

The Effectiveness of Using Javanese Speech of Students in Elementary Schools

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Abstract. In general, students of SD Negeri Kedungreja 02 already know the types of Javanese speech levels, but they still have difficulty in applying words appropriately according to *unggah-ungguh*, that is in relation to who is talking and who is being spoken to. The purpose of this study is to describe the general description of the use of Javanese language students, the intensity of Javanese language use by teachers, and factors that influence the difficulty of students using Javanese. The approach used in this study is a descriptive qualitative approach. The results of research on the types of Javanese speech levels used by students at SD Negeri Kedungreja 02 are four types, namely ngoko lugu, ngoko alus, krama lugu, and krama alus. Factors that affect the use of Javanese speech level are: Setting and Scene, Participant, Ends, Act Sequence, Key, Instrumentalies, Norm, and Genres. The advice that researchers can give to teachers is the need for serious attention to focus more on Javanese language learning, especially regarding the level of speech.

Keywords: Effectiveness, Javanese Speech, Students, Elementary School

1. Introduction

Javanese is known as a complicated language because it has various variations according to levels called speech levels. Language variations are the forms of parts in a language that each have patterns that resemble the general pattern of its parent (Poedjasoedarma, 1979: 2) [1]. The level of speech in Javanese is a system to indicate the degree of formality, and the degree of respect of the speaker with the speech partner being spoken to. The use of Javanese language that is appropriate can show respect. Sociolinguistics is defined as the study or discussion of language in relation to speakers of that language as members of society (Nababan, 1984: 2) [2].

The Javanese language known to elementary school students is mostly *ngoko* (for everyday conversation), even when they talk to older people. With regard to the level of speech, the use of Javanese *ngoko* and *krama* of elementary school students often occurs errors in their use. The error in the use of Javanese can be seen by the application of inappropriate speech levels and also the influence of Indonesian into Javanese. According to Mustakim (1994: 18), language variety is a variation in language use that arises as a result of different means, situations, and fields of language use [3].

Based on initial observations made by researchers, it is known that the use of Javanese speech of students of SD Negeri Kedungreja 02 often occurs errors, this can be seen in the use of Javanese vocabulary which is often used inappropriately (based on *unggah-ungguhing* Javanese language). Errors in the selection of language variations when speaking will cause irregularities and be considered impolite (*ora ngerti tata krama, ora ngerti unggah-ungguh*) (Wedhawati, 2006: 10) [4]. On the other hand, Javanese language learning is only two hours of lessons a week and in learning teachers tend to only use the lecture method and the lack of media used. In Effendy's opinion, effectiveness is an indicator in achieving predetermined goals or objectives as a measurement where a target has been achieved in accordance with what has been planned [5].

The increase in the use of Javanese speech of students of SD Negeri Kedungreja 02 Kedungreja is interesting to be studied. Research on the use of language has indeed been done quite a lot, although research on the use of Javanese language is still relatively rare. It can be a concern for Javanese language teachers, teachers need to realize that the meaning of a language cannot be separated from the language situation. Therefore, in preparing teaching planning, it is necessary to pay attention to the context of the place and teaching in language does not neglect the application of the level of speech. Chaer and Agustina (2004: 62) distinguish language variations in terms of (1) speakers, (2) usage, (3) formality and (4) means [6]. The purpose of this study is to describe the general description of the use of Javanese language students, the intensity of Javanese language use by teachers, and factors that influence the difficulty of students using Javanese.

2. Research Methods

The approach used in this study is a qualitative approach, namely a research approach without using statistical numbers but with descriptive exposure. One of the characteristics of qualitative research according to Moleong (2005: 11) is descriptive, namely the data collected is in the form of words, images, and not numbers [7]. The location of this research is the location of the research itself. This research will be carried out at SD Negeri Kedungreja 02, Kedungreja District, Cilacap Regency. Sugiyono (2013: 222) explained that in qualitative research, the instrument or research tool is the researcher himself [8]. Therefore, the main instrument in this study is the researcher himself.

The participants of this study are individuals or groups who become informants to be used by researchers as a direct source in obtaining the data needed about the research carried out. In this study, the participants of the study were teachers and students at SD Negeri Kedungreja 02. The technique used in this study is the listening or tanning technique. The tanning technique is a way of collecting data by listening to the use of language (Sudaryanto, 1993: 133) [9]. To obtain data in the form of speech levels in this study will use the Simak Bebas Libat Cakap (SBLC) method and will be accompanied by recording techniques. To obtain the factors for using Javanese speech level of students of SD Negeri Kedungreja 02, Kedungreja in this study will use recording techniques and interview techniques.

