

LANGUAGE USE IN ELEMENTARY SCHOOLS IN MAJALENGKA (INDONESIA)

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ABSTRACT

The investigation was meticulously linked with language use, which is part of language variation linguistically. Since Sundanese is the main point of this analysis, the research place was one of regencies in West Java, e.g. Majalengka. Furthermore, the objects were teachers and students of elementary schools in seven rural villages in the urban village of Majalengka as one of urban villages in the regency of Majalengka. Moreover, the method was basically recording the learning and teaching process and outdoor living. Compared to the previous inquiry which stated that Sundanese spoken mostly in Majalengka is rude style of Sundanese, this study resulted in distinctive statement that Indonesian and polite and rude Sundanese were frequently uttered in elementary schools in Majalengka. The closer an area to city center, the more polite language style its society utter

KEYWORDS: language use, Majalengka, Sundanese

1. INTRODUCTION

The inquiry scope deals firmly with language variation which is used in elementary schools in Majalengka, West Java, Indonesia. This region was selected due to social background and linguistic factor. On the side, this area is going to take the important role in developing Indonesian tourism since the second largest Indonesian airport was built here.

According to the preceding analysis on language mapping in Majalengka carried out by Purwitasari (2018), it said that Majalengka borders two Malay-Polynesian languages, namely Sundanese and Javanese. As Indonesian is decidedly the national language and official language spoken widely in Indonesia, it is used in learning and teaching process as well. The assumption could presumably be, that Sundanese, Javanese, and Indonesian were mixed both by students and teachers.

Compared to the pluralism mentioned above, speech convergence as one of speech accommodations should explicitly exist since the addressee is doubtlessly distinctive, e.g. students and teachers. This case refers to language variation linguistically. Theoretically, the different addressee should be considered in the utterance in order to reach for the purpose of conversation. Therefore, the first problem of this exploration is surely linked with speech style.

Furthermore, the next question of this investigation is distribution of Sundanese style and Javanese style uttered by teachers and students at school. Based on the word map of Sundanese, some people tended to utter Sundanese in rude style both to adults and children, or even as strangers. However, some others spoke Javanese, especially people who lived in the areas as the neighbor of other

regencies in Java Island. Hence, as Majalengka is divided into several urban villages and rural villages, in which elementary schools were widespread, built, I limited the scope which was elementary schools in urban village of Majalengka where people from contrasting social and educational background live in harmony.

2. MATERIALS AND METHODS

Speech convergence is one of language variations in Sociolinguistics. Holmes (1992) argued that speech accommodation is needed. People are beyond any doubt encouraged to converge their utterance based on age of addressee and social background of addressee. It is intently related to style of speech. For instance, there is clearly found politeness level in non-western societies which depends on the addressee, such as Japanese, Korean, Sundanese, and Javanese as well.

Although speech level based on politeness does not exist in Indonesian, it was included as the main point of this research considering its status. Then, it could clearly be concluded that the focuses of this study are Indonesian, Sundanese, and Javanese. As a deduction, the investigation involved 21 elementary schools in urban village of Majalengka.

The selection of schools was based on distribution of language use. Those rural villages are 1) Sidamukti which shares geographical border with Sumedang as home for Sundanese speakers in polite style, 2) Majalengka Kulon located in the center of area, 3) Majalengka Wetan as the center of regency of Majalengka, 4) Munjul that lies geographically between two urban villages in the district of Majalengka, 5) Tarikolot near from the center of the regency of Majalengka, 6) Tonjong which is located near from other rural villages, in which people utter Sundanese in rude style, and 7) Cikasarung which separates the area of Majalengka and other urban village which is home for both Sundanese and Javanese speakers.

There are stages in conducting this study, including collecting the data from elementary schools that were inevitably registered in the region of Majalengka through recording the activities in elementary schools in Majalengka, data analysis, and presentation of the study evidences. People who involved in the activities at school should respectively be categorized as research object, e.g. teachers and students. The students who attended the class come from different social status and linguistic background. Most of them speak Sundanese in rude style called as loma since geographically regency of Majalengka lies in the western of Java island and shares geographical borders with other regencies which are home for Javanese and Sundanese speakers. Some urban villages and rural villages separate directly those two Malay-Polynesian languages. As the result, the majority of people living in Majalengka speak in rude style both Sundanese (loma) and Javanese (ngoko).

In the following section, it was precisely explained the steps that were taken to do the investigation.

2. 1. RECORDING THE ACTIVITIES AT SCHOOLS

To begin with, the first phase to gather the data was expounded. The method which was used was recording the language uttered by teachers and students within six-month period. The learning and

teaching process in every class were specifically observed, started in class I, II, III, IV, V, and VI. The distinctive teaching method based on students' skills and competence was the main reason of conducting the analysis in every level.

