

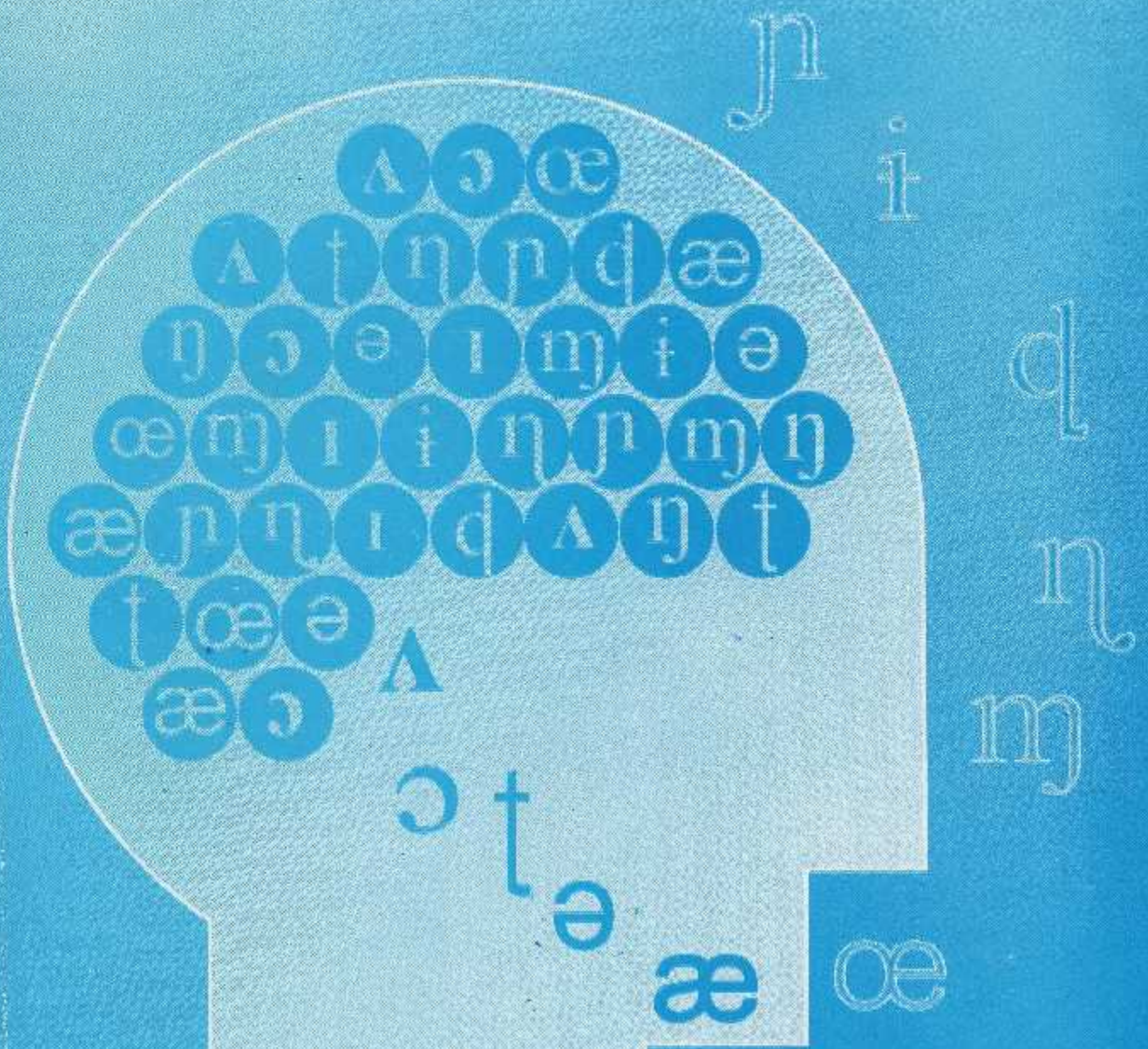
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LEMBAR ABSTRAK

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Amik Amri R.: (Penulis adalah Lulusan S2 Prodi Pendidikan Bahasa dan Sastra PPs Unesa) *The Study of Hallidayan and Hassan Context of Situation in the Conference of the Birds*

Verba, Vol 11, No.1 Februari 2009: 1-6

Abstrak: konteks situasi yang disarankan oleh Halliday dan Hasan dipilih sebagai latar dalam artikel ini. Dalam menginterpretasikan sebuah teks, dalam hal ini teks sastra, terdapat tiga ciri konteks situasi yang harus dipahami. Ciri tersebut adalah *field*, *tenor* dan *mode* dalam wacana. *The conference of the birds* adalah salah satu karya sastra terbesar orang Iran. Karya ini merupakan sebuah syair kepahlawanan pada perjalanan sang penyair mencari Tuhan. Farid un Din Attar menciptakan karya itu pada abad ke 12. Tujuan dari analisis karya besarnya Farid un Din Attar tidak hanya melihat bagaimana puisi tersebut diciptakan tetapi juga untuk memahami apa latar belakang diciptakannya puisi tersebut.

