

JAVANESE LANGUAGE MAINTENANCE BY JUNIOR HIGH SCHOOL STUDENTS IN NORTH SEMARANG DISTRICT

Wiwiek Sundari

Faculty of Humanities, Diponegoro University

wiwiefsundari@lecturer.undip.ac.id

Abstract

The Javanese language has two main dialects. Jogja and Solo Dialects were considered as a standard dialects. Meanwhile, the others, such as Ngapak or East Java Dialects, were considered as non-standard dialects. As the capital city of Central Java, Semarang has a different form from the standard ones and does not resemble the others called Semarangan Javanese Language (SJL). It is interesting to investigate SJL as a Javanese Language variation since it has different vocabularies and accents from the previous dialects but has not reached the standard of being a dialect. This research shows how 40 (forty) students from 4 (four) Junior High Schools, consisting of 2 (two) state junior High Schools and 2 (two) two private junior High Schools in North Semarang Districts maintain this language variation by using it at school. The data were collected by observing the students' activities, both inside and outside the classroom. The result shows that the students are maintaining SJL since they are talking with their friends and others using it as their mother tongue although the school obliged them to use Bahasa Indonesia during school hours and teach the Javanese Language with standard dialect as local content.

Keywords: Javanese Language maintenance; Semarangan Javanese Language (SJL); Junior High School students; North Semarang District

Introduction

Language reflects the civilization of its speaker as it belongs to seven elements of culture (Koentjaraningrat, 2000) showing people's civilization. Javanese Language shows Javanese people's high civilization as it is one of indigenous languages taught and studied by scholars throughout the world for its high and complex structure.

Its orthography resembles that of Hindi, Thai, Vietnam, or Cambodia, Meanwhile, its politeness level is similar with that of Japanese, Korean, or Chinese. Those unique features attracts language users and learners around the world to speak and study Javanese language along with its culture so that particular universities in the world put Javanese as part of their study.

One of many interesting features of a language is its variation. It is "an inherent characteristics" of a language carrying

"social meanings" (Wardhaugh and Fuller, 2015). The language variation is a part of the language's wealth resulting from the language's different accents and dialects coming from different community speeches in different geographic areas.

As part of the language's wealth, accents and dialects should be preserved to support the language maintenance. To maintain a language, Agus Dharma (2007:8-10) in Savitri (2017) suggests 2 (two) main ways: language development and building. The first can be done by holding language research, inventory, and documentation. By observing, listing and saving the existing endangered language, we would have the authentic evidence of the language. The second can be executed by scaffolding the language use in family, school, and society. By integrating the language in school as a local content and

using it in family and in society, people recognize, understand and utilize it well.

As language maintenance involves bilingualism, multilingualism, language endangerment, sociolinguistics, and social psychology of language users (Pauwels, 2015), language variation shows different language form and usage reflecting how language users develop their language throughout time.

A simple way to maintain a language is done by supporting its use in public, such as integrating it in cultural event (Sundari, 2020), tourism site (Savitri, 2019), or mass media like providing rubric containing it like Hartono, a local journalist, did in his SJL rubric on Suara Merdeka local newspaper.

Hartono considered SJL as a different way of speaking Javanese Language from the existing dialects. This kind of dialect (since it has not been officially categorized by local and central language authority as one of Javanese Language dialect), is different from Jogja or Solo Dialects as standard dialect and Ngapak or East Java Dialects as non-standard dialect.

Its vocabulary and accent might be similar with Jogja or Solo Dialects as it is different from Ngapak and East Java Dialects. However, its politeness level is different from Jogja or Solo Dialects as it is similar with 'Ngapak' and East Java Dialect that is considered impolite. In addition to the different words' sound, diction, language structure, and meaning from the existing dialects, a unique difference lies on the use of 'Ngoko Level' to talk with older people and the use of 'Krama Level' to talk about the self, which is considered not common.

The word 'dialect' itself derived from the word 'dialektos' in Greek, referring to a simple difference of a single language used by Greece people where different speech communities have different dialektos from

the same Greek Language. That is why they do not feel that they have different language since they were still able to understand each other despite of the minor differences of the dialektos. Thus, dialect can be seen as small or simple differences of the same language, as part of a language variation (Fasold, 1994) such as Jogja, Solo, Ngapak, and East Java Dialects of Javanese Language.