The outdoor activities at school were combined as well, such as outdoor living which was commonly held on August annually. The language style used during this activity was supposedly differed from the one uttered in the class. For instance, the students tended to speak casually with the teachers since they were not in a class.

2. 2. WORD CLASSIFICATION

Then, some words were accurately identified as Indonesian, Sundanese, or Javanese. The attached accomplishment was classifying the words in Sundanese and Javanese based on the styles in each language. Determination of the style according to speech level in Sundanese was dependent on Swadesh List (Rosetta, ____), while the interview of Javanese native speakers was used to distinguish utterance style in Javanese.

Linguistically, Sundanese and Javanese are Austronesian languages that are jointly grouped as Malay-Polynesian, one of Austronesian subgroup which is uttered mainly in Java Island. They shared 42.5 percent of their core vocabularies and politeness level which are ngoko, madya, krama, krama inggil in Javanese and loma, lemeskeur sorangan, lemes keur batur in Sundanese (Poedjosoedarmo, 1968; Blust, 2009; Purwitasari, 2016). Ngoko and loma are used when addressing people from the same or lower rank, by middle-aged adults to adults or to close friend, and by adults to children. Madya style consists of ngoko and krama words uttered often among strangers (Oakes, 2007) and lemes keur sorangan is addressed to the speaker itself. In addition, krama and lemes keur batur is spoken as honorific style to the person with higher status, whereas krama inggil is used as announcement as well.

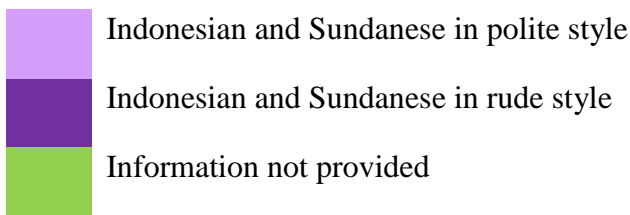
2.3 INVESTIGATION RESULT PRESENTATION

Describing the data as the evidence was the closing action. The evidence of this study was described apparently in the narration, table, and map.

3. RESULTS

The study resulted in two main statements which were respectively focused on language variation and style of Sundanese and Indonesian. They are 1) Indonesian and Sundanese were commonly spoken between teachers and students or among teachers and students themselves, and 2) Sundanese styles used in the daily conversation and learning and teaching process were loma 'rude style' and lemes keur batur 'polite style'. However, Javanese was beyond the expectation not uttered by students and teachers at elementary schools in rural villages as the place, in which the research was done. This contrasting evidence was different compared to the assumption mentioned in the prior heading. The following map displayed the geographical distribution of Indonesian and Sundanese use in some rural villages as research place.

Map 3.1 The Distribution of Language Use in Elementary Schools



Teachers and students spoke mostly Indonesian and Sundanese, both in rude and polite style. The distinction of style depending on the rural villages led to one conclusion that social and educational background contributed to use of politeness level. Since people living in areas as the center of regency of Majalengka, e.g. urban village of Majalengka, spoke Indonesian as the language, which has no rule of politeness level, daily, their Sundanese was getting influenced in the same way. They did not utter Sundanese in rude style in their daily conversation. Moreover, the new opinion revealed that they who spoke in rude style were claimed, as if they were not well-educated. This influenced language use among students and teachers in Majalengka Kulon and Majalengka Wetan.

According to the map given before, it could be seen that students and teachers at elementary schools in the center of urban village of Majalengka spoke Indonesian and Sundanese in polite style. This case was similarly found in outdoor living activity. The interaction between students and teachers in the learning and teaching process was built using Indonesian. In like manner, the students talked with each other in Indonesian, even in the break time during the learning and teaching process.

Compared to the students who were completely speakers of Indonesian at school, both in the indoor and outdoor activities, some of the teachers used Sundanese in polite style. They used mostly Sundanese when they discussed with the other teachers or the parents of their students. Utterance in

Sundanese while talking with the parents was firmly believed as the honor for the parents who had kept faith to the teachers at that school to educate their children. Since the majority of parents were Sundanese, the teacher should speak along Sundanese. This fact-findings contrasted the evidence in the previous analysis that people in Majalengka considered mostly to speak Sundanese with rude style or loma. Each description in the following sub-headings defined the condition of language variation.

3. 1 LANGUAGE USE IN SIDAMUKTI

It forms the border with Sumedang as one of regencies in West Java which is home for polite Sundanese. Meanwhile, Sundanese which was widely spoken throughout the area was mostly loma. This was respectively reflected through common words uttered in the daily conversation. Contrasting with that statement, Indonesian was widely spoken as the only one language in the learning and teaching process, except during the interval or outdoor living.