Keywords: *Context of situation, Attar, the conference of the birds*

Ira Eko R.: (Penulis adalah Lulusan S2 Prodi Pendidikan Bahasa dan Sastra PPs Unesa) *Telaah Tindak Ilokusi dalam Percakapan Bahasa Indonesia: Studi Kasus Pada Della Widianti*

Verba, Vol 11, No.1 Februari 2009: 7-21

Abstract: *As the act of doing something, illocutionary act occurs not only in adult's utterance but also in children's utterance. In children utterance, in particularly whose ages are about four until five years, we can see that act of their sentence which it was completed and corrected as the input that they get. However, the fact shows that the children in those ages just able to grapes three types of illocutionary act, there are directive, assertive, and expressive. The directive and assertive acts is often used than expressive act.*

Kata kunci: *tindak ilokusi, percakapan, direktif, asertif, dan ekspresif*

Zhang Xin: *Kesalahan Berbahasa Indonesia Orang China di Indonesia Berdasarkan Taksonomi Siasat Permukaan*

Verba, Vol 11, No.1 Februari 2009: 22-34

Abstract: *The purpose of this research is to describe the Indonesian language errors made by Chinese living in Indonesia based on the surface strategy taxonomy and implication factors induce the Indonesian language errors made by Chinese. Qualitative descriptive approach was used in this research, which describe the Indonesian language errors made by Chinese living in Indonesia based on the surface strategy taxonomy and implication factors induce the Indonesian language errors made by Chinese. The data are collected by using stimulating technique and test. The stimulating technique is followed by note and recorder, and the test is followed by writing articles in Indonesian language.*

Keywords: *bahasa kedua, kesalahan berbahasa Indonesia, taksonomi strategi permukaan, analisis kontrastif*

Wahono (Penulis adalah dosen Jurusan Pendidikan Bahasa Jepang FBS Unesa): Struktur dan Makna Bahasa Anak Muda Jepang

Verba, Vol 11, No.1 Februari 2009: 35-44

Abstrak: *Youth language of Japanese is language style that is used in youth Japan community, in particularly in their surrounding groups. Youth language is reputed as one of the outputs of efforts to actualize their emotional mental to get the characteristic that is different from others then it will be functioned as self identity. So that, youth language identically with phase of youth psychology that reflected the mental and character's condition, which effected in youth language has scope restrictiveness.*

Kata kunci: *ragam bahasa, fungsi semantis, kaidah, kontekstual makna*

Desti Nur Aini: (Penulis adalah Dosen Fakultas Sastra, Universitas Negeri Malang (UM): Prinsip Penerjemahan dalam Novel Terjemahan Daniel Kehlmann *Measuring The World*

Verba, Vol 11, No.1 Februari 2009: 45-54

Abstract: *In the world of translation, there are a set of translation principles which can be applied by a translator in order that his or her translation becomes good, smooth, and has a high readability. By relying on those principles, whether consciously or not, the translator has a certain belief about the "true-false" of the translation. The dominant tendency within a society in judging the "true" or "false" of a translation direct to: (1) the principles of translation orienting to the source language, and (2) the principles of translation orienting to the target language. In writing a translated literary work (novel) "Measuring the World" proves that there is a tendency directing to the principles of translation orienting to the target language. It is revealed from the results of the analysis as found in the second principle.*

Keywords: *prinsip penerjemahan, sastra, novel*

Fajar Susanto: (Penulis adalah Guru SMK PGRI 13 Surabaya): *The Translation of Tense and Aspect from English into Bahasa Indonesia*

Verba, Vol 11, No.1 Februari 2009: 55-70

Abstrak: Kala dan aspek merupakan salah satu masalah yang muncul dalam penerjemahan. Di dalam Bahasa Inggris, kala dan aspek merupakan kategori gramatikal. Kala dan aspek yang digramatikalkan biasanya dapat memberikan informasi dengan jelas kapan sebuah peristiwa terjadi dan dapat menentukan apakah peristiwa itu sedang berlangsung (*progressive/imperfective*) atau sudah selesai (*perfective*). Hal ini berbeda dengan Bahasa Indonesia yang meleksikalkan kala dan aspek. Referensi waktu peristiwa lebih banyak dinyatakan dengan kata keterangan waktu dan referensi keaspekan dinyatakan dengan partikel-partikel aspek. Namun konteks juga menentukan dalam sebuah ujaran atau kalimat ketika kala dan aspek tersebut dinyatakan secara implisit. Pengetahuan bersama dari penutur dan pendengar dalam setiap ujaran atau kalimat mampu memahami sebuah peristiwa walaupun referensi kala dan keaspekan tidak dinyatakan secara eksplisit dalam ujaran atau kalimat tersebut.

Kata kunci: *Penerjemahan, kala dan aspek, perfektif, imperfektif, kategori gramatikal, kategori leksikal, kalimat, ujaran.*

Janet Setiawan: (Penulis adalah dosen Jurusan Bahasa dan Sastra Inggris FBS Unesa): *Two Parents but One and A Half Children: Language Phenomenon of Javanese and Indonesian*

Verba, Vol 11, No.1 Februari 2009: 71-82

Abstrak: Status bahasa Indonesia sebagai bahasa resmi, bahasa standar, dan bahasa nasional telah membatasi penggunaan bahasa Jawa di kalangan penuturnya. Namun demikian, orang Jawa selain masih terus menggunakan bahasa aslinya, mereka juga menggunakan bahasa nasional, bahasa Indonesia. Kajian ini bertujuan mencari jawaban atas suatu pernyataan: *who speaks what language to whom and when* di komunitas masyarakat Jawa. Fokus kajian ini adalah diskripsi penguasaan bahasa dan penggunaan bahasa ditinjau dari dua generasi: generasi tua dan muda. Metode angket digunakan untuk mendapatkan data dari 240 responden. Temuan dari kajian ini menunjukkan bahwa pergeseran bahasa dari Jawa ke bahasa Indonesia sedang berlangsung secara perlahan. Penguasaan bahasa Jawa pada kalangan generasi muda lebih rendah dibandingkan dengan penguasaannya terhadap bahasa Indonesia. Mereka juga mengakui merasa bingung menerapkan tingkat tutur bahasa Jawa. Bahasa Indonesia merupakan pilihan oleh sebagian besar generasi muda untuk berbicara kepada berbagai lawan bicara. Kajian ini juga menengarai bahwa bahasa Jawa tidak lagi dianggap sebagai bahasa efektif untuk berkomunikasi secara tulis.

