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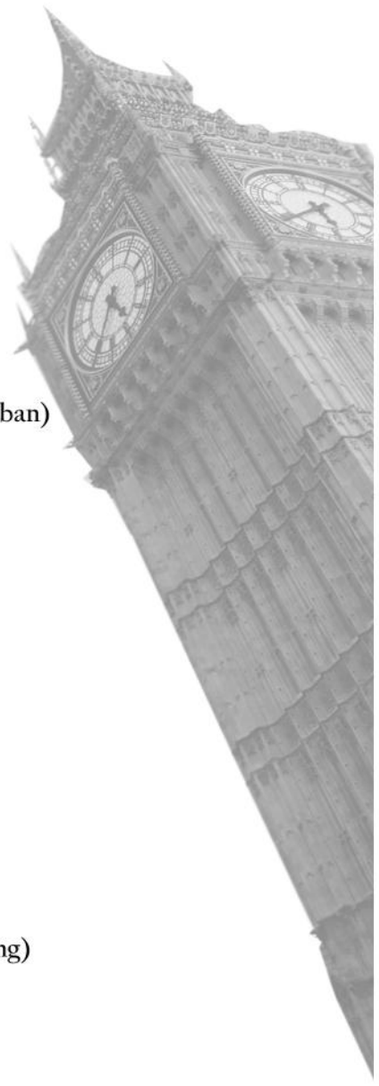

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IDEOLOGY IN CHOOSING A CODE FOR CHILDREN IN BALONGMOJO VILLAGE

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Abstrak: Penelitian ini bertujuan untuk menginvestigasi bahasa yang digunakan anak-anak, faktor yang memotivasi pemilihan bahasa untuk anak-anak, dan ideologi orang tua sebagai faktor yang sangat memengaruhi dalam memilih bahasa atau kode. Penelitian ini dilakukan di desa Balongmojo. Data yang digunakan adalah bahasa yang digunakan anak-anak dan hasil wawancara dari orang tua. Data diambil dari 10 anak dengan umur 5 sampai 10 tahun. Dalam mengumpulkan data peneliti menggunakan metode observasi dan wawancara. Hasil dari penelitian ini menunjukkan bahwa bahasa yang digunakan anak-anak dan kecenderungan dalam memilih bahasa di desa Balongmojo terjadi dikarekan beberapa faktor yang meliputi ideologi orang tua yang dikarenakan kebutuhan sosial dan rendahnya kemampuan orang tua dalam menggunakan bahasa Jawa dan faktor sosial – partisipan dan tempat – dan perilaku dan nilai sebagai hasil dari ideologi orang tua. Hal ini juga menandakan bahwa orang tua mencoba untuk menemukan identitas dalam kehidupan sosial.

Kata kunci*: ideologi, identitas, kode*

Abtract: This study aims at investigating children's language use, factor motivating choosing language for children, and parents' ideology as an influential factors in choosing a code. This study was conducted in Balongmojo Village. The data were language used by the children and interview result from the parents. The data were taken from 10 children of 5 to 10 years of age. In collecting the data the researcher used observation and interview method. The result of this study showed that the children's language use and the tendency language chosen in Balongmojo village happens because of some factors covering the parents' ideology due to social need and parents' low proficiency of using JL and social factors—participants and setting—and attitudes and values as the result of parents' ideology. This also means that the parents attempt to find identity in social life.

Keywords: *ideology, identity, code*

INTRODUCTION

In Indonesia, most people are bilingual. Most of them understand their local language (e.g. Javanese Language) and national language (Indonesia), even several of them understand foreign language (e.g. English).Bilingual ability refers to the ability to speak more than one language or code. Then someone who can speak more than one language or code is called bilingual speakers. Bilingual people can be found all over the world. Spolsky (1998: 45) said "the simplest definition of bilingual speaker is a person who has some functional ability in a second language". In short, we can say that bilingual ability is the ability to master two languages. Titone in Hammer and Blanc (2000) supports this definition. He stated that:

> *Bilingualism is the individual's capacity to speak a second language while following the concepts and structures of*

that language rather than paraphrasing his or her mother tongue.

In addition to the concept of bilingual ability, the term of bilingual speaker refers to a speaker who can use more than two languages. However, the term bilingual speaker is used commonly to include people who are actually more properly identified as multilingual speaker (Fishman:1972, in Jendra:2010). The example of bilinguals came from Holmes (2001: 32). In New Zealand, many Maori are bilingual. They used both English and Maori. Maori used different code or language based on the situation where the conversation was taking place.

