

PEER-ORIENTED INTERVENTION: A SOCIAL FACTOR OF LANGUAGE SHIFT IN ELEMENTARY SCHOOL STUDENTS

Ihda Rosdiana

Pancasakti University, Tegal

ranavirgie@yahoo.com

Abstract

This study aims at ascertaining the social factor causing the shifting of *Bahasa Jawa Ngoko* into *Bahasa Indonesia* among the elementary school students and confirming whether this phenomenon also occurs in all grades. The data were collected through observation and interview. Those data were analyzed using interactive analysis model (Milles & Huberman, 1994). There are two triangulations used in this research: source and method triangulations. Finally, the research found that peer-oriented intervention (Mrug et al., 2001) functions as a social factor of language shift. However, this Javanese shift did not occur in the fifth grade students since they are from the same speech community.

Penelitian ini bertujuan untuk mengetahui faktor sosial yang menyebabkan pergeseran Bahasa Jawa Ngoko dalam Bahasa Indonesia di kalangan siswa sekolah dasar dan memastikan apakah fenomena ini juga terjadi di semua kelas. Data dikumpulkan melalui pengamatan dan wawancara. Selanjutnya, data tersebut dianalisis dengan menerapkan model analisis interaktif (Milles & Huberman, 1994). Selain itu, penelitian ini menggunakan triangulasi sumber dan metode. Penelitian ini menemukan bahwa *peer-oriented intervention* berfungsi sebagai faktor sosial pergeseran bahasa. Namun, pergeseran *Bahasa Jawa Ngoko* ke Bahasa Indonesia ini tidak terjadi pada siswa kelas lima karena mereka berasal dari komunitas bahasa yang sama.

Keywords : peer-oriented intervention, social factors, language shift, elementary school students

INTRODUCTION

Language shift occurs when a person or group of speakers of a particular language moves to a new place which has a different language, and they have to use that different language because it is the only means of communication. According to Chaer and Agustina (2004: 142) as cited in Bramono & Rahman (2012) language shift deals with the language use by a speaker or group of speakers as a

consequence of the displacement of one speech community to another one. Moreover, it is, too, defined as the gradual discontinuation process of one of the two different languages used by a speech community of the bilingual speakers when communicating for the sake of supporting others (Ravindranath, 2009).

There are some factors involved in language shift. Holmes (2001: 53) described language shift is not always the result of migration, political, economic and social changes within community. Sumarsono and Partana (2002) as cited in Rahman (2012) pointed out some factors embraced in language shift i.e., migration, economic, and education factors. Regarding the migration factor, there are two forms of migration which can be noticed. The first one is a migration done by a minor group of speech community. They move to other regions or countries in that this form of migration leads them to shift their own native language in order to be able to get along with the natives. The second kind of migration is the one done by a huge number of speech community. They move to a small remote area with a few numbers of population (i.e., natives) in that it causes the native population to separate and shift their language. Then, the economic factor of the language shift appears as a consequence of industrialization. Language shift, further, also happens at school where teachers teach foreign language to their students. This leads to bilingualism children and bilingualism itself can be a factor of language shift too. The simplest definition of a bilingual is a person who has some functional ability in a second language (Spolsky, 1998:45).

In addition, language shift, in most cases, happens over different generation. Jendra (2010: 141) stated that language shift becomes the concern of some researchers of local vernacular studies (Javanese, Balinese, Sundanese, Maduranese, etc). Language shift for them is considered worrying in attention to the decreasing numbers of the local tongues as a result of following the shifting regarding the use of Indonesian Language.

A language which does not have an official status and has not been standardized, as Holmes (2001, 74-75) points out, is called a vernacular language. This sort of language commonly links with the most variety of the language used in the daily communication (i.e. colloquial). Vernacular language is unofficially used for communication such as in the home and with close friends. It is the language ones use to show their solidarity to their community that comes from the same ethnic group. It is not particular language in a particular context. In brief, the term vernacular is sometimes used to indicate that a language is used for everyday interaction.

Furthermore, language shift is found mostly in the young generation (Jendra, 2010: 141). Elementary school students, as the young generation, face more challenges of language shift as a consequence of globalization. *Bahasa Jawa Ngoko* (i.e. the lowest level of Javanese) is the language commonly used by most of the students of elementary school in Tegal, Central Java, as the oral language of the rural population. Rural population refers to those who are living in the countryside. They use *Bahasa Jawa Ngoko* to communicate with their peers. However, a Javanese shift into *Bahasa Indonesia* occurs since there have been many students whose daily language is *Bahasa Indonesia* study and interact in the school in that the students usually use *Bahasa Jawa Ngoko*. As a consequence,

they shift *Bahasa Jawa Ngoko* as the native language used in peers for daily conversation gradually over time.