Keywords: *language proficiency, language use, language planning, speech-levels*

Wiwik Setyoriny: (Penulis adalah guru Kursus Bahasa Jepang TSUBASA, Sidoarjo): *Tinjauan Penggunaan Shuujoshi sebagai Ragam Bahasa Jender dalam Kelas Bahasa Jepang di Perguruan Tinggi Jawa Timur*

Verba, Vol 11, No.1 Februari 2009: 83-91

Abstract: *The error phenomenon of the use of gender shuujoshi by student during learning process in Japanese classes has never been taken into consideration before. The learner performances in using danseigo and joseigo (especially shuujoshi) depend on the input they receive from the native speakers during the learning process. When the learner performances appear, there are two possibilities of the performance direction, which are to masculinity or femininity. Wherever the direction of the learner performances, the use of gender shuujoshi by learners give a good influence in Japanese communication and social interaction.*

Keywords: *danseigo (gaya pria), joseigo (gaya wanita), shuujoshi (artikel akhir), kelas bahasa Jepang*

Yuri Lolita: (Penulis adalah dosen Jurusan Bahasa dan Sastra Inggris FBS Unesa): *The Communication Problems in the Medical Languages*

Verba, Vol 11, No.1 Februari 2009: 92-102

Abstrak: Dokter sering berbicara dengan dialek yang asing dan tidak dapat dipahami. Setiap hari dia menyebut objek secara umum dengan istilah yang tidak dimengerti dan kuno. Para ahli dialek telah menciptakan ragam komunikasi antara dokter dan pasien yang secara umum keduanya dianggap memiliki pengetahuan bersama. Salah satu kemungkinan terletak pada hipotesis tentang kontinum seperti berikut: dokter berbicara hanya dengan bahasa dokter, dokter berbicara dengan bahasa dokter tetapi paham bahasa pasien, dokter berbicara dan paham bahasa pasien, pasien berbicara dan paham bahasa dokter, pasien berbicara dengan bahasa pasien dan paham bahasa dokter, pasien berbicara hanya dengan bahasa pasien. Namun, beberapa pasien tidak bisa atau tidak akan berbicara dengan menggunakan bahasa dokter. Kebalikannya, dokter tidak dapat atau tidak akan berbicara dengan menggunakan bahasa pasien.

Keyword: *communication, medical language*

TWO PARENTS BUT ONE AND A HALF CHILDREN: LANGUAGE PHENOMENON OF JAVANESE AND INDONESIAN

Slamet Setiawan*

Abstrak: Status bahasa Indonesia sebagai bahasa resmi, bahasa standar, dan bahasa nasional telah membatasi penggunaan bahasa Jawa di kalangan penuturnya. Namun demikian, orang Jawa selain masih terus menggunakan bahasa aslinya, mereka juga menggunakan bahasa nasional, bahasa Indonesia. Kajian ini bertujuan mencari jawaban atas suatu pernyataan: *who speaks what language to whom and when* di komunitas masyarakat Jawa. Fokus kajian ini adalah diskripsi penguasaan bahasa dan penggunaan bahasa ditinjau dari dua generasi: generasi tua dan muda. Metode angket digunakan untuk mendapatkan data dari 240 responden. Temuan dari kajian ini menunjukkan bahwa pergeseran bahasa dari Jawa ke bahasa Indonesia sedang berlangsung secara perlahan. Penguasaan bahasa Jawa pada kalangan generasi muda lebih rendah dibandingkan dengan penguasaannya terhadap bahasa Indonesia. Mereka juga mengakui merasa bingung menerapkan tingkat tutur bahasa Jawa. Bahasa Indonesia merupakan pilihan oleh sebagian besar generasi muda untuk berbicara kepada berbagai lawan bicara. Kajian ini juga menengarai bahwa bahasa Jawa tidak lagi dianggap sebagai bahasa efektif untuk berkomunikasi secara tulis

Keywords: *language proficiency, language use, language planning, speech-levels*

INTRODUCTION

Javanese is the indigenous language spoken by the Javanese, the largest ethnic group in Indonesia (approximately 50% of the national population (Poedjosoedarmo 1982; Moeliono 1986)). The 1980 national census, however, shows that Javanese is spoken as a native language only by 40.5% of the total population (Drake 1989). Its speakers have been decreasing with the development of the national language, Indonesian, which gets strong promotion from the government. According to the Indonesian minister of education and culture at a recent international conference on the teaching of Indonesian, Indonesian was spoken by 83% of 131 million citizens over the age of five. By the year of 2010, all its 215 million citizens will be speakers of the national language (Errington 1998:195)

Bahasa Indonesia (Indonesian language) became the official language of Indonesia in 1945. Language planners and authorities have created values associated with Indonesian as the national language and imposed them deliberately upon all communities including Javanese. Changing "Malay" into *Bahasa Indonesia* in the Pledge of Youth 1928 is a clear example of the deliberate creation of a national language and associated values. The name "Indonesian" was given to imbue an association between the language and the country so that the people would perceive the language as a symbol of their nationalism. Indonesian is

* Penulis adalah dosen Jurusan Bahasa dan Sastra Inggris FBS Unesa

now used as the sole means of communication in formal arenas and the media. The underlying purpose of that is to impress on people the message that Indonesian is "the supra-ethnic" language (Fishman 1971:16), and "the unifying" language of Indonesian (Garvin 1993:47). Language planners and authorities have also promoted Indonesian as the most prestigious language by standardizing its spelling system, providing a comprehensive dictionary as well as a standard grammar and coining new words for intellectual and scientific purposes.

