

NON-NATIVES' ATTITUDE TOWARDS JAVANESE LANGUAGE VIEWED FROM MULTILINGUAL PERSPECTIVES

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Abstrak: Sikap bahasa telah menjadi salah satu topik yang menarik para peneliti di banyak negara, termasuk di Indonesia. Salah satu bahasa khas yang dijadikan objek kajian adalah bahasa Jawa. Sejauh ini, kajian tentang sikap bahasa Jawa belum banyak yang mencakup dari perspektif multibahasa. Oleh karena itu, penelitian ini bertujuan untuk mengetahui sikap bahasa penutur non Jawa terhadap bahasa Jawa. Metode yang digunakan dalam penelitian ini adalah kualitatif dengan rancangan studi kasus. Instrumen yang digunakan adalah angket dan wawancara. Kuesioner terdiri dari sepuluh item dan dirancang berdasarkan skala lima Likert. Instrumen tersebut dirumuskan untuk mengatasi tiga komponen dalam menyelidiki sikap bahasa, seperti yang disarankan oleh Garret (2010). Ketiga komponen tersebut adalah komponen afektif, perilaku, dan kognitif. Penelitian ini melibatkan 57 partisipan, terdiri dari 18 laki-laki dan 39 perempuan yang bahasa ibunya bukan bahasa Jawa. Mereka bervariasi dalam hal usia, bahasa ibu, latar belakang pendidikan, dan pekerjaan. Para peserta diberikan kuesioner secara online. Untuk memverifikasi data yang dikumpulkan melalui kuesioner, dilakukan wawancara semi terstruktur, melibatkan lima belas partisipan yang dipilih secara acak. Data yang terkumpul dianalisis dengan menggunakan analisis data model interaktif, terdiri dari tiga langkah sistematis; reduksi data, display, dan verifikasi/penarikan kesimpulan. Hasil penelitian menunjukkan bahwa peserta memiliki sikap positif terhadap bahasa Jawa. Sikap positif tersebut diekspresikan melalui sikap afektif, perilaku, dan kognitif mereka terhadap bahasa Jawa. Sikap afektif ditunjukkan melalui minat dan perasaan positif mereka untuk belajar bahasa Jawa. Sikap perilaku diungkapkan melalui klaim mereka bahwa bahasa Jawa mudah dipelajari, sedangkan sikap kognitif diungkapkan melalui pemahaman mereka tentang penggunaan bahasa Jawa secara nyata.

Kata kunci: Bahasa Jawa; Sikap Bahasa; Non-Jawa

Abstract: The concern of investigating language attitude has been the focus of scholars in many countries, including in Indonesia. One of the prominent languages which used as the object of study is Javanese language. So far, the study on investigating Javanese language attitude has not completely covered the multilingual perspective yet. Therefore, this study aimed at finding out language attitude towards Javanese language viewed from multilingual perspective. The method used in this study was qualitative, designed as case study. The instruments used were questionnaire and interview. The questionnaire was consisting of ten items and designed based on Likert's five scales. The instruments were formulated to address three components on investigating language attitude, as suggested by Garret (2010). The three components are affective, behavioural, and cognitive component. The study involved 19 adult participants, consisting 6 male and 13 female whose mother tongues are non Javanese. They varied in terms of age, mother tongues, educational background, and occupation. The participants were given the questionnaire by online. To verify the data collected through questionnaire, semi-structured interview was done, involved five randomly selected participants. The collected data analyzed by using interactive model of data analysis, consisted of three systematic steps; data reduction, display, and verification/ drawing conclusion. The result of the study showed

that participants had positive attitude towards Javanese language. The positive attitude is expressed through their affective, behavioural, and cognitive attitude toward Javanese. The affective attitude is indicated through their positive interest and feeling to learn Javanese. The behavioural attitude is expressed through their claim that Javanese is easy to learn, while cognitive attitude is expressed through their understanding of Javanese language use in real.

Keywords: Javanese Language; Language Attitude; Non-Natives

INTRODUCTION

As a multilingual country, Indonesia has a number of local languages. At present, there are 707 known living languages spoken by 255 million speakers in Indonesia. One of the local languages used most in Indonesia is Javanese. Its speaker reaches 95.2 million people, equal to 40.2% of whole nation population (www.ethnologue.com). Even though Javanese is the largest language used in Indonesia, but it doesn't function as the national language for the country (see Kartika et al, 2020; Sari et al, 2021; Nurvadhilah et al, 2022). It serves as the vernacular, just like other local languages. Indonesian government had decided another language as national language, that was Malay. Malay was chosen as the national language of Indonesia not merely due to its function as lingua franca, but the fact that Malay was ethnicity neutral as well as easier to learn (Paauw, 2009:2-3). Later on, the national language is known as *Bahasa Indonesia*.

