Editors’ Note

This international seminar on Language Maintenance and Shift II is a continuation of the previous international seminar with the same theme conducted by the Master Program in Linguistics, Diponegoro University in July 2011. We do hope that the seminar with this theme can become a yearly program of the Master Program in Linguistics, Diponegoro University, as we see that this topic still needs our serious attention due to the inevitable impact of globalization on the life of indigenous languages.

We would like to thank the seminar committee for putting together the seminar that gave rise to this collection of papers. Thanks also go to the head and secretary of the Master Program in Linguistics Diponegoro University, without whom the seminar would not have been possible.

The table of contents lists all the papers presented at the seminar. The first five papers are those presented by invited keynote speakers. They are Prof. Dr. Hanna (Balai Bahasa Provinsi Sulawesi Tenggara, Indonesia), Prof. Dr. Bambang Kaswanti Purwo (Atma Jaya Catholic University, Indonesia), Dr. Sugiyono (Language Center, Indonesia), Peter Suwarno, Ph.D (Arizona State University), and Herudjati Purwoko, Ph.D (Diponegoro University).

In terms of the topic areas, there are 33 papers on language maintenance, 24 papers on language learning, 19 paper on sociolinguistics, 15 paper on pragmatics, 8 papers on discourse analysis, 8 paper on morphology, 2 papers on syntax, 2 papers on translation, 1 papers on psycholinguistics, 1 papers on phonology, and 1 papers on semantics.
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THE LEARNERS’ ATTITUDE TOWARD JAVANESE LANGUAGE SUBJECT AS ONE OF JAVANESE’S LANGUAGE MAINTENANCE EFFORT

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Abstract

As a multilingual country, language maintenance is important to prevent the local language or varieties from being perished. Javanese language subject at school is one of the language maintenance efforts from the government and this paper discusses about the language attitude of the students toward it. There two kind language attitude in learning process, Integrative attitude and instrumental attitude. The attitude that is possessed by the students will influence the success of Javanese language subject as language maintenance effort from the government. This paper also discusses about the influence of language shift to more dominant language such as Indonesian language and English toward the student’s attitude development.

Key words: attitude, students, Javanese language, subject, language maintenance, language shift

A. Introduction

Indonesia is multicultural and multilingual country, each region have its own culture and language. Javanese language is one of the local languages, it has the biggest speaker in Indonesia, but still Javanese language is threatened of being perished because most of the speaker especially the young generation in big city start to shift to Indonesian language in several domains. Nowadays, not many young people are able to speak Javanese language anymore correctly and properly especially Krama Inggil. Even though many maintenance effort has already done to preserve it. One of the efforts from the government is by putting Javanese language subject as one of the subject in academic syllabus so the students can learn Javanese language at school formally, but the success of the effort is depended on the speaker attitude toward the language.

One of the reasons why many Javanese language’s speakers start to to shift to Indonesian language is that even though they consider Javanese language as their identity and culture and that they do not want Javanese language to disappear, at the same time Javanese language have a difficult language system. Javanese have complicated degrees of politeness based on age, rank and intimacy of the speakers and also a difficult writing form that is known as ‘Aksara Jawa’. These difficulties in language systems seem to discourage the student to learn Javanese language and influence their attitude toward Javanese language. Even though they also realize that Javanese language is a part of Javanese culture that need to be maintained.

Language attitude toward a certain language has a great influence toward the success of language maintenance. It shows the speaker’s perspective, attitude and feeling toward certain languages and varieties, people can have positive and negative attitude toward the languages or varieties. As stated by Jendra (2010) that language attitude is defined as the people’s linguistics position, perceptions and actions towards the language and varieties. Language attitude is based on the prestige and power of the language, historical background of nations, the social and traditional factors, and the language system. According to Jendra (2010) there are three types of language attitude. Attitude in language learning, attitude toward language uses, attitude towards language users.