Based on the information above, this paper aims to seek the answer to the question: To what extent does the language planning effect to the young generation? Do they still use their indigenous language, Javanese, besides their national language, Indonesian?

The research was conducted to get the data both from the older generation and the younger generation. The total respondents are 240 which are equally divided between the old and young generation. The former refers to the adult people who are married and the latter signifies pupils from elementary to university students. This research was conducted in Surabaya in 2000 using questionnaires.

This paper is presented by sections that are discussed in turns as follows. Section (1) is Language proficiency. It is presented after the introduction to give a picture of the respondents' language proficiency in both Indonesian and Javanese. Section (2) discusses the Three Javanese Speech-Levels. This is aimed to give description of the respondents' mastery in using speech levels in Javanese. The patterns of Language Use both Indonesian and Javanese can be found in section (3). Overview is presented in section (4) to tie up this paper to other previous studies and related literature. The role of Javanese and Indonesian is discussed in section (5) before the conclusion.

Language Proficiency

Before proceeding to the further discussion, it is worth seeing the language proficiency of the two generations: older and younger generations presented in Table 1 below.

Proficiency level		SPEAKING				WRITING				READING			
		Javanese		Indonesian		Javanese		Indonesian		Javanese		Indonesian	
		Old	Young	Old	Young	Old	Young	Old	Young	Old	Young	Old	Young
No ability	N	13	31	0	0	2	5	0	0	3	1	1	1
	%	10,8	25,8	0	0	1,7	4,2	0	0	2,5	0,8	0,8	0,8
Little	N	6	12	0	0	13	25	0	0	12	15	0	0
	%	5	10	0	0	10,8	20,8	0	0	10	12,5	0	0
Passable	N	8	11	2	0	30	46	5	4	20	46	3	0
	%	6,7	9,2	1,7	0	25	38,3	4,2	3,3	16,7	38,3	2,5	0
Good	N	7	8	4	0	53	37	36	27	50	44	20	17
	%	5,8	6,7	3,3	0	44,2	30,8	30	22,5	41,7	36,7	16,7	14,2
Very good	N	86	58	114	120	22	7	79	89	35	14	96	102
	%	71,7	48,3	95	100	18,3	5,8	65,8	74,2	29,2	11,7	80	85
Total N		120	120	120	120	120	120	120	120	120	120	120	120
Sig. Level		0,004		0,46		0,001		0,369		0,000		0,331	
Pearson Chi-Square test shows significant at level < .05													

Table 1: Language proficiency in Javanese and Indonesian by generation

The table shows that the largest group of respondents, regardless of the generation, reported that they able to speak, write, and read Indonesian very well. However, the younger generation's Indonesian proficiency is generally higher than the older generation in all skills. A difference was found that the largest group of the younger generation respondents (100%) reported that they can speak Indonesian very well but it was reported by only 95% respondents of the older generation. Similar differences also applied to writing and reading proficiency. This is an indication of the successful implementation of Indonesian.

The respondents' Javanese proficiency in Table 1 shows that the largest group of respondents of both generations reported that they can speak Javanese very well. However, the younger generation had a lower proficiency than the older generation. The decreasing proficiency can also be found in writing and reading Javanese; the largest group of the older generation respondents reported that they can write and read Javanese well. In contrast, the younger generation reported that their ability in these skills was only passable.

Comparing the respondents' proficiency in Javanese and Indonesian, the largest group of respondents in all categories, reported that their Indonesian proficiency was higher than Javanese. This indicated that people tend to gain all skills in Indonesian better than in Javanese although they claimed that their first language spoken was Javanese. This evidence may suggest that language shift from Javanese to Indonesian is in progress in all groups. This maybe because Javanese is no longer used as a medium of instruction at all education levels, and Javanese is learnt only up to the second grade of junior high school.

Note in particular that all discussion above shows that more respondents reported that their speaking proficiency in Javanese is very high. Yet, the question should be posed: what is their Javanese oral proficiency like; are they very good in all three Javanese speech levels or are they only able to speak in a certain speech level. The answers to this question may give clearer evidence of the reason why the language shift from Javanese to Indonesian has occurred. This discussion is presented in the following section.

Three Speech-levels in Javanese

This section describes Javanese speech levels that people claim good oral proficiency in. The shaded cell of the first row in Figure 1 shows that the largest group of respondents (47.1%) reported that they can speak low Javanese very well. Only seven (=2.9%) respondents reported that they do not have ability in speaking low Javanese. The percentages of respondents who did not have any ability became greater in the middle (6.3%) and the high Javanese (14.2%). The largest of respondents (37.1%) rated their ability in speaking middle Javanese as "passable" and their ability in speaking high Javanese as "little". Proficiency in using high Javanese was the lowest.

This evidence suggests that although they reported their general Javanese oral proficiency as "very good", it was referring to low Javanese speech level. Low Javanese is identified as the simplest level of Javanese. Knowing the respondent's proficiency in the different level is important as it may influence them in using Javanese when speaking to a range of interlocutors in a particular domain (see Table 4).

