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Diglossia Javanese-Indonesian Language Phenomena Used by Students and Lecturer Conversation in a Private Teacher College Institution in Bojonegoro Regency

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Abstract— The community in Bojonegoro regency is diglossic, meaning it uses two languages, specifically Javanese and Indonesian. The adjustment of roles and functions of these languages occurs in the city, particularly in the field of education at higher education institutions in Bojonegoro. There are roles and functions for both Javanese and Indonesian languages. The research aims to examine the diglossic language patterns between Javanese and Indonesian in higher education institutions in Bojonegoro. The study employs a descriptive qualitative approach from a sociolinguistic perspective. Data is gathered through observational and conversational methods. The Result of the study revealed the diverse utilization of Javanese language variants in Bojonegoro's higher education institutions. This classification is based on contextual factors such as formality or informality of the situation and the individuals involved in the conversation. In each level, there are distinct purposes and functions. High variety serves for creating a positive impression, expressing politeness, and showing respect. On the other hand, Low variety is employed to convey personal closeness and intimacy.

Keywords— Diglossia, Javanese, Indonesian, University, and Bojonegoro.

Abstrak— Masyarakat di Kabupaten Bojonegoro bersifat diglosik, yang berarti menggunakan dua bahasa, khususnya bahasa Jawa dan bahasa Indonesia. Penyesuaian peran dan fungsi kedua bahasa ini terjadi di kota, terutama dalam bidang pendidikan di institusi pendidikan tinggi di Bojonegoro. Ada peran dan fungsi untuk kedua bahasa Jawa dan Indonesia. Penelitian ini bertujuan untuk menguji pola bahasa diglosik antara bahasa Jawa dan Indonesia di institusi pendidikan tinggi di Bojonegoro. Studi ini menggunakan pendekatan deskriptif kualitatif dari sudut pandang sosiolinguistik. Data dikumpulkan melalui metode observasional dan percakapan. Hasil penelitian mengungkapkan beragamnya penggunaan varian bahasa Jawa di institusi pendidikan tinggi Bojonegoro. Klasifikasi ini didasarkan pada faktor kontekstual seperti formalitas atau informalitas situasi dan individu yang terlibat dalam percakapan. Di setiap tingkatan, terdapat tujuan dan fungsi yang berbeda. Varietas tinggi digunakan untuk menciptakan kesan positif, mengungkapkan kesopanan, dan menunjukkan rasa hormat. Di sisi lain, varietas rendah digunakan untuk menyampaikan kedekatan personal dan keintiman.

Kata kunci— Diglosia, Bahasa Jawa, Bahasa Indonesia, Universitas, dan Bojonegoro

INTRODUCTION

Individuals depends on their specific needs, be it in formal or informal situations. This lingIn a diglossic society, there is a coexistence of high (T) and low (R) language varieties simultaneously (Fasold in Saddiyah & Rokhman, 2018). Based on that statement, The high (T) variant is typically employed in formal contexts, including speeches, lectures, and strictly academic writings. On the other hand, the low (R) variant is frequently found in informal conversations or relaxed and personal situations. One could argue that the presence of diglossia is responsible for the emergence of language variations determined by their respective usage scenarios. In this context, a diglossic society is a social unit where there is a distinction in the level of formality or prestige between two language varieties that are employed concurrently.

According to Abadi (2022) The Indonesian people use Indonesian and regional languages in various functions throughout the country. In the use of these languages, there are several levels or variations employed in various situations, each with its own specific functions. The language has standard variations such as high and low varieties. The initial language variant utilized is the formal high language variation (T) in formal situations. Conversely, the second one is the informal low language variation (R) employed in daily and non-formal settings (Rokhman in Saddiyah & Rokhman, 2013).

Bloomfield (1993) In his book *Language Diglossia* refers to the capability of a speaker to effectively use two languages simultaneously, indicating proficiency in utilizing both languages. From that statement, Diglossia is related to bilingualism or multilingualism. The bilingualism and Multilingualism phenomenon is prevalent in contemporary society, where individuals often find it necessary to utilize more than one language (Rahmini, 2019). Based on that definition, it can be concluded that diglossia is related to bilingualism or multilingualism. The correlation among them is categorized into four types: (1) bilingualism and diglossia, (2) diglossia without bilingualism, (3) bilingualism without diglossia, and (4) without bilingualism and without diglossia (Fishman in Saddiyah & Rokhman, 2018)

Bojonegoro, located in the East Java province of Indonesia, harbors residents who are bilingual, adept in both Javanese and Indonesian languages. The choice of language among these uistic dynamic plays a crucial role, in shaping Bojonegoro into a diglossic society.