On the other hand, the data collection procedure used is by observation. Observations were made using non-participant observations. According to Sugiyono (2013: 145) that non-participant observation means not involved and only as an independent observer [10]. The instruments used in this study are:

- a. Recorder used by researchers to record the speech of students who use Javanese speech levels at SD Negeri Kedungreja 02, Kedungreja.

- b. The data card used by researchers to record the type of Javanese speech level of students of SD Negeri Kedungreja 02, Kedungreja. The contents of the data card include data numbers, context, speech, type of speech level, markers of speech level type, factors and functions that affect the use of Javanese speech level at SD Negeri Kedungreja 02, Kedungreja.
- c. The interview guidelines contains things asked to informants which aims to determine the perceptions of students and teachers about the use of Javanese speech levels.

Data analysis in this study is carried out at the time of data collection, and after completion of data collection with in a certain period. The data analysis used is the Miles and Huberman model in Sugiyono (2013: 246) which suggests that activities in qualitative data analysis are carried out interactively and take place continuously until complete, so that the data is saturated [11].

3. Results and Discussion

Based on the research that has been done, the results that will be presented in this chapter and its discussion. This chapter will present the results of research in the form of analysis results which will be presented in the form of tables and the results of the research will be described in the discussion.

3.1 Research Results

Based on the results of research on the Effectiveness of Javanese Speech Use of Students at SDN Kedungreja 02, Kedungreja District, Cilacap Regency, in the form of types and factors that affect the Use of Javanese Speech at SDN Kedungreja 02 Kedungreja will be described through the following table.

Table 1: Types of speech levels and factors affecting the use of Javanese speech levels at SDN Kedungreja 02 Kedungreja.

No	Types of Speech Level	Influencing Factors	Indicator
1	Ngoko Lugu	Participants : Dhana and Rasya. Dhana, Rasya's close friend, asked Rasya if he had finished writing yet. Scane : The atmosphere is relaxed, quite crowded. Setting : During recess in classroom V of SDN Kedungreja 02.	Sya, kowe nulise wis rampung urung? 'Sya, are you writing it finished yet?' '(Data no.2/ 28 Februari 2023) - Marker ngoko: nulise, wis, rampung, urung. Nulise is a form of nasal (N) + tulis + e (suffix/panambang ngoko). Nasal N and suffix e is a marker ngoko. - Greetings ngoko: kowe - Neutral :Sya
		Setting : During a break in front of class VI SDN Kedungreja 02	Kowe tuku jajan apa Cill? 'what did you buy Cill?' (Data no.6/ 03 Maret 2023)

		<p>Participants: Cahya and Cilla. Cahya is Cilla's close peer. Cahya asked Cilla about the snacks bought.</p> <p>Scane : The atmosphere is relaxed, crowded and merry.</p>	<p>-Marker ngoko that is words <i>tuku, jajan, apa</i></p> <p>-Greetings ngoko: <i>kowe</i></p> <p>-Neutral: <i>Cill</i></p>
		<p>Scane : Crowded atmosphere</p> <p>Setting : During the learning process in the third grade room of SDN Kedungreja 02</p> <p>Participants : Mrs. Tarti and Dhifa. Mrs. Tarti is a teacher who is older than Dhifa. Mrs. Tarti told Dhifa to read her loud voice.</p>	<p>Gole maca sing seru ya Fa!</p> <p>'If you read that hard, Fa!' (Data no.15/04 Maret 2023)</p> <p>-Marker ngoko that is words <i>gole, maca, sing, seru</i>. Maca is a form of nasal (M) +Waca. Nasal M is a marker ngoko.</p> <p>- Neutral : Fa</p>
2	Ngoko Alus	<p>Participants : Safira and Mrs. Lastri. Safira asked Mrs. Lastri about the color of the grass. Mrs. Lastri is a teacher. As a student, Safira respects Mrs. Lastri.</p> <p>Setting : During learning in first grade SDN Kedungreja 02.</p> <p>Scane : Relaxed atmosphere</p>	<p>Bu guru, suket warnane ijo nggih?</p> <p>'Teacher, the grass is green, right?' (Data no.21/ 06 Maret 2023)</p> <p>-Marker ngoko that is words <i>warnane, ijo</i>. Warnane form of <i>warna + e</i> (suffix ngoko). Suffix <i>e</i> is a marker ngoko.</p> <p>-Marker krama: <i>Nggih</i></p> <p>-Neutral : <i>-Suket -Bu</i></p>
3	Krama Lugu	<p>Setting : During the learning process in the fourth classroom of SDN Kedungreja 02.</p> <p>Scane : the atmosphere is quite crowded.</p> <p>Participants: Mrs. Umami and Rafa. Mrs. Umami asked who had not read <i>asmaul husna</i>.</p> <p>Purpose: Mrs. Umami wants to teach good use of Javanese.</p>	<p>Sinten sing dereng maos <i>asmaul husna</i>?</p> <p>'Who hasn't read <i>asmaul husna</i>?' (Data no.27/ 08 Maret 2023)</p> <p>Marker krama : <i>sinten, dereng, maos</i>.</p> <p>Marker ngoko: <i>sing</i></p> <p>Neutral : <i>asmaul husna</i></p> <p>Marker krama lugu on the word <i>sinten, dereng, maos</i>.</p>
4	Krama Alus	<p>Setting : During learning in two classroom SDN Kedungreja 02.</p> <p>Scane : Calm and formal situation</p> <p>Participants : Mrs. Zuhri and Dika. Mrs. Zuhri stated who had not received the paper.</p> <p>Tujuan : Mrs. Zuhri wanted to teach good use of Javanese.</p>	<p>'Sinten ingkang dereng nampi kertas?'</p> <p>'Who hasn't received the paper yet?' (Data no.34/09 Maret 2023)</p> <p>-Marker krama: <i>sinten, ingkang, dereng, nampi</i>.</p> <p>-Neutral: <i>kertas</i>.</p> <p>Marker krama alus on the word <i>sinten, ingkang, dereng, nampi</i>.</p>