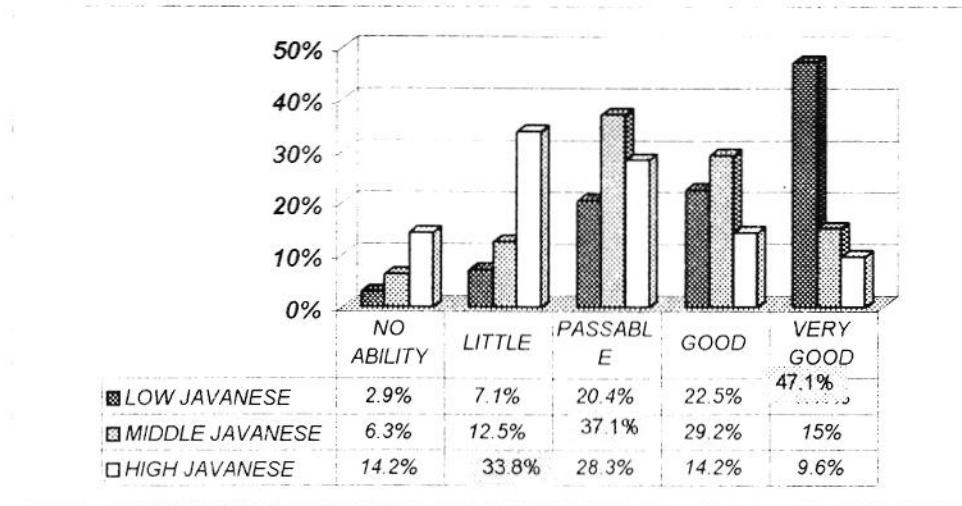


Figure 1: Javanese speech level proficiency

Significant differences were found in the Javanese speech levels by generation, particularly in middle and high Javanese proficiency as presented in Table 2. Both generations reported that they could speak low Javanese very well but this was not the case when using middle and high Javanese. The younger generation reported their ability in middle Javanese was just “passable” whereas the largest group of the older generation rated their ability in using middle Javanese in the “good” level. A shift in proficiency was also evident when the two generations rated their ability in high Javanese. The older generation rated their proficiency in using high Javanese in the “passable” level whereas the younger generation claimed little use of high Javanese at all. This is another sign that the younger generation may be losing their Javanese language skills.

Proficiency level		Low Javanese		Middle Java.		High Java.	
		Old	Young	Old	Young	Old	Young
No ability	N	4	3	8	7	13	21
	%	3,3	2,5	6,7	5,8	10,8	17,5
Little	N	6	11	4	26	27	54
	%	5	9,2	3,3	21,7	22,5	45
Passable	N	21	28	37	52	31	37
	%	17,5	23,3	30,8	43,3	25,8	30,8
Good	N	31	23	39	31	27	7
	%	25,8	19,2	32,5	25,8	22,5	5,8
Very good	N	58	55	32	4	22	1
	%	48,3	45,8	26,7	3,3	18,3	0,8
Total N		120	120	120	120	120	120
Sig. Level		0,423		0,000		0,000	
Pearson Chi-Square test shows significant at level < .05							

Table 2: Proficiency of the three-Javanese speech levels by generation

The application of Javanese speech-levels decreases drastically by generation as presented in Table 3. The largest group of the older generation respondents reported that they can apply the Javanese speech levels well whereas the largest group of the younger generation

respondents confessed that they are confused. This is, again, another sign that the younger generation may lose their Javanese language.

GEN	NO ABILITY		CONFUSED		MANY MIST		LITTLE MIST		GOOD	
	N	%	N	%	N	%	N	%	N	%
OLD	4	3,3	15	12,5	4	0,0	41	34,2	56	46,7
YOUNG	3	2,5	55	45,8	19	0,2	36	30,0	7	5,8
This table is significant at level 000										

Table 3: Application of Javanese speech levels by generation

Next, we address the questions in relation to the importance of the three-speech levels in Javanese; the relationship between the three-Javanese speech levels, and their application to language maintenance and shift. Javanese use different speech levels to speak to different interlocutors. The issue is more complex when Javanese speakers communicate with more than one interlocutor and where different age groups are present in the same setting. Ideally, Javanese speakers must use all three-Javanese speech levels in their communication: high Javanese to their grand parents, middle Javanese to their young uncle, and low Javanese to their siblings. Javanese speakers are required to apply all three-Javanese speech levels appropriately. They have to be able to choose the right speech level for each different addressee without mixing. One possible reason for the largest group of respondents losing high Javanese is that they did not have a model. Their older generation use low Javanese to them but they ought to use middle or high Javanese to their older generation.

The complexity of Javanese norms may be a compelling force in the language shift from Javanese to Indonesian given the pressures from the government. If people cannot use and apply Javanese speech levels properly, they may come under some criticism. In some circles, when appropriate language behaviour is not observed, shame and stigma are placed upon the speaker. To avoid all these negative judgements, people will opt for Indonesian as a neutral language in order to avoid the speech levels. To get the clear picture of language use across generation, the following section discusses the issue.

Language Use

Patterns of language use by generation are presented in Table 4. Both generations reported that they use varying amounts of Javanese to those interlocutors. As predicted from their language proficiency, the older generation reported using Javanese more than the younger generation. When speaking to their grandparents, 84.6% respondents of the older generation reported using Javanese whereas 65.3% of the younger generation respondents reported it. These patterns are similar for both generations when speaking to their parents in law and aunts/uncles. A reverse pattern occurred when comparing both generations' use of Indonesian. The younger generation reported using Indonesian more than the older generation when speaking to their older generation (see Table 4 rows 1 to 3 of the percentages under Indonesian columns). This is in line with their report on language proficiency discussed in the previous section. This appears to be evidence that the older generation use the indigenous language more than the younger generation when speaking to the older generation whereas the younger generation tends to use Indonesian more than the older generation.