In the development of national language, *Bahasa Indonesia* was influenced much by many languages, both foreign and local languages, such as Arabic, English, Sundanese, and Javanese. As the largest spoken language in Indonesia, Javanese contributes much to the development of national language. Therefore, Javanese viewed as one of the prominent local languages in Indonesia. The importance of Javanese language in Indonesia is appreciated through the protection of national institution, which states that *Bahasa Indonesia* is the national language and that the vernaculars are guaranteed their right to existence and development. Even though Indonesia has only one national language, but the local languages also

develop dynamically. The development of local language is influenced by many factors, such as Diaspora's communities, transnational relations, migration, and digital communication have created more multilingual interactions (Canagarajah & Wurr, 2011:1).

Due to its prominence, Javanese language has become the concern of many scholars' studies in Indonesia (see Rahmawati, 2013; Pohan, 2016; and Wulandari, 2012). In their studies, Javanese language investigated in terms of language attitude. Language attitude is a summary evaluation of a particular language (McKenzie, 2010:19). It involves the feelings and people behavior regarding to language. In expressing their language attitude, people influenced by various factors, such as sociocultural, historical, political, economical, language policy, ethnicity, and religion. Besides, in the family context, parents give influence to the children attitude towards language, while in the education context, language teacher contributes to the children attitude towards language. Bartram (2010:46) claims that teacher is the key educational influence on learners' attitude, including to language.

Language attitude became the concern of scholars' interest on investigating the language. The present studies on language attitude were conducted by Rahmawati (2013), Pohan (2016), and Wulandari (2012). The two previous studies were conducted in Indonesian context. Rahmawati (2013:2011-2017) investigated to find out the Javanese people's attitude towards Sundanese language as well as their reasons to have such attitude. The study was conducted as a case study, involving five Javanese participants who work at

catering service company in Bandung. To collect the data, she used observation, questionnaires, and interviews. Then, the data analyzed based on Garret's components of language attitude (2010) to determine the status attitude. Besides that, she also employed Holmes theory (2001) to investigate the reasons why the participants have such attitude. The result showed that participants' attitude towards Sundanese language was positive. It could be seen from their approval to use Sundanese language in their daily conversation. Rahmawati's study is limited in case of participant number, as well as homogenous in case of their mother tongue.

Similar to Rahmawati, Pohan (2016:48-56) took the different angle to study language attitude. Pohan's study focused on investigating Javanese language attitude towards speech levels of vernacular in Kelurahan Bandar Selamat, Medan, North Sumatera. His study was aimed at describing the kinds of Javanese speech levels use in Kelurahan Bandar Selamat Medan, investigating the characteristics of Javanese language when they use the dominant speech level, and explaining the attitude toward their vernacular. This study employed qualitative method which involved 30 Javanese speakers. The data were gathered through questionnaire and interview, then analyzed by using Miles and Huberman's interactive model. The result showed that participants only used two Javanese speech level; Madya and Ngoko, showed high loyalty of their vernacular as well as indicated positive attitude towards their mother tongue. Another study that investigated was conducted by Wulandari (2012:1-5). Her study aimed at finding out the role of language attitude in maintaining Javanese language. The study revealed that positive language attitude is needed to maintain Javanese language because it enriches cognitive and affective aspects of that language. To ends up, she concludes that positive attitude will lead to positive behaviour toward Javanese language.

Three previous study above were use Javanese from monolingual perspective, because all of the participants were come from the same mother tongue; Javanese. So far, the study on language attitude towards Javanese language from multilingual perspective has not been done yet, therefore, this study is aimed at finding out language attitude towards Javanese language viewed from multilingual perspective.

METHOD

This study applied descriptive qualitative and designed as case study. The instruments used were questionnaire and interview. The questionnaire was consisting of 10 items and designed based on Likert's five scales. The instruments were formulated to address three components on investigating language attitude, as suggested by Garret (2010). The three components are affective, behavioural, and cognitive component. The study involved 57 adult participants, consisting 18 male and 39 female whose mother tongues are non Javanese. They varied in terms of age (25-48 years old), mother tongues (Maduranese, Sundanese, Indonesian, Sasak, Balinese, Ternate, Acehese, Lampung, Ogan, Bugis, and Kupang), educational background (from secondary school to master program), and occupation.