Based on the table above, it can be seen that the types of Javanese speech levels used at SDN Kedungreja 02 can be grouped into two, namely *Ngoko* and *Krama*. The *Ngoko* speech level consists of *Ngoko Lugu* and *Ngoko Alus*. *Krama*'s speech level consists of *Krama Lugu* and *Krama Alus*. Sudaryanto (1991: 5) stated that, along with the era of globalization, there are two levels of speech with each level differentiated in whether or not the vocabulary is used with fine levels, namely *the ngoko* speech level and the *krama* speech level. The *ngoko* speech level consists of (a) *ngoko lugu* and (b) *ngoko alus*, and the *krama* speech level consists of (a) *krama lugu* and (b) *krama alus*. The level of speech of *ngoko lugu* and *krama lugu* is only called *ngoko* and *krama* only. So there are four forms of Javanese speech levels, namely *ngoko*, *ngoko alus*, *krama*, and *krama alus* [12]. Students and teachers at SDN Kedungreja 02 still speak Javanese.

3.2 Discussion

The following is the presentation and discussion of data based on the types and factors that affect the use of Javanese speech levels at SDN Kedungreja 02.

The *ngoko* speech level is one type of speech level that reflects a sense of distance between speakers and speech partners, meaning that speakers do not have a sense of reluctance to speech partners. The affixes that appear in this speech level are all in the form of *ngoko* for example: the affixes *di-*, *-e*, and *-ake*. The level of *ngoko* speech found in this study is *ngoko innocent* and *ngoko alus*.

The marker of *innocent ngoko* is as follows. 1. All *ngoko* and neutral words (*ngoko* and neutral lexicon) without being tucked into the *krama*, *krama inggil*, or *krama andhap* lexicon, either for the first person (O1), the second person (O2), or for the third person (O3). 2. All *ngoko* affixes 3. Used by parallel people, higher to low, old to young, speakers want to create a familiar atmosphere.

The marker of *ngoko alus* is as follows. a. The words are all *ngoko* and interspersed with a *sulih krama* b. Used by older parents against young people who have higher degrees, people who have degrees towards older relatives, people with people who have knowledge (educated).

Speech rate *krama* is a level of speech that reflects the full meaning of courtesy. Speech rate *krama* indicates a feeling of reluctance or *pekewuh* speaker against speech partner. Speech rate *krama* what was found in this study was *krama lugu* and *krama alus*.

Marker *krama lugu* as follows. 1. A level of Javanese speech *krama* whose degree of fineness is low. Even so, when compared to *ngoko alus*, Javanese speech level *krama lugu* remains to show subtlety. 2. Used by young people against parents, students against teachers, friends against equals.