NO	INTER-LOCUTORS		OLD			TOTAL N	YOUNG			TOTAL N	SIG. LEVEL
			INDO.	JAVA.	BOTH		INDO.	JAVA.	BOTH		
1	GRANDPARENTS	N	11	88	5	104	35	77	6	118	0,002
		%	10,6	84,6	4,8		29,7	65,3	5,1		
2	PARENTS IN LAW	N	25	78	6	107	6	10	1	17	0,553
		%	22,9	71,6	5,5		35,3	58,8	5,9		
3	AUNT/UNCLE	N	13	93	5	111	36	68	12	116	0,000
		%	11,7	83,8	4,5		31	58,6	10,3		
4	PARENTS	N	13	85	6	104	41	61	16	118	0
		%	12,5	81,7	5,8		34,7	51,7	13,6		
5	SPOUSE	N	21	89	7	117	4	12	1	17	0,858
		%	17,9	76,1	6		23,5	70,6	5,9		
6	SIBLINGS	N	10	94	6	110	25	80	15	120	0,004
		%	9,1	85,5	5,5		20,8	66,7	12,5		
7	BRO. IN LAW	N	25	79	10	114	11	25	3	39	0,726
		%	21,9	69,3	8,8		28,2	64,1	7,7		
8	CHILDREN	N	45	47	22	114	12	12	5	29	0,964
		%	39,5	41,2	19,3		41,4	41,4	17,2		
9	SUPERIOR	N	80	3	6	89	33	2	0	35	0,252
		%	89,9	3,4	6,7		94,3	5,7	0		
10	SUBORDINATE	N	46	18	15	79	20	3	2	25	0,141
		%	58,2	22,8	19		80	12	8		
11	WORKMATE	N	37	28	25	90	24	9	5	38	0,059
		%	41,1	31,1	27,8		63,2	23,7	13,2		
12	DOCTOR	N	98	3	4	105	103	0	1	104	0,085
		%	93,3	2,9	3,8		99	0	1		
13	TEACHER	N	71	8	4	83	101	1	8	110	0,015
		%	85,5	9,6	4,8		91,8	0,9	7,3		
14	DRIVER	N	17	32	7	56	14	18	5	37	0,708
		%	30,4	57,1	12,5		37,8	48,6	13,5		
15	MAID	N	7	53	6	66	14	36	7	57	0,081
		%	10,6	80,3	9,1		24,6	63,2	12,3		
16	NEIGHBOUR	N	16	76	23	115	28	63	25	116	0,102
		%	13,9	66,1	20		24,1	54,3	21,6		
17	FRIEND	N	16	68	24	108	25	60	34	119	0,159
		%	14,8	63	22,2		21	50,4	28,6		
18	CLASSMATE	N	8	15	14	37	28	48	34	110	0,728
		%	21,6	40,5	37,8		25,5	43,6	30,9		
19	DATE	N	5	15	6	26	43	20	15	78	0,003
		%	19,2	57,7	23,1		55,1	25,6	19,2		
Pearson Chi-Square test shows significant at level < .05 The shaded cells under SIG.LEVEL column are significant											

Table 4: Patterns of Language use in oral communication by generation

Table 4 rows 4 to 8 describe the patterns of language use when speaking to different generations of family members. The largest group of respondents of both generations reported that Javanese was their preference except to children, where responses were evenly split. It can be seen that more respondents (81.7%) of the older generation reported using Javanese than of younger generation (51.7%) when speaking to their parents. Similar patterns are found across the other family members. Looking at the use of Indonesian, it was favoured more by the younger generation than the older generation. A significant difference was found when both generations spoke to their siblings in that 20.8%

respondents of the younger generation reported that they prefer to use Indonesian while this was reported by only 9.1% respondents of the older generation. This finding may relate to their oral proficiency, in that the younger generation had better proficiency in Indonesian than the older generation (see Table 1).