In Bojonegoro, there are discernible distinctions in the functions and roles of languages, particularly Javanese and Indonesian. The choice between Javanese and Indonesian is influenced by the immediate environment, encompassing factors such as interlocutors and communication context, leading to language variations. This variability extends further into differences within a language or specific variation, exemplified by the roles of High Variety (T) in Indonesian and Low Variety (R) in

Javanese. The Bojonegoro citizen exhibits diglossic characteristics, where language is significantly molded by the local community and purposefully employed as a medium of communication among its members.

The aim of this approach is to empower the researcher to provide a comprehensive, detailed, and clear empirical description of the reality beyond the observed phenomena concerning language forms, diglossic patterns, and factors influencing diglossia within the context of higher education in Bojonegoro. Additionally, researchers strive to grasp the roles played by language variations in relation to formality and the expressions of diglossia in daily communication. This is carried out to understand that the phenomenon of diglossia can occur in each region of Indonesia because Indonesia has a diverse range of languages. Indonesia is a multilingual country and positioned as the second most linguistically diverse country in the world after Papua New Guinea (Ibrahim & Mayani, 2018).

This research is focused to scrutinizing the communication patterns of students and lecturers at IKIP PGRI Bojonegoro, both within the confines of the classroom and in extracurricular settings. The research data encompasses speeches delivered by both students and lecturers in various contexts, alongside information about the socio-cultural background and situations, which is gathered through careful observation.

LITERATURE REVIEW

Language

Language is a complex communication system used by humans to interact, convey ideas, and communicate with each other. The understanding of language encompasses various elements used in the communication process, including words, grammar, phonetics, and specific symbols. Language has become an integral part of human life, mainly because of its central role in aiding communication (Saddhono & Rohmadi, 2014).

Sociolinguistics

Turmono (2021) defines sociolinguistics is a scholarly field that explores the characteristics and alterations within a language, examining their correlation with the functional aspects of language variation in the societal context. According to that definition, we can comprehend that sociolinguistics is a fascinating field that investigates the interplay between language and society.

Diglossia

The term 'diglossia' originates from the French word 'La diglossie' and was introduced into academic usage in the English language by Ferguson in 1959. Describing diglossia as a linguistic situation, it entails the coexistence of two varieties

of a language within a speech community, each assigned a specific role. In this scenario, the two varieties in a diglossic situation are clearly distinct from each other.

Diglossia is a sociolinguistic phenomenon characterized by the simultaneous presence of two distinct varieties or forms of a language within a particular community of speakers. According to Mauk, Kisyani, & Mintowati (2023), diglossia is described as a scenario in which a language community utilizes two distinct language variants for different contexts, with one variant applied in formal situations and the other employed in informal settings.

Bilingualism

Japri & Dedi (2022) defines bilingualism is the ability to proficiently use or master two or more languages. Following that description, bilingualism denotes a person's capacity to fluently speak and comprehend two languages. Proficiency in both languages can manifest in diverse ways, and individuals with bilingual skills may showcase differing levels of mastery in each language. The attainment of bilingualism may stem from exposure and educational experiences or may arise from being raised in a multilingual environment.

Diglossia and Bilingualism

According to Zhang (2022), (1) Diglossia refers to a linguistic phenomenon introduced by the Greek linguist and popular wordsmith Ioannis Psycharis, who first used the French term "Diglossie." As per Tremper Longman's Dictionary of Language Teaching and Applied Linguistics, it involves the presence of two languages or two variants of a language within a community. These languages or variants are used for different purposes, constituting a form of bilingualism. Typically, a high standard language (variant) is employed for official functions like government affairs, media, education, and religious activities, serving as a comparative standard. In contrast, a less prestigious language, known as the low standard language (variant), is used in informal settings such as at home, among friends, or during everyday activities like shopping.

