

# CHAPTER I

## INTRODUCTION

### 1.1 BACKGROUND TO THE STUDY

The background of this research is closely connected to the fact that the Javanese young generation is not interested in their Javanese language, which is their heritage. According to Nugroho (2015), there are 5 factors that cause Javanese language to disappear. The first reason is that Javanese language started to lose its place as a subject in schools. Javanese language subject is replaced by other languages which are considered much better, for example foreign languages such as English or Japanese. The second reason is that not everyone can write the Javanese characters. Nowadays, even most Javanese people find it difficult to write the Javanese characters. This is one of the signs that Javanese language is getting forgotten. The young generations particularly think that writing the characters of Javanese is very hard. The third reason is that Javanese people speak more fluently in foreign language than in Javanese language. This happens as they think speaking Javanese language is very hard. Javanese language itself has three levels and every level is used differently. Usually they will switch to Bahasa Indonesia if they find a difficulty while using Javanese language. The fourth reason is that there are only a few people that fully understand Javanese language, and there are fewer people who can teach the Javanese language. Young generations today are also reluctant to learn Javanese language. As a result, the heritage language which is very important will be lost without being able to be

saved in the first place. The fifth reason is Javanese language is regarded as a difficult and troublesome language.

In addition, some students in school said that Javanese language is a very difficult subject. Not only on how to speak, but they are also confused on how to write the Javanese characters. Javanese people prefer speaking Indonesian and English to Javanese in their daily conversations. Even though they are Javanese, the most frequent language to use in their families is Bahasa.

Based on the writer's observation in the campus and the area where the writer lives, most young Javanese people are not able to speak Javanese language fluently. The young people mostly use Bahasa, English or other languages to speak with other Javanese people and they also use it in the daily conversation with their friends and parents instead of using Javanese language. Now, the existence of the Javanese language has already started to be eliminated from Javanese people itself due to the lack of effort to maintain Javanese language itself, and also the fact that the Javanese people could not speak Javanese. They only know a little about Javanese language. For instance, they know how to speak Javanese language in *ngoko* but they can't speak Javanese in *krama* or *madya* (a higher level of Javanese language used in formal situation or when speaking with older people). The cause of the young people's inability of using Javanese language is not only the young generation's fault, but also the older generation's as they are reluctant to use it in the Javanese family environment. There is a possibility that the parents do not understand about Javanese language, so they cannot speak Javanese language. The parents can be the biggest influence for the

maintain amuse of the language, because they are the closest people around their children.

Setyawan (2011) claims that Indonesians who live in urban areas commonly use *Bahasa* as their primary language. It can be further assumed that Javanese also do the same way. This is a big problem for parents and for their ethnic. As a further result, people who live in cities can forget their heritage language and choose the Indonesian language instead.

It is a common fact that Javanese language is being shifted to Bahasa Indonesia or English and any other language that is more commonly used in public domains. Today Javanese language has a lower status than Bahasa Indonesia. It happens because the Javanese language is used in the informal setting while Bahasa Indonesia in the formal setting.

Yet nowadays Javanese language is no longer taught to the next generation as their mother tongue and their parents that are active speakers of Javanese language use Bahasa Indonesia to communicate with their children. According to Oktafiani (2014), Parents no longer familiarize Javanese language as a language for the daily communication in the family. Most instead, teach Indonesian or foreign languages to their children. Javanese language, especially Kramamadya is increasingly neglected. This is because parents who are from Javanese are ashamed to maintain their heritage language. This is because Bahasa Indonesia is the national language but Javanese language is the real mother tongue of the Javanese people themselves. The parents are ashamed because they think that if their children can't speak Bahasa Indonesia and just know Javanese language, it will become a problem, but if the parents understand it they will think again that

Javanese language is their mother tongue and if they don't know about Javanese language it means that they will lose their culture and their identity. In this era there are only a few ways to maintain Javanese language, because, all of the programs on TV use Indonesian Language, English or Chinese. This makes maintaining Javanese language become more difficult. (Oktafiarni, 2014)

This issue has drawn the attention of the writer, to find out how Javanese parents maintain their heritage language to their children. This issue becomes a big problem in this country because most of the young generation that were born from the native Javanese parents can not speak Javanese in their daily lives. If this problem doesn't have the solution it will make the heritage language lost and give the impact also to the Javanese culture, and after they lost their culture it will be dangerous for them, they can lose their identity too. The people would not know who they are because they already lost their identity and their culture.

This research focuses on the Faculty of Language and Arts students's parents who are trying to maintain their language heritage, and how the parents can maintain the Javanese language as their mother tongue, due to the fact that the development of Javanese language began to erode, or only used by few young people. There are only a few people who use the Javanese language today and young generation could be included in a list of people that could use Javanese language a little bit. There are three main problems in preserving Javanese. First, lack of professionalism and number of teachers who are competent in teaching this language. The teacher must help the students to understand everything about the language, so it will help them to understand and make them willing to use the language to communicate in their daily communication. But there are other

problems that can be found in schools. According to Musica, Liu, Koscak, Vinogradova, & López, (2011) Finding appropriate teaching materials for heritage language students is another challenge. Many heritage language programs use materials published in their home countries, and students often do not respond positively and enthusiastically to them, as the content often has little direct relevance to their lives. This makes the students unable to respond positively to the maintain of their heritage language. They will feel that learning to maintenance their heritage language is not relevant to their lives. Second, the limitedness and complexity of learning materials. Maintaining the language is very hard. If the materials is limited and complicated, it could make the materials harder to study, and if this problem can not be solved, the teacher will get the problems on how they can teach the students, if they cannot find good materials.