The students got always used to speak Indonesian when they talked with the teacher or other students. This case referred to speech convergence since the students were definitely forced to use polite style based on the law of language use in learning and teaching process. When they spoke Sundanese, teacher warned them to use Indonesian. The distinctive situation was respectively seen when the students talked with each other and the learning and teaching process ended. They used Sundanese in loma, even with the parents. On the other hand, they used sometimes swear words. In the following table there was defined the words which were frequently uttered by students and teachers and differed from Sundanese spoken in other Sundanese-speaking-districts.

Table 3.1 Sundanese Words in Loma spoken by Teachers and Students in Sidamukti

Sundanese spoken in Sidamukti	Standard Sundanese	Meaning
<i>aing, uing</i>	<i>abdi</i>	‘I’
<i>naha</i>	<i>kunaon</i>	‘why’
<i>wagé</i>	<i>hayu</i>	‘let’s’
<i>heueuh</i>	<i>muhun</i>	‘yes’
<i>sok</i>	<i>mangga</i>	‘go ahead’
<i>deuleu</i>	<i>ningali</i>	‘to see’
<i>reuneuh</i>	<i>bobot</i>	‘get pregnant’

<i>pamajikan</i>	<i>pun istri</i>	'wife'
<i>salaki</i>	<i>pun lanceuk</i>	'husband'
<i>lebok</i>	<i>tuang</i>	'to eat'
<i>peujit</i>	<i>lambut</i>	'belly'
<i>lelebok</i>	<i>tuangeun</i>	'food'

According to the investigation, the language use in rural village of Sidamukti was displayed in the table, as follow.

Table 3.2 Language Use in Sidamukti

	Sunda- nese	Indone- sian	Explanation
Teacher with the parents	v	v	rude style
Teacher with the student		v	
Student with the teacher		v	
Among students	v		rude style
Among teachers	v		rude style

3. 2 Language Use in Majalengka Kulon and Majalengka Wetan

This sub-heading contains the description of speech convergence in two areas which are located in the center of regency of Majalengka. Generally, both teachers and students uttered in Indonesian during the daily conversation, even when the outdoor living was held. The students discussed, talked addressing to each other, teachers, and their parents in Indonesian. This findings led to another conclusion that social and educational status distinguished language use.

Communication between teachers at school and the parents of their students were in Indonesian, if the parents came from other regencies. Yet, they discussed in Sundanese with polite style or called as

Standard Sundanese, when the parents were Sundanese as well. In the following table, it could be seen speech convergence occurred in the research places.

Table 3.3 Language Use in Majalengka Wetan and Majalengka Kulon

	Sunda- nese	Indone- sian	Explanation
Teacher with the parents	v	v	polite style
Teacher with the student		v	
Student with the teacher		v	
Among students		v	
Among teachers	v		polite style

3. 3 Language Use in Munjul

Unlikely, although Munjul is geographically located beyond the boundary of regency of Majalengka, some teachers and students used frequently Indonesian and polite Sundanese. On the other hand, they who were in the areas bordering the urban villages of Majalengka and Panyingkiran considered to speak rude Sundanese. This finding led to the conclusion that the closer people live in the area to the city center, the more polite their language is. Some rude Sundanese words which were regularly uttered among teachers and students living in the areas beyond the boundary of rural village of Munjul are presented in the table below.

In addition, speech accommodation which was done by the teachers is surely seen in the following table.

Tabel 3.4 Sundanese uttered in Munjul

Sundanese spoken in Munjul	Standard Sundanese	Meaning
<i>aing, uing</i>	<i>abdi</i>	'I'
<i>naha</i>	<i>kunaon</i>	'why'
<i>Ogé?</i>	<i>Muhun?</i>	'Really?'
<i>nyatu</i>	<i>makan</i>	'to eat'
<i>déwék</i>	<i>anjeun</i>	'you'
<i>monyét</i>	<i>anjeun</i>	'you (literally means monkey)'

Table 3.5 Language Use in Munjul

	Sunda-nese	Indone-sian	Explanation
Teacher with the parents	v	v	polite style, rude style
Teacher with the student		v	
Student with the teacher		v	
Among students		v	
Among teachers	v		polite style, rude style

3. 4 Language Use in Tarikolot and Cikasarung

The most interesting matter in this analysis is the evidence of investigation in rural village of Tarikolot and Cikasarung. They are located near from the city center, yet, share borders with urban village of Kadipaten, which consists of some important public places, including hospital, public transportation station, banks, and holy places, e.g. mosque, church, and monastery. Although their neighbor is made up from several holy places, these rural villages were not intensively influenced referring to rude Sundanese words, which were the special words ordinarily used by teachers and students in the utterance, as mentioned bellow.

