Language Selection: Sociolinguistics and Mixed Language
(Local Javanese and Madurese, and Indonesian National Languages)

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Abstract: This article presents the analysis of selecting languages to be used as well as the factors affected between student in a conversation with students, teachers with students, and teachers with teachers at Junior High School "Ainul Yaqin Ajung Jember". The languages used are Javanese and Madurese Local, and Indonesian National Languages. This study analyzes the sociolinguistic problem and the mixed language used. The result of this research shows that language selection to be used in a conversation happened between students and students is influenced by social factors roommates cover social status and age. Meanwhile, in the interaction between students and teachers, the language selection is affected by some factors roommates comprise age and level of education. Further, in the conversation between teachers, it is found that the language selection is affected by the factor of age, position at school, and speech situation.

Keywords: Analysis of selecting languages, conversation, sociolinguistic & mixed language used.

1. Introduction
Truth and the logic of a language is not only seen from the structure and grammatical, but the linkages and relationships of meaning between words, phrases, and sentences from one another as well as its relationship with the reality that exists in this world as well as the context of usage (Haryono, 2015:1). The use of language in human communication is certainly influenced by several aspects including social aspects and aspects of language itself. Relations with the language of the social context is examined in the study sociolinguistics.

Fishman (in Agustina and Chaer 2004:15) formulation that sociolinguistics describes how to use language in a certain aspect or social terms. That is, sociolinguistics provide guidance to the public in communicating to indicate the language, language diversity, or the style of language to use when talking to certain people and social background, culture and circumstances, people determine their use of language.
In social life, people always have to interact with each other and as a society should have an obligation to be polite while communicating. In Indonesia, it has become a culture. As explained by Nababan (1993:50) that the language involved in all aspects of culture.

Language and culture both have bound Samadan position. Is said to be bound for a person's behavior is reflected in the way of using language. In Indonesia are commonly used language different level when talking to people in different age levels and occurs both within the family, community, or educational environment. Of the three most dominant environmental uses language level is in the educational environment for teachers found that between students and teachers use more polite language to show respect to the teacher. It was emphasized in the educational environment.

Within the sphere of education are taught science and culture. Including speaking cultures. If in the general education students with a student or students and teachers, and teachers with teachers usually use the Indonesian language to communicate. However, it is different if it was in an Islamic-based education environment such as boarding schools. Boarding Ainul Yaqin Ajung Jember establish educational institutions such as kindergartens, primary/junior high schools in the cottage. The majority are studying in junior Ainul Yaqin Jember Ajung coming from the cabin environment. Students who are in junior high school has two large groups of local languages, namely (1) the language of Madura is supported by the Madurese and (2) the Java language supported by the Javanese. In the location of this research found a few students who still use their mother tongue. It is because of their attitude loyalty languages such as language.

Related to the selection of language in social interaction bilingual or multilingual societies caused by the various components of the event said. According to Hymes (in Chaer and Agustina, 2004:48) there are eight components that must be met in the event of speech acts: (1) setting or scene, (2) Participants, (3) Ends (4) Act Sequence (5) Key, (6) Instrumentalities. (7) Norm of interaction and interpretation, and (8) Genre.

2. Review of Literature

2.1 Sociolinguistics

Sociolinguistic study and discuss the social aspects of language especially differences contained in the language related to social factors (Nababan, 1993:2). Another opinion by Trudgill (in Sumarsono 2004:3) revealed sociolinguistics is part of linguistics related to language as a social phenomenon and a cultural phenomenon. Sociolinguistics is an interdisciplinary science that studies the language in relation to the use of language in society (Chaer and Agustina 2004:2).

2.2 Language Selection

Multilingual public nature provided various codes, whether it be language, dialect, variations and styles for use in social interaction. The choice of language by Fasold (1984:180) is not as simple as we imagine, choosing a language as a whole (whole language) in a communication event.

2.3 The Oracle Society

A group of people or community has verbal repetoire relatively equal and they have the same rating to the norms of the use of the language used in the community, it can be said that this group's or community it is a speech community (Chaer and Agustina 2004 :36).