This Javanese shift is known as a result of peer-oriented intervention. It refers to someone dominating communication in a community using a certain language and ignoring to use her/his peers' language. She/he, in this case, tends to use *Bahasa Indonesia* instead of *Bahasa Jawa Ngoko*, as the standard of communication used in all aspects such as education and social urban aspects, since her/his young and modern parents teach him/her to do so.

A previous study has confirmed the factors involved in language shift in Pakistan (Nawaz, Umer, Anjum & Ramzan, 2012). The data of this study were collected through a self-administered questionnaire with a sample size of hundred people which made this study more valid. However, they did not state the theories they used clearly. They only stated some factors contributed to language shift such as historical, cultural, social, economic and psychological factors as a result of their own analysis.

In addition, another study was conducted by Mardikantoro (2007) about the pattern of Javanese shift in Brebes and the socio-cultural factor of language shift. The research result shows that family multilingual society is the main factor in a Javanese language shift. Nevertheless, the sample of total population did not represent the whole population of Brebes society. Although Brebes has 17 sub districts, this research only focused on Losari sub-district, a border between Brebes and Cirebon.

This current study, however, examines the language shift which occurs among the third grade students in a private elementary school in Tegal, Central Java. Since the writer only focuses on the social factor, some questions proposed in this paper are as follows: "What is the possible social factor shifting *Bahasa Jawa Ngoko* in third grade of elementary school students?" and "Does this language shift also occur in all grades?"

Above all, the theories used for describing the factor of language shift among secondary school students are the functional choice theory (McConvell, 1991:150-151) as cited in Bodomo et al. (2009). In bilingual situations, the language one chooses to be used for communicating with others is considerably functional. The possible particular function of the language choice is not only to express either solidarity with or distance from certain social groups, but also as the factor that particularly determines whether language shift takes place. Another theory is the domain use of language based by Fishman (1972) as cited in Valentino et al (2013). It is stated that the factors influencing the concept of domain are topic, role relation, and local. In addition to Fishman's (1972) theory, Valentino et al (2013) have analyzed and divided it into the five domains of language use as family, friendship, educational, relationship, and transactional.

RESEARCH METHOD

The data were obtained from the students of the third and fifth grade of Muhammadiyah elementary school (*SD Muhammadiyah*) Pesarean, Adiwerna, Tegal, Central Java during three-week observation and interview. In that couple of weeks, data were collected in two ways. First, data were collected through an

observation. The writer, in this case, functioned as a non-participant observer. It means that the writer does not participate directly in the activities or processes being observed. Second, indept interviewing method using elicitation technique was also used to collect the data. Elicitation refers to a strategy for directing the informants to provide real information (Spolsky, 1998:09).

In addition, to analyze the collected data, this study applied the model of interactive analysis. It consists of three concurrent flow activities: data reduction, data display and conclusion drawing/verification (Milles & Huberman, 1994:10). Moreover, there were two triangulations used in this research. They were source and method triangulations as a technique to check validity of the data. The informants were from third grade students where some students' native language is *Bahasa Indonesia* while others' is *Bahasa Jawa Ngoko*. Besides, the informants were also from five grade students whose native language is *Bahasa Jawa Ngoko*. The writer selected them since they met the characteristics specified by the writer.

RESULTS AND DISCUSSION

Language shift seems to occur in the third grade students of SD Muhammadiyah. A social factor contributing to the language shift is what the so-called peer-oriented intervention. The term peer-oriented intervention was derived by Mrug, Hosa, and Gerdes (2001) on their study about children with attention-deficit/hyperactivity disorder. It refers to a person who tends to want to dominate communication and sets up a process of peer rejection. In relation with the language shift, it is also important to recognize the power of peer to influence positive outcomes.

Furthermore, SD Muhammadiyah has been established since 1965 and is located in a village named Pesarean, Adiwerna sub-district of the Tegal regency. The total population is 278 students ranging from first up to sixth grade. Most of the students are from Pesarean village whose native language is *Bahasa Jawa Ngoko*. Although teachers use *Bahasa Indonesia* as an instructional language in teaching learning process, the students tend to use vernacular *Bahasa Jawa Ngoko* in everyday interactions to their peers such as borrowing or lending something, telling story of their daily life, gossiping, buying and negotiating.

