



**FACTORS THAT INFLUENCE JUNIOR HIGH
SCHOOL STUDENTS IN SEMARANG PREFER
TO USE *BAHASA INDONESIA* THAN THE
JAVANESE LANGUAGE**

A THESIS

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

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PRONOUNCEMENT

The writer honestly confirms that she compiles this thesis by herself and without taking any result from other researches in S-1, S-2, S-3 and in diploma degree of any university. The writer ascertains also that she does not quote any material from other publications or someone's paper except from the references mentioned.

Semarang, 23 September 2015

Siti Nurdjanah

MOTTO AND DEDICATION

MOTTO

“.... For indeed, with hardship [will be] ease. Indeed, with hardship [will be] ease. So, when you have finished [your duties], then stand up [for worship], and to your lord direct [your] longing.” (Ash-Sharh: 5-8)

“Good communication comes from people to people, but great communication comes from people to Allah.” (Anonym)

This paper is dedicated to

*God, mother, father, sister, brother,
and*

to everyone who helped me accomplished this paper

“Thanks for all the support, contribution, inspiration, pray, and love”

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ABSTRAK

Sebagai bahasa nasional Indonesia, bahasa Indonesia kini tidak hanya digunakan dalam situasi formal bahkan dalam situasi non formal pun orang telah menggunakannya, terutama para remaja sebagai generasi muda. Bahasa Indonesia mulai menggeser penggunaan bahasa daerah tak terkecuali penggunaan bahasa Jawa. Oleh karena itu, penulis tertarik untuk menganalisis fenomena pergeseran penggunaan bahasa Jawa ke dalam bahasa Indonesia, terutama yang dilakukan oleh para remaja sebagai generasi muda. Hal yang menjadi fokus dalam penelitian ini adalah faktor apa saja yang mempengaruhi para remaja di daerah Jawa lebih memilih menggunakan bahasa Indonesia dari pada bahasa Jawa dalam berkomunikasi sehari-hari. Penulis juga melihat sikap berbahasa dari mereka untuk melihat kaitannya dengan penggunaan bahasa mereka. Dalam hal ini, penulis mengamati aspek kognitif, afektif, dan konatif pada sikap berbahasa mereka. Untuk mengetahui hal ini penulis menggunakan teori *language shift*. Partisipan dalam penelitian ini adalah murid SMP N 27 Semarang kelas 1A, 2A, dan 2E. Data yang digunakan adalah jawaban dari *close* dan *open* kuesioner serta pengamatan langsung. Metode yang digunakan dalam pengambilan sampel adalah *purposive sampling* untuk menentukan responden. Sedangkan metode yang digunakan untuk menganalisis data yang telah diperoleh adalah metode kuantitatif dan kualitatif. Hasil penelitian menunjukkan bahwa faktor yang paling memengaruhi remaja di Semarang lebih memilih menggunakan bahasa Indonesia daripada bahasa Jawa dalam komunikasi sehari-hari adalah latar belakang keluarga seperti pendidikan orang tua dan pekerjaan orang tua, asal, jenis kelamin, sikap bahasa, dan lawan bicara. Selain itu hasil analisis juga menunjukkan sikap bahasa mereka terhadap bahasa Jawa yang positif terhadap aspek kognitif dan afektif, namun dalam aspek konatif bahasa mereka menunjukkan sikap yang negatif.

Kata Kunci: Pergeseran bahasa, sikap bahasa, remaja, faktor

CHAPTER 1

INTRODUCTION

1.1 Background of The Study

Indonesia is a large nation in terms of geography, population, and great linguistic diversity. It is the fourth most populous nation in the world after China, India, and United States (*United Nations, World Population Prospect, 2012*). Based on the Central Agency on Statistic of Indonesia or BPS, Indonesia is extending some 1.760 kilometers from North to South and more than 5.120 kilometers from East to West. The country comprised 17.508 islands, and inhabited by 350 ethnic groups speaking 750 native languages and dialects that are commonly used at home and within the local community (Muljana, 1959:11). The major of ethnic groups are Javanese 47.02%, Sundanese 14.53%, Madurese 7.5%, Coastal Malay 7.5%, and others are 26% (Muljana, 1959:12).

Bahasa Indonesia has 23 million native speakers and 140 million second language speakers (Muljana, 1959:5). It is used extensively as the first language by people who live in urban areas, and as the second language by those who live in rural parts of Indonesia. Muljana (1959:10) said that it is a standardized version or dialect of Malay language to unite the Islands, which is called “*bahasa Indonesia*”.

Malay has been used as lingua franca in Indonesia and spoken widely by most people in Indonesia in 7th century (Alek, 2011:10-12). It is marked by the use of Malay language in Sriwijaya Empire. Old Malay language used in Nusantara

(Indonesian archipelago) to communicate in trades and business. According to Indonesian law, *bahasa Indonesia* is proclaimed as the unifying language during *Sumpah Pemuda* on 28 October 1928. Since then *bahasa Indonesia* become a national language in Indonesia.

Since its conception in 1928 and official recognition in 1945, *bahasa Indonesia* has been loaded with a nationalist political purpose to unify Indonesia (Musgrave, 2007:4). This status made *bahasa Indonesia* relatively open to accommodate influences from other Indonesian ethnic languages, such as Javanese as the majority ethnic group in Indonesia, and Dutch as the previous colonizer.

Based on the census data from 1980 and 1990, Steinhauer (1994; 768) indicates that the number of youth reporting “daily use of Javanese” dropped 16.3 % during the period, whereas the number reporting “daily use of *bahasa Indonesia*” increased by 38.9 %.

At the beginning, not all of Indonesian people tend to use *bahasa Indonesia*. Many people think that they do not really need that language. A long with the development of the civilization or in the globalization era, and government’s policy like migration or transmigration, Indonesian people try to use *bahasa Indonesia* in their daily communication rather than to use their mother language.

Government also supported *bahasa Indonesia* as the national language in Indonesia. All of government’s businesses like legislation, administration, justice, defense, education, national development and so on are conducted wholly in *bahasa Indonesia*. Moreover, *bahasa Indonesia* becomes a language that used in

educational setting. Government tries to introduce *bahasa Indonesia* to Indonesian children in formal education. It is one of many Government's ways to make children as a young generation learn *bahasa Indonesia* as a national identity.

Using language as media of communication can happen in formal and informal situation. In formal situation, such as in office, during study activities, in meeting, or in seminar, people usually use *bahasa Indonesia* to communicate. *Bahasa Indonesia* as an official language in Indonesia is also used in all public areas, such as education, mass media (magazine, printed and broadcast mass media), transaction and trade documentation, the development of national culture, science, and technology.

Meanwhile, in informal situation, such as in daily activities, people usually use mother language that will make the speakers closer to each other. When they get communication with their neighbor or family they seldom use *bahasa Indonesia*. This is quite interesting to see, because in 30 years earlier, it was mother language or Javanese language which was used in both types of communication.

Javanese family, especially in Semarang try to change their vernacular language into *bahasa Indoneisa*. An interesting finding of the observation is that the family appear to be changing language choices across generational lines. They have to use that language because it is the only means of communications. Their mother languages are not missing completely, they still use it in some communications or sometimes they will mix their vernacular languages and *bahasa Indonesia*. The shift is primarily triggered by parents, who prefer using *bahasa*

Indonesia to help their children educationally, since, as the official language in Indonesia, *bahasa Indonesia* is also a school subject.

Language use patterns are important indicators of ongoing societal changes and community attitudes. Consequently, a large number of studies have focused on the issue of language choice and shift (Fishman, 1991:45).

Based on this condition, I decided to take language use as the topic of the study. I will focus on the factors that influence teenagers in Semarang tend to use *bahasa Indonesia* than Javanese language. The data were taken in one of Junior High Schools in Semarang, namely SMP N 27 Semarang, Central Java. Thus, based on the background above, the research is entitled “Factors That Influence Junior High School Students in Semarang Tend to Use *Bahasa Indonesia* than Javanese Language”.

1.2 Research Problems

In order to make easier analysis, I limit the discussion of this research that is only on factors that influencing teenagers in Semarang tend to use *bahasa Indonesia*, Central Java. Therefore, I focus only on the following problems related to the study, namely:

1. Do the teenagers in Semarang tend to use *bahasa Indonesia* than Javanese language?

2. What factors influence the use of *bahasa Indonesia* by Junior High School Students in Semarang, Central Java?

1.3 Purposes of the Study

By answering the questions, there are some purposes related in this research, namely:

1. To provide an overview of Junior High School students in Semarang, Central Java in using *bahasa Indonesia*.
2. To describe the factors that influence Junior High School students in Semarang to use *bahasa Indonesia* in their daily communication.

1.4 Previous Study

Language use and language shift is one of interesting topics in conversational interaction by people. Many studies about this topic used teenager's language. I used three previous studies as references related to the topic of my research, namely (1) "Peer-Oriented Intervention: A Social Factor of Language Shift in Elementary School Students" by Ihda Rosdiana in 2014, (2) "*Pergeseran Bahasa Jawa dalam Ranah Keluarga Pada Masyarakat Multibahasa di Wilayah Kabupaten Brebes*" by Hari Bakti Mardikantoro in 2007, and (3) "Influenced factors Towards the Language Shift Phenomenon of Wotunese" by Masrudin in 2014.

The first study was written by Rosdiana in 2014. She focused on the language shift occurred in elementary school student in Tegal, Central Java. She

tried to find out the social factor causing the shifting of *Bahasa Jawa Ngoko* into *bahasa Indonesia*. The data were collected through observation and interview. She used the respondents' utterances and the context of the conversation as her data. She found that there is peer oriented intervention (Mug et al, 2001) functions as a social factor of language shift. However, this Javanese shift did not occur in the fifth grade students because they come from same speech community. To analyze the data she just took data from two grades, namely third and five grade in one of elementary schools in Tegal.

The second study was conducted by Mardikantoro in 2007 about the pattern of Javanese shift in Brebes and the socio-cultural factor of language shift. He conducted his research in Brebes, Central Java. He used theory of language shift by Fishman and descriptive qualitative method to analyze his study. He found several factors that influence Javanese people in Brebes shift their language into *bahasa Indonesia*, there are; the speaking situation, the ethnic background, the ability of family members language, the consanguinity relation, and the topic of discussion. Nevertheless, the sample of total population did not represent the whole population of Brebes society. Although Brebes has 17 sub-districts, he only focused on Losary sub-district, the border between Brebes and Cirebon. Meanwhile, the differences between this research and his research is in the method to find the data. He used utterances as his main data and not found another data like questionnaire to support his analysis.

The third study was conducted by Masrudin in 2014. The aim of his study is to find out the factors that influence the language shift of Wotunese. His study

was carried out in two villages namely Lampenai Village and Bawalipu village, Wotu District, east Lawu Regency. The method used was field survey by distributing questionnaire, interviewing, and direct observation. He used theory of language shift by Fishman. He used quantitative data and descriptive qualitative method to conduct his research. The result of his study shows that the determinant factors influence significantly on language shift of Wotunese are age, mobilization, bilingualism, and language attitude.

1.5 Organization of the Writing

Research should be easy to be understood by the readers. Thus, it should be in a good arrangement and also well organized. To make it easy to be understood, this research is organized into five chapters as below:

CHAPTER I : INTRODUCTION

It consists of background of the study, research problem, purposes of the study, previous study, and writing organization.

CHAPTER II : REVIEW OF LITERATURE

It contains the underlying theory.

CHAPTER III : METHODOLOGY

It discusses the type of research, the method of collecting data, the samples and population, and also the technique for collecting and analyzing the data.

CHAPTER IV : ANALYSIS

It comprises the analysis of the collected data. It describes the background of the respondents, their language use to find out the factors that influence them tend to use *bahasa Indonesia* than Javanese language, their language attitude, and the relationship between their language attitude and their language use.

CHAPTER V : CONCLUSION

It gives the conclusion of the research, and the suggestions.

CHAPTER II

REVIEW OF LITERATURE

In this chapter, I will present some theories which are used in this research. First, it will cover about language use. I used it as the foundation of the study. Second it will discuss the language shift. The third is the description of language shift, by focusing on how the description of the language shift uttered by teenagers. The last is sentimental and instrumental attachment on language, and language attitude, to find the correlation between language use, and attitude toward language.

2.1 Language Use

The study of language use has been the focus of many language maintenance and language shift. Fasold (1984:183) stated that domains are institutional context “in which one language variety is more likely to be appropriate than another. Domains are taken to be constellations of factors such as location, topic, and participants. Domains analysis is related diglosia.” Example of different types of domains include family, friendship, neighbourhood, market, school, work, government, and religion.

A number of studies using the concept of domain in language choice have been done on language in Asia. Gal (1979) did a study on language use pattern and

language choice. She concluded in her study that “widespread variation in language use reflected a language shift in progress.

Fase, Jaspert, and Kroon (1992) state that shift in language use patterns occurring in inter-ethnic communication, or out-group domains, does not lead to total language shift.