In the case of bilingualism or multilingualism, people will use a particular language or languages for communication which is not only influenced by social factors but also considered by beliefs. Social factors mentioned by Holmes (2001: 8) are the participants, the setting or social context of the interaction, the topic, and the function. Moreover, Duranti (2004: 497) argued that a set of various beliefs used directly or indirectly by people is called language ideologies. People‘s beliefs are about the superiority or inferiority of particular languages. It means that ideology also takes role in choosing a certain language because people will have their beliefs in using language. Moreover, people sometimes attemtp to construct identity behind their ideologies in choosing certain language(s). Mbhata (2016) says that identity and language are important forces that influence language choices.

In this study, the researcher also reviews some studies related to language choice and ideology. First, Mbhata (2016) conducted research language ideology influencing language choice on African students. The research focuses on ideologies shaping language choices and views of African language students on isiZulu modules in higher education and analyses their reasons for choosing or not choosing isiZulu modules. Findings revealed a perceptible resistance to mother tongue modules, fuelled by a fear of being unable to teach English as the language mostly used in education, and a lack of information about the role of the mother tongue in education. Second, Messing (2009) did research focusing on youth and young adults' ideologies characterized by ambivalence about Native languageuse and identity. The results showed how youth are caught up in a nexus of multiple ideologies influencedby globalizing forces and racialized societal discourses that denigrate Indigenous identity. Then, Madrigal (2010) investigated how the relationship betweenlanguage and identity conceptualized, articulated, and represented in culturalproductions by, for, and about Chicana/os and interrogated linguisticassumptions and expectations of Chicana/o identities. The study revealed relationship between heritage languages and ethnocultural identity forminority populations. This relationship correlates the use of the minority or heritagelanguage to its cultural identity.

Therefore, the further study concerning ideology in choosing children‘s language is significant to be conducted because of some reasons. The researcher found that the children tend to use Indonesian or Bahasa although sometimes they switch to Javanese occurring in Balongmojo village. Although they study Javanese in the school, the intensity of using Javanese language is not as high as using Indonesian or Bahasa. Besides, parents‘ ideology is also an important part to be investigated which is indicated as the factor in the case of children‘s language use. Therefore, this study aims at investigating parents' ideology in choosing children‘s language and factors influencing parents‘ ideology conducted in Balongmojo Village.

This study employs the social identity theory. Norton as cited by Rezaei (2012) states that identity generally relates to the "who am I" question. It also refers to a sense of how we relate to the social world – it is dynamic and complex. Identity and language are important forces that influence language choices (Mbhata, 2016).Pavlenko and Blackledge as cited in Ramsay-Brijball

(2004:152), suggested that identities can be caused by some factors such as linguistic repertoire, clime of bilingualism, cultural link, educational and social status, educational orientation and medium of instruction, language attitudes and the impact of a diglossic situation. They also explained that identities are multi-dimensional and are constructed at the intersection of the use of different languages.

Moreover, language ideology theory is also used to reveal language choice of children which is intertwined with parents' ideology. In the process of choosing a language, people have the basis thought to choose and use a certain language which is called language ideology. Duranti (2004: 497) argued that certainly language ideologies do not always concern with indigenous culture but rather a set of various beliefs whether directly or indirectly used by people. People's beliefs are about the superiority or inferiority of particular languages. He also added that the exploration of variation in ideas, ideals, and communicative practices is an alternative established by language ideologies. It can be illustrated such as when Javanese people tend

to use Indonesian rather than Javanese because they have a set of beliefs in using it (e.g. Indonesian is more valued than Javanese to achieve social purpose). It means that Indonesian is superiority language. Patrick (2009: 1) argued that the abstract level which engages some kind of rationalization that increases and supports a framework of ideas and facts about social relations is called language ideology. It means that language ideology involves claims of fact related to social in using a particular language; for example, to achieve social communication because all of the participants use IL than JL, people will tend to use IL that connects to the social reality.