NO	INTER-LOCUTORS		OLD			TOTAL N	YOUNG			TOTAL N	SIG. LEVEL
			INDO.	JAVA.	BOTH		INDO.	JAVA.	BOTH		
1	GRANDPARENTS	N	34	48	6	88	64	25	2	91	0
		%	38,6	54,5	6,8		70,3	27,5	2,2		
2	PARENTS IN LAW	N	40	42	6	88	11	3	0	14	0,064
		%	45,5	47,7	6,8		78,6	21,4	0		
3	AUNT/UNCLE	N	42	42	7	91	75	16	2	93	0,000
		%	46,2	46,2	7,7		80,6	17,2	2,2		
4	PARENTS	N	43	41	9	93	78	16	2	96	0
		%	46,2	44,1	9,7		81,3	16,7	2,1		
5	SPOUSE	N	58	32	6	96	15	3	0	18	0,154
		%	60,4	33,3	6,3		83,3	16,7	0		
6	SIBLINGS	N	54	42	5	101	81	13	5	99	0
		%	53,5	41,6	5		81,8	13,1	5,1		
7	BRO. IN LAW	N	58	26	5	89	28	3	0	31	0,025
		%	65,2	29,2	5,6		90,3	9,7	0		
8	CHILDREN	N	75	10	8	93	22	0	1	23	0,183
		%	80,6	10,8	8,6		95,7	0	4,3		
9	SUPERIOR	N	72	2	1	75	37	0	0	37	0,467
		%	96	2,7	1,3		100	0	0		
10	SUBORDINATE	N	62	2	3	67	20	0	2	22	0,525
		%	92,5	3	4,5		90,9	0	9,1		
11	WORKMATE	N	62	7	3	72	30	2	1	33	0,783
		%	86,1	9,7	4,2		90,9	6,1	3		
12	DOCTOR	N	70	1	2	73	61	2	1	64	0,706
		%	95,9	1,4	2,7		95,3	3,1	1,6		
13	TEACHER	N	72	2	1	75	91	1	0	92	0,399
		%	96	2,7	1,3		98,9	1,1	0		
14	DRIVER	N	25	18	3	46	18	5	0	23	0,117
		%	54,3	39,1	6,5		78,3	21,7	0		
15	MAID	N	21	24	4	49	23	8	2	33	0,053
		%	42,9	49	8,2		69,7	24,2	6,1		
16	NEIGHBOUR	N	63	17	8	88	60	5	5	70	0,07
		%	71,6	19,3	9,1		85,7	7,1	7,1		
17	FRIEND	N	64	17	10	91	96	6	7	109	0,005
		%	70,3	18,7	11		88,1	5,5	6,4		
18	CLASSMATE	N	26	4	6	36	82	4	9	95	0,146
		%	72,2	11,1	16,7		86,3	4,2	9,5		
19	DATE	N	22	6	2	30	64	1	5	70	0,004
		%	73,3	20	6,7		91,4	1,4	7,1		

Pearson Chi-Square test shows significant at level < .05
The shaded cells under SIG LEVEL column are significant

Table 5: Patterns of language use in written communication by generation

More drastic evidence is that Javanese is not favourable language used in written communication. This may indicate that Javanese is not effective medium for communication. Table 5 shows that there are three interlocutors to whom the older generation used Javanese in their written communication: grandparents, parents in law and maids. They also reported that they use equal amounts of Javanese and Indonesian when

writing to their aunts/uncles. In contrast, such patterns were not found in the largest group of the younger generation respondents. They reported that they mostly use Indonesian (see Table 5).

To put this paper into the larger context, the following is presented the discussion of the previous study and related references

OVERVIEW

Generation is one of the factors of language maintenance and shift in smaller communities than Javanese, such as Western Seram. Florey (1990) in her study in Western Seram reported that the older generation tend to use their indigenous language (Alune) and the younger generation tend to use Indonesian. However, the present study shows a greater shift in that the number of respondents of the younger generation who use Indonesian to speak to a range of interlocutors (19) was greater than that of the older generation (see Table 4). Florey's study shows that younger generation respondents (ages 20-35) reported using Indonesian when speaking with the teacher and doctor (70% and 90.9%) respectively. The present study, however, shows increasing use of Indonesian where almost all the younger generation respondents (91.8% and 99%) using Indonesian speaking to the same interlocutors. Florey reported that Indonesian was used by 28.6% of the younger respondents when speaking to their parents whereas this study shows a somewhat larger proportion of the use of Indonesian by the younger generation (34.7%). The role of generation in this study agrees with Rembuwas' statement (1994) based on his community in Biak, Irian Jaya, that the younger generation tend not to use the Biak language any longer.

The use of Indonesian by the younger generation was also clearly seen in patterns of language use in written communication (Table 5). Most respondents of the younger generation reported that they used Indonesian when writing to all interlocutors (19) whereas the majority of the older generation reported that they still used Javanese to write to generations older than themselves and to their domestic staff.

Regarding the choice of Indonesian by most subjects, it was felt that it may be triggered by their lack of confidence in their own Javanese proficiency (see Table 1). Many reported that they were able to speak Javanese very well but their ability in reading and writing was merely passable. This finding is in line with Alip (1993), who found that the younger generation used Indonesian because they were less competent in Javanese. This is confirmed in this present study; the younger generation's proficiency in middle and high Javanese was passable and limited respectively. The only level that they reported speaking well is low Javanese. Furthermore, most respondents of the younger generation reported that they were confused about applying the three Javanese speech levels. The use of Indonesian by the younger generation may be a strategy to avoid using the various appropriate Javanese speech levels (Katromihardjo 1993, Siegel 1986). Syahdan (1996) reports similar findings in his study on the Sasak language, a language with speech levels similar to Javanese.

The fact that the use of Indonesian was preferred by the younger generation possibly because they were less competent in Javanese, can be partly explained a result of language planning implemented by the government in Indonesia. This is also true of other

indigenous languages in Indonesia, such as Biak language in Irian Jaya (Rembuwas 1994), Mure in Western Seram (Florey 1990) and languages in East Nusa Tenggara (Kumanireng 1994). Indonesian is prescribed as the sole medium of instruction for all levels of education from nursery schools through the university. As a result, the younger generation develops a higher proficiency in Indonesian than in their native languages.

Note in particular that there is a strong relationship between the language of instruction and language proficiency. This is demonstrated in a study of efforts at revitalizing an indigenous language in the Basque region of Spain. Basque was the first language of a minority of the population whereas Spanish was the first language of the majority. Three different educational scenarios were investigated: (1) Spanish-medium programme where Basque was taught as a subject; (2) Bilingual programme; and (3) Basque-medium programme where Spanish was taught as a subject. It was reported that students with Basque-medium programme acquired a higher score in Basque than the other two scenarios. Spanish proficiency in this programme was slightly lower but not significantly. However, students in the Spanish-medium programme show of a seriously reduced proficiency in Basque. In the bilingual programme, students' proficiency in both languages were reasonably high, but Spanish was slightly higher than Basque for Spanish was used more in instruction (Sierra & Olaziregi 1989 in Waite 1992). This suggests that the use of a minority language-medium programme or bilingual program will lead to a bilingual individual, but a program in the majority language will lead to language shift. Therefore, the fact that Indonesian is the sole medium of instruction at all levels of education and that regional languages in Indonesia are neglected is a strong factor in the loss of minority languages, including Javanese.