On the other hand, the majority of the third grade students whose native language is *Bahasa Jawa Ngoko* tend to use *Bahasa Indonesia* to communicate with their peers. They no longer use *Bahasa Jawa Ngoko* in their daily communication. This is as a result of their peer intervention whose first language is *Bahasa Indonesia*. Although, they are minority in the class, they are able to intervene their majority peers to shift *Bahasa Jawa Ngoko* into *Bahasa Indonesia* as a standard language to communicate. It is contrary to Jendra's statement about language shift (2001: 145) in which the group with more speakers, in a multilingual community, has better possibility to maintain their language, while fewer speakers have to face more challenge.

Here, the writer recorded a conversation between three students of the third grade. It took place at writer's home in a situation of preparing costumes for kebaya fashion show.

- (1) Najwa : “Kamu pake baju kebaya warna apa bil?”
“*What color of kebaya will you wear?*”
- Nabila : “Aku pake baju kebaya warna ungu. Jilbabnya dua. Ungumuda sama ungu tua.”
“*I’ll wear purple kebaya with two headcovers. Light and dark purple headcovers.*”
- Najwa : “Ooh...”
- Puji : “Aku juga tadinya mau pake warna ungu, tapi gak jadi, aku jadinya pilih warna hijau. Yang ungu kebesaran.”
“*I was planing to wear purple kebaya as well, but I didn’t, I’ve chosen the green one. The purple one is a big size.*”

Language shift occurs in the third grade students. Nabila and Puji live in the same neighborhood, while Najwa is a student from Slawi whose first language is *Bahasa Indonesia*. Her parents are young and modern couple. Her mother is from Lamongan, East Java, and her father, a regional legislative council member, is from Tegal.

In (1), Nabila and Puji prefer using *Bahasa Indonesia* to *Bahasa Jawa Ngoko*. Although they come from the same community and their first language is *Bahasa Jawa Ngoko*, they tend to use *Bahasa Indonesia* to communicate in this informal context. This vernacular shift occurs since Najwa, as one of the participants in the conversation, uses *Bahasa Indonesia* to ask for information. *Bahasa Jawa Ngoko* shifts into standard language (i.e. *Bahasa Indonesia*). Standard language is commonly the one which is written, and regulated or codified. It is known as a prestigious variety or code by a community and is used for H functions alongside a diversity of L varieties (Holmes, 2001: 76).

In addition, language shift occurs since there is an intervention that Najwa is not able to speak *Bahasa Jawa Ngoko* fluently. Here, Nabila and Puji are ‘forced’ to use *Bahasa Indonesia* to give the information. *Bahasa Indonesia*, in this case, is not only the standard language, but also the language of solidarity, used for social and affective functions. By using *Bahasa Indonesia*, Nabila and Puji showed their solidarity to Najwa that they are from the same community (third grade students), and they are close friends.

Furthermore, the intervention occurs since *Bahasa Jawa Ngoko* as vernacular language which has L function was shifted into *Bahasa Indonesia* as standard language with its H function. Najwa showed that *Bahasa Indonesia* is more prestigious than that of *Bahasa Jawa Ngoko*. It is prestigious because of its use in many areas such as in politic, society, and education. It is influential because it is used by the powerful people in the school such as school principal, teachers and school staff. It is used for instruction at school, for literature and for administration.

As shown in the case above, Najwa rejected to use *Bahasa Jawa Ngoko* to ask for the information, though she knew that her peers’ first language is *Bahasa Jawa Ngoko*. It is a process of peer rejection. Hence, by using *Bahasa Indonesia*, she tried to dominate the communication. She also used ‘the powerful people’ to

influence positive outcome—using *Bahasa Indonesia* in their daily conversation at school.

Peer-oriented intervention also affected Javanese shift among two or more students of the third grade coming from the same speech community (*Bahasa Jawa Ngoko* speech community) as shown in examples (2) and (3).

- Nabila : “Mau?”(*sambil menawarkan kue*)
 “Do you want some?”(*offering cakes*)
- Icha : “Aku minta ya. Makasih Bil. Beli dimana bil?”
 “Yes, I do. Thank you Bil. Where did you buy these cakes?”
- Nabila : “Gak tau. Dikasih sama Ibu.”
 “I don’t know. My mom gave it to me.”
- Puji : “Umar, kamu salah berapa tadi?”
 Umar : “how many mistake did you have on your test?”
 Umar : “Salah Tujuh.”(*sambil tertawa kecil*)
 “Seven.” (*chuckle*)
- Puji : (*tertawa*)“aku salah cuma tiga. Nabila cuma salah satu ya bil.”
 (*laughing*) “I only have three mistakes numbers. Nabila has one.”
- Nabila : “Iya.”(*sambil menunjukan hasil tes nya*)
 “Yes.”(*showing her test sheet*)

Conversation (2) took place at school yard while (3) took place in the class. Nabila, Icha, Puji, and Umar are from *Pesarean* Village whose native language is *Bahasa Jawa Ngoko*. They still use *Bahasa Jawa Ngoko* to communicate with their parents at home. However, they shift *Bahasa Jawa Ngoko* into *Bahasa Indonesia* only when they are having conversation with their peers at school both in formal and informal context.