RESEARCH METHOD

The data was language(s) used by the children in Balongmojo village and interview result from the parents. The data was taken from 10 children of 5 to 10 years of age and their parents. The researcher chose these subjects using certain code (e.g. Indonesia or English) or some codes in their daily communication, e.g. Indonesia and Javanese language or Indonesia, Javanese and English Language. This research used observation and interview methods to collect the data. The researcher used direct observation because she focused on observing language used by the children andthe physical environments supporting the language use (Yin, 2009:11). The researcher also used face-to-face interview and did an interview on individual one by one (children's parents). This interview is also kind of semi structured interview because she used an interview guide contains written list of questions that need to be covered in a particularorder (Cresswell, 2009 & Bernard, 2006). During doing observation and interview, the researcher was recording and taking a note. Then, to analyze the collected data, this study applied the model of interactive analysis. It consists of three concurrent flows activities; data reduction, data display and conclusion drawing/verification (Milles & Huberman, 1994:10).

FINDINGS AND DISCUSSIONS

Children's Language Use, Domain and Pattern

In the case of language use, domain is used to present language choice in different situation and pattern is used to draw to whom the children communicate with (Holmes, 2001:23, 54). The phenomena of children language use in Balongmojo village uses the domain of family including mother, father, relative, and grandma (only children whose grandma stay together with), and the domain of friendship that can be schoolmate or playfellow. Based on the observation, IL is the dominant language. The clear result of the children's language use drawing in the domains and pattern is presented in the table below.

Table 1 Language Use, Domains and Pattern of Children in Balongmojo Village

No	Name (Initial) and Age	Language use, Domains and Pattern	
		Family	Friendship
1.	Khn (5 years old)	Mother & Father : IL, EL Grandma : IL,	Schoolmate: IL, EL Playfellow :

		JL Relative : IL	IL
2.	Af (10 years old)	Mother & father : IL Relative : IL, *JL*	Schoolmate: IL Playfellow : IL
3.	Ppt (8 years old)	Mother & Father : IL Reative : IL, JL	Schoolmate: IL Playfellow : IL
4.	Jo (5 years old)	Mother & Father : IL Relative : IL	Schoolmate: IL, EL Playfellow : IL
5.	Ms (9 years old)	Mother & Father : IL Relative : IL	Schoolmate: IL, EL Playfellow : IL
6.	Wl (9 years old)	Mother & Father : IL Relative : IL	Schoolmate: IL Playfellow : IL
7.	El (9 years old)	Mother & Father : IL Relative : IL	Schoolmate: IL Playfellow : IL
8.	Grd (6 years old)	Mother & Father : IL Relative : IL	Schoolmate: IL Playfellow : IL
9.	Ar (7 years old)	Mother & Father : IL Relative : IL	Schoolmate: IL Playfellow : IL, *JL*
10.	Ys (10 years old)	Mother & Father : IL Relative : IL	Schoolmate: IL Playfellow : IL, JL

From the table above, it can be described that the children tend to use IL than JL which is their vernacular language. Although JL occurs in the conversation, just a little vocabulary of JL is used by the children.Nevertheless, the researcher also found that children also use EL in their daily conversation concerning with color and family termsuch as "blue, green, yellow and sista" although it happens in an individual. It can be represented from the conversation between Khn and her relative (Af) and Khn with her Grandma based on the transcribed data as follows.

(1) Af : woy, **inikamarnyasiapa**?
"Woy, whose room is this?
Khn : sistaEka
"*sista Eka"*
Af : **kamusekolahdimana**nay?
"Where do you study, nay?"
Khn : **di** Al-izzah
"In Al-izzah"
Eh….Ini lo gambar hello kitty, initelurnya"angry bird" (sambilmenunjukgambar)
"Eh…This is hello kitty picture, this is angry bird's egg"
Af : nay kalau*iki***gambar***opo* nay?
"Nay,how about this? What picture is this?
Khn : **kupu – kupu**
"Butterfly"
Af : **warnanyaapa**?
"What is the color?"
Khn : **ini**blue, **ini**green (sambilmenunjukgambar)
"This is blue, This is green (while pointing the picture)

(2) Khn :uti, **aku***isok***menggambarbintang**
"Granny, I can draw a star"
Grandma : wernoopo?
"What is the color?"
Khn:**warnanyakuning**
"The color is yellow"

The conversation above shows that IL is dominant. JL vocabularies found are limited to "iki", "opo", "isok". Although the grandma used JL "wernoopo?",Khn replies with IL "warnanyakuning". Although she speaks EL relating to color "iniblue and inigreen" in data (1), she also can use the term color in IL "warnanyakuning" in data (2). It happens because her mother teaches her EL and IL.