As long as we are dealing with a group, there is also communication within the group, and the norms that develop for interethnic communication do not need to have any impact on intragroup communication. If only interethnic shift occurs, the language situation within the community will evolve towards a form of stable bilingualism: in its most extreme form, it would create a situation in which the minority group language is used for communication within the group, and the dominant group's language is used in all other instances (1992:6).

2.2 Language Shift

Language shift is one of the subjects in sociolinguistic study. Weinrich (1953:68) says that shift is the change of habitual use of one language to another language. It means that the language users change their daily use of language to the new one. However, their main language still exists.

Language shift has been studied in many parts of the world. There are many communities that have different languages, so they must change their language to make communication to each other. Sometimes language shift happens by small weak languages, or the languages of marginalized group come into contact with large powerful language. Language shift also happens toward language used by less member of community. It also can happen toward language which is less respected by its users.

Another definition is stated by Fasold (1990:213):

“Language shift simply means that a community gives up a language completely in favor of another one. The members of the community have collectively chosen a new language where an old one used to be used.”

Furthermore, language shift is found mostly in the young generations.

Junior high school students as the young generation have big role in using different languages in their communication. They must face more challenges of language shift as a consequence of globalization.

2.3 Description of Language Shift

Language shift is kind of sociolinguistic phenomena caused by language contact. Sometimes language shift happens in a place that has better economic condition (Chaer, 1995:190). In some bilingual communities we can find many people try to change their languages. It is caused by many factors depending on the situations they face like the topic changes in their communications.

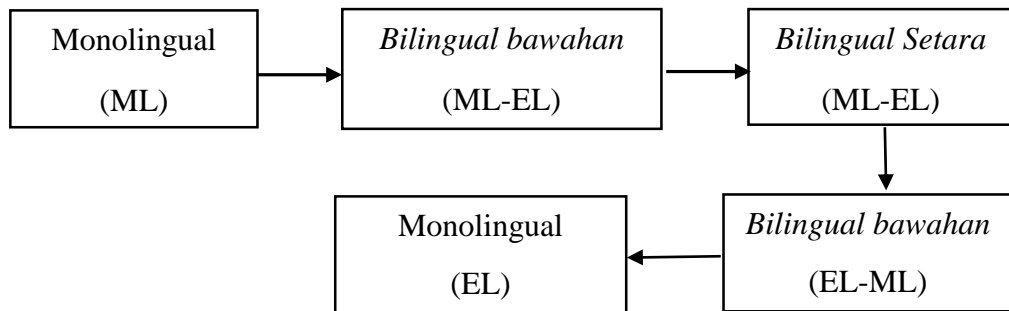
Jendra (2012:141) stated that “Language shift is a form of full amount language change. The concept refers to a situation where a speech community begins to entirely use a new language, or in other words, discontinues the use of their former language for their communication needs.”

Thomson (1988) cited in Masruddin (2014) stated that language shift shows a gradual and progressive transition from one language to another, and a shift may occur over several generations. Language shift mostly happen in teenagers or younger generations. In some areas especially in big cities there are many young people who do not use their vernaculars. (Snedon:2003) stated that in south Sumatra, the local language was very seldom used by children in 1970’s although

it was commonly used before that. Language shift phenomena also can be seen in young generation in East Timor that has been probably shifting from *bahasa Indonesia* to use Portuguese since its independence in 1999.

Language shift also mostly happens in immigrant groups. Jendra (2012:142) stated that the shifting towards a new language in immigrant groups will follow some stages. First, immigrants only use their native languages in a new place. Then, when they get married and have a family they will start to borrow the local language or may begin to be a bilingual. They will use the local language when speaking with the local residents, but they will use their native language when speaking with their families. It will continue for long times. By the growing of the second generation, the immigrants become fully bilingual speakers. At this point, the next generation may begin to consider it to let their children speak local language and do not teach their native language. At this result, the third or fourth generation only has a competence to speak the local language. This becomes the point how language shift happens.

Fishman (1972:85-86) showed that there is a language shift in immigrant community in USA. The third or fourth generation of the immigrants have not spoken or known their mother languages. They begin to be a monolingual and speak only in English Language. Chaer (2010: 144) gives a simple description show in graphic below:



*ML: Mother Language

EL: English Language

From the description above we can conclude that language shift happens when there is a full amount of language change in someone's utterances. As we can see in the graphic above, immigrants will speak with full English language at the fifth step, thus language shift happens in that stage.

2.4 Language Attitude

Language attitude refers to people's feelings and preferences towards their own language and other speech varieties around them., and what value they place on those language. Attitude may be defined as the sum total of person's psychological construct towards certain objects, institution, person, ideas, etc. It play crucial role in the social behavior of an individual as it defines and promotes certain behavior.

Then, language attitudes may be positive or negative, as well as neutral feeling attached to a particular language situation (Lukman, 2000:1). In relation to this phenomenon, Garvin and Mathiot (1972: 373) stated that there are three characteristics of language, namely; (1) Cognitive aspect or language loyalty, which

motivate a society of language speakers maintain their language, and if it is needed, they will protect their language from other languages' influences. In short attitude cognitive tend to have a cognitive component. This could involve beliefs or perceptions about the objects or situations related to the attitude, (2) Affective aspect or Language pride, which motivate someone to develop their language to be identity symbol and unity of society. Affective aspect has evaluative components. This means that the objects or situations related to the attitude may generate like or dislike and (3) conative aspect or awareness of the norm, which motives the speaker to use the language carefully and politely and this is the biggest factor which contribute to the activity of using the language. Conative aspect has a behavioral component, i.e. certain attitudes tend to prompt learners to adopt particular learning behaviors. In addition, Crystal (1992) defines language attitudes as the feelings people have their own language or the languages of others.

2.5 Sentimental and Instrumental Attachment on the Language

The idea of attachment in general is an important one in the study of the formation of both ethnic groups and nations.

The primordialist argues that every person carries with him through life "attachment" derived from place to birth, kinship relationship, religion, language, and social practices that are "natural" for him "spiritual" in character, and that provide a basis for an easy "affinity" with other people from same background. (Bass 1997 in Eastman, 1941: 34).

Primordial attachment is a strong form of sentimental attachment, because they will represent more than themselves (Eastman, 1941: 34). So that, Eastman also says that in sentimental attachment on state, national language would act as a

major symbolic means of forming such an attachment by bridging immediate loyalties (the need to be one nation or state) with transcendent ones (the need for unique linguistic and cultural heritage). One group with a sentimental attachment to a language will lack access to a dominant other languages and will experience discrimination at the instrumental level “because its language is not given due recognition” (Kelman, 1971 in Eastman, 1941: 35).

Thus, in instrumental attachment people become upset when they cannot get what everyone else can because the lack ability to use the language that is the key to get good life (Eastman, 1941: 34). So, at the instrumental level, where it is useful for specific ends, a national language allows political, economic, and social institutions to be developed that serve the entire population.

CHAPTER III

RESEARCH METHOD

A research method is designed as steps taken by researcher to solve the research problem. In this chapter I will describe the type of research, the source of the data, population and sampling technique, method of collecting data, and method to analyze the data of the study.

3.1 Type of Research

According to the purposes of the research, which are to provide an overview of Junior High School students in Semarang in using bahasa Indonesia and to describe the factors that influence them to use that language, this research is categorized into descriptive with qualitative and quantitative analysis. Descriptive research aims at describing the object of the research. In this case, it is quantitative because the main source of data were gathered by using questionnaire through a survey which was compiled in a table numerically. From the data taken, I analyzed them by using qualitative and quantitative methods, so that I got the description of the factors that influence them tend to use *bahasa Indonesia* than Javanese language.

3.2 Data, Population, Sample and Technique Sampling

The data used in this research were taken from questionnaire and direct observation of teenagers in Semarang. It was obtained from first and second grade students of Junior High Schools in Tembalang, namely SMP N 27 Semarang during three months observation. I took 3 classes that consist of first and second grades as the respondents. In every class, there are 31-32 students, so the total of the respondents are 95 students.

Sampling technique used in this study is purposive sampling. I used it to choose the students. I choosed the students of SMP N 27 Semarang as the object of my study because it has a rule for students to speak Javanese in certain day in a week. Furthermore, I choose class 1 A, 2 A, and 2 E as the sample of the study because in that class there are more students disobeying the rule to use Javanese language.

3.3 Method of Collecting Data

In conducting the research, I used two instruments of collecting data, namely, questionnaire and direct observation. The first instrument is questionnaire methods. I used close and open questionnaire to find the background of the respondents and the reasons why they prefer to use *bahasa Indonesia* or Javanese language in their communication. The questionnaire was composed of three parts. The first part contained questions about personal data of the respondents including their family

background. The second part of the questionnaire consists of questions related to the language used by teenagers in Semarang including the language that they use in their daily life in various settings and with some different interlocutors. The third part of the questionnaire consists of questions about their attitude toward Javanese and *bahasa Indonesia*. It includes language loyalty, belief about language, etc. The questionnaires are distributed in three classes, namely 1 A, 2 A, and 2 E.

The second instrument is observation. Observation was also conducted to validate the survey result and to deepen the understanding of respondents' language shift and attitude. The observation is conducted in the class that I used as the sample, I focused on the using of *bahasa Indonesia* by the respondents both in class and outside the class to find the supporting data. The using of *bahasa Indonesia* and Javanese language will be seen in the various situations and contexts of the conversations. Observation was done for three months at school. The process of observation is done together with the process of *Simak Libat Cakap* and *Simak Bebas Libat Cakap* technique.

3.4 Method of Analyzing Data

The data that I got are from questionnaire, and direct observation. To answer the question of the research, the data of the research were analyzed quantitatively and qualitatively.

The data that I got from close questions will be analyzed using quantitative method by looking at the percentages of their answer. I use three steps to process questionnaire data; the first step is editing. In this step I will check the validity of

the data. The second step is coding. In this step I will classify the answer of respondents by giving symbols in every question. The third step is tabulation. In this step I will input the data into standard table and start to count the percentage of every question. I use tables to make it easier to understand. So, it will be easy to conclude what is the most influencing factor of language used by teenagers in Semarang. Furthermore, to analyze the answer of open questions and direct observation, I use qualitative method. I use the analysis to find their language attitude and the factors that influence them tend to use *bahasa Indonesia* than Javanese language.

CHAPTER IV

DATA ANALYSIS

In this chapter, I analyze the data in order to find the result of the study. I analyzed the questionnaire to find respondents' background, the language used by them, their language attitude toward Javanese, and the relationship between their language attitude and language used by them.

4.1 Background of the Respondents

In this research I took the respondents from SMP N 27 Semarang, because in that school there is a day in a week that has a rule for the students to use Javanese language to communicate to each other, but most of them disobey the rule. When they get communication at school, in class or outside the class, most of them tend to use *bahasa Indonesia* even at that day they must use Javanese language.

Based on my observation and the data I got, their parents prefer to use *bahasa Indonesia* to communicate with their children since the children were born, so most of them feel more comfortable to speak in *bahasa Indonesia* or mix language between *bahasa Indonesia* and Javanese language.

In this research, there are 95 respondents, consisting of 36 males and 59 females. Most of them come from Java area (East, and Central Java). About 97 %

of the respondents come from Java area or the cities that use Javanese language for daily conversation like Semarang, Pati, Wonosobo, Solo, etc. Only 3 % of the respondents come from some areas which do not use Javanese language for communication like Jakarta, Bandung, Cirebon, and Tasik. Most of the respondent's parents were also born in Java area, 88 fathers and 89 mothers are native Javanese language.

From this fact, the respondents are assumed to know Javanese language clearly, because they were born and raised in Java area in which most of the people use Javanese language. Moreover, based on the data, most of the respondents live in Java area for more than 10 years (81 respondents). There are only 9 respondents who live in Semarang for about 1-5 years, and only 5 respondents who live in Semarang for about 6-10 years (see appendix page 8). Based on the age of the respondents who are approximately between 13-15 years old, we can assume that the respondents who life in Semarang more than 10 years means they have lived in Semarang throughout their life or since they were born.

From the data, I found that most of the students come from family which has good or higher educational background, about 8.4 % of parents were graduated from elementary school, 6.3 % from Junior High School, 31.5 % from Senior High School, 2 % from Academy and 36.6 % graduated from University (See appendix; page 10). Most of their parents also have a good job like civil servant, entrepreneur or business, and employee. So, we can conclude that most of the respondents come from high level of family background or having good economy background. As we know, family background will somehow give influence in children language use.

Fishman (1991: 67) said that family background has a big role as the central driving force in children language socialization within the context of both minority and majority languages. Nowadays, many Javanese teenagers especially in Semarang ignore standard Javanese language.

4.2 The Language Used by the Respondents

In this research, language used will be seen based on their family backgrounds, gender, origin, the duration of their stay in Semarang, and the context of the conversation.