2.4 The Oracle Situation

Rustono (1999:26) states that the situation is the situation that gave birth speech utterances. A speech event can occur because of a situation that encouraged the said event. A speech can be used with the aim to deliver some purpose or otherwise. In no speech communication without the situation said. In other words, the actual intention of the speech can only be identified through the situation said that support them. There are a number of aspects that should always be considered in communication. Aspects are as follows.

a. Speakers and Foes Said

Aspects concerned with speakers and opponents said was age, socioeconomic background, gender, and level of familiarity.
b. Context speech
The context is the context of the speech linguistic research in all aspects of the physical or social setting that is relevant from the speech in question. The context of a physical nature, commonly called contexts (context), while the context of the social setting is called context.

c. Objective speech
The purpose of speech is a thing to be achieved by doing the speaker said.

d. Speech as a Form Actions or Activities
The meaning of speech as a form of action or activity that is the speech act is an act too. Said that a speech can be seen as an act (act).

e. As a follow-verbal utterances Products
Human action can be divided into two, namely the act of verbal and nonverbal actions. Hit or walking are examples of nonverbal actions. While speech is a verbal action. Follow-verbal acts of express words or language.

2.5 Event Speech
According to Agustina and Chaer (2004:47) events of speech (English: speech event) is the occurrence or course of interaction of linguistics in the form of speech that involves two parties, the speaker and the person said, with the principal speech, in time, place, and certain situations. Said the situation can be identified prior to or based on the results of the identification of said components. In an effort to identify the components of speech, understanding and or parameters of said each component should be determined and clearly identified. Dell Hymes (1972a:59-65) (there are eight components that must be met in the event of speech acts. These components are as follows, the component that must be met in the event of speech acts: (1) setting or scene, (2) Participants, (3) Ends (4) Act Sequence (5) Key, (6) Instrumentalities.

3. Research methods
Data were explored in this study is data with a choice of language students, students with teachers, and teachers and teachers in junior Ainul Yaqin Ajung Jember. In this study used methods refer or penyimakan. In listening to some of the techniques used, Engaged see the technique capable, researchers participate directly in the talks against the opponent he said. Both techniques are non Engaged refer proficient in this technique a researcher not involved directly. This means that researchers only noticed the conversation in the study site and do not set the course of the conversation as the context of the speaker's plan. The third recording technique which is a technique that is used as data collectors because researchers are not able to record all the data manually. Therefore,

The fourth is a technique noted. This technique is done after recording technique. is recording such as choice of language students and students, students and teachers, as well as factors that influence their choice of language when speaking. The data obtained ditranskripsikan by category or grouping of data.

4. Results and Discussion
From the research that has been done can be described that election analyzes the language used by the students and their students in junior high school language selection factors Ainul Yaqin Ajung Jember. From the analysis found two local languages used are Java language, the Java language and the language of Madura Osing dialect and Indonesian.

In interaction found many people who come from different areas so as to bring their regional language. But apart from this, many factors also can affect every individual to use the regional language. The following data and discussion.

(1) Context: A student who was in the seat, one of the students asked the students about the amount of pocket money that was taken at that time.
S1: Sangu piro?
S2: asangu lƐmã Ɛbu
S1: be...mƐ? cuma lƐma Ɛbu hahaha....
S2: yo, opo’o?
S1: ta? kurang tah?

Setting / Scene on the data that is Indonesian during school hours 07.30 in the classroom, on the bench S1 and S2. Participant ie two junior VIII grade student (age 14-15 years) both are students who are in boarding schools AY (Ainul Yaqin), the origin of Bangsalsari S1 and S2 coming from Kebonsari. End S1 S2 Want to know at once insulting. Sequences Act insulting form of speech, the contents of utterance that is no insult assertion statement is accompanied by ridicule (Just five ebuh hahaha). Key to the data is in talking to S2 S1 with arrogant tone, mocking and insulting. Instrumentalities used is the spoken language. Norm of interaction and interpretation are sentences Interrogative (interrogative sentence). Genre Form dialog delivery.

The conversation is a conversation between speakers (S1) with the second speaker (S2) using two languages ie low Javanese language Madurese language ngoko innocent and naive. S1 asked to use the Java language ngoko innocent then answered using the language of Madura S2 ngoko innocent. Each of the speakers did not divert the spoken language, S1 and S2 using a single language in a speech respectively. In these conversations nothing to change the language used for the second partisipant understanding both languages. In addition, the unchanged level of language because they are both the same age and have known each other well.