The markers of *krama alus* are as follows. 1. All words used are *krama* vocabulary and can be added with *krama inggil* vocabulary (*krama alus* or *krama andhap*). 2. Used by young people towards parents, for respect for speech partners, pupils to teachers, teachers to pupils to teach use *unggah-ungguh* good Javanese language.

The factors that encourage code switching are contained in Hymes' statement in Soewit (1983) which is summarized in the acronym *SPEAKING* which is explained as: *Setting and Scene* (place and atmosphere), *Participant* (interlocutor), *Ends* (purpose and intent of conversation), *Act Sequence* (attitude), *Key* (background of speech), *Instrumentalies* (means), *Norms* (rules of language), and *Genres* (related to gender) [13].

The results of this study can increase research knowledge in the field of sociolinguistics. The use of Javanese speech level at SDN Kedungreja 02 can improve students' ability to communicate according to their use, namely what, where, and with whom to speak. The level of speech used in accordance with the rules, will make SDN Kedungreja 02 students able to

communicate well, the purpose of learning Javanese language will feel easy to use according to the situation and can create good ethics in students.

The loss of regional languages does not need to be mourned because it is a common thing to happen, along with the demands of the times. We must realize that regional languages are important. However, due to today's increasingly global conditions, we need a faster language of unity to communicate so that there is no need to cry if regional languages are decreasing. This matter deserves to be observed wisely and wisely. So it is necessary to emphasize the importance of unity in this plural nation, including plurality in the field of language. This is important so that regional languages are not "run over" by foreign languages caused by the era of globalization. For this reason, one of the things that can bridge inter-ethnic communication is the existence of Indonesian as a language of unity. However, of course, efforts to promote Indonesian must go hand in hand with efforts to preserve regional languages.

Mastering a cooler foreign language actually doesn't hurt because the demands of a world that is increasingly empowered are foreign to the world and require mastering foreign languages. But that does not mean we forget the regional language whose notabe is its own language. It is fitting that we as the next generation of young people love and are proud to use regional languages in everyday life in addition to national languages and foreign languages. To anticipate the increasing number of regional languages becoming extinct, the government and the community need to take a number of strategic steps. For example, local governments need to make policy rules or regulations regarding the protection of regional language (and literature). The government also needs to make regional languages (other than Indonesian) compulsory "subjects" in schools or campuses adapted to their respective regions so that students (students) are familiar from an early age with their respective regional languages. Television and radio also need to be used as a medium to introduce various regional languages through creative programs and attract the wider community, especially among the millennial generation. The community can also contribute to preserving regional languages by initiating various supporting programs, such as making regional language books, providing regional language reading gardens, or through various art-cultural activities, etc.

Without serious efforts from the government and the community to preserve regional languages, it is not impossible if in the future more regional languages in Indonesia will be destroyed in the swallows of time. The extinction of regional languages is a phenomenon that needs to be observed and addressed seriously and wisely. The issue of the extinction of regional languages can certainly affect national government policies that respect diversity and contribute to advancing regional languages in order to preserve the nation's cultural assets in the field of language. If the process of extinction continues without any effort to be maintained and documented, then we will lose a very valuable cultural asset for this nation because language is the cultural reality of speakers of a language. In addition, the extinction of a regional language can "bury" all cultural values stored in that language, unless the language has been documented and transmitted to others so that useful cultural values can be used for the common good. Therefore, to anticipate the phenomenon of language extinction, various smart and serious efforts need to be made. This can not only be done by the government, but also by the ethnic community of speakers of the language by maintaining their loyalty to their own regional language to remain high so that there is no language shift that can eventually lead to extinction. In addition to various documenting efforts, studies in various perspectives, and even efforts to revitalize languages that are in the process of extinction, efforts to make Indonesian society into a multilingual society may need to be considered more seriously. That is, the community is expected to master at once three languages, namely Indonesian as a language of unity, English

as an international social language, and their own ethnic language in order to preserve the language and culture of the region.

4. Conclusion

Based on research conducted by researchers in observing the use of Javanese speech levels of SDN Kedungreja 02 students, the following conclusions can be drawn: In research conducted at SDN Kedungreja 02 on students, four forms of speech levels were found. The four forms are ngoko lugu, ngoko alus, krama lugu and krama alus. Factors that influence the use of Javanese speech level at SDN Kedungreja 02 are as follows: Setting and Scene, Participant, Ends, Act Sequence, Key, Instrumentalies, Norm, and Genres . The determinants of speech level form selection are influenced by factors of formality of individual relationships between O1 and O2, place and atmosphere factors, speech purpose factors, and norm or rule factors.

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