4.2.1 Language Used Based on the Parents' Educational Background

Education is one of the indicators of social class that can cause language used by the children. Daucet (1991) and Harres (1989) cited in Schwartz (2008) found that the higher education levels of the parents are, the greater their shift from one language into another language are. In this case, I find that education level of the parents will influence the language use of children.

In Semarang, many teenagers who come from family which has good educational background tend to use *bahasa Indonesia* to communicate. It is proven by the finding listed in table 1. It shows the description of language used by Javanese teenagers in Semarang in which *bahasa Indonesia* is the dominant

language used by teenagers whose parents graduated from Senior High School or University.

Table 1. The distribution of language used in daily life by teenagers in Semarang based on their parent's education

Parent's education		Language use			Total
		Javanese	<i>bahasa Indonesia</i>	Mix language	
Elementary school	Count	8	-	-	8
	% of total	8.4 %	-	-	8.4 %
Junior High School	Count	5	1	-	6
	% of total	5.3 %	1 %	-	6.3 %
Senior High School	Count	10	16	4	30
	% of total	10.5 %	16.8 %	4.2 %	31.5 %
Academy	Count	-	1	1	2
	% of total	-	1 %	1 %	2 %
University	Count	5	38	6	49
	% of total	5.3 %	40 %	6.4 %	51.7 %
Total	Count	28	56	11	95
	% of total	29.5 %	58.8 %	11.5 %	100 %

From table 1, we can see that there is a tendency of the teenagers in Semarang who are growing up in family which has better educational background to use *bahasa Indonesia*. To analyze the data, I took the higher educational level from their mother or father to see how big influence given by better educational family background to the children language use.

Table 1 above shows that there are differences of language use. From this table, it shows that the number of children whose parents graduated from Elementary School are 8. All of them do not use *bahasa Indonesia*. It means 100 % of children whose father graduated from elementary school tend to use Javanese language and have no desire to shift their language into *bahasa Indonesia*.

Furthermore, almost all of the children whose parents graduated from Junior High School also prefer to use Javanese language to communicate. About 5 from 6 children use Javanese language, and only 1 person use *bahasa Indonesia*.

However, about 38 from 49 respondents whose parents graduated from university tend to use *bahasa Indonesia* in their daily communication. Based on this finding we can see that family educational background will influence children tend to use *bahasa Indonesia* than Javanese language.

Meanwhile, children whose parents graduated from Senior High School show the similarities to use both Javanese language and *bahasa Indonesia*. There is no significant change from it. About 50 % of them use *bahasa Indonesia* and almost 50 % of them use Javanese language.

In some cases, some of the children who come from parents' higher educational background and still use Javanese language stated that they use high level of Javanese language namely *bahasa krama*. Whereas children who come from lower parents' educational background who use Javanese language stated that they use low level of Javanese language namely *bahasa ngoko*. It is showed from the questionnaire (open question) that some of the respondents who grow up in good family educational background and use Javanese language as their daily language stated that they use *bahasa krama* to communicate with their family at home. So, from this finding, we can see that family who uses Javanese language even they have good educational background prefer to use high level of Javanese language. It

happens because *bahasa krama* has higher prestige and more polite than *bahasa ngoko*.

In the perspective of parental educational background, we can state that the children who come from family which has better educational background use *bahasa Indonesia* dominantly. Relied on these data the educational background of the parents can be assumed as the one of the determinant factors of language used.

These finding is also strengthened by the respondents' answer about their first language taught. Most of the children stated that their parents prefer to use *bahasa Indonesia* than Javanese language in the way they speak with them, so the respondents sometimes mix their languages between *bahasa Indonesia* and Javanese language when they communicate with their friends and neighbors. (See appendix; page 16).

Family educational background, especially parental education level also leads the children become a bilingual, so it makes them easy to use another language. This study also supports the previous study by King and Fogle (2006) about the language used by the family member, they found that a high level of education relative to the total population among American families will support the family to become bilingual speakers.

4.2.2 Language used based on their Origin

Table 2. The distribution of language used by Javanese teenagers based on their origin (place they were born)

Place they were born		The language use			Total
		Javanese	<i>bahasa Indonesia</i>	Mix language	
Java	Count	28	53	11	92
	% of total	29.5 %	55.8 %	11.5 %	96.8 %
Non Java	Count	-	3	-	3
	% of total	-	3.2 %	-	3.2 %
Total	Count	28	56	11	95
	% of total	29.5 %	58.9 %	11.5 %	100 %

From table 2 above, it can be seen that 92 respondents or 96.8% of them were born in Java area (East and Central Java), area whose inhabitants still use Javanese language. From all of the students who were born in Java area, there are 53 students or 55.8 % use *bahasa Indonesia* as their native language. If we see from the data, the children actually have to use Javanese language to communicate with others because they come from Java area, but in the reality, most of them prefer to use *bahasa Indonesia*. As we know that Javanese children whose mother tongue is Javanese will normally acquire low Javanese first (Geert, 1960; Keeler, 1984; Siegel, 1986) cited in Kurniasih (2006: 5). By the time they start school, they start to acquire *bahasa Indonesia* for educational purposes. Parents, grandparents, and other adult members of family are the children's main sources for learning and acquiring Javanese, while they learn *bahasa Indonesia* at school, but in this case, most of the parents does not play the role again. So, I think this phenomenon is really interesting to study.

This finding is also supported by the data of where the parents were born. Most of the parents were born in Java area, it is for about 88 fathers and 89 mothers from 95 respondents. So, from this finding, we can conclude that their origin or from where they come from is not really influence the teenagers to use Javanese language. Even they were born in Java area, it is not become a must for them to use Javanese language as their first language. So, we can state that language shift start to happen in Java area, especially by younger generations. This study also supports the previous study by Masruddin (2014), he found that in Wotu area, even the people live in Lampenai where it is the center of Wotunese, most of them still tend to use *bahasa Indonesia*. He stated that their origin or their area to stay is not really influence their language use. As same as people in Semarang, most of Wotunese also think that *bahasa Indonesia* is considered as prestigious language and they can get many benefits include economic benefit when they interact with the other people using *bahasa Indonesia*.

4.2.3 Language Used Based on Their Parents' Job

Job of the parents or we can say economical background of the family will influence language used of the children. Based on the study by Nadratunnaim (2005) cited in Masruddin (2014) found that language shift from Banjari is taking place in the Malaysian Banjarese community was influence by the gender, level of profession, and housing area.

Based on the direct observation and the data from questionnaire, in Java area, especially Semarang as the central city of Central Java, there are differences among the kind of jobs of Javanese in using *bahasa Indonesia*. From questionnaire we can see that language which used by the parents who have good work will prefer to use *bahasa Indonesia* to communicate with their children, so it will influence language used by their children as the younger generations.

Table 3. The distribution of language used by Javanese teenagers based on their father's job

Father's job		The Language use			Total
		Javanese	<i>bahasa Indonesia</i>	Mix	
Civil servant	Count	3	16	1	20
	% of total	2.9 %	16.8 %	1 %	19 %
Teacher	Count	1	4	-	5
	% of total	1 %	3.8 %	-	4.8 %
Entrepreneur	Count	5	6	4	15
	% of total	4.8 %	5.7 %	3.8 %	14.25 %
Doctor	Count	-	1	-	1
	% of total	-	1 %	-	1 %
Farmer	Count	1	-	-	1
	% of total	1 %	-	-	1 %
Employee	Count	7	21	3	31
	% of total	6.65 %	19.95%	2.9 %	29.45 %
Laborer	Count	5	1	-	6
	% of total	4.8 %	1 %	-	5.7 %
Driver	Count	1	1	-	2
	% of total	1 %	1 %	-	1.9 %
Security	Count	2	-	1	3
	% of total	1.9 %	-	1 %	2.9 %
Others	Count	3	5	2	10
	% of total	2.9 %	4.8 %	1.9 %	9.5 %
No job	Count	-	1	-	1
	% of total	-	1 %	-	1 %
Total	Count	28	56	11	95
	% of total	29.5 %	58.9 %	11.5 %	100 %

Based on table 3 above, we can see that 56 respondents use *bahasa Indonesia*. 16 from 20 respondents whose fathers work as a civil servant, 4 from 5 whose father work as teacher and 21 from 31 whose father work as employee prefer to use *bahasa Indonesia*. Whereas almost all of the teenagers whose father work as a farmer, laborer, driver, and security tend to use Javanese language. In other cases, teenagers whose parents work as entrepreneur have no any significant change of language use. From this finding we can see that father's job give influence to their children's language use, but it will different when we see from the language used by the children based on their mother's job below.

Table 4. The distribution of language used by Javanese teenagers based on their mother's job

Mother's Job		The language use			Total
		Javanese	<i>bahasa Indonesia</i>	Mix language	
Civil servant	Count	1	5	-	6
	% of total	1 %	4.8 %	-	5.7 %
Teacher	Count	2	-	-	2
	% of total	1.9 %	-	-	1.9 %
Housewife	Count	16	33	6	55
	% of total	15.2 %	31.35 %	5.7 %	52.25 %
Entrepreneur	Count	1	5	1	7
	% of total	1 %	4.8 %	1 %	6.65 %
Doctor	Count	-	1	-	1
	% of total	-	1 %	-	1 %
Laborer	Count	-	-	1	1
	% of total	-	-	1 %	1 %
Employee	Count	5	7	1	13
	% of total	4.8 %	6.65 %	1 %	12.35 %
Others	Count	3	5	2	10
	% of total	2.9 %	4.8 %	1.9 %	9.5 %
Total	Count	28	56	11	95
	% of total	29.5 %	58.9 %	11.5 %	100 %

Based on table 4 above, it can be seen that most of the respondents' mothers stay at home as a housewife. There are 55 mothers who stay at home and 33 of their children speak in *bahasa Indonesia*. It shows different language use when we compared with father's job. Most of the children who speak in *bahasa Indonesia* have father who work as civil servants, employee, and teacher, but most of children whose mothers are unemployed or stay at home as a housewife have tendency to use *bahasa Indonesia*. While, The respondents whose mother's job as employee prefer to use Javanese language. So, mother who has much time to stay at home will lead the children to shift their mother language into *bahasa Indonesia*. They who stay at home all day will have more opportunity to teach their children's language. In this case *bahasa Indonesia*. This situation is not in line with sociolinguistics theory that home domain is a place to heritage the local language. Parents, especially mother actually have a big role to teach their local language to their children.

Furthermore, we also can see that the pattern of language used by children more influenced by father's job (see appendix page 12). As we know, in Java area, father has bigger role in the family than mother. When we see from the data also there are no significant differences of job between mother and father. Both of parents have similarities of job, whether it is white-collar worker (person who performs professional, managerial, or administrative work) or blue-collar worker (person who performs manual labor).

This finding is different with the study by Masruddin (2014) found that there are no differences of language use based on job. Based on his observation, most of

groups of worker, such as civil servant and fisherman, both of these group of job tend to have the same characteristics to change Wotu language into *bahasa Indonesia*.

Parents who have good work also will concern with preparing their children's future life. They encourage children to learn some languages and it will be influenced by their perceptions of what language skills are required to face the globalization era. Their parents feel afraid if their children have accent too Javanese, it make them difficult to speak in *bahasa Indonesia* or other languages properly, so it will make their children difficult to find better job in the future.

Meanwhile, the indigenous language has often been esteemed as the language of heritage, even while being replaced by the national language, in this case Javanese language and *bahasa Indonesia*. *Bahasa Indonesia* as the language that used in all of parts in Indonesia, may be used simply because it is needed for functioning in the workplace to earn living. Even they prefer to use *bahasa Indonesia* in their daily communication, it does not mean that they are really forget about the language. They still have a hope that Javanese language will still exist as an inheritance of their culture.

4.2.4 Language Used by the Respondents Based on Their Gender

Gender of the respondents also will support teenagers in Semarang tend to use *bahasa Indonesia* than Javanese language. The American high school in sub urban Midwest, for example, the American sociolinguist and anthropologist, Eckert

(1998) cited in Smith-Hefner (2009) found young working class woman to be the innovators in regional (nonstandard) vowel shift.

Table 5. The distribution of language used by children based on their gender.

The duration of their stay in Semarang		The language use					
		Javanese		<i>bahasa Indonesia</i>		Mix language	
		M	F	M	F	M	F
1-5 years	Count	1	-	2	6	-	-
	% of total	2.7 %	-	5.5 %	10.2%	-	-
6-10 years	Count	-	-	1	4	-	-
	% of total	-	-	2.7 %	6.8 %	-	-
>10 years	Count	19	8	9	34	4	7
	% of total	52.7 %	10.6%	25 %	57.6%	11.1%	11.8%
Total	Count	20	8	12	44	4	7
	% of total	55.5%	10.6%	33.3 %	74.6%	11.1%	11.8%

M = Male; F= Female

Based on the data above we can see that more than half of the respondents speak in *bahasa Indonesia*. The percentage shows that gender have correlation or influence on language use, even the influence is not significance.