Language attitude in learning Javanese language is also influenced by instrumental and integrative attitude. It is supported by the fact that it is more beneficial or useful to use Indonesian language as the official language or English as the world universal language than using and learning Javanese language. So, the purpose of this study is to discuss about the learners’ attitude toward Javanese language as one of the effort of Javanese language maintenance.
B. Discussion

1. Language Contact

1.1 Language Attitude in Learning Language

Language attitude is actually the feeling people have about their own language or the language of others. As stated by Jendra (2010) that language attitude is position, perception, and action toward languages and varieties. In Fasold’s point of view (1984) language attitude should include attitudes toward language maintenance and planning. Language attitude is always changing all the time. The country economic condition and the need of the speaker determine the language attitude of its speaker and the potential speaker. As stated by Calvet:

*And this 'selection' is relatively limited: human beings are not always able to choose their languages, their choice is determined first and foremost by the milieu in which they find themselves, by the languages that coexist in this niche and then by their needs, and very little by the typological situation of the coexisting languages* (Calvet 2006: 58).

According to Vandermeeren (2005) there are three categories of objects of language attitude investigated: 1) dialects/regionally accented speech style, 2) ethnic languages/ethnic accented speech styles, 3) second/foreign-accented speech styles/languages for specific purposes. One of the types of language attitude that can be measured is attitude in language learning toward certain languages or varieties. Language attitude has a great influence on learner’s motivation to learn the languages or varieties.

Positive (favorable) attitude toward the language will produce positive result in learning process while negative view to certain language will cause negative result in language learning (Jendra, 2010). Those attitudes are affected by some major factor such as language prestige, social & historical background, culture and the experience in learning the language. Jendra (2010) also stated that there are two types of language attitude in language learning. They are integrative language attitude and instrumental language attitude.

Integrative language attitude is an attitude that refers to the learner’s behavior and desire to integrate themselves to certain language. The learners not only learn a language to have proficiency in it but also want to know, imitate or adapt themselves to the culture. They have the motivation to read lots of books related to the language, want to speak the language with the people they meet, etc. Many researchers agreed that the learner with this attitude will more likely success in mastering the target language.

While instrumental attitude is the attitude in which the motivation of the learner in learning a language is to fulfill only material need. Students with this attitude are less motivated to learn, read books related to the language and use the language in daily interaction. So with this attitude the learners tend to be less successful in reaching the goal of learning.

1.2 Language Maintenance Effort and Factors

Language maintenance is the effort of the speaker or speech community to maintain or continue using their language although there is an opportunity or condition to shift to another language. Winford in Jendra (2010) stated that language maintenance refers to simply to the preservation by a speech community of its native language from generation through generation. Preservation implies that the language changes is only by a small degree and have only limited contact with other language.

According to Jendra (2010) there are several factors contributing in language maintenance: 1) Large number of speaker, 2) Concentration of living, 3) Identity and pride of culture, 4) Better economic condition.

Family and the government involvement are also important to create a positive attitude toward a certain language or varieties that can support the language maintenance (Mugddam, 2005). Winford also discuss code switching can be one of the strategy of language maintenance in which the speaker alternate between two languages. Although, the use of code switching as maintenance strategy may become a problem later because as the speaker acknowledge the dominance of the second language, they may actually shift to the second language and use the first language only in code switching.

1.3 The Cause of Language Shift

Multilingual and bilingual country is more vulnerable to language shift than the monolingual country. Jendra (2010) stated that language shift can be categorized as language change. Language shift
happens when a speech community begins to use or adopt an entirely new language. In other word, they stop to use their first language in their daily conversation with the others speakers.

Language shift happens gradually over different generation. Language shift can be the result of extensive language contact, borrowing and code switching. It can lead to the language death of the abandoned language. According to Myers – Scotton in Fink (2002) numerous cases have been recorded in which language shift was a result of “the pervasive addition or substitution of the grammar of another language in the code switching situation”.

There are some factors contributing in language shift such as politic, economic and education. Some factors also can accelerate the speed of language shift in certain speech community. The accelerators are closely related to the local community and the surrounding society. The accelerators include the factors that will increase access to the surrounding society, increase the attractiveness of participating in that society’s economic system or weakens the indigenous language learning environment of children and young adults. The using of certain language in education system and governmental administrative can also accelerate the language shift because the higher opportunities in getting better job and good education or. The other factor that can hasten the language shift is the lack of literacy in the minority language (Palmer, 1997).

