, even though they deny for believing that fact, but they do the shifting. Hence, practically they confirm that stigma. Besides, they are doing shift because of the need of communication. Speakers think that using BJ is sometimes impossible since the interlocutors are not Javanese native speakers.

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