As can be seen in table 5 above, there are differences of language use based on gender. From the percentages, it shows that the number of male Javanese who use Javanese language are 20 from 36 or 55. 5 % of the total male respondents. Only 33 % of the respondents use *bahasa Indonesia*, and about 11 % use mix language between *bahasa Indonesia* and Javanese language. In contrast, there are 44 or 76.6 % of the total female respondents use *bahasa Indonesia*, and only 10.6 % use Javanese language.

Based on this quantitative data, it shows that there are differences of language use based on gender. We can see that women have more role in the use of

bahasa Indonesia rather than men. This study is in the line with the previous study conducted by Milroy in Belfast (1990) cited in Errington (1998) she stated that women are the catalysts in linguistic change. In other hands, this study is not in line with the study by Masruddin (2014), he stated that there are no differences of language use based on gender group in Wotu. It happens because based on his observation, he found that in Wotu area, in the Wotunese family, when they have decided something, both of the parents, mother and father have the same right to give opinions related to the problem. Then, both of woman and man have to decide together all the problems in the family. This condition seems really different with the condition in Java area. In java area, especially Central Java, we can see that man and woman have different position in family life. Man has bigger power and higher position in the family, so man has more right to give opinions and to choose something.

Relied with the quantitative data above, based on my direct observation also shows that most of the male respondents who gather in a class or outside the class prefer to use Javanese language or mix language between Javanese language and *bahasa Indonesia*. They also use Javanese language to curse their friends and to make a joke. This phenomenon is really different in female groups who prefer to use *bahasa Indonesia* when they gather inside or outside the class.

4.2.5 The Language Used by the Respondents Based on the Duration Their Stay in Semarang

Language used by the people is also influenced by the duration their stay in one place whose majority groups speak their own languages. Semarang, as the central city of Central Java has many residents who come from other places. Jendra (2012:145) stated that when people's lives are surrounded by speakers of different languages can influence a speech community to change their languages. Because of many differences of language use, so it will make people in that place to use national language to communicate. In this case of study, based on my direct observation, many people in Semarang who come from many places have tendency to use *bahasa Indonesia* when they speak with others. This finding is also supported by the questionnaire data below.

Table 6. The distribution of language used by the children based on the duration of their stay in Semarang.

The duration of their stay in Semarang		The language use			Total
		Javanese	<i>bahasa Indonesia</i>	Mix language	
1-5 years	Count	1	8	-	9
	% of total	1 %	8.4 %	-	9.5 %
6-10 years	Count	-	5	-	5
	% of total	-	5.3 %	-	5.3 %
>10 years	Count	27	43	11	81
	% of total	28.4 %	45.3 %	11.5 %	85.3 %
Total	Count	28	56	11	95
	% of total	29.5 %	58.9 %	11.5 %	100 %

From table 6 above, it can be seen that there are 81 respondents who live in Semarang for more than 10 years. Only 27 or 28.4 % of the respondents who speak Javanese language. About 43 or 45.3 % of the respondents speak in *bahasa*

Indonesia. Whereas, almost all of the respondents who live in Semarang less than 5 years tend to use *bahasa Indonesia*. 8 from 9 respondents who live in Semarang for about 1-5 years use *bahasa Indonesia*. Based on these finding, it can be said that teenagers in Semarang tend to use *bahasa Indonesia* to get communication even most of them live in Semarang since they were born.

Based on this finding, we can conclude that how long people live in Semarang give effect of them to use *bahasa Indonesia* to communicate with others. The longer they stay in Semarang, the bigger probability of them to use Javanese language.

4.2.6 Language Used by the Respondents Based on the Context of Conversation and the Interlocutors

Context and the interlocutor will influence people's language use. People will tend to use *bahasa Indonesia* if they communicate in a formal or in a new place with new people, but based on my observation, nowadays people use *bahasa Indonesia* not only in formal situation, but also in informal situation. This finding is supported by the questionnaires data below.

Table 7. The distribution of language used in daily life by teenagers in Semarang based on the situation and the interlocutors.

No	Questions	The language use					Total
		Always BI	BI > BJ	Bi = BJ	Always BJ	BJ > BI	
1.	Language that I use to communicate with parents, brothers and sisters.	24	24	30	10	9	95
	% of Total	25.2 %	25.2 %	31.6 %	10.5 %	9.5 %	100 %
2.	Language that I use to communicate with my cousin or other family members.	30	18	23	15	9	95
	% of Total	31.6 %	18.9 %	24.2 %	15.8 %	9.5 %	100 %
3.	Language that I use to communicate with teacher or school staff in formal situation.	60	28	6	1	-	95
	% of Total	63.2 %	29.5 %	6.3 %	1 %		100 %
4.	Language that I use to communicate with teacher or school staff in informal situation.	56	27	9	2	1	95
	% of Total	59 %	28.4 %	9.5 %	2.1 %	1 %	100 %
5.	Language that I use to communicate with my friends at school (in class)	24	18	34	9	10	95
	% of Total	25.2 %	19 %	35.8 %	9.5 %	10.5 %	100 %
6.	Language that I use to communicate with my friends at school (outside of class)	14	43	28	6	4	95
	% of Total	14.7 %	45.3 %	29.5 %	6.3 %	4.2 %	100 %
7.	Language that I use to communicate with my friends at home.	16	22	28	14	15	95
	% of Total	16.8 %	23.2 %	29.5 %	14.7 %	15.8 %	100 %

No	Questions	The language use					Total
		Always BI	BI > BJ	Bi = BJ	Always BJ	BJ > BI	
8.	Language that I use to communicate with my neighbors in informal situation	29	30	19	7	10	95
	% of Total	30.5 %	31.6 %	20 %	7.4 %	10.5 %	100 %
9.	Language that I use to communicate with stranger.	75	17	1	1	1	95
	% of Total	79 %	18 %	1 %	1 %	1 %	100 %
10.	Language that I use to send message, BBM, WA, line, etc.	26	20	32	11	6	95
	% of Total	27.4 %	21 %	33.7 %	11.6 %	6.3 %	100 %
11.	Language that I use when I get interaction in Social media. (Twitter, Facebook, etc.)	41	29	21	3	1	95
	% of Total	43.2 %	30.5 %	22.1 %	3.2 %	1 %	100 %
12.	Language that I use to communicate by phone	36	22	31	4	2	95
	% of Total	37.9 %	23.2 %	32.6 %	4.2 %	2.1 %	100 %
13.	Language that I use to pray.	73	13	8	1	-	95
	% of Total	76.9 %	13.7 %	8.4 %	1 %	-	100 %
14.	Language that I use to communicate with my servant.	19	11	15	2	2	49
	% of Total	38.8 %	22.4 %	30.6 %	4.1 %	4.1 %	100 %

Table 7 above shows that the majority of the respondents tend to use *bahasa Indonesia* in all contexts of the conversation. Questions number 1 and 2 shows that there is a general trend of teenagers to communicate with family members in *bahasa Indonesia*. We can see that about 24-30 respondents tend to use

only *bahasa Indonesia* when they speak with their family members like parents, brothers and sisters, or other family members. Whereas only 9 respondents or 9.5 % of them tend to use only Javanese language. Respondents stated that they use *bahasa Indonesia* when they speak with family members at home because their parents tend to use *bahasa Indonesia* and seldom use Javanese language when they speak with them. It seems that parents or family members do not have any desire or willingness to teach Javanese language to their children at home. So, we can predict that Javanese language fades away with the next generation. Fisman (1991: 5) stated that family at home has a basic role to maintain or shift an ethnic language. If parents do not use Javanese language at home, it really influences the children to lose their ability to speak their vernacular language, in this case Javanese language.

With the regard to their teacher, and as shows in questions 3 and 4, most of the respondents tend to use *bahasa Indonesia* to communicate with their teacher whether in formal or informal situations. From table 6 above, it can be seen that there are 60 or 63 % of the respondents who use *bahasa Indonesia* when they communicate with their teacher in formal situation, whereas none of them use Javanese language. Moreover there are 56 or 59 % of them tend to use *bahasa Indonesia* when they communicate with their teacher in informal situation, and almost none of them (1%) tend to use only Javanese language. If we can argue that the use of *bahasa Indonesia* in question number 3 and 4 is due to the fact that they must honor their teacher, so they tend to use *bahasa Indonesia* to make a polite interaction. They are afraid to use Javanese language because most of them only

know low level of Javanese style which should not be used when they communicate with older people in Java.

The question number 5, 6 and 7 shows the language use of the respondents to communicate with their friends whether at school (outside or in class) and at home. From the table above we can see that 24 or 25.2 % of the respondents tend to use only *bahasa Indonesia* when they communicate with their friends at school in class. Whereas, for about 14 of the respondents use *bahasa Indonesia* to communicate outside the class. Most of the respondents prefer to use mix language between Javanese language and *bahasa Indonesia* when they communicate with their friends whether in class or outside the class. Based on my observation the respondents use *bahasa Indonesia* when they communicate with their friends in serious conversation like discussion, but they will use Javanese language when they want to make a joke or when they are in daily conversations.

Neighbors at home also have a role in language use of the children. Based on the finding above, from the question number 8, it can be seen that 29 of the respondents tend to use only *bahasa Indonesia* when they communicate with their neighbors. From this finding, we can state that most of the people who live in Semarang start to use *bahasa Indonesia* that will make the children also use *bahasa Indonesia* when they communicate with them.

With the regards to the community or someone stranger, the respondents tend to use *bahasa Indonesia* to get communication. As indicated in question number 9, 10, and 11 it clearly shows that 79 % of the respondents use only *bahasa*

Indonesia when they communicate with previously un known people, 26 % of the respondents use *bahasa Indonesia* when they send message using BBM, Line or WhatsApp, and 43.2 % when they get interaction in social media like twitter or Facebook. From this finding, we can argue that the use of *bahasa Indonesia* in question 9, 10, and 11 is to fulfill social needs that are to communicate effectively and be better understood by other people. Moreover, *bahasa Indonesia* is a prestigious language, so children will prefer to use it to get interaction in social media. As Mugaddam (2006:129) cited in Tawalbeh, Dagamseh, and Al-Matrafi (2013: 193) people who have their vernacular language tend to not use their own languages publicly in the host environment, in order to avoid the stigma associated with these languages.

The result also indicates in question number 12, about 37.9 % of the respondents use *bahasa Indonesia* to communicate with people by phone. Only 2.1 % of the respondents use only Javanese language. The respondents tend to use *bahasa Indonesia* to communicate by phone because sometimes they do not know who's speaking there, so they prefer to use *bahasa Indonesia*.

Finally, as seen in question number 13 and 14, the respondents also tend to use *bahasa Indonesia* to pray and communicate with their servant. There are 73 or 76.9 % of the respondents who tend to use *bahasa Indonesia* when praying, and no one of them use Javanese. It is really interesting that they are as Javanese teenagers tend to use *bahasa Indonesia* to communicate even if it is just in their heart like praying or worship. So, we can conclude that all of the respondents somehow have loss of their willingness to use Javanese language. Moreover, they also use *bahasa*

Indonesia when they communicate with their servant at home. It shows that there are for about 38.8 % of the respondents use only *bahasa Indonesia* and 2.1 % use only Javanese language. As we know, servant have lower status, they sometimes come from lower educational and family background. Usually servants use Javanese language to communicate with their community, but in this case, teenagers prefer to use *bahasa Indonesia* with them. It may be due to the fact that the teenagers want to show their prestige and their status at home.

4.3 Language Used by the Teenagers Basen on Their Language Attitude toward Javanese

Language attitude is one of the important aspects in language used. This aspect has been proven in many studies to have big contribution towards the language change phenomenon in societies to societies. Baker (1992: 12) stated that language attitude has been defined as a feeling, reaction or emotion disposition towards an idea, concept or phenomenon. So, language shift and death are very linked to language attitude.

The finding from the students' language use survey were supported by the result of their answer in the questionnaires. Some important points that can be made are the use of *bahasa Indonesia* was reinforced by the parents who have good education and economical background, they also appear to have less favorable

attitudes toward Javanese language. Their language attitude toward Javanese language and *bahasa Indonesia* will show in table 8 below.