(2) Context: a friend who wants to know the reason why his friend did not go to class when the bell already
S1: Kok belum sok masuk kamu?
S2: Ce’ ndak ada cetet
S1: oh cetet, nunggu cetet be’en?
S2: iye lah
S1: Benni ada rapat disana
S2: Ya saya tidak tahu

Setting / Scene on the data that is recess finished at 09:40. School atmosphere that is still crowded, students are still pouring out of the classroom because they do not hear the bell. Participant ie two junior VIII grade students (aged 14-15 years) both are students who are in boarding schools AY (Ainul Yaqin), the origin of Ambulu S1 and S2 are from Banyuwangi. End S1 want to know why not go to class S2, and S2 answer the bell rang yet. S1 also actually have to remind S2 to go to class even though there is no bell rang. Act Sequences from these data contain a statement that the actual utterance was told S2 S1 immediately enter the classroom, in the office was in a meeting so that teachers may not have time to ring, so until 9:40 indirect students enter the classroom. The use of Indonesian there show that S2 is a little upset because you already know time to get but still asked. Key to the data is in talking to S2 S1 with smooth tones, but there is a sense of a little annoyed because it reminded S2 even ask a question that indeed S2 already know the answer. Instrumentalities used is the spoken language. Norm of interaction and interpretation are interrogative sentences (interrogative sentence) with less attitude mediocre but there is a sense of a little annoyed that the last conversation using Indonesian. Genre Form dialog delivery. Key to the data is in talking to S2 S1 with smooth tones, but there is a sense of a little annoyed because it reminded S2 even ask a question that indeed S2 already know the answer. Instrumentalities used is the spoken language. Norm of interaction and interpretation are interrogative sentences (interrogative sentence) with less attitude mediocre but there is a sense of a little annoyed that the last conversation using Indonesian. Genre Form dialog delivery. Key to the data is in talking to S2 S1 with smooth tones, but there is a sense of a little annoyed because it reminded S2 even ask a question that indeed S2 already know the answer. Instrumentalities used is the spoken language. Norm of interaction and interpretation are interrogative sentences (interrogative sentence) with less attitude mediocre but there is a sense of a little annoyed that the last conversation using Indonesian. Genre Form dialog delivery.

The conversation shifted speakers of languages, from Madura into Indonesian. Retention of language on S1 begins to shift.

(3) Context: One of the students who would like to invite classmates to buy a book, students are invited to a student who comes from a family cottage.
S1 : Neng deggik norok kuleh ghi ngobengin buku? (Neng nanti ikut saya beli buku?)
S2 : Dimmah Sa? (dimana, Sa?)
S1 : e GM (di Gramedia)
S2 : Kol Senapah deggik? (Pukul berapa nanti?)
S1 : Lastareh dhuhur ! (setelah dhuhur!)
S2 : Enggi mpon. (Iya sudah)

Setting/ Scene on the data that occurs during school hours Indonesian at 10:25 am in class IX. Scene or the speaker's situation at that time in a state of calm and filled with caution because talking with the child ndalem. Participants in the event that two female students sitting in the class IX. Students are one of them is a child's cot royal family, while the students were invited to buy a book a student who studied at the yayayan but not family cottage. Ends the data is intended to encourage S1 S2 to Gramedia to buy books. Act sequences or form of speech. Form of speech in the form of direct speech conversation. The sentence also no-nonsense straight to the topics covered. Key to the data referring to the tone with a polite and courteous expressed by S1 to S2 but there is an emphasis on the latter part, the tone is a little stressed there because there is a sense of a little annoyed to S2 are many questions as S2 including the palace that his tone soft and polite in the beginning. Instrumentalities on the data in the form of spoken language. Norm of interaction and interpretation are interrogative sentences (interrogative sentence). S1 S2 asked whether there will go buy the hood, then S2 is also asked. Then at the end of the S1 bit stressed tone because there is little resentment because S2 many questions. Genre Form dialog delivery. tone a little stressed because there is no sense of a little annoyed to S2 are many questions as S2 including the palace so gentle and polite tone at the beginning. Instrumentalities on the data in the form of spoken language. Norm of interaction and interpretation are interrogative sentences (interrogative sentence). S1 S2 asked whether there will go buy the hood, then S2 is also asked. Then at the end of the S1 bit stressed tone because there is little resentment because S2 many questions. Genre Form dialog delivery. tone a little stressed because there is no sense of a little annoyed to S2 are many questions as S2 including the palace so gentle and polite tone at the beginning. Instrumentalities on the data in the form of spoken language. Norm of interaction and interpretation are interrogative sentences (interrogative sentence). S1 S2 asked whether there will go buy the hood, then S2 is also asked. Then at the end of the S1 bit stressed tone because there is little resentment because S2 many questions. Genre Form dialog delivery. tone a little stressed because there is no sense of a little annoyed to S2 are many questions as S2 including the palace so gentle and polite tone at the beginning. Instrumentalities on the data in the form of spoken language. Norm of interaction and interpretation are interrogative sentences (interrogative sentence). S1 S2 asked whether there will go buy the hood, then S2 is also asked. Then at the end of the S1 bit stressed tone because there is little resentment because S2 many questions. Genre Form dialog delivery.