Table 3.6 Sundanese uttered in Tarikolot and Cikasarung

Sundanese spoken in Tarikolot and Cikasarung	Standard Sundanese	Meaning
<i>sia</i>	<i>anjeun</i>	'you'
<i>nyao</i>	<i>duka</i>	'I don't know.'
<i>parab</i>	<i>tuangeun</i>	'food'
<i>gégéroh</i>	<i>kukumbah</i>	'washing dish'
<i>sédéng</i>	<i>teu waras</i>	'being crazy'
<i>loré</i>	<i>goréng</i>	'really bad'

Then, the language use which varies in reference with the addressee is presented as follow.

Table 3.7 Language Use in Tarikolot and Cikasarung

	Sunda-nese	Indone-sian	Explanation
Teacher with the parents	v		rude style
Teacher with the student		v	
Student with the teacher		v	

Among students	v		rude style
Among teachers	v		rude style

3.5 Language Use in Tonjong

According to geographical location, this rural village is located as the direct border of urban village of Majalengka and urban village of Cigasong which is the main entry of the Majalengka city center. It means that all public transportation which enter Majalengka city center should clearly be verified in urban village of Cigasong at first. This geographical factor gives the influence on language use, from which Sundanese spoken in the rural village of Tonjong which shares border with Cigasong got influenced indeed, as presented in this following table.

Table 3.8 Sundanese specifically spoken in Tonjong

Sundanese spoken in Tonjong	Standard Sundanese	Meaning
<i>geuning</i>	-	to express the speaker’s admiration
<i>dék</i>	<i>rék</i>	‘be going to ...’
<i>boboran</i>	<i>lebaran</i>	‘Ied Mubarak’
<i>deuk</i>	-	to express superiority of curiosity

The speech convergence is at variance as follow.

Table 3.9 Language Use in Tonjong

	Sunda-nese	Indone-sian	Explanation
Teacher with the parents	v		polite style
Teacher with the student		v	
Student with the teacher		v	
Among students	v		rude style
Among teachers	v		polite style

The impact of language use in the urban village of Cigasong was surely reflected in the variation of speech convergence as mentioned in the table above. However, since the teacher took the important role in language variation, the rule of politeness level in Sundanese existed. In other words, both polite and rude styles of Sundanese were frequently uttered in the educational institution in the rural village of Tonjong.

4. DISCUSSION

Sundanese as one of local languages has native speakers in Indonesia widely. This results in more investigations of the language itself, which are growing steadily. The researchers are not only Sundanese native speakers, but also foreigners as well. Its rapid growth occurs commonly among lecturers in West Java and students who attend universities in the areas of West Java.

On the contrary, less researchers pay special attention to study of Sundanese according to Dialectology and Sociolinguistics. However, the investigations in order to explore Sundanese based on sub-fields that focus on grammatical investigation of language, including phonetics, phonology, morphology, syntax, semantics, and pragmatics capture the attention of Sundanese researchers. As this study is the adjacent research on geographical distribution of Sundanese, it is supposed to support other investigations on the same topic together with the scope of Sundanese dialect.

In addition, the evidence of this analysis could supposedly be used as the reference of other studies on Sundanese considering any aspects of Dialectology. Then, compared to Javanese, Sundanese is rarely the main topic of international research paper. Meanwhile, this local language is the second most-spoken local language in Indonesia. In addition, the rural villages which are not yet identified in this exploration due to budget limitation are hopefully being considered as the next research place on the same scope. As the result, the map of language use presented in the third section above is going to be completed.

5. CONCLUSION

Generally, students and teachers at elementary schools in the urban village of Majalengka used Indonesian and Sundanese in polite and rude styles. Meanwhile, Javanese was not uttered in the research places. Language variation was definitely found in elementary school level. The role of the teachers was absolutely necessary due to their task in converge the utterance, including selecting which language they have to use considering the addressee. Besides, they forced the students to speak Indonesian, at least in the middle of learning and teaching process, and outdoor activities as well. The summary of evidences in this analysis is in the table, as follow.

	Sunda- nese (polite)	Sunda- nese (rude)	Indonesi-an
Sidamukti	not spoken	teacher with the parents, among students, among teachers	teacher with the parents, teacher with the student, student with the teacher
Majaleng-ka Kulon	teacher with the parents, among teachers	not spoken	teacher with the parents, teacher with the student, student with the teacher, among students
Majaleng-ka Wetan	teacher with the parents, among teachers	not spoken	teacher with the parents, teacher with the student, student with the teacher, among students
Munjul	teacher with the parents, among teachers	teacher with the parent, among teachers	teacher with the parents, teacher with the student, student with the teacher, among students
Tarikolot	not spoken	teacher with the parents, among teachers, among students	teacher with the student, student with the teacher
Tonjong	teacher with the parents, among teachers	among students	teacher with the student, student with the teacher
Cikasa- rung	not spoken	teacher with the parents, among teachers, among students	teacher with the student, student with the teacher

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