Table 8. Response percentages: attitudes toward *bahasa Indonesia* and Javanese language

No	Questions	S	SS	TS	STS	Total
1.	Mastering <i>bahasa Indonesia</i> will make us easy to find better job in the future.	60	16	19	-	95
	% of total	63.2%	16.8%	20 %		100 %
2.	You must fluent speak in <i>bahasa Indonesia</i> if you want to continue your study in a good school.	62	23	10	-	95
	% of total	65.3%	24.2%	10.5%		100 %
3.	<i>Bahasa Indonesia</i> have bigger role to face globalization era than Javanese language.	62	9	24	-	95
	% of total	65.3%	9.5%	25.2%		100 %
4.	I feel more comfortable speak in <i>bahasa Indonesia</i> to communicate with people than in Javanese language.	56	14	25	-	95
	% of total	58.9%	14.7%	26.3%		100 %
5.	Speak in Javanese language will look like an ancient person.	7	1	61	26	95
	% of total	7.4%	1 %	65.3%	27.4%	100 %
6.	Javanese language must be saved as an inheritance of ancestors.	29	64	1	1	95
	% of total	30.5%	67.3%	1 %	1 %	100 %
7.	Javanese language has higher aesthetics value and more polite than <i>bahasa Indonesia</i> .	47	38	9	1	95
	% of total	49.5%	40 %	9.5 %	1 %	100 %

No	Questions	S	SS	TS	STS	Total
8.	I proud if I can speak Javanese fluently	57	28	9	1	95
	% of total	60 %	29.5%	9.5 %	1 %	100 %
9.	I feel glad if there is someone speak in Javanese language with me.	58	14	23	-	95
	% of total	61 %	14.7%	24.2%		100 %
10.	Every school must add Javanese language as a <i>Muatan Lokal</i> .	51	35	9	-	95
	% of total	53.7%	36.8%	9.5%		100 %
11	Vocabularies of Javanese language must have improvement to make it exist in globalization era.	57	31	7	-	95
	% of total	60 %	32.6%	7.4 %		100 %
12.	I enjoy to read a book in Javanese language than <i>bahasa Indonesia</i> .	19	3	69	4	95
	% of total	20 %	3.2 %	72.6%	4.2 %	100 %
13.	I only use Javanese language when get interaction in social media,	3	1	50	41	95
	% of total	3.2 %	1 %	52.6%	43.2%	100 %
14.	I only use Javanese language when communicate with my family.	9	10	54	24	95
	% of total	9.5 %	10.5%	56.8%	25.3%	100 %

S : *Setuju* (Agree)

SS : *Sangat Setuju* (Strongly Agree)

TS : *Tidak Setuju* (Disagree)

STS : *Sangat Tidak Setuju* (Strongly Disagree)

Based on the data I got, it shows that many parents tend to use *bahasa Indonesia* when they speak with their children, so most of the children's native language is *bahasa Indonesia*. They think that if they want their children get good education, their children must able to speak *bahasa Indonesia*. If their children cannot speak *bahasa Indonesia* fluently, their children will not be able to get high education and they may will not get a good job in the future. This perspective is also the same with the children opinion as shown in the table 8 above.

As shown in table 8 above, in question 1 and 2, there are 60 or 63.2 % of the respondents agree when mastering *bahasa Indonesia* will make them easy to find better job in the future. Moreover there are 62 or 65.3 % of the respondents who agree that they must speak fluently in *bahasa Indonesia* if they want to continue their study in a good school. So, I can conclude that they think *bahasa Indonesia* play an important role in their future. It is also strengthen by the respondents' opinion about *bahasa Indonesia* which has a bigger role to face globalization era than Javanese language. There are for about 62 of the respondents who agree if *bahasa Indonesia* will help them in global era. This finding is supported by the previous study by Masruddin (2014), he found that the reality in Wotu area shows that family domain is not a place to inherit the local language because of global era and technology advancement. Furthermore, he found that *bahasa Indonesia* is a medium in education, so the parents prefer to use *bahasa Indonesia* at home to communicate with their children.

Most of the respondents tend to use *bahasa Indonesia*, Even most of them can speak in Javanese language. From the questionnaire it also shows that almost

all of the respondents said that they can speak Javanese language. There are 92 from 95 or 96.8 % of the respondents who say “yes” when I give a question about their ability in using Javanese language (see appendix page 18). They will use Javanese language only when they get communication with people who have known by them. They also use *bahasa Indonesia* in all kind of situations both formal and informal situation, so we can predict that Javanese teenagers in Semarang have no desire to maintain their vernacular language.

From table 8 above it is also indicated that most of the respondents feel more comfortable to speak in *bahasa Indonesia* to communicate with people than in Javanese language. Even, actually they can speak in Javanese language in low level (*bahasa ngoko*), but they prefer to use *bahasa Indonesia*. Based on my direct observation and the questionnaire data I got, most of them think *bahasa Indonesia* is more flexible and easy to understand for them.

The table above also shows that there are three findings of teenagers’ language attitude toward Javanese language, there are cognitive, conative, and affective aspects. The explanation of cognitive, affective and conative aspect of Javanese teenagers’ language attitude will be described below.

4.3.1 Cognitive Aspect

Cognitive aspect is a kind of perception of people. It is like an idea or concept which is used by people to think about something. In other words, cognitive aspect is our thoughts, beliefs, and ideas about something. To show cognitive aspect I give some questions to the respondents about their perceptions of Javanese language. The questions are (1) Javanese language must be saved as an inheritance of ancestors, (2) Javanese language has higher aesthetics value and more polite than *bahasa Indonesia*, and (3) Speaking in Javanese language will look like an odd person. Percentages of the result are shown in chart below.

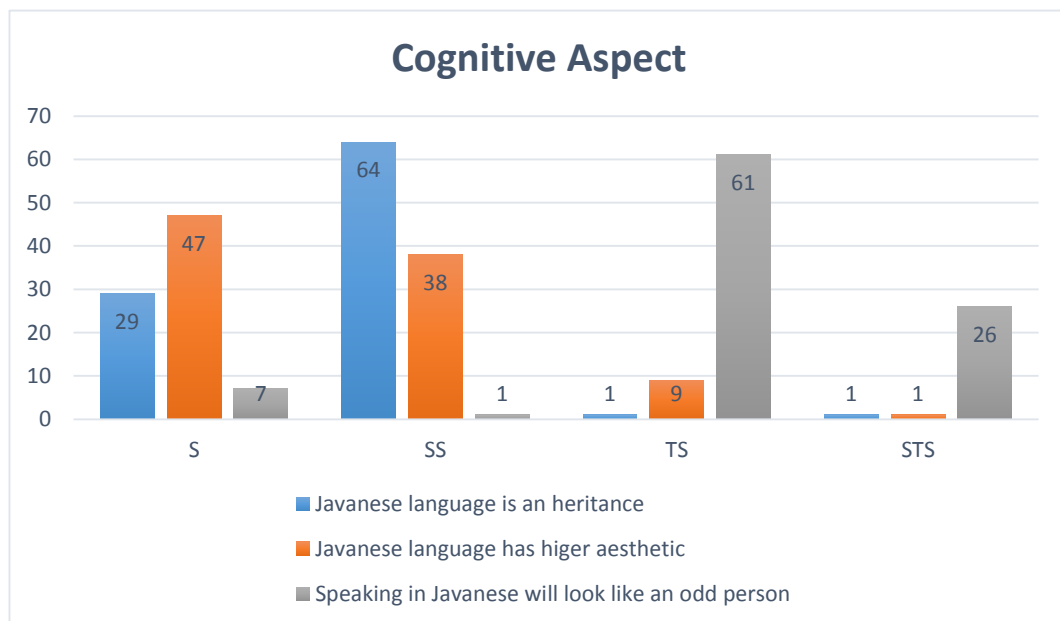


Figure.1. Chart of the cognitive aspect of teenager in Semarang

Figure 1 shows that 67.3 % of the respondents really agree when Javanese language is an heritage of ancestors, for about 50 % of them agree that Javanese language has higher aesthetic value and more polite than *bahasa*

Indonesia. Moreover, almost none of them (1%) really agree when someone speak in Javanese language will look like an ancient people.

Javanese language as a part of culture, and attachment of some cultures will make it as an identity of the user. The fact that Javanese teenagers' belief when Javanese language is a part of their identity shows their positive attitude toward that language. In this case this is considered as the sentimental attachment of that language.

From the chart above, it also can be seen that the cognitive aspect of younger generations in Semarang shows an agreement about Javanese language as a heritage that must be saved. From this result, we can argue that younger generations in Semarang actually admit Javanese language as their culture, even in the reality they do not always use Javanese language.

Javanese language as a heritage and their culture must be saved by next generations because language is an important factor that make social and cultural identity. Weinrich (1968) said that social identity, including ethnic identity are many ideas, behavior, attitude, and language symbols transferred to the next generations by socialization. Without any socialization, younger generation will do not know about their own ethnic and culture. The identity of the ethnic groups is not only about their language, but also about culture. They have known that Javanese language is a heritage and have higher value, but in the fact their awareness of language norm that push them to use Javanese language is still low.

So, when this condition is continued in every year and there is nothing effort to solve it, Javanese language will really lost.

4.3.2 Affective Aspect

Affective aspect is an emotion of the people that make them feel happy or unhappy with something. Suhardi (1996; 22) said that Affective aspect is someone's feeling about some objects and their emotion. In short, it can be said that affective aspect involves a person feelings or emotions about the attitude.

Affective aspect of younger generations in Semarang can be seen from two questions, there are (1) I proud if I can speak Javanese fluently, (2) I feel glad if there is someone speak in Javanese language with me. The percentage of the answer shown in the chart below.

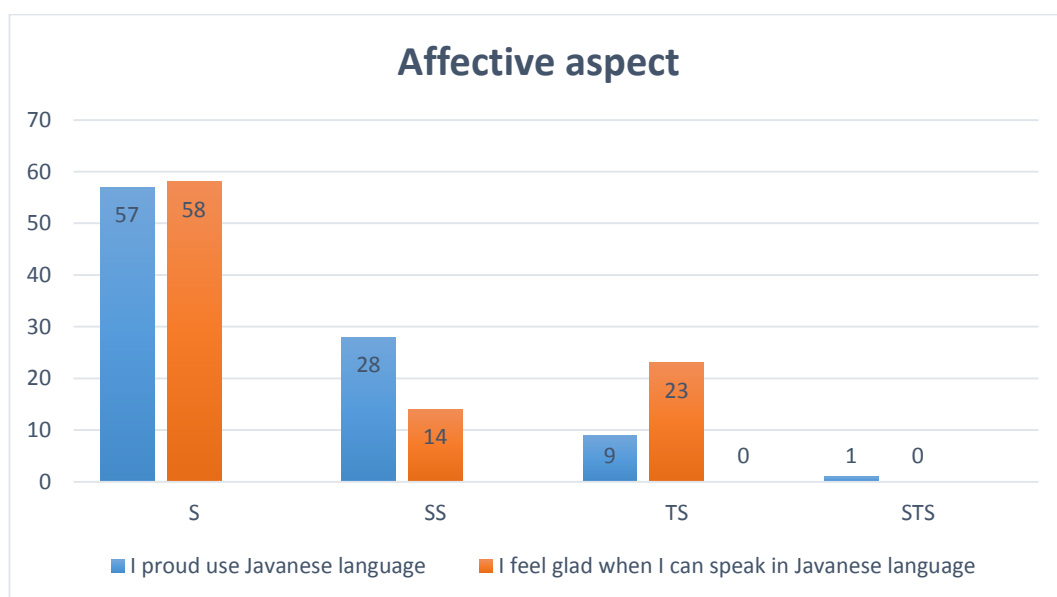


Figure.2. Chart of the affective aspect of teenager in Semarang

Figure 2 above shows the percentage of affective aspect, there are 57 or 60 % of the respondents agree that they feel proud if they can use Javanese language and glad if there is someone speak in Javanese language with them. Javanese language as an identity of Javanese people may make the Javanese people have positive attitude to the language. From the figure above we also can see that most of the respondents feel glad if there is someone speaks in Javanese language with them. So, it shows positive attitude toward Javanese language. Language pride will motivate someone to use and expand the language as their identity. As we know, Javanese language is an identity of Javanese culture, so it really possible if the children show positive attitude toward this language.

4.3.3 Conative Aspect

Conative aspect is the way the attitude we have influences about something. It is tendency or disposition to act in certain ways toward something. Based on the conative aspect of the Javanese teenagers' language attitude, there are four questions to save Javanese language. There are (1) Every school must add Javanese language as the *Muatan Lokal*, (2) I prefer to choose a book that used Javanese language than *bahasa Indonesia*, (3) I only use Javanese language when get interaction in social media, and (4) I only use Javanese language when communicate with my family.