Related to the simple differences, Ayatrohaedi (1983) defined dialect as phonological, morphological, lexical, syntactical, and semantical variation of a single language. In this way, different sound of words resulting in different accent or dialect, different morphology and lexicon resulting in vocabulary enrichment of the same object in a single language, different syntax resulting in simple but different language structure, and different semantics resulting in different meaning of words' sound, word, language structure and utterance or sentence. Those differences do not turn the dialect into a different language of the main language.

"Kamus Besar Bahasa Indonesia" defines dialect as a language variation created by its users or speakers, which is divided into: (1). Regional Dialect, a region-based (geographic-based) language variation like Javanese Language with Banyumas Dialect, (2). Social Dialect, a social group-based language variation like Japanese dialect for women which is more polite than that of men, (3). Temporal Dialect, a time-based language variation like Classic/Old Malay Dialect, and (4). High Dialect, it is a social or a regional variation which is accepted as a higher standard of any other dialects like Javanese Language with Jogja or Solo Dialects. In this way, the dialects can be categorized as the High (and also the Low) Dialects coming from the Social or Regional Dialects.

An interesting statement comes from Chambers and Trudgill (2004) related to High Dialect, where dialect is seen as language variation which does not follow the standard (not suitable with or does not have standard), lower, impolite or ruder than the main language (inappropriate), used by worker or low-class society.

In this way, Javanese Language with Jogja or Solo Dialects are categorized as High Dialect based on KBBI definition, while Javanese Language with 'Ngapak' Dialect is classified as Lower Dialect (Chamber and Trudgill, 2004). The first one is used by Jogja or Solo royal families followed by their citizen, while the second one is used by the workers coming from low and middle-class society who lived along the North Coast of Java Island with lower social and economy statuses than Jogja or Solo monarchies.

This research exposes how SJL is maintained by its users or speakers, particularly by the young generation. There are many researches on indigenous languages maintenance that is threaten by other language such as in mix marriage family (Holmes, 1992). The most similar ones with this research were done in Phnom Penh, Cambodia (Savitri, 2019), Semarang (Sundari, 2020), Wonogiri, Centra Java (Sundari, 2020), and Banjarnegara, Central Java (Sundari, 2021; Ersa, 2021) on the use of the language at tourism site and attraction.

The first research exposes the use of written local language in a tourism site on information boards to let visitors know the orthography of Cambodian language. The second research shows local language use in traditional and modern folk songs by teenagers in Semarang. The third research reveals local language use by tourism site management, sellers, and buyers (obliged for sellers and requested for buyers) as the local government effort to maintain local

language and culture by utilizing traditional clothing, food and beverages, food container and wrapping, eating utensils, and dining furniture. The third research exhibits the use of old and modern local Language in tourism attraction as the local government way to introduce a tradition along with the language and culture.

This research is done by observing the way students from 4 (four) Junior High Schools consisting of 2 (two) State Junior High Schools and 2 (two) Private Junior High Schools in North Semarang District, Central Java use SJL at school. The researcher purposively observed its use at Junior High School since most of the local kids were using SJL as their mother tongue at home as well as at the elementary school to talk to their friends.

The researcher wants to show how those kids still use SJL when they grow older and obliged to use Bahasa Indonesia as the official language to use at school in formal situation and start to learn English from school or other foreign languages from the society. Even when they learn Javanese Language with Jogja or Solo Dialects as a local content at school.

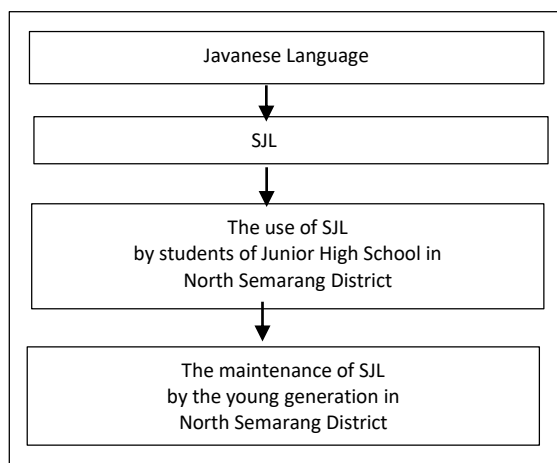
The Junior High Schools were purposively selected from the area where local people who are coming from the low and middle-class society use the language, the North Semarang District. In this area, students, teachers, school staff, and local people around the school commonly use SJL outside the classroom and school in informal situation although the school teaches Javanese Language with standard dialects as local content to be understood, mastered, and used.