The use of JL also appears in the conversation between Ar and his playfellow and Ys and his playfellow.

(1) Friend 1: ayo sepedaan nang waru?
"Let's go cycling to Waru"
Ar : **samasiapaajha?**
"With whom?"
Friend 2: yoaku, kamu, terusnanda
"Me, you, and nanda"
Ar :*yo*,**tunggusebentar. Akuambilsepedadulu**
"Yes, wait me. I have to take my bike, then"
Friend 1 : iyo, cepetyha

"Yeah, be quick!"

Ar : **oke**
"Okay"

(2) Friend : kapansinau?
"When are we going to study?"

Ys : **ntar sore***yo*
"How about this noon?"

Friend : yo
"Ok"

The conversation above also shows that IL is mostly used because JL vocabulary used is limited to 'yo' in responding friend. Nonetheless, observing the conversation above, the playfellows tend to use JL but Ar and Ys tend to use IL. It can be assumed that JL used by Ar and Ys because of the environment influencing. Yet, IL is still dominant and may influence his friend such as in data (3) "yoaku, **kamu**, **terus**nanda" and "iyo, **cepetyha**".

Thus, from the phenomena language used by children above reflects that the children tend to choose IL than JL. However, it raises a question of how IL can replace JL in children language use. This consideration points toward the cause of language choice in children. In the case of language choice and tendency, of course, there is a phenomenon influencing it. It is considered as the factor that is discussed further in the next section as follows.

Factors Motivating Children's Language Choice

As the result of observation and interview, the researcher found social factors and attitude and values which influence language choice in children as what Holmes (2001) states that both of those factorsarepart of some factors motivating language tendency or choice. Holmes (2001:8) mentioned that the components of social factor can be the participants, the setting, the topic, and the function.

The social factors supporting language tendency of IL in children in Balongmojo village are the participants and the setting. The participants here means who is speaking and to whom they are speaking. The family mainly the parents are the participants influencing the children to speak IL. From the interview shows that 9 out of 10 parents teach their children to speak IL when they were about 1, 5 years old, 1 out of 10 parents teach their daughter to speak IL and EL when she was about 1, 5 years old. The relative and grandma are also the factor (only the children who live with or nearby their relatives and grandma). Although the grandma often speaks JL, the children still speak IL because they are motivated by their parents. The response from the parents based on the interview result is that their children understand whenever people speak to them use JL, but they reply in IL but sometimes they also use JL; still, the use of JL is limited to certain vocabulary. They assumed that their children are able to understand JL because they learn JL in the school and they live in the village in which the people (adult and old) tend to use JL in their daily conversation but the children are not capable of speaking JL fluently.

Besides, friendship including schoolmate and playfellow also influence the children to speak IL. The schoolmate is related tothe social context of interaction where they are speaking. In fact, all of the children as the sample of this research study in the school located in urban area although they live in the village. From the tenth children, a child (Khn) is in Kiddos School (Bilingual School - IL and EL), 4 children (Jovita, Velina, Ar, andYs)are in Al-Azhar School (Bilingual School - IL and EL), 3 children (Af, Grd, and Ms) are in SDN Gedongan 3, and 2 children (Wl and El) are in SDN Miji 2. Almost all the students in urban area speak IL and consequently it can motivate those fifteen children to speak IL. On the other hand, they are living in the village but most of the children tend to use IL because most of their playfellows also use IL. It can also be represented from the conversation between Ppt and his friends and Ys and his playfellow as follows.

(3) Friend1: mainanbarbie yuk?
"do you wanna play Barbie toy?"

Ppt :ayo, tapi di rumahkuya?

"It's ok, but can we play at my home?

Friend 1 :Iya lin. Kamupunyatempattidur e Barbie nggak?

"Ok, Lin. Do you have Barbie's bed?"

Ppt :punyatapikamubawasendiri lo

"I have but bring yours!

Friend1:ya,akuambilBarbiekudul uya

"Ok, I'll take my Barbie"

Ppt : iya, jangan lama-lama yen

"Yes, be fast, Yen!

Come back ....

Ppt :ehkamuikutanjugaris? Bawa Barbie nggak?

"Do you also wanna join, Ris? Do you bring your Barbie?