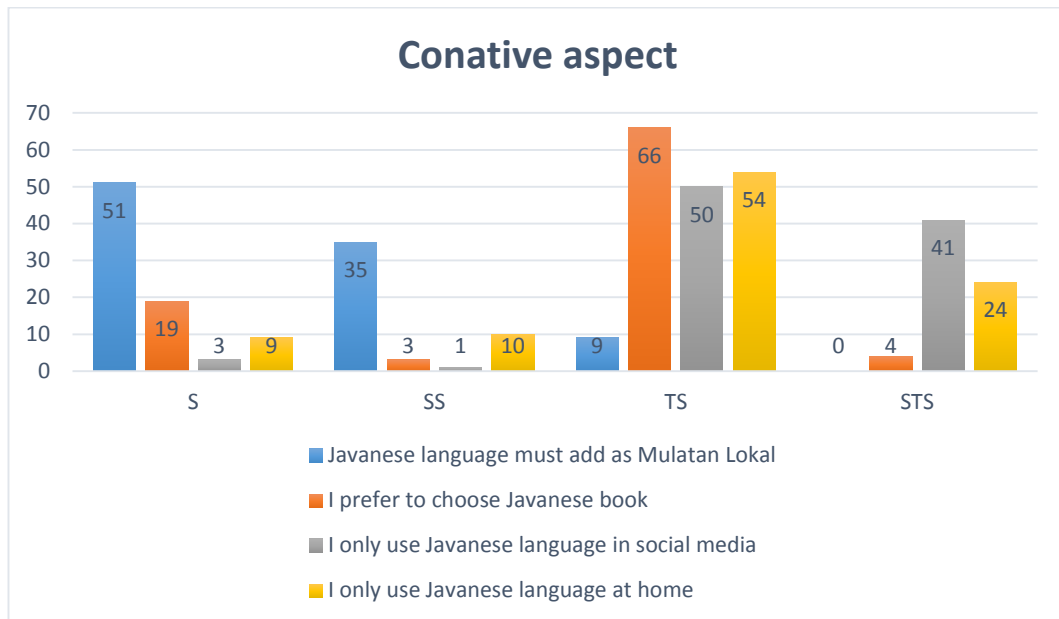


Figure.3. Chart of the conative aspect of teenager in Semarang

From chart 3, it can be seen that most of the respondents agree when every school must add Javanese language as a *Muatan Lokal* to make children know about their mother language and their own culture. Whereas, almost none of them agree when Javanese language is used to get communication in the social media or with people around them. Furthermore, only 1 % of the respondents choose Javanese book, and 66 of them prefer to choose *bahasa Indonesia*. Only 9 of the respondents who use Javanese language, and about 54 of all of them use *bahasa Indonesia*. This finding show that most of the respondents lost their willingness to act as Javanese people to save the language by using Javanese language in their interactions. They only proof the government to have a role in saving Javanese language, but in the fact, they do not show in the real act.

Based on the conative aspect, we can see that most of the respondents have negative attitude towards Javanese. It means, their willingness to save

Javanese language just shown in their hope and there is no real act from them. From the fact above, we also can conclude that Javanese teenager's awareness of language norms is low, so it influences their language use.

4.4 The Relationship between Their Language Attitude and Teenagers' Language Use

From the questionnaire I found the fact that most of the teenagers in Semarang tend to use *bahasa Indonesia* than Javanese language to get communication. It happens almost in general situation both in formal and informal situation. Moreover, based on the ability of the respondents to use Javanese language, it is obviously shown that almost all of the respondents stated that they can speak in Javanese language (see appendix page 18). Interestingly, most of them or for about 64.2 % of them prefer to use *bahasa Indonesia* to communicate with others. So, it can be said that the awareness of the respondents to use Javanese language has been decreasing, while there has been a remarkable increase in *bahasa Indonesia* proficiently.

As a vernacular language, Javanese language of course will be difficult to compete with *bahasa Indonesia* which plays a role as a national and official language. As a vernacular language, we cannot use Javanese language in all aspects and situations because the language is only used by some groups or people in a domestic domains. So, many teenagers in Semarang use *bahasa Indonesia* because they believe if they can speak in *bahasa Indonesia*, they will get better life in the

future because they will be easy to get better job. As the finding above, we can say that the use of *bahasa Indonesia* by teenagers in Semarang indicate that *bahasa Indonesia* has a big role as an instrumental attachment of the language. Teenagers feel upset when they cannot get what others can because they lack the ability to use *bahasa Indonesia*. They think that *bahasa Indonesia* is the key to get better future. So, they prefer to shift their language into *bahasa Indonesia*. This finding is also supported by the data that have taken before (see appendix page 17). It shows many reasons why teenagers in Semarang tend to use *bahasa Indonesia* rather than Javanese language. One of the big reasons is because they can use *bahasa Indonesia* to communicate with everyone and in everyplace without feeling afraid if the people do not know the language.

Usually, language pride will force younger generation to use their vernacular language and use it as their identity. In this research, I found that the respondents show positive attitude based on the cognitive and affective aspect, but in fact, from the conative aspect they show negative attitude toward Javanese language.

CHAPTER V

CONCLUSION

From the data analysis in chapter IV, it can be concluded that teenagers in Semarang, especially students in SMP N 27 Semarang tend to use *bahasa Indonesia* than Javanese language. There are several factors that influence them to use *bahasa Indonesia*. The factors come from internal and external factors. From internal factors, it is because there are different family backgrounds, gender, and their language attitude, but the external factors can be caused by the differences of the communities, environment, interlocutors, and the context of the conversations.

The finding about differences of family background shows that many children will have a tendency to use *bahasa Indonesia* when they come from family which has higher economical background and their parents graduated from higher level of education. Parents have an important role to their children language acquisition. Language use of the children is more influenced by their father's role. Most of mothers are housewives. They will use *bahasa Indonesia* at home because their husband work as a white-collar worker like civil servant, teacher, or employee.

Based on the context of the conversation, nowadays Javanese teenagers start to use *bahasa Indonesia* not only in formal situation, but also in informal situation. Sometimes they also mix their language in *bahasa Indonesia* and Javanese language when they speak with their community. Based on my observation, most of them will use Javanese language when they make a joke with their friends. They also will

use *bahasa Indonesia* with people whom they have not known to make a better communications with them. Sometimes, the teenagers think that using Javanese language is impossible since the interlocutors are not Javanese native speaker. Then, even the interlocutors are Javanese native speaker, they are afraid to use Javanese language because there are many levels in Javanese language style. They are confused to use it and afraid if they will be perceived as impolite person when they use wrong Javanese level.

There are three aspects of teenagers' language attitude; cognitive, affective and conative. From these aspects, it can be concluded that Javanese teenagers have positive attitude with Javanese language, but their attitude toward Javanese language is more like a hope rather than a realization of act. They are aware about Javanese language as their own culture and they are pride about it, but they still prefer to use *bahasa Indonesia* to communicate with people around them.

The use of *bahasa Indonesia* also shows the instrumental attachment of language. They use *bahasa Indonesia* to get what the other can get by mastering national language, like better education or future life.

In addition, I suggest that the general factors which lead the teenagers to use *bahasa Indonesia* are bilingualism, loyalty, economic, and social background. Each contributes different influences to the language use. Teenagers' Javanese language loyalty is considered lower. Even though the situation allows the speaker to use Javanese language, but in fact they use *bahasa Indonesia*. It happens because *bahasa Indonesia* is a national language; speakers have to master and use it in

formal situation. So, it brings the biggest influence to shift Javanese language into *bahasa Indonesia*.

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APPENDIX

Nama:

Kelas:

Kuesioner faktor yang mempengaruhi Language Shift (alih bahasa) dan sikap bahasa di kalangan siswa SMP kota Semarang

Mohon diisi kuesioner berikut sesuai dengan apa yang menurut Anda paling benar.

I.

1. Jenis kelamin :
 - a. L
 - b. P
2. Asal / tempat kelahiran (Sebutkan desa dan kota):
:.....
3. Dari mana asal orang tua Anda? (Sebutkan nama desa dan kota)
Ayah :.....
Ibu :.....
4. Di mana Anda tinggal saat ini? (Sebutkan nama desa dan kota)
:.....
5. Sudah berapa lama Anda tinggal di Semarang?
 - a. 1-5 tahun
 - b. 6-10 tahun
 - c. > 10 tahun
6. Apa pendidikan terakhir orang tua Anda: (Tuliskan juga pekerjaan ayah dan ibu Anda, contoh : ayah: PT => Guru, Ibu: SMA=> Karyawan)
 - a. SD
 - b. SMP
 - c. SMA
 - d. Akademi
 - e. Perguruan Tinggi (PT) / Sarjana (S1)

Lainnya.....
7. Apakah bahasa asli Anda (bahasa yang diajarkan semenjak bayi / *native language*) ?
 - a. Bahasa Jawa
 - b. Bahasa Indonesia
 - c. Lainnya.....
8. Bahasa apakah yang digunakan oleh:

- a. Keluarga di rumah?
.....
 - b. Teman-teman sepergaulan di rumah?
.....
 - c. Kerabat/saudara yang tidak tinggal dalam satu rumah dengan Anda?
.....
 - d. Tetangga di rumah?
.....
9. Menurut Anda apakah bahasa Indonesia lebih penting dari bahasa Jawa?
(Ya / Tidak);
Jika jawaban **Ya, karena: (boleh memilih lebih dari satu)**
- a. Bahasa Indonesia memiliki nilai estetika yang lebih tinggi dari bahasa Jawa
 - b. Bahasa Indonesia dipelajari di sekolah
 - c. Bahasa Indonesia memberikan masa depan yang lebih baik
 - d. Bahasa Indonesia dapat digunakan di mana saja
 - e. Bahasa Indonesia dapat digunakan untuk berkomunikasi dengan orang yang berasal dari suku yang berbeda
 - f. Lainnya.....
- Jika jawabannya **Tidak, karena: (boleh memilih lebih dari satu)**
- a. Bahasa Jawa memiliki nilai estetika yang lebih tinggi dari bahasa Indonesia
 - b. Bahasa Jawa adalah warisan leluhur yang harus dilestarikan
 - c. Bahasa Jawa lebih memiliki nilai sopan santun dari pada bahasa Indonesia
 - d. Lainnya.....
10. Pada situasi apa Anda akan memilih menggunakan bahasa Indonesia untuk berkomunikasi? **(boleh memilih lebih dari satu)**
- a. Berada di lingkungan yang baru
 - b. Berada di lingkungan yang sudah dikenal dengan orang-orang yang sudah akrab
 - c. Situasi belajar mengajar di sekolah (formal)
 - d. Berada di *public area* (tempat umum)
 - e. Berkumpul atau rapat dengan teman-teman organisasi sekolah (ekstrakurikuler)
 - f. Membeli sesuatu di toko dekat rumah
 - g. Membeli sesuatu di mall atau supermarket
 - h. Lainnya.....

11. Apakah Anda bisa berbicara dalam bahasa Jawa (**Ya / Tidak**) **Jika Ya**, Pada situasi seperti apa Anda akan memilih menggunakan bahasa Jawa untuk berkomunikasi?
- Berada di lingkungan yang baru
 - Berada di lingkungan yang sudah dikenal dengan orang yang sudah akrab
 - Berada di rumah (situasi non formal)
 - Bercerita secara pribadi dengan teman dekat
 - Berada di *public area* (tempat umum)
 - Membeli sesuatu di toko dekat rumah
 - Membeli sesuatu di mall atau supermarket
 - Lainnya.....
12. Menurut Anda apakah bahasa Jawa layak untuk dijadikan alat berkomunikasi sehari-hari daripada bahasa Indonesia?
- Ya
 - Tidak
- Alasan
:.....

II.

- Menguasai bahasa Indonesia dapat memberikan masa depan atau pekerjaan yang lebih baik di masa depan daripada menguasai bahasa Jawa
 - Setuju
 - Sangat setuju
 - Tidak setuju
 - Sangat tidak setuju

Alasan
:.....
- Kalau mau melanjutkan pendidikan ke jenjang yang lebih tinggi di sekolah yang bagus Anda harus dapat berbahasa Indonesia resmi
 - Setuju
 - Sangat setuju
 - Tidak setuju
 - Sangat tidak setuju

Alasan
:.....
- Saya lebih nyaman menggunakan bahasa Indonesia untuk berkomunikasi dengan masyarakat daripada menggunakan bahasa Jawa.
 - Setuju
 - Sangat setuju
 - Tidak setuju
 - Sangat tidak setuju

Alasan

.....

4. Bahasa Indonesia memiliki peran yang lebih penting untuk menghadapi era globalisasi daripada bahasa Jawa.
- | | |
|------------------|------------------------|
| a. Setuju | c. Tidak setuju |
| b. Sangat setuju | d. Sangat tidak setuju |

Alasan

.....

5. Berbicara dalam bahasa daerah/ b. Jawa terlihat kuno.
- | | |
|------------------|------------------------|
| a. Setuju | c. Tidak setuju |
| b. Sangat setuju | d. Sangat tidak setuju |
6. Bahasa Jawa harus dipertahankan sebagai warisan luhur
- | | |
|------------------|------------------------|
| a. Setuju | c. Tidak setuju |
| b. Sangat setuju | d. Sangat tidak setuju |
7. Bahasa Jawa memiliki nilai estetika dan etika/ sopan santun yang lebih tinggi daripada bahasa Indonesia.
- | | |
|------------------|------------------------|
| a. Setuju | c. Tidak setuju |
| b. Sangat setuju | d. Sangat tidak setuju |
8. Saya merasa bangga karena bisa berbahasa Jawa dengan lancar
- | | |
|------------------|------------------------|
| a. Setuju | c. Tidak setuju |
| b. Sangat setuju | d. Sangat tidak setuju |

Alasan

.....

9. Saya merasa senang ketika ada orang mengajak saya berbicara menggunakan bahasa Jawa
- | | |
|------------------|------------------------|
| a. Setuju | c. Tidak setuju |
| b. Sangat setuju | d. Sangat tidak setuju |

Alasan

.....