Javanese people will abandon Javanese language because they think so hard to learn, then they will find other languages for example English, that they think is easy to learn. If this really happens, Javanese language will have the no chance anymore. Third, there is a stereotype among students that the Javanese language is just for old people. They think that speaking Javanese language outdated and Javanese is an old language which only old people can speak and for young generation speaking in Bahasa or English is better than speaking Javanese language. The stereotype makes the young generation forget that they are from Java. They should learn and speaking in Javanese language if they meet someone from Javanese, because they are from Javanese family, Instead of using another language to communicate if they meet with other people that came from the same Javanese family. They must be proud that they are Javanese people and they can

speaking Javanese language very well. This is why the Javanese language begins to be no longer used among the Javanese people. Environmental factors, society, and their work that requires them to use other language than Javanese language can also be an affecting factor. Actually they can speak Javanese but the stereotype makes them think twice before speaking Javanese language. This attitude is what makes the native speakers of the local language want to maintain the regional language, language maintenance refers to a situation where members of a community try to keep the languages they have always used.

The issue of heritage language use in the daily life is very famous because of the discussion about “the use of heritage language already started to diminish”. The writer was inspired by a similar study about how to maintain heritage language (Liu, 2008). This research explored that when people want to maintain their heritage language, to become a bilingualist could help Chinese people to maintain their Chinese language in The United States. The researcher involved 28 participants, and they were divided into age groups which range from 8 to 16 years old with a mean of 12 ( $SD=3$ ). More than half of the participants (64%) were born in the USA and the rest (36%) were born in China. For the latter, their age of arrival in the USA ranges from 2 to 11 with an average of 6. Participants have learned Chinese for a mean of 4.6 years ranging from 1 to 8 years. The researcher wants to compare balanced bilinguals and pseudo-bilinguals and identified possible factors contributing to successful language maintenance. The results of this research show that maintaining Chinese language is very important because it will give many benefits for themselves. This is not quite different from the writer’s research, the difference in this research is that this research will find

out how Javanese people can maintain their heritage language in their own country, while the research that (Liu, 2008) made is about how to maintain Chinese language on other country. The writers and the previous research have similarities, the one that is the same are that they have the same research in maintaining language, but the participants and the final result is different.

Based on that fact, the researcher finds that it will be an interesting topic to investigate how Javanese people can maintain the Javanese language their family because Javanese language is their heritage language, From the problem that witer finds there are many of the real Javanese people who cannot speak Javanese language. In this case, the writer will conduct the investigation in the Faculty Language and Arts parents. Faculty Language and Arts students parents' are chosen because there are many Javanese people in Faculty Language and Arts, so the writer will collect the data from them.

## **1.2 FIELD OF THE STUDY**

The field of this study is Linguistics.

## **1.3 SCOPE OF THE STUDY**

This study was done within the scope of Sociolinguistics because it deals with language maintenace. In this study, the writer used parents as the subjects of this study and collected the data from them.

#### **1.4 PROBLEM FORMULATION**

There are some problems which will be answered through this research:

1. How do student parents maintain their Javanese heritage language?
2. What kind of effort do they make to maintain Javanese language?

#### **1.5 OBJECTIVES OF THE STUDY**

Based on the problems stated above, the writer's goals can be elaborated as follows:

1. To find out the ways parents maintain their Javanese heritage language.
2. To identify the effort from parents to maintain their Javanese language.

#### **1.6 SIGNIFICANCE OF THE STUDY**

The result of this research will be significant for sociolinguistics field. The writer hopes that the readers will have a better understanding about why Javanese people must maintain their heritage language, because there are only few people that can speak Javanese language fluently. Furthermore, the writer hopes that this study could become an additional reference for those who want to make further study on this field.

#### **1.7 DEFINITION OF TERMS**

There are several terms that will be frequently used in this study, they are :



1. Heritage language

Heritage language is used to identify languages other than dominant language (or languages) in given social context (Kelleher, 2010)

2. Language attitude

A term used in Sociolinguistics for the feelings people have about their own language or the language(s) of others. These may be positive or negative: someone may particularly value a foreign language (e.g. because of its literary history) or think that a language is especially difficult to learn (e.g. because the script is off-putting). Rural accents generally receive a positive evaluation, whereas urban accents do not. Knowing about attitudes is an important aspect of evaluating the likely success of a language teaching programme or a piece of language planning (Crystal, 2008)

3. Language loss

A term used in language pathology for the disappearance of language in an individual as a result of some trauma, such as brain damage or shock. The loss may be permanent or temporary, and varies in the severity with which it affects different aspects of language structure (Crystal, 2008)

4. Language Maintenance

A term used in Sociolinguistics referring to the extent to which people continue to use a language once they are part of a community in which

another language has a dominant position. For example, immigrant groups may maintain their language, out of a sense of language loyalty despite the dominance of the language of their host country (as has often happened in the USA); or a community may continue with its language successfully despite the presence of a conquering nation (as happened with English after the Norman Conquest).(Crystal, 2008)

5. FLA

FLA is Faculty of Language and Art, this faculty is one of the faculties which is owned by Soegijapranata Catholic University.

6. Language Shift

A term used in Sociolinguistics to refer to the gradual or sudden move from the use of one language to another, either by an individual or by a group. It is particularly found among second- and third-generation immigrants, who often lose their attachment to their ancestral language, faced with the pressure to communicate in the language of the host country. Language shift may also be actively encouraged by the government policy of the host country. See also language loyalty, language planning(Crystal, 2008).