Friend 2 : iya, akubawalin

"Yes, I did."

Friend 1 : tadiRisamintaikutlin,

"Risa wanted to join, Lin."

Ppt : iya, gapapa yen.

"Yeah, it's okay.

(1) Ys: mir, ambilenbolamu, ayo main

"Mir, take your ball! Let's play!

Friend (Amr) : maumain dimana?

"Where will we play?"

Ys : lapangandepanrumahku

"In the field in front of my house"

Friend (Amr) : bola basket apasepak bola?

"Basket ball or foot ball?"

Ys : basket ajamir

"Basket ball, Mir"

Furthermore, attitudes and values are also considered as the factor of children language choice or tendency of JL in Balongmojo village. However, attitudes and values factor are not from the children but their parents because the children acquired their first language from their parents. 9 out of 10 parents tend to choose IL and 1 out of 10 parents tend to choose IL and EL as their children's first language whereas the parents'vernacular language is JL. The tendency of choosing IL means that the parents do not highly admire JL which is vernacular language so that language shift can happen fast.They precisely expect their children to be able to speak IL than JL in the daily communication. They do not think to value JL as their ethnic identity.

In short, the social factors influencing children's language choice and tendency are family, mainly the parents and friendship mainly the schoolmates. The other factors are attitudes and values of the parents in choosing language as their children's first language that they tend to choose IL than JL. It means that JL is not highly valued by them. Nevertheless, related to attitudes in valuing a language, it is also important to know why the parents tend to choose IL than JL. The parent's attitude points toward the reason of choosing a particular language that the others because they have an ideology which also construct identity. It becomes the influential factor that is discussed further in the next section as follows.

Parent's Ideology for Constructing Identity in Children's Language Choice

Based on the interview result from the children's parents, the reason they tend to choose IL than JL as their first language because they have a certain belief in using it. The reasons are related to the future preparation for the children to face social reality and parent's low proficiency of using JL.

All of the parents interviewed have the same reason that by using IL as the first language, they will be able to speak IL fluently in order to not being clumsy or awkward to speak IL.They also explain that it was because their student would be sent to the school located in urban that almost all the students there use IL. This iswhat Duranti (2004:498) argued that certainly language ideologies do notalways concern with indigenous culture but rather a set of beliefs whether direct or indirect used by people. They are beliefs about the superiority and inferiority of specific languages. It means that IL is the superiority language because they think that it is useful for their children's interaction with their friend in the urban

school.Furthermore, it is also related to claims of fact about social relation (Patrick, 2009:1) that the social fact (urban students use IL); as a result IL is chosen than JL.

Moreover, some of them also argued that they chose IL for their children's first language because based on the reality that children who speak JL as first language, they are not good at speaking IL or awkward to speak IL. Besides, they also asserted that it is due to their low proficiency in using JL. They think that JL is difficult because there are strata in JL (JL *Ngoko, Madya and* Krama) and they usually use *Ngoko.* They were worried that their children just be able to speak JL *Ngoko.* Furthermore,they think that IL is the simple one.

Those results also reflect what Pavlenko and Blackledge said that identities can be caused by some factors such as linguistic repertoire, clime of bilingualism, cultural link, educational and social status, educational orientation and medium of instruction, language attitudes and the impact of a diglossic situation. This case specifically relates to linguistic repertoire of the parents, bilingualism, language attitudes and educational orientation. It also means that the parents construct identity through the language used by the children.

In short, the matters underlie parent's ideology are social need and low proficiency of using JL. The social need means that they were thinking the need related to social fact that almost all the students in urban use IL when they wanted to send their children in urban school especially the bilingual school. The low proficiency becomes anxiousness for the parents to their children; consequently, IL is the good alternative for their children.

CONCLUSION

In summary, based on the phenomena investigated, the influential factor of language choice by the childred is the parents' ideology. Their parents chose IL for the children's first language because they have an ideology that is underlain by the social needs and low proficiency of Using JL and this also constructs an identity. Besides, the other factors motivating the the tendency use of IL are social factors consisting of participants and setting and attitudes and values. The participants are the parents and friend. The setting as the consideration is the school located in urban in which almost all the participants use IL. The attitudes and values here is that the parents tend to choose IL; therefore IL is highly valued than JL. In other words, attitudes and values are the result of parents' ideology motivated by the social needs and low proficiency in using JL.

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