10. Setiap sekolah harus memasukan pelajaran bahasa Jawa sebagai muatan lokal.
- | | |
|------------------|------------------------|
| a. Setuju | c. Tidak setuju |
| b. Sangat setuju | d. Sangat tidak setuju |

Alasan

.....

11. Kosakata bahasa Jawa harus terus dikembangkan agar bisa tetap eksis di era globalisasi.

- a. Setuju
- b. Sangat setuju

- c. Tidak setuju
- d. Sangat tidak setuju

Alasan

.....

12. Anda lebih menyukai buku cerita dalam bahasa Jawa daripada dalam bahasa Indonesia

- a. Setuju
- b. Sangat setuju
- c. Tidak setuju
- d. Sangat tidak setuju

Alasan

.....

III. Beri tanda ✓ pada kolom yang menurut Anda paling sesuai.

No.	Pertanyaan	Selalu/ hampir selalu BI	Lebih banyak BI dari BJ	BI dan BJ digunakan (hampir) sama banyaknya	Selalu/ hampir selalu BJ	Lebih banyak BJ dari BI
1.	Bahasa yang saya gunakan dengan orang tua dan saudara kandung.					
2.	Bahasa yang saya gunakan dengan teman ketika di sekolah (dalam kelas)					
3.	Bahasa yang saya gunakan dengan teman ketika di sekolah (luar kelas)					
4.	Bahasa yang saya gunakan dengan teman di rumah					
5.	Bahasa yang saya gunakan dengan tetangga di rumah dalam situasi non formal					
6.	Bahasa yang saya gunakan dengan guru dan petugas sekolah ketika di dalam kelas/ situasi formal					
7.	Bahasa yang saya gunakan dengan guru dan petugas sekolah ketika di luar kelas/ situasi non formal.					
8.	Bahasa yang saya gunakan ketika berkomunikasi dengan orang yang belum dikenal.					
9.	Bahasa apa yang Anda gunakan saat mengirim sms kepada teman					
10.	Bahasa apa yang Anda gunakan saat berbicara dengan sepupu atau saudara jauh.					
11.	Bahasa yang Anda gunakan saat menggunakan media sosial elektronik					
12.	Bahasa yang Anda gunakan saat berbicara lewat telepon					
13.	Bahasa yang Anda gunakan saat berdo'a					
14.	Bahasa yang digunakan saat berbicara dengan pembantu di rumah.					

_____TERIMA KASIH_____

THE RESULT OF QUESTIONNAIRE SURVEY

Table 1. Total of the respondents

Total of the respondents	Count	% of count
Male	36	37.9 %
Female	59	62.1 %
Total	95	100%

Table 2. The respondent's origin

Origin		Gender		Total
		Male	Female	
Java	Count	34	58	92
	% of total	94.4 %	98.3 %	97 %
Non Java	Count	2	1	3
	% of total	5.55 %	1.7 %	3%
Total	Count	36	59	95
	% of total	100 %	100 %	100 %

Table 3. The distribution of language used by Javanese teenagers based on their origin

Origin		Language use			Total
		Javanese	<i>Bahasa Indonesia</i>	Mix language	
Java	Count	28	53	11	92
	% of total	29.5 %	55.8 %	11.5 %	96.8 %
Non Java	Count	-	3	-	3
	% of total	-	3.2 %	-	3.2 %
Total	Count	28	56	11	95
	% of total	29.5 %	58.9 %	11.5 %	100 %

Table 4. Their father's origin

Father		Gender		Total
		Male	Female	
Central and east Java	Count	34	54	88
	% of total	94.4 %	91.5 %	92.8 %
Non Java	Count	2	5	7
	% of total	5.6 %	8.5 %	7.2 %
Total	Count	36	59	95
	% of count	100 %	100 %	100 %

Table 5. Their mother's origin

Mother		Gender		Total
		Male	Female	
Central and east Java	Count	32	57	89
	% of total	88.9 %	96.6 %	93.7 %
Non Java	Count	4	2	6
	% of total	11.1 %	3.4 %	6.3
Total	Count	36	95	95
	% of count	100 %	100 %	100 %

Table 6. How long they have been staying in Semarang?

How long they stay in Semarang		Gender		Total
		Male	Female	
1-5 years	Count	3	6	9
	% of total	8.3 %	10.2 %	9.5 %
6-10 years	Count	1	4	5
	% of total	2.7 %	6.8 %	5.3 %
>10 Years	Count	32	49	81
	% of total	88.9 %	83 %	85.2 %
Total	Count	36	59	95
	% of count	100 %	100 %	100 %

Table 7. Distribution of language used by children based on the duration of their stay in Semarang.

The duration of their stay in Semarang		Language use					
		Javanese		<i>Bahasa Indonesia</i>		Mix language	
		M	F	M	F	M	F
1-5 years	Count	1	-	2	6	-	-
	% of total	2.7 %	-	5.5 %	10.2%	-	-
6-10 years	Count	-	-	1	4	-	-
	% of total	-	-	2.7 %	6.8 %	-	-
>10 years	Count	19	8	9	34	4	7
	% of total	52.7 %	10.6%	25 %	57.6%	11.1%	11.8%
Total	Count	20	8	12	44	4	7
	% of total	55.5%	10.6%	33.3 %	74.6%	11.1%	11.8%

% of total in distribution of language used by children based on how long their stay in Semarang is count based on the amount of male and female (males: 36, Females: 59).

$$\text{Male} = X = \frac{x}{36} \times 100 \quad \text{Female} = X = \frac{x}{59} \times 100$$

Table 8. Their parent's education

Parent's education		Father	Mother	Total
Elementary school	Count	8	9	17
	% of total	8.4 %	9.5 %	17.0 %
Junior high school	Count	9	12	21
	% of total	9.5 %	12.6 %	22.1 %
Senior high school	Count	40	41	81
	% of total	42.1 %	43.2 %	85.2 %
Academy	Count	2	-	2
	% of count	2.1 %	-	2.1 %
University	Count	36	33	69
	% of count	37.9 %	34.7 %	72.6 %
Total	Count	95	95	190
	% of count	100 %	100 %	100 %

Table 9. The distribution of language used by teenager in Semarang based on their parent's education

Parent's education		Language use			Total
		Javanese	BI	Mix	
Elementary school	Count	8	-	-	8
	% of total	8.4 %	-	-	8.4 %
Junior high school	Count	5	1	-	6
	% of total	5.3 %	1 %	-	6.3 %
Senior high school	Count	10	16	4	30
	% of total	10.5 %	16.8 %	4.2 %	31.5 %
Academy	Count	-	1	1	2
	% of total	-	1 %	1 %	2 %
University	Count	5	38	6	49
	% of total	5.3 %	40 %	6.4 %	51.7 %
Total	Count	28	56	11	95
	% of total	29.5 %	58.8 %	11.5 %	100 %

Table 10. The distribution of language used by Javanese teenagers based on their father's job

Father's Job		Language use			Total
		Javanese	BI	Mix	
Civil servant	Count	3	16	1	20
	% of total	2.9 %	16.8 %	1 %	19 %
Teacher	Count	1	4	-	5
	% of total	1 %	3.8 %	-	4.8 %
Entrepreneur	Count	5	6	4	15
	% of total	4.8 %	5.7 %	3.8 %	14.25 %
Doctor	Count	-	1	-	1
	% of total	-	1 %	-	1 %
Farmer	Count	1	-	-	1
	% of total	1 %	-	-	1 %
Employee	Count	7	21	3	31
	% of total	6.65 %	19.95%	2.9 %	29.45 %
Laborer	Count	5	1	-	6
	% of total	4.8 %	1 %	-	5.7 %
Driver	Count	1	1	-	2
	% of total	1 %	1 %	-	1.9 %
Security	Count	2	-	1	3
	% of total	1.9 %	-	1 %	2.9 %

Father's Job		Language use			Total
		Javanese	<i>Bahasa Indonesia</i>	Mix	
Others	Count	3	5	2	10
	% of total	2.9 %	4.8 %	1.9 %	9.5 %
No job	Count	-	1	-	1
	% of total	-	1 %	-	1 %
Total	Count	28	56	11	95
	% of total	29.5 %	58.9 %	11.5 %	100 %

Table 11. The distribution of language used by Javanese teenagers based on their mother's job

Mother's Job		The language use			Total
		Javanese	<i>Bahasa Indonesia</i>	Mix language	
Civil servant	Count	1	5	-	6
	% of total	1 %	4.8 %	-	5.7 %
Teacher	Count	2	-	-	2
	% of total	1.9 %	-	-	1.9 %
Housewife	Count	16	33	6	55
	% of total	15.2 %	31.35 %	5.7 %	52.25 %
Entrepreneur	Count	1	5	1	7
	% of total	1 %	4.8 %	1 %	6.65 %
Doctor	Count	-	1	-	1
	% of total	-	1 %	-	1 %
Laborer	Count	-	-	1	1
	% of total	-	-	1 %	1 %
Employee	Count	5	7	1	13
	% of total	4.8 %	6.65 %	1 %	12.35 %
Others	Count	3	5	2	10
	% of total	2.9 %	4.8 %	1.9 %	9.5 %
Total	Count	28	56	11	95
	% of total	29.5 %	58.9 %	11.5 %	100 %

Table 12. The distribution of language used by teenagers in Semarang based on their parent's job

No.	Name	Class	Fathers' Job	Mothers' Job	BJ	BI	Mix
1.	Tafana Ade S.	7A	Employee	Employee	√		
2.	Natasya Aulia	7A	Employee	Employee		√	
3.	Faradyta M.F	7A	Employee	Employee			√
4.	Amelina P.	8A	Employee	Employee	√		
5.	Atha Ridho P.	8A	Employee	Employee		√	
6.	Alfalul M.	8A	Employee	Employee		√	
7.	Araya Alfata R.	7A	Employee	Housewife	√		
8.	Maya Andira	7A	Employee	Housewife			√
9.	Maulana Yusuf	7A	Employee	Housewife	√		
10.	Alifia Febriana	7A	Employee	Housewife		√	
11.	Sekar R.	7A	Employee	Housewife		√	
12.	Wahyu W.	7A	Employee	Housewife		√	
13.	Nur Rahalimah	7A	Employee	Housewife	√		
14.	Salsabillah Fitri	7A	Employee	Housewife		√	
15.	Eva R.	7A	Employee	Housewife		√	
16.	Wanna Asry K.	8A	Employee	Housewife		√	
17.	Salwa Darrel F.	8A	Employee	Housewife		√	
18.	Abdullah Sajid	8A	Employee	Housewife		√	
19.	Aji Saputro	8A	Employee	Housewife		√	
20.	Mareta G.	8H	Employee	Housewife		√	
21.	Mayra Salsabila	8H	Employee	Housewife		√	
22.	Oktavia Eny S.	8H	Employee	Housewife		√	
23.	Ifka Perdana P.	8H	Employee	Housewife		√	
24.	Dahniar R.	8H	Employee	Housewife		√	
25.	Sekar Kinasih	8H	Employee	Housewife		√	
26.	Deviana K.	8H	Employee	Housewife			√
27.	Rizal wiranaya	7A	Employee	Civil servant	√		
28.	Chynthia Noura	7A	Employee	Civil servant		√	
29.	Bela Asyifah P.	8A	Employee	Civil servant		√	
30.	Adinda Marsya	8A	Employee	Entrepreneur		√	
31.	Tifany Duta B.	8H	Employee	Laborer			√
32.	Neilla Qurrota	8H	Employee	Teacher	√		
33.	Ardhiansyah W.	7A	Civil servant	Housewife		√	
34.	Ilham Novianto	7A	Civil servant	Housewife			√
35.	Rifky Reza A.	7A	Civil servant	Housewife		√	