The result shows that the students keep using SJL to talk to their friends, teachers, school staff, and people around the school such as food sellers, parking lot officers or photocopy booth workers, on

casual situation. It happens as they were obliged to use Bahasa Indonesia, English (in English class), or Javanese Language with Solo or Jogja Dialects (in Javanese Language class) on formal situation such as inside the classroom.

The SJL usage shows how students indirectly maintain the language although they were not at home talking with their family or childhood friends using their mother tongue, must use Bahasa Indonesia at school on formal situation, learn English as foreign language, and study Javanese Language with standard dialects as local content. The following picture shows this research framework.

Image 1. Research Framework



Research Method

This is a descriptive and qualitative research which is done by utilizing Sociolinguistics studies on language in relation with its use in the society as a group behavior, not individual (Wardhaugh and Janet, 2015). It is also dealing with language maintenance study showing the on-going use of a language to survive from regionally and socially more powerful language (Pauwels, 2016).

The research's approaches and theories were purposively selected to describe SJL maintenance by its users as

native speakers. They are students of Junior High School who are using SJL as their mother tongue in North Semarang District as their Javanese Language environment to talk with their fellow or older people who understand and use SJL.

The data were taken from students of 7th Grade students from 4 (four) Junior High Schools. The State Junior High School 7 and 25 as well as the Private Junior High School Muhammadiyah 1st and Al Kautsar in North Semarang District were selected using Purposive Sampling Method (Sugiyono, 2010) as the data source.

The junior high school from the area is purposively selected as SJL language environment since most of the residence around the school were local people coming from low and middle-class society, whose mother tongue is SJL. Therefore, they use SJL in their daily activities with Bahasa Indonesia as Indonesian official language in formal situation, or another mother tongue beside SJL

From 40 (forty) 7th grade students' SJL production as the whole population, only 20 (twenty) SJL production were purposively selected using Purposive Sampling Method (Sugiyono, 2010) to obtain the most representative sample of SJL use consisting of 3 (three) Ngoko and 2 (two) Krama Javanese Language Politeness Level.

The samples were taken by using Sudaryanto (2013) method and technique of data sample collection by observing the way students use SJL inside and outside the classroom. It is done by employing non participatory recording technique, holding interview with students and teachers, as well as giving questionnaire to students and teachers to dig more information related to the data.

In this way, the researcher is able to analyze how students talk with their friends, teachers, school staff, and people

around the school using SJL to describe the language use, the politeness level, and the context along with the participants of the conversation.

The researcher can also get more information from students and Javanese Language teachers about the reason why students who had learnt the standard Javanese language still use their mother tongue in casual or informal situation, instead of the language they had learnt in the classroom.

The collected and processed data were then being analyzed using Sociolinguistics studies to expose how Junior High School students in North Semarang District as native speaker of SJL maintain their mother tongue in their Javanese Language environment.

Results and Discussions

From the 4 (four) junior high schools in North Semarang District, the researcher took only the 7th Grade students since they were lowest grade who had just graduated from elementary school and join the junior high school. It is expected that their SJL use is still maintained as it is previously used in the elementary school. The researcher then selects 1 (one) class of each school consisting of 30 (thirty) to 35 (thirty-five) students to be observed.

From the whole students, 10 (ten) students' SJL production of each school were obtained resulted in 40 (forty) SJL production. To get the most appropriate sample, the researcher selects 5 (five) students' SJL production of each school resulted in 20 (twenty) SJL production with 2 (two) language politeness level representing SJL use in Ngoko and Krama politeness level.

The written utterances were taken from the conversation between students and their friends, teachers, school staff and people around the school from direct

observation and the questionnaire given to students containing question of how they would say something to others in SJL. The following 4 (four) tables contains the finding from the whole schools.