2. Students’ Attitude toward Javanese Language Subject

Javanese language is one of local language in Indonesia. Javanese is a language that has large speaker than any other local language in Indonesia. Still, the existence of Indonesian language and the influence of westernization cause the speakers are not completely loyal with Javanese language anymore especially young generation who live in big cities. Many young generations do not feel responsible in maintaining Javanese language due to the lack of knowledge of the good moral value in Javanese language system.


Maintaining Javanese language is not easy to do. All of the Javanese speakers must be involved in the maintaining effort to lessen the language shift to the dominant language. The most important effort is come from family education. In her research Dewi (2011) stated that the Javanese family should be proud and continue to teach Javanese language and culture to their children. It is important because it can create the children’s positive attitude toward the Javanese language since the early age. So later, they will have the integrative attitude toward Javanese language that can motivate them in learning the Javanese language. But the condition in reality show that many Javanese parents do not do their job properly and seriously in teaching Javanese language and culture because many students in Java do not have the motivation and integrative attitude in learning Javanese language.

Whereas, teaching Javanese language at school since the early age is one of the language maintenance that has been done by the government so that they can learn Javanese language formally at school. The success of this maintaining effort is highly depending on the student’s attitude in learning Javanese language itself. As stated above that there are two kind of attitude in learning language, integrative and instrumental attitude toward the language.

To guarantee the success of this maintaining effort, the student must possess integrative attitude toward Javanese language because by possessing this kind of attitude, the students will be more success in mastering Javanese language. There are some indicators that can be used to measure the student’s attitude toward Javanese language. The indicators are: 1) the students are able to show their loyalty in using Javanese language in daily communication, 2) the students are feeling proud in understanding, using and appreciating Javanese language, 3) the students are able to understand Javanese language system or norm properly.

Based on the indicators, Most the students do not show their enthusiasm in deepening their knowledge of Javanese language at or outside school although they realize that Javanese language is a part of Javanese culture that need to be maintained and to avoid the language death. As stated by Dewi (2011) in her research the students in Javanese generally are not able to use Javanese language in communication properly. Most of them just can answer a question in Javanese language with short
answer like ‘inggih’ and ‘mboten’. They usually use code mixing and switching or even shift completely to Indonesian language when giving a long answer.

The students’ lack enthusiasm is also about learning the Javanese language system or norm. Their skill in using it is still far from good. Most of them do not apply the appropriate Javanese language system when using it in the communication both spoken and written. Dewi (2011) stated in her research that most students are not able to do their assignment correctly without the help from the teachers or the parents. It found in the student’s worksheet that their answer shows that they have no idea about the Javanese language system that have degree of politeness based on age, class and intimacy. For example, they write ‘Bapak turu, aku turu’ which is wrong because they do not pay attention to the rule of degree of politeness in Javanese language.

Their actions above show that they do not use the Javanese language properly in daily communication and that they are not loyal to Javanese language. It also implies the lack of student’s enthusiasm to learn more about Javanese language by themselves without interference from the teachers or parents. The phenomenon above indicates that most of these students do not develop an integrative attitude toward the Javanese language. They mostly develop instrumental attitude toward Javanese language as a subject at school that only motivates them to pass the examination or to get a grade above the class average. As stated in Handono (2011) that noted about the students’ Javanese language scores. The students’ average score are relatively high. It is about ±0.84, But their Javanese language skill in communication is far from good. It can be assumed that the students’ instrumental attitude do not support the students ability in using Javanese language because the lack of integrative attitude that will motivate them to learn Javanese language more seriously and loyally use it in daily communication.

C. Conclusion
Javanese as one of the language in Indonesia is very vulnerable to the effect of language shift. Many of its speakers especially the younger generation in big city that mostly shifts completely to Indonesian language. There are many reason of the language shift of Javanese language such as to get a better job and education. Language maintenance is needed to avoid the Javanese language from being completely death or leave behind by the speakers. Javanese language subject is one of the efforts of language maintenance although the success will be depended on the attitude toward the Javanese language subject itself.

There are two kind of language attitude in learning language, integrative and instrumental attitude. Most of the students develop instrumental attitude more that integrative one because the motive behind the study is just to past the examination proven by the high average score of the students but it is not accompanied by the skill in communicating by using Javanese language and their willingness to loyally used it in daily communication.

REFERENCES


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