Alex Ferguson defines bilingualism as a "relatively stable language condition." In addition to the fundamental dialect of the language, which may consist of one standard language or several local standard languages, there exists a markedly distinct, highly prescriptive variant. This superimposed variant, often more grammatically complex, represents the language found in a significant body of written literature from an earlier period or another community.

RESEARCH CONTEXT

Diglossia refers to a linguistic occurrence where two distinct forms of a language coexist within a community. Typically, one form is employed in formal contexts, while the other is used in informal situations. The Diglossia phenomenon, specifically involving Javanese and Indonesian languages, has attracted attention, especially in educational settings. This research aims to investigate the utilization of Javanese and Indonesian languages in the interaction between students and lecturers at a private teacher college in Bojonegoro Regency.

This inquiry is particularly noteworthy in the domain of language dynamics within educational institutions. Its aim is to comprehend how the simultaneous presence of Javanese and Indonesian languages influences communication patterns in a formal learning environment. Bojonegoro Regency, distinguished for its cultural and linguistic diversity, serves as a captivating backdrop for this exploration.

RESEARCH METHODS

This study utilizes a qualitative descriptive method, which is a research approach focused on collecting and analyzing data with the aim of describing or illustrating a phenomenon or condition. It emphasizes a detailed and narrative exploration of the subject under investigation. Qualitative research prioritizes inductive reasoning, wherein the researcher endeavors to generate hypotheses grounded in observations (Koh & Owen, 2000). This methodology revolves around extracting insights and identifying patterns from the gathered data, diverging from the approach of commencing with pre-established hypotheses. The researcher is involved in a journey of exploration and revelation, permitting the organic emergence of themes and patterns during the qualitative data analysis process.

Based on Moleong in Saddiyah & Rokhman, (2018) describe qualitative research is a pursuit to articulate the social sphere and its perspectives, covering conceptual, actionable, perceptual, and human-investigated dimensions. As a result, this methodology enhances researchers' understanding, assisting in the recognition and exploration of previously unexplored phenomena. This approach is utilized to collect data on language diglossia from a sociolinguistic perspective, with a particular focus on analyzing the interaction between lecturers and students who employ diglossia at IKIP PGRI Bojonegoro. The purpose of this approach is to enable the researcher to describe the phenomenon of diglossia that occurs clearly and empirically

In this research, data collection utilizes the observational & conversational method, involving direct interactions between the researcher and information sources. These conversations aim to gather clear and comprehensive data as required. Direct observation during these conversations allows the researcher to witness instances of diglossia, enhancing the accuracy of the obtained data. Additionally, the researcher records interactions between lecturers and students in the classroom, providing insights into the utilization of various language variations in different contexts.

RESULTS AND DISCUSSION

This study explores the diglossic patterns of the Javanese-Indonesian language in the educational setting of a Private Teacher College Institution in Bojonegoro Regency. To provide insights into these dynamics, the research offers diverse explanations regarding the observed diglossic situation between lecturers and students.

Based on the findings from on-site conversations, discernible differences in language usage emerged. In formal situations or formal settings, there is a preference for employing Indonesian, indicated as the high variety (H). Conversely, in informal contexts, there is a tendency to use Javanese, or within the framework of diglossia, it can be designated as the low variety (L).

High Variety (HV)

High variation (H) is used in formal contexts that utilize the Indonesian language. High variation (H) is typically employed for communication in formal settings such as speeches, teaching in the classroom, seminars, and other formal contexts. In the educational context, high variation (H) is commonly used by educators when explaining a subject, and likewise by students to professors. This variation is categorized as high variation level 1 (HV1) because the language used is a standardized Indonesian language. In addition to high variation level 1 (HV1), there is also high variation level 2 (HV2) when students and professors use Javanese Krama. This occurs because high variation (H) serves the function of a formal and polite language.

High Variety 1 (HV1)

Context: the lecturer asks the students about the material that will be taught in the Introduction to Literature course before the class actually begins. The lecturer is Speaker 1 (S1), while the students are Speaker 2 (S2).

S1: sebelum memulai mata kuliah Introduction to Literature, kalian sudah tahu literature itu apa?

S2: karya tulis ilmiah atau jurnal yang dijadikan sumber atau rujukan dalam menulis artikel Bu.

S1: ada yang lain?

S2: mungkin setahu saya, literature itu adalah hasil karya tulis seperti artikel, puisi, cerita pendek, dan lain sebagainya Bu.