Another possible factor that Indonesian is used more by younger generation is triggered by mixed-marriage family. It is reasonable since in this family type one of parents is not Javanese. As for interethnic communication, Indonesian was the only choice. It may suggest that they used Indonesian as the home language in speaking to their children. As Holmes (1993:15) and Edward (1997:34) warn, the home domain is one of the salient factors that contributes to ethnic language maintenance and shift. The finding points to the fact that exogamy in the Javanese community is a vital factor affecting language shift. It was noted by Clyne (1991a) that mixed marriage was one of four salient factors that influences language shift in the Australian context. Holmes et al. (1993) also found the same trend in the New Zealand context. Other studies that have similar findings are Demos (1988) in his study on the Greek community in America, Pilkington (1990) on the Samoan community, Plimmer (1994) on the Italian community and Davis (1998) on the Cook Islands Community in New Zealand.

The indication of the interloper families contribute more to preserving Javanese in Surabaya is strengthened by Alip's study (1993). His study of the Javanese community in Central Java reported that students who came from rural areas tended to use Javanese more and that Javanese was an important vehicle for oral communication. For many, Javanese was the language of their rural home prior to moving to urban Surabaya. Thus, this study shows that the presence of interloper families in Surabaya contributes to the use and retention of Javanese. This finding agrees with that of Erington (1998) in his study of two hamlets Mulih and Gudhangan in Solo, Cental Java about fifteen years ago. He reported that people of the upland village (Mulih) had stronger maintainance of Javanese than those

of the lowland village (Gudhangan), which is much closer to a city (Solo), and where people were more frequently in contact with city people.

Role of Javanese and Indonesian

Although within the Javanese community Indonesian is the national, standard, and official language, Javanese is the first language of the majority. Javanese is frequently used when the respondents are in some way more familiar and close to the interlocutor (Wolfowitz 1991:33). Thus, Javanese is the common medium of informal and unofficial communication. Javanese is also the choice when speaking to the older generation. However, Javanese is normally not chosen by the respondents when the interlocutors are prestigious professionals and people at the work place.

The strong showing of Javanese is confined to speech events involving family members. Javanese is also not their choice when they write to all interlocutors. Javanese writing letters to people normally addressed in Javanese in oral communication, choose Indonesian. In this way, Javanese has declined as a written language since 1993.

Other than interlocutors, types of communication, activities and domains, a strong predictor of the use of Javanese is family type. Interloper families use Javanese more than the other two family types, Surabayanese families and mixed marriage families. The use of Javanese among them is influenced by their language habits before moving to Surabaya. Mostly, they are from smaller cities or rural areas where Javanese is still widely spoken by almost all the population. In addition to that, the older generation are more confident in using Javanese than other groups.

This study, on the other hand, reveals that most respondents have higher proficiency in Indonesian. This shows that the government's language planning has been successful in implementing Indonesian. In education, Indonesian is the sole medium of instruction. Indonesian is introduced from nursery school. Indonesian is also the first language of a sizeable number of respondents. As they have been taught Indonesian in early childhood and are under extensive exposure to Indonesian through education and media, more and more people are comfortable in using Indonesian for daily purposes.

Indonesian is a language for the expression of formality. This can be found when the respondents speak to people at the work domain and in addressing some prestigious professions. Indonesian is the favoured choice when performing activities that involve out-group members and activities that require careful attention. Indonesian is the language for written communication for the majority of respondents. The present study was conducted in a metropolitan city, Indonesian then has been the language of office communication, discourse, and national culture. Indonesian has been a flexible tool of communication and has been increasingly encroaching on the traditional domains of Javanese.

An excellent example of language choice in a bilingual or multilingual community (e.g. Javanese in Surabaya) is found in Blom & Gumperz (1972). Their study was on language choice in Norway where speakers choose between the local variety and the standard variety. This situation is similar to Indonesia in that people are supposed to choose a regional language or national language in a given communicative event. In this respect, Blom & Gumperz (1972) propose two types of code choice; 'situational switching' and 'metaphorical switching'. 'Situational switching' is used to refer to the language choice

which depends on various aspects of a given situation, including degree of formality. As it may be predicted from this study, when the situation is formal and relatively free from local or personal matters, the standard variety (Indonesian) is chosen, whereas the local variety (e.g. Javanese) is chosen to be the vehicle when the situation is relatively informal.

CONCLUSION

Generation is a factor that was found to have a positive influence on language shift. The younger generation reported that their proficiency in Javanese was decreasing, particularly in reading and writing. It follows that they tend to use less Javanese. The clear shift towards Indonesian is seen in written communication in that the younger generation prefers not to use Javanese at all. The shift towards Indonesian by the younger generation is triggered by the fact that Javanese is not learned intensively in school and the younger generation does not have a model for the use of Javanese, particularly middle and high Javanese. The older generation uses low Javanese to them but they ought to use middle or high Javanese in return. This gap, then, is filled by Indonesian as a neutral code. Thus, parents of Javanese family master two languages, Indonesian and Javanese, but the children tend to master Indonesian language well but probably only a half of Javanese language.

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