No	Name (initial)	Semarang Javanese Language	Data collection
1.	MS	"Koncoku gek turu" ("My friend is sleeping")	Observation
2.	EY	"Rak oleh linggih, ik." ("Not allowed to sit, ik.")	Observation
3.	YE	"Sangune to, Pah." ("The pocket money, Dad.")	Observation
4.	YD	"Aku ameh pit-pitan." ("I want to go cycling.")	Questionnaire
5.	YA	"Mangke kulo pendetke." ("I'll get it for you.")	Questionnaire

Table 1. The use of SJL by students of State Junior High School 7, Semarang

Table 1 shows 5 (five) SJL use. 1. MS talks to his friend using SJL with Ngoko Politeness Level (NPL) to explain that his friend is sleeping in the classroom during the break time by using the word 'gek' meaning 'still' as shorter and different form of the standard word 'lagi' in Javanese Language (JL) with Standard Dialect (JLSD). 2. EY talks to a canteen owner using SJL with NPL to complain that she is not allowed to sit on a bench in the canteen (as it is not dry after being painted) by using the word 'linggih' along with an SJL phatic particle (SJLPP) 'ik' meaning 'to sit' as a different form of the standard word 'lungguh' in JLSD. 3. YE talks to his father before school using SJL with NPL to ask for his pocket money. The NPL use with PP 'to' to talk to older people is a unique feature of SJL which is considered impolite like Javanese Language with Ngapak Dialect (JLND). 4. YD uses SJL with NPL when he was requested to write the JL of the sentence "saya mau bersepeda" meaning "I want to go cycling" by using the word 'ameh' meaning 'want to' as a longer form of the word 'meh' and a different

form of the standard word 'arep' in JLSD. 5. YA uses SJL with Kromo Politeness Level (KPL) when she was requested to write the JL of the sentence "nanti saya ambikan" meaning "I will get it for you" to talk to older people by using the word 'pendetke' meaning 'to take for' as a different form of the standard word 'pundhutaken' in JLSD.

Students' use of SJL with NPL or KPL in their utterances or sentences, shows SJL maintenance in the form of the words use 'gek', 'linggih', and 'ameh' as well as the incorrect politeness forms 'sangune to, pah' and 'pendetke' which characterized SJL that has different word sound, form and politeness level with JLSD in which the younger talk to the older using KPL.

No	Name (initial)	Semarang Javanese Language	Data collection
1.	YE	"Sak sirku to., Lik." ("Up to me, Lik.")	Observation
2.	GU	"Bu'erak ono to, Mak?." ("The older woman has gone, isn't it, Mak?")	Observation
3.	VI	"Masku ameh rene" ("My older brother wants to come here.")	Questionnaire
4.	RI	"Mbakku ijek sinau" ("My older sister is studying.")	Questionnaire
5.	AI	"Kulo sampun siram." ("I had already taken a bath.")	Questionnaire

Table 2. The use of SJL by students of State Junior High School 25, Semarang

Table 2 also shows 5 (five) uses of SJL. 1. YE talks to the parking lot officer using SJL with NPL to show his complaint when the officer moves his motorcycle from his favorite place a sit makes him difficult to tidy up the parking lot since his motor cycle was parked in a wrong position-by using the phrase 'saksirku' along with the PP 'to' meaning 'up to me' as a different form of the standard phrase 'sakkarepku' in JLSD. 2. GU talks to a young cleaning service officer using SJL with KPL to know whether the old one has gone by using the word 'bu'e'

meaning 'the old woman' as shorter and different form of the standard word 'ibune' in JLSD. 3. VI uses SJL with NPL when she was requested to write the JL of the sentence "kakak laki-laki saya mau kesini" meaning "my older brother wants to come here" by using the word 'masku', meaning 'my older brother', as a different form of the standard word 'kakangku' in JLSD and the word 'ameh' meaning 'want to' as a longer form of the word 'meh' and a different form of the word 'arep' in JLSD. 4. RI uses SJL with NPL when he was requested to write the JL of the sentence "Kakak perempuan saya sedang belajar" meaning "My older sister is studying" by using the word 'mbakku' meaning 'my older sister' as a different form of the standard word 'mbakyuku' in JLSD and the word 'ijek' meaning 'still' as a different form of the standard word 'isih' in JLSD. 5. AI uses SJL with KPL when she was requested to write the Javanese Language of the sentence "saya sudah mandi" meaning "I had already taken a bath" to answer the question from older people "kamu sudah mandi belum" meaning "have you take a bath" by using the word 'siram' as an incorrect use of KPL in JLSD.