Table 1. Number and Language of the 3rd Grade Students

Total Students of 3 rd grade	55
Male	21
Female	34
Using B.I	19
Using BJng	36
B.I as first language	6 out of 19

The result of this study is also supported by the data shown in Table 1. It can be seen that the total population of the third grade is 55 students. There are 21 male students and 34 female students. Only 19 students who use *Bahasa Indonesia* as their daily communication—with family and friends. It includes 6 students whose first language is *Bahasa Indonesia*. They are not able to use *Bahasa Jawa Ngoko* in communication. While, 13 students tend to use *Bahasa*

Indonesia almost in their daily communication, though they are able to use *Bahasa Jawa Ngoko*.

- (2) Zidni : Beli dimana, Bil? (*sambil menunjuk buku bergambar kartun*)
“Where did you buy it, Bil?” (*pointing a cartoon-covered book*)
Nabila : Beli di BP. (*minimarket Banjaran Permai*)
“I bought it at BP” (*it stands for Banjaran Permai minimarket*)
Zidni : Masih ada yang kaya gini Bil? Aku mau beli juga ah.
“I’ll buy it.”
Nabila : Masih. Harganya enam ribu lima ratus.
“Yes, it is. It costs six thousand rupiahs.”

Nabila and Zidni live in Pesarean Village. Nabila’s first language is *Bahasa Jawa Ngoko*, but Zidni’s first language is *Bahasa Indonesia*. This little family live in Pesarean Village. Her mother comes from Magelang, and her father comes from Jakarta. In (4), Nabila shifts *Bahasa Jawa Ngoko* into *Bahasa Indonesia* because of her partner. This peer-oriented intervention occurs since Zidni is only able to speak *Bahasa Indonesia*, though she understands any utterances in *Bahasa Jawa Ngoko*.

- (3) Diva : Besok kamu mau bawa jajan pas renang bil?
“Will you bring snack when you go swimming?”
Nabila : Iya. Nanti sore aku mau beli di Indomaret.
“Yes, I will. I’ll buy it this evening”.

Peer-oriented intervention also occurs in (5). Diva’s first language is *Bahasa Jawa Ngoko* and she can understand any utterance in *Bahasa Jawa Ngoko* and know how to use it. However, she tends to use *Bahasa Indonesia* in daily conversation since her young and modern parents teach her to do so. Diva’s parents come from Tegal. They are elementary school teachers. In contrast, Nabila’s first language is also *Bahasa Jawa Ngoko*. She uses it in having conversation with her parents at home. Both her parents are from Tegal. Her father is a local entrepreneur and her mother is a house wife.

From data (1) to (5) we can conclude that most of the students of the third grade are from *Pesarean* village who commonly use *Bahasa Jawa Ngoko* as their oral language for a communication in informal context. Nevertheless, the minority students who use *Bahasa Indonesia* in their daily communication shift *Bahasa Jawa Ngoko* into *Bahasa Indonesia* as the standard communication used in the school.

Let us compare with a conversation between two students of the fifth grade. The setting took place at the school yard and at that time the school held a “kebaya” fashion show in commemoration of Kartini’s Day on April 21st, 2014.

- (4) Silmi : La, kebayane nyilih neng sapa?
“La, whose kebaya that you borrow?”.
 Laela : Enyong ora nyilih, mamane enyong sing njahit.
“I didn’t borrow, my mother sew it”.
 Silmi : Aku nyewa neng salon karo sisan dipaesi.
“I rent it in a beauty salon, completed with make up”.

In (6), vernacular language, *Bahasa Jawa Ngoko*, is the first language learned by them, and it is often used for a relatively narrow range of informal functions. In everyday village life, children use *Bahasa Jawa Ngoko* to ask and give information to their peers. Since they are the fifth grade students, the ones who come from the same area (i.e. *Pesarean*) and live in neighboring, they tend to use *Bahasa Jawa Ngoko* outside and inside school. To conclude, language shift does not occur in the fifth grade students since they come from the same community with the same native language.