No.	Name	Class	Fathers' Job	Mothers' Job	BJ	BI	Mix
36.	Febri Ardera	7A	Civil servant	Housewife		√	
37.	Rosyid F.	7A	Civil servant	Housewife		√	
38.	Salma S.	7A	Civil servant	Housewife		√	
39.	M. Aziz	7A	Civil servant	Housewife		√	
40.	Dimas S. Y.	7A	Civil servant	Housewife		√	
41.	Karelina Ratri	8A	Civil servant	Housewife		√	
42.	Silvia Antalia	8A	Civil servant	Housewife		√	
43.	Mega Indah S.	8A	Civil servant	Housewife		√	
44.	Rymarsha A.	8A	Civil servant	Housewife		√	
45.	Gilda Pramesti	8H	Civil servant	Housewife		√	
46.	Avizka R.	8H	Civil servant	Housewife	√		
47.	BungaA.	7A	Civil servant	Civil servant		√	
48.	Aurelia Mutiara	8A	Civil servant	Civil servant		√	
49.	Annisa Ikhtiar	8A	Civil servant	Entrepreneur		√	
50.	Raden Ocka H.	8A	Civil servant	Employee	√		
51.	Atikah Nur P.	8A	Civil servant	Employee	√		
52.	Gita Kristia S.	8H	Civil servant	Employee		√	
53.	Zhabila Nur A.	8A	Entrepreneur	Entrepreneur		√	
54.	Lysandra Bryna	8A	Entrepreneur	Entrepreneur		√	
55.	Destiara S.	8H	Entrepreneur	Entrepreneur			√
56.	Agatha Dian I.	7A	Entrepreneur	Housewife			√
57.	Sendita W.	7A	Entrepreneur	Housewife		√	
58.	M. Yusuf Y.	8A	Entrepreneur	Housewife	√		
59.	Rendra Massaid	8A	Entrepreneur	Housewife			√
60.	Mei Lina A.	8H	Entrepreneur	Housewife		√	
61.	Ica Dista A.	8H	Entrepreneur	Housewife	√		
62.	Dewi Melati S.	8H	Entrepreneur	Housewife		√	
63.	M. Angga Dwi	8H	Entrepreneur	Housewife			√
64.	Rifal A.	8H	Entrepreneur	Housewife	√		
65.	Sahara Ainun N.	8H	Entrepreneur	Housewife	√		
66.	Herly Wahyudi	8H	Entrepreneur	Employee	√		
67.	Aminudin S.	8H	Entrepreneur	Employee		√	
68.	Febriyanshah R.	8H	Teacher	Teacher	√		
69.	Athallah Razzah	7A	Teacher	Housewife		√	
70.	Izzulhaq Z.	8A	Teacher	Employee		√	
71.	Fadiya Azzahra	8H	Teacher	Entrepreneur		√	
72.	Asharinnisa S.	8H	Teacher	Doctor		√	
73.	Monasari D.	7A	Laborer	Housewife	√		
74.	Lilies P.	8A	Laborer	Housewife		√	

No.	Name	Class	Fathers' Job	Mothers' Job	BJ	BI	Mix
75.	M. Helmi	8A	Laborer	Housewife	√		
76.	Galang fajar S.	8H	Laborer	Housewife	√		
77.	Bintang Ridzky	8H	Laborer	Housewife	√		
78.	Ruly Kurnia	8H	Laborer	Entrepreneur	√		
79.	Ayu W.	7A	driver	Housewife		√	
80.	Shinta Rizkiani	8A	driver	Housewife	√		
81.	Wahid N.	7A	Farmer	Housewife	√		
82.	M. Ariq	8H	Doctor	Civil servant		√	
83.	M. Iqbal Y.	8H	Security	Housewife	√		
84.	Irfan Maulana	8H	Security	Housewife	√		
85.	Anastasya H.	8H	No job	Employee		√	
86.	Bintang Alljero	8A	Others	Others	√		
87.	Dhenya Nasgita	7A	Others	Others		√	
88.	Fatimatul A.	7A	Others	Others			√
89.	Diajeng Pr.	8A	Others	Others	√		
90.	Anggi C.M	8A	Others	Others		√	
91.	May Wulan Ayu	8A	Others	Others	√		
92.	Divia Windiya	8A	Others	Others		√	
93.	Dyah Maharani	8A	Others	Others			√
94.	Andromeda B.	8A	Others	Others		√	
95.	M. Iqbal F.	8A	Others	Others		√	
Total					28	56	11

Table 13. The total of language used based on their parent's job

Parent's Job		Language Use			Total
Father	Mother	Javanese	<i>Bahasa Indonesia</i>	Mix language	
Employee	Employee	2	3	1	6
Employee	Housewife	3	15	2	20
Employee	Civil servant	1	2	-	3
Employee	Laborer	-	-	1	1
Employee	Teacher	1	-	-	1
Employee	Entrepreneur	-	1	-	1
Civil servant	Housewife	1	12	1	14
Civil servant	Civil servant	-	2	-	2
Civil servant	Entrepreneur	-	1	-	1
Civil servant	Employee	2	1	-	3
Entrepreneur	Entrepreneur	-	2	1	3
Entrepreneur	Housewife	4	3	3	10
Entrepreneur	Employee	1	1	-	2
Teacher	Teacher	1	-	-	1
Teacher	Housewife	-	1	-	1
Teacher	Employee	-	1	-	1
Teacher	Entrepreneur	-	1	-	1
Teacher	Doctor	-	1	-	1
Laborer	Housewife	4	1	-	5
Laborer	Entrepreneur	1	-	-	1
Driver	Housewife	1	1	-	2
Farmer	Housewife	1	-	-	1
Doctor	Civil Servant	-	1	-	1
Security	Housewife	2	-	-	2
No job	Employee	-	1	-	1
Others	Others	3	5	2	10
Total		28	56	11	95

Table 14. Their native language

Language use	Count	% of total
Javanese	34	35.8 %
<i>Bahasa Indonesia</i>	61	64.2 %
Total	95	100 %

Table 15. Language used by their family at home

Language use	Count	% of total
Javanese	30	31.6 %
<i>Bahasa Indonesia</i>	29	30.5 %
Javanese and <i>Bahasa Indonesia</i>	36	37.9 %
Total	95	100 %

Table 16. Language used by their friends at home

Language use	Count	% of total
Javanese	41	43.1 %
<i>Bahasa Indonesia</i>	26	27.4 %
Javanese and <i>Bahasa Indonesia</i>	28	29.5 %
Total	95	100 %

Table 17. Language used by their family who does not life with them

Language use	Count	% of total
Javanese	24	25.3 %
<i>Bahasa Indonesia</i>	47	49.4 %
Javanese and <i>Bahasa Indonesia</i>	24	25.3 %
Total	95	100 %

Table 18. Language used by their neighbors

Language use	Count	% of total
Javanese	27	28.4 %
<i>Bahasa Indonesia</i>	49	51.6 %
Javanese and <i>Bahasa Indonesia</i>	19	20 %
Total	95	100 %

Table 19. *Bahasa Indonesia* is more important than Javanese language.

<i>Bahasa Indonesia</i> is more important than Javanese	Count	% of the total
Yes	82	86.3 %
No	13	13.7 %
Total	95	100 %

Table 12. Reasons why they say *bahasa Indonesia* is more important than Javanese language

Reasons why they say yes	Count
<i>Bahasa Indonesia</i> has higher aesthetics value than Javanese language	14
We learn <i>bahasa Indonesia</i> at school	17
<i>Bahasa Indonesia</i> will give a better future	12
<i>Bahasa Indonesia</i> can be used anywhere	49
<i>Bahasa Indonesia</i> can be used to communicate with everyone	66
Total	158

Table 21. Reasons why they say *bahasa Indonesia* is not more important than Javanese language

Reasons why they say no	Count
Javanese language has higher aesthetics value than <i>bahasa Indonesia</i>	5
Javanese language is one of cultures or inheritance of ancestors in Indonesia	5
Javanese language is more polite than <i>bahasa Indonesia</i>	12
Total	22

Table 22. Kind of situations they will use *bahasa Indonesia* to communicate

Kind of situations	Count
In a new place	81
In a place with many people I have known	9
In a learning process at school or in formal situation	59
In public area	74
Have a meeting with my organization's friends	31
Buy something in a shop near home	46
Buy something in a supermarket or mall	70

Table 23. Their ability to speak Javanese language

Can you speak Javanese?	Count	% of total
Yes	92	96.8 %
No	3	3.2 %
Total	95	100 %

Table 24. Kind of situations they will use Javanese language to communicate

Kind of situations	Count
In a new place	3
In a place with many people I have known	63
In a learning process at school or in formal situation	50
In public area	6
Have a meeting with my organization's friends	14
Buy something in a shop near home	23
Buy something in a supermarket or mall	2

Table 25. Is Javanese language proper to be used in daily communication?

Javanese language is proper or not to communicate	Count	% of total
Yes	49	51.6 %
No	46	48.4 %
Total	95	100 %

Table 26. Mastering *bahasa Indonesia* will give more benefits for us especially to find better job in the future than just mastering Javanese language.

Agree	60
Strongly agree	16
Disagree	19
Strongly disagree	0
Total	95

Table 27. You must fluent speak in *bahasa Indonesia* if you want to continue your study in good school

Agree	62
Strongly agree	23
Disagree	10
Strongly disagree	0
Total	95

Table 28. I feel more comfort speak in *bahasa Indoneisa* to communicate with people than speak Javanese language.

Agree	56
Strongly agree	14
Disagree	25
Strongly disagree	0
Total	95

Table 29. *Bahasa Indonesia* have bigger role to face globalization era than Javanese

Agree	62
Strongly agree	9
Disagree	24
Strongly disagree	0
Total	95

Table 30. Speak in Javanese language will look like ancient person.

Agree	7
Strongly agree	1
Disagree	61
Strongly disagree	26
Total	95

Table 31. Javanese language must be saved as an inheritance of ancestors.

Agree	29
Strongly agree	64
Disagree	1
Strongly disagree	1
Total	95

Table 32. Javanese language has higher aesthetics value and more polite than *bahasa Indonesia*

Agree	47
Strongly agree	38
Disagree	9
Strongly disagree	1
Total	95

Table 33. I proud if I can speak Javanese fluently

Agree	57
Strongly agree	28
Disagree	9
Strongly disagree	1
Total	95

Table 34. I feel glad if there is someone speak in Javanese language with me

Agree	58
Strongly agree	14
Disagree	23
Strongly disagree	0
Total	95

Table 35. Every school must add Javanese language as a *Muatan Lokal*

Agree	51
Strongly agree	35
Disagree	9
Strongly disagree	0
Total	95

Table 36. Vocabularies of Javanese language must have improvement to make it exist in globalization era

Agree	57
Strongly agree	31
Disagree	7
Strongly disagree	0
Total	95

Table 37. You are more enjoy to read a book in Javanese language than *bahasa Indonesia*

Agree	19
Strongly agree	3
Disagree	66
Strongly disagree	4
Total	95

Table 38. The distribution of language used in daily life by Teenagers in Semarang based on the situation and the interlocutors.

No	Questions	The languages use					Total
		Always BI	BI > BJ	Bi = BJ	Always BJ	BJ > BI	
1.	Language that I use to communicate with parents, brothers and sisters.	24	24	30	10	9	95
	% of Total	25.2 %	25.2 %	31.6 %	10.5 %	9.5 %	100 %
2.	Language that I use to communicate with my cousin or other family.	30	18	23	15	9	95
	% of Total	31.6 %	18.9 %	24.2 %	15.8 %	9.5 %	100 %

No	Questions	The languages use					Total
		Always BI	BI > BJ	Bi = BJ	Always BJ	BJ > BI	
3.	Language that I use to communicate with teacher or school staff in formal situation.	60	28	6	1	-	95
	% of Total	63.2 %	29.5 %	6.3 %	1 %		100 %
4.	Language that I use to communicate with teacher or school staff in informal situation.	56	27	9	2	1	95
	% of Total	59 %	28.4 %	9.5 %	2.1 %	1 %	100 %
5.	Language that I use to communicate with my friends at school (in class)	24	18	34	9	10	95
	% of Total	25.2 %	19 %	35.8 %	9.5 %	10.5 %	100 %
6.	Language that I use to communicate with my friends at school (outside of class)	14	43	28	6	4	95
	% of Total	14.7 %	45.3 %	29.5 %	6.3 %	4.2 %	100 %
7.	Language that I use to communicate with my friends at home.	16	22	28	14	15	95
	% of Total	16.8 %	23.2 %	29.5 %	14.7 %	15.8 %	100 %
8.	Language that I use to communicate with my neighbors in informal situation	29	30	19	7	10	95
	% of Total	30.5 %	31.6 %	20 %	7.4 %	10.5 %	100 %

No	Questions	The languages use					Total
		Always BI	BI > BJ	Bi = BJ	Always BJ	BJ > BI	
9.	Language that I use to communicate with Stanger.	75	17	1	1	1	95
	% of Total	79 %	18 %	1 %	1 %	1 %	100 %
10.	Language that I use to send message, BBM, WA, line, etc.	26	20	32	11	6	95
	% of Total	27.4 %	21 %	33.7 %	11.6 %	6.3 %	100 %
11.	Language that I use when I get interaction in Social media. (Twitter, Facebook, etc.)	41	29	21	3	1	95
	% of Total	43.2 %	30.5 %	22.1 %	3.2 %	1 %	100 %
12.	Language that I use to communicate by phone	36	22	31	4	2	95
	% of Total	37.9 %	23.2 %	32.6 %	4.2 %	2.1 %	100 %
13.	Language that I use to pray.	73	13	8	1	-	95
	% of Total	76.9 %	13.7 %	8.4 %	1 %	-	100 %
14.	Language that I use to communicate with my servant.	19	11	15	2	2	49
	% of Total	38.8 %	22.4 %	30.6 %	4.1 %	4.1 %	100 %

DOCUMENTATION



Picture 1: the 2nd grade of students



Picture 2: the process of taking the data



Picture 3: the process of taking the data



Picture 4: SMP N 27 Semarang