Students' use of SJL with NPL or KPL in their utterances or sentences, shows SJL maintenance in the form of the words 'bu'e', 'masku', 'mbakku', 'ameh', 'ijek' and the phrase 'saksirku' as well as the incorrect politeness form for self 'siram' which characterized SJL that has different word sound, form and politeness level with JLSD in which people use PKL to others who deserved to be honored or respected, not to self. Although this is incorrect and considered impolite, it is common in SJL use.

No	Name (initial)	Semarang Javanese Language	Data collection
1.	YD	"Ciak sek yok" ("Let's get some food.")	Observation

2.	HL	"Rak duwe dhit, nda." ("I have no money, nda.")	Observation
3.	AI	"Gilo-gilo kael ho, murah." ("That 'gilo-gilo', is cheap.")	Observation
4.	NM	"Onok jogjig, ndeng." ("Tendem roller, ndeng")	Observation
5.	NE	"Njipuk kaos olahraga, kudu andri." ("You must queue to get the sport uniform.")	Questionnaire

Table 3. The use of SJL by students of Private Junior High School AI Kautsar, Semarang

Table 3 shows 5 (five) uses of SJL with more focus on the particular diction. 1. YD talks to his friend using SJL with NPL to ask his friend to get food by using the word 'ciak' meaning 'eating' as a different form of the standard word 'mangan' in JLS. 2. HL talks to his friend using SJL with NPL to refuse YD's offering by using the word 'rak' and 'dhit' along with the SJLPP 'nda' meaning 'no' and 'money' as shorter form of the standard words 'orak' and 'dhuwit' in JLS. 3. AI uses SJL with NPL to suggest her friends YD and HL to buy cheap food from a 'gilo-gilo' seller who was passing by their school. 'Gilo-gilo' is food seller in Semarang who sell their cheap food around kampong by walking and pushing their two wheels food selling cart. 4. NM uses SJL with NPL to point on a vehicle which was passing by their school by using the word 'jogjig' along with the SJLPP 'ndeng' meaning 'tendem roller'. 'Jogjig' is one of SJL words which belongs to its dictionary entry coming from the sound of the vehicle's engine. 5. NE uses SJL with NPL when she was requested to write the JL of the sentence "untuk mengambil kaos olah raga (kamu) harus antri" meaning "to get the sport uniform you must queue first" by using the word 'njipuk' meaning 'to get' as a different form of the standard word 'njupuk' in JLS and the word 'andri' meaning 'queue'. 'Andri' is one of SJL

words which belongs to its dictionary entry coming from the Indonesian word 'antri'.

Students' use of SJL with NPL in their utterances or sentences, shows SJL maintenance in the form of the particular SJL words 'ciak', 'jogjig', 'andri', 'rak', 'dhit', and 'njipuk' as well as the SJLPP 'nda' and 'ndeng' which characterized SJL that has different word sound, form and vocabulary with JLS. Those particular words were commonly used by the local people of all age including children.

No	Name (initial)	Semarang Javanese Language	Data collection
1.	WC	"Rak sah mentu," ("Don't go outside.")	Observation
2.	YA	"Reka'e ngantin" ("As if we're gonna go to the canteen.")	Observation
3.	AS	"Cah kok aeng-aeng" ("Doing something odd.")	Observation
4.	YK	"Peleme ciblok." ("The mango fell off its tree.")	Questionnaire
5.	TF	"Mbahti lungo pasar." ("Grandma goes to the market.")	Questionnaire

Table 4. The use of SJL by students of Private Junior High School Muhammadiyah 1st, Semarang

Table 4 shows 5 (five) uses of SJL with more focus on the particular diction. 1. WC talks to his friend using SJL with NPL to forbid her to get out of the classroom when the teacher is off by using the word 'rak' and 'sah' meaning 'no' as shorter form of the standard word 'orak' and 'usah' in JLS and the word 'mentu' as a different form of the standard word 'metu' in JLS. 2. YA talks to her friend using SJL with NPL to respond to his warning by using the word 'reka'e' meaning 'as if' as different form of the standard words 'reka-reka' meaning 'pretending' in JLS. 3. AS uses SJL with NPL to mock YA who had been warned by WC but still goes outside the classroom by saying 'aeng-aeng' meaning 'doing something uncommon'. 4. YK uses SJL with NPL when he was requested to write the JL

of the sentence “buah manga jatuh dari pohonnya” meaning “the mango fell of its tree” by using the word ‘ciblok’ meaning ‘fell of’ as a synonym of the standard word ‘tibo’ in JLSD. ‘Ciblok’ is one of SJL words which belongs to its dictionary entry. 5. TF uses SJL with NPL when she was requested to write the JL of the sentence “nenek pergi ke pasar” meaning “grandma goes to the market” by using the NPL word ‘lungo’ meaning ‘go to’ for older people as an incorrect form of KPL in JLSD in which KPL word must be used for older people.