During that conversation, the interaction between the lecturer and the students takes place in the Indonesian language. In the realm of education, this falls within a

formal setting using the Indonesian language, and in sociolinguistics, it is categorized as high variation (HV1) in diglossic settings.

High Variety 2 (HV2)

Context: the lecturer provides additional explanations to the students before the lesson truly concludes in the Research Paper Writing course, conducted online through Google Meet. The Research Paper Writing course lecturer acts as Speaker 1 (S1), and the students act as Speaker 2 (S2).

S1: jadi artikel-artikel yang kalian baca kemarin itu yang nantinya akan digunakan sebagai acuan pada saat kalian skripsi. jika kalian skripsi nanti, hasil dari skripsi itu akan diperas menjadi artikel. diharapkan dengan mengikuti mata kuliah ini kalian bisa memiliki gambaran dalam penulisan artikel

S2: nggih Bapak

S1: mungkin itu saja yang dapat saya sampaikan, jika ada yang kurang jelas bisa ditanyakan

S2: baik pak

In the provided conversation snippet, a combination of Indonesian and Javanese Krama is evident. The expression "Nggih bapak" is in Javanese Krama and can be translated as "Ya pak" in Indonesian. The incorporation of Krama indicates a high variety (HV2) of language, emphasizing a respectful tone between the student and the lecturer.

Low Variety (LV)

In contrast to the formal use of elevated variation, informal settings utilizing the Javanese language Ngoko often incorporate low variation (L). This linguistic style (L) is commonly employed by students for day-to-day communication with peers, such as interactions before classes begin, where Javanese Ngoko is used outside the structured learning environment. This falls within the classification of low variation level 2 (LV2). Furthermore, in informal interactions between lecturers and students, low variation (L) is also present. Lecturers use a mix of non-standardized Indonesian and Javanese Ngoko, categorized as low variation 1 (LV1).

Low Variety 1 (LV1)

Context: a lecturer of the Introduction to Literature course is inviting students for an intermezzo during the break in the learning session to boost student motivation. The lecturer serves as Speaker 1 (S1), while the students serve as Speaker 2 (S2).

S1: kita itu harus bisa memposisikan diri cah, kudu ngerti apa kelemahan kita agar kita bisa memperbaikinya. kalau kita lemah dalam "speaking" pie carane agar kita bisa improve ourselves

S1: Baik Bu

In the dialogue above, we can ascertain that the lecturer of the Introduction to Literature course uses a mixture of Javanese Ngoko, Indonesian, and English. This can be seen from several words used, such as "cah," which is Javanese and means "nak" in Indonesian. Then there's the word "kudu ngerti," which in Indonesian is "harus mengerti," and the phrase "pie carane," which translates to "bagaimana caranya" in Indonesian. Additionally, English vocabulary is also employed, such as "speaking", "improving", and "ourselves". And the word "memposisikan" is a non-standardize form in the Indonesian language. This is done to lighten the atmosphere, making the language used semi-formal, and in this case, categorized as a low variety (LV1) of language.

Low Variety 2 (LV2)

Context: Conversation among fellow students outside of the classroom. This occurred when students were discussing competition fees. Student 1 is referred to as Speaker 1 (S1), and Student 2 is Speaker 2 (S2).

S1: iki arep urunan piro kanggo lomba Gelar Karya?

S2: sepuluh ewu wae, kan anggotane limo bayar e perkelompok 50

The conversation above reveals the use of Javanese Ngoko. In this case, Javanese is employed in an informal manner, signaling the utilization of the language's low variety. (LV2)

CONCLUSION

In the educational setting of a Private Teacher College Institution in Bojonegoro, the diglossic patterns in Javanese-Indonesian are categorized into formal and non-formal arrangements. In formal settings, diglossic patterns are denoted as high variation (HV), utilizing standard Indonesian as high variation 1 (HV 1) and employing Javanese Krama as high variation 2 (HV 2). Conversely, in non-formal settings, these patterns are characterized as low variation (LV), utilizing a non-standard mixed language and Javanese Ngoko as low variation 1 (LV 1), and using Javanese Ngoko as low variation 2 (LV 2). High variation is applied in formal contexts, while low variation is employed in non-formal contexts.

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