Furthermore, the students of the fifth grade tend to maintain *Bahasa Jawa Ngoko* as their daily communication. It is also used in the classroom where two students are having conversation in informal context.

- (5) Zidan : Kowen duwe *game* apa bae neng hape bay?
“How many games do you have on your mobile phone?”
 Bayu : Akeh
Many
 Zidan : Aja klalen ngko hapene digawa ngesuk ya
Don’t forget to bring your mobile phone tomorrow morning

Although the conversation above (7) took place in a classroom during teaching learning activity, Zidan and Bayu tend to use *Bahasa Jawa Ngoko* in changing information. Both of them are from the same speech community. Hence, they do not need to shift *Bahasa Jawa Ngoko* into *Bahasa Indonesia*. They use *Bahasa Jawa Ngoko* because it is sufficient as the means of communicating.

Table 2 : Number and language of the 5th grade students

Total Students of 5 th grade	31
Male	13
Female	18
Using B.I	0
Using BJng	30
B.I as first language	0 out of 31

As alluded to earlier, language shift does not occur in the fifth grade students where there are none of the students who are from outside *Pesarean* village. All of the students are from *Pesarean* village. None of them whose native language is *Bahasa Indonesia* is shown in Table 2. It is since they come from the same ethnic community and that share the same neighborhood, they still maintain

Bahasa Jawa Ngoko in communicating with their peers as seen in the examples (4) and (5).

CONCLUSION

In this research, *Bahasa Indonesia* shifted *Bahasa Jawa Ngoko* since there was intervention from the minority who used *Bahasa Indonesia*, as the standard language to communicate. This intervention occurred since *Bahasa Indonesia* has H function while *Bahasa Jawa Ngoko* has its L function. In addition, the majority students who speak *Bahasa Jawa Ngoko* shared their solidarity to the minority by speaking in *Bahasa Indonesia* in their daily communication in the school in order to be understood. It shows solidarity and affective feeling since they are from the same community, the third students of SD Muhammadiyah. Finally, *Bahasa Indonesia* is regarded as a prestigious language since it is used by the powerful people such as school principal, teachers, and school staff. In other words, those powerful people support the establishment of *Bahasa Indonesia* as a daily language communication at school. However, this language shift did not occur in the fifth grade students since they are from the same speech community. There is a maintenance of *Bahasa Jawa Ngoko*. They use it to communicate with their peers at school in informal context.

REFERENCES

- Bodomo, Adams., Anderson, Jemima. Dzahene-Quarshie, Josephine. 2009. "Multilingualism as a Complex Ecology of Language Shift in Ghana" in *Sociolinguistic Studies*.
- Bramono, Nurdin., Rahman, Mifta. 2012. Pergeseran dan Pemertahanan Bahasa in Holmes, Janet. 1992. *An Introduction to Sociolinguistic*. New York. Longman.
- Jendra, Made Iwan Indrawan. 2010. *Sociolinguistics: The Study of Societies' Language*. Yogyakarta: Graha Ilmu.
- Mardikantoro, Hari Bakti. 2007. "Pergeseran Bahasa Jawa dalam Ranah Keluarga pada Masyarakat Multibahasa di Wilayah Kabupaten Brebes" in *Humaniora Volume 19*. 43-50.
- Miles, Matthew B., Huberman, A. Michael. 1994. *Qualitative Data Analysis: Second Edition*. London: SAGE Publications.
- Mrug, Sylvie., Hosa, Betsy., Gerdes, Alyson C. 2001. "Children with Attention Deficit/Hyperactivity Disorder: Peer Relationships and Peer-Oriented Interventions" in *New Directions for Child and Adolescent Development Volume 2001*, Issue 91, pages 51–78, Spring 2001.
- Nawaz, Sana., Umer, Ayesha., Anjum, Fatima ., Ramzan, Muhammad. 2012. "Language Shift: An Analysis of Factors Involved in Language Shift" in *Global Journal of Human Social Science. Linguistics & Education*.
- Ravindranath, Maya. 2009. "Language Shift and The Speech Community: Sociolinguistic Change In A Garifuna Community In Belize". A *Dissertaion in Linguistics*. University of Pennsylvania.
- Spolsky, Bernard. 1998. *Sociolinguistics*. Oxford: Oxford University Press.

Valentino, Yosafat Barona, Sari Maria Evita, Nugraheni, Ratnasari, Santika, Sesilia Pramita Nari. 2013. "Joshua Fishman's Domains of Language Use in relation to Multicultural Life in English Language Education Study Program Sanatadharma University" in *Proceeding of University of Sanatadharma PBI Undergraduate Conference*.