Students’ use of SJL with NPL and KPL in their utterances or sentences, shows SJL maintenance in the form of the SJL words ‘mentu’, ‘reka’e’, ‘aeng-aeng’, and ‘ciblok’, the words ‘rak’ and ‘sah’, and the incorrect politeness form for others ‘lungo’ which characterized SJL that has different word sound, form, and politeness level with JLSD in which people use NPL to one who have the same or younger age and similar status, not to others who are older. Those particular words were usually used by the local people at any age including kids.

Related to the Javanese Language Politeness Level, from the direct interview result with the observed students and the indirect interview result with students who were given questionnaire during their Javanese Language class, the researcher found out that -similar with JLSD- the observed students use SJL with NPL to talk to their friends of the same age or younger.

A unique finding shows that-unlike JLSD- they use it to older people with a very close relationship such as family member or school staff and people around the school with high interaction frequency such as the parking lot officer, the cleaning service officer, the security, the canteen owner, the photocopy worker, the snack seller, etc. It shows that intimacy determine the way they choose the politeness level which is different with that

of JLSD. Another unique finding was the way they use of KPL to self when they talk to respected people which characterized SJL differently from JLSD.

From the interview result with Javanese Language teacher, the researcher found out that students were only using JLSD in Javanese Language class since it is not familiar to be used in their daily life. They considered it as a formal language resembling Bahasa Indonesia which is appropriately used in formal situation only, not as a colloquial language. That is why even though students understand JLSD, they were not using it and keep using SJL in their daily activities at school, particularly on a casual or informal situation. Teachers or elderly people at school do not mind if students use SJL since most of them were North Semarang District residence although not all of them use SJL as their mother tongue since they were not all originally coming from Semarang.

In school, SJL is also used by teachers, school staff and people around the school, particularly in informal situation, both inside and outside the classroom with fellow or students since most of them were also Semarang citizen who are able and accustomed to speak SJL. The researcher also found out that sometime teacher talks to students using SJL and students reply teacher using SJL inside the classroom when they feel that the situation is more casual. This finding is not discussed since this research only focus on students’ use of SJL as mother tongue in informal situation at school as they were obliged to use Bahasa Indonesia in formal situation, English in English class, and JLSD in Javanese Language class.

The way SJL with NPL is used to talk to older people and SJL with KPL is used to talk about self as well as the use of particular SJL words and PPs which fully characterized SJL that is different with

JLSD, is in line with what Hartono said in The 6th Language Maintenance Seminar held by Linguistics Master Program, Diponegoro University, Semarang, in 2011.

Conclusion

From the data collection, processing and analyzing on the previous chapters, the researcher conclude that SJL is still used by its speech society, particularly the young generation of Semarang citizen in North Semarang District. The conclusion can be drawn from the results of observation, questionnaire, and interview of 40 (forty) students from 4 (four) Junior High Schools along with 4 (four) teachers of Javanese Language with Standard Dialects from each school.

Students use SJL with Ngoko and Krama Politeness Level (NPL and KPL) using particular words in SJL along with specific SJL Phatic Particle (PP) to talk to people at school such as their classmates or friends, teachers, administration staff, security officer, parking lot officer, school canteen owner, cleaning service officer, snack seller outside the school, or people passing by the school.

They use SJL with NPL to talk to people with the same or younger age and also older people with a very close relationship which is considered impolite. On the other hand, they use KPL to talk about self when they were talking with honored or respected people with high social distance to show politeness which is considered incorrect in Javanese Language with Standard Dialects (JLSD) such as Jogja or Solo Dialects. In SJL, the incorrect and impolite form is acceptable.

Although students were taught JLSD in Javanese Language class as the school's local content in Java, they only use it inside the classroom when they were studying it as they feel that it is a kind of Javanese Language formal form that is suitably used

in formal situation only. Consequently, they keep using SJL in their conversation at school in casual or informal situation, both inside and outside the classroom with friends or other people at school as their mother tongue.