The participants were chosen purposively based on the following considerations; their mother tongues were not Javanese and they have ever lived in Java temporarily for any kind of purposes. All of the participants have ever lived in the area of Java starting from ten months to seven years, which Javanese language became the only language for daily communication. The participants were given the questionnaire by online. To verify the data collected through questionnaire, semi-structured interview was done, involved five randomly selected participants. The collected data analyzed by using interactive model of data analysis, offered by Miles and Huberman (1994). The step of data

analysis consisted of three systematic steps; data reduction, data display, and verification/ drawing conclusion.

FINDINGS AND DISCUSSION

The data collected in this study address the components of language attitude, as suggested by Garret (2010). Thus, the instruments of data collection are designed in such a way to meet the components; affective, cognitive, and behavioural component. Based on the data from questionnaire, the findings showed positive attitude towards Javanese language. When the participants asked whether Javanese language is easy to learn, most of the participants agreed. There are 30 participants who agree (equal to 52.6%), 3 participant strongly agreed (equal to 5%), 18 participants undecided (equal to 31.6%), and 6 of them disagreed (10.5%). The first item of the questionnaire is actually addressed to behavioural component, because the participants have tried to learn Javanese language when they lived in Java. This finding strengthens the result of previous studies (Rahmawati, 2013; Pohan, 2016; and Wulandari, 2012).

In case of interest, the participants showed an interest to learn Javanese language when they lived in Java. This was due to the main reason of communication. The participants wanted to be able for communication by using Javanese language. They wanted to participate in the interaction among Javanese people. Basically, participants' interest was influenced by their language awareness. This fact is actually revealed in the interview. They thought that Javanese language could enrich their language knowledge, as well as their competence. This finding is supported with the data that showed participants' interest to learn Javanese language. A total of 12 participants claimed that they have very high interest in learning Javanese, 36 had interest and 9 participants undecided. Based on the result, it can be concluded that most of participants (63.2%) had interest to learn Javanese.

The previous findings are actually closely related with the next finding. When the participants asked about their feeling when they are able to use Javanese, most of the participants responded happy. Exactly, there were 36 participants (63.2%) agreed that they were happy. A total of 9 participants were strongly disagreed and 12 of them were undecided. These findings revealed that the interest contributes to their feeling. It can be seen from the number of participant who claimed has interest to learn Javanese with the number of participant who felt happy when using Javanese.

In the context of national language development, the participants were asked about the contribution of Javanese language towards *Bahasa Indonesia*. These are important data, because they display to what extent the participants' background knowledge of their second language. In this case, all of the participants had the same second languages, that was *Bahasa Indonesia*. They believed that Javanese contributed much to the development of *Bahasa Indonesia*. This finding also indicated that the most of participants (52.6%) had knowledge about Javanese language. There were 30 participants claimed that Javanese language contributed much to the development of *Bahasa Indonesia* as national language. This finding emphasized what Paauw's (2009) claimed, that the development of *Bahasa Indonesia* as national language is influenced much by local languages, including Javanese.

The last point in questionnaire is asking about participants' understanding when somebody else uses Javanese to communicate. The findings revealed that most of them, ten participants, were able to understand the meaning as well as the communicative goal of the Javanese speaker, even though they are non-natives of Javanese. In this case, most of the participants were acted as the passive speaker. For some of the participants, understanding the meaning was not difficult for them, because they could analyze non-verbal language accompanying action, such as gesture,

mimics, body language, hands movement, eye contact, and intonation. These factors helped them in understanding the verbal language uttered by the Javanese speaker. Furthermore, when the participants are asked about the grammatical rule of Javanese, most of them answered know nothing about Javanese grammar. Whereas, in learning any language, grammar plays very important role, it serves to organize the word into meaningful unit of meaning (see Arifin, 2019; Wulandari & Harida, 2021; Saputra et al, 2022). Thus, Duvfa *et al* (2011:111) argued that grammar is often seen as a major part, and even -sometimes the base of language learning.

CONCLUSION

Considering the result of analysis and discussion, as presented in the previous part, this study ends up with the conclusion that the participants showed positive attitude towards Javanese language. This positive attitude is expressed through their affective, behavioural, and cognitive attitude toward Javanese. The affective attitude is indicated through their positive interest and feeling to learn Javanese. The behavioural attitude is expressed through their claim that Javanese is easy to learn, while cognitive attitude is expressed through their understanding of Javanese language use in real. Basically, to understand the meaning of communication, people are not only required the language knowledge, such as grammar, but they need to understand the culture. Therefore, communication is a complex phenomenon that takes place in a specific context and under the influence of a culture (see Kyppö et al, 2015; Kasnadi et al, 2019; Prastyaningsih & Harida, 2021).

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