Another important point that can be noted from this research is the location and the status of the school also influence the SJL use by its students. The researcher found out that North Semarang District is one of areas in Semarang City where most of its residence were originally coming from Semarang whose mother tongue is SJL. Therefore, most students and people at school were the native speakers of SJL.

However, due to the zoning system, students of the State Junior High Schools were coming from 4 (four) different ways of acceptance, that are, based on location (zone), students' academic/non-academic achievement, parents' affordance (affirmation), and parents' official duty (students whose parents were officially moved into the zone). This way, not all of students were originally coming from Semarang and uses SJL as their mother tongue. That is why the observation and questionnaire results show more on particular SJL phonological, syntactical and meaning form, rather than the word choice along with the particular PP.

On the other hand, students of Private Junior High Schools were not all coming from the nearest area and their parents were not all coming from the low-class society due to the more expensive tuition fee their parents must pay for their school. This background should make them use more JLSD than SJL. Nevertheless, the observation and questionnaire results show that they were able to use particular SJL diction with specific SJL PP along with SJL phonological, syntactical and meaning form reflecting their accustomed use and deep understanding of SJL. It means that

in the district, SJL were not only used by low-class society, but also middle-class one as well as people who are coming from other areas who are not native speakers of SJL as the influence of the SJL use by its native speakers.

It is suggested that the next research should include the observation of areas with SJL possessing particular words and PPs as one of the main aspects of elevating SJL status into a Javanese Language dialect so that it can be officially established by the local government as a dialect.

References

- Ayatrohaedi. (1983). *Dialektologi: Sebuah Pengantar*. Jakarta: Pusat Pembinaan dan Pengembangan Bahasa Departemen Pendidikan dan Kebudayaan.
- Chambers, J.K. & Peter Trudgill. (2004). *Dialectology: Second Edition*. Cambridge: Cambridge University Press.
- Dharma, A. (2011). "Pembinaan dan Pengembangan Bahasa Daerah" in *Proceeding of International Seminar on Language Maintenance and Shift*. Linguistics Master Program, Diponegoro University, Semarang, Indonesia: July 10-11, 2011.
- Fasold, Ralph. (1994). *Sociolinguistics of Language*. Oxford: Blackwell.
- Holmes, Janet. (1992). *An Introduction to Sociolinguistics*. New York: Longman <https://kbbi.web.id>, diakses pada tanggal 20 Juli 2021
- Koentjaraningrat. (2000). *Pengantar Ilmu Antropologi*. Jakarta: Rineka Cipta
- Pauwels. A. (2016). *Language Maintenance and Shift*. New York: Cambridge University Press.
- Savitri, A.I. (2017). "Language Maintenance through Comic Strips" in *Proceeding of The 7th International Seminar on Language Maintenance and Shift*. Linguistics Master Program, Diponegoro University, Semarang, Indonesia: July, 19-20, 2017.
- Savitri, A.I. (2019). "Local Language Maintenance through Folklore Translation in Historical Tourism Site" in *Proceeding of The International Seminar of Culture, Literature, and Language Maintenance and Shift*. Linguistics Master Program, Diponegoro University, Semarang, Indonesia: August, 13-14, 2019.
- Sudaryanto. (2013). *Metode dan Aneka Teknik Analisis Bahasa: Pengantar Penelitian Wacana Kebudayaan secara Linguistik*. Yogyakarta: Duta Wacana.
- Sugiyono. (2010). *Metode Penelitian Kualitatif dan R&D*. Bandung, CV Alfabeta.
- Sundari, W. (2020). "Javanese Language Maintenance Through Javanese Traditional and Modern (Folk) Songs". *Culturalistics: Journal of Cultural, Literary, and Linguistic Studies*
- Sundari, W. (2020). "Javanese Culture Maintenance at Dhopleng Traditional Culinary Market, Wonogiri, to Support Plastic-less Society". Article on The 5th ICENIS International Proceeding. Semarang: August, 12th-13th.
- Sundari, W. (2021). "Javanese Language Maintenance at Dieng's Dreadlock HairCutting Tradition to Support Banjarnegara Local Tourism". Article on The 6th ICENIS International Proceeding. Semarang: August, 4th-5th
- Wardhaugh, Ronald & Fuller, Janet M. 2015. *An Introduction to Sociolinguistics*. New York: Blackwell