In these conversations the speaker maintains the language, they use the language of Madura manners. There is a sense of pride to the language they use karen from the beginning to the end of their conversation did not experience pergesetan language. Even reflected that they are the generation who want to preserve the regional language as used in the conversation included in the high-level language, meaning that both speakers want to learn as a form of preserving regional languages.

Context: Two female students were jokingly discussing their own shower or not.
S1 : Put gik tak mendih ben Put? ( Put, belum mandi kamu Put?)
S2 : E mareh lah yeh, been tak mandih. (Eh sudah ya..kamu gak mandi)
S1 : E marelah congok kok lah cantik. (Eh sudah...liat aku sudah cantik)
S2 : Padeh kok kiyah. ( sama aku juga)
S1 : Eh, jek been beuh. ( Eh, wong kamu bau)
S2 : E ngece. ( E...ngejek ini)

Setting/ Scene on the data that occurred at 07:00 on the front page the teacher's office waiting for the bell to ring. The atmosphere was at peace, seen from the conversation the two speakers were joking with each other. Participants in the event that two female students sitting in the front page of the teacher's office. The student is the foundation, but not of the family cottage. Both speakers come from Probolinggo. Ends the data is S1 S2 intends to ask whether it has a shower, then S2 replied with
confidence that he had a bath. But the conversation performance aim only for a joke at your friends who are already familiar kareen equally mole. Act sequences or form of speech, speech Shape the conversation immediately form a sentence in the form of sentences ridicule. The sentence also contains elements of humor. The language used is the language of Madura ngoko innocent. Key to the data referring to the tone. The tone used was relaxed and it felt mocked because both speakers are at once intimate friends of the class and also a friend of the cottage. Instrumentalities on the data in the form of spoken language. Norm of interaction and interpretation are teasing S1 to S2, and vice versa. Genre Form dialog delivery.

In these conversations the speaker maintains the language, they use the language of Madura ngoko. There is a sense of pride in the language that they use because from the beginning to the end of their conversation did not experience language shift. Even reflected that they are the generation who want to preserve the regional language.

In interaction found many people who come from different areas so as to bring their regional language. But apart from this, many factors also can affect every individual to use the regional language. The following data and discussion.

(1) Context: When recess was over and immediately went back class
G: Ayowes siap-siap masuk, bel paling bentar lagi
S: sudah bel
G: Yowes siap-siap masuk dimarahin pak Alip nanti
S: Ehm...can pak Alip

Setting/Scene, The said event occurred at playtime 10:00 in front of the class VIII. Participant in the dialogue, namely the teachers and students of class VIII. End or intent of the speech on the dialogue that is G (25 years old female teacher) tells Java rate S (class VIII) and Madurese to be getting ready to go to class because the bell will ring. Sequences Act is a form used, the speech took the form of speech, the content of that utterance is a sentence that is command Ayowes ready admission, most briefly bell again. Key is a component that refers to the tone, the tone used in the dialogue, namely G (teacher) spoke sternly, while the S replied teasingly. Instrumentalities using spoken language. Norm of interaction and interpretation are Imperative sentences (kalimt command). Genre refers to the form of delivery.

The conversation is a conversation between female teachers aged 25 years old and still single (G) and the student(s) class VIII using three languages, namely the language simple low Javanese language, the Indonesian language, and the language of Madura ngoko innocent. G spoke using a mixture of Indonesian and Javanese language, while the S switch originally speaking the language switch to using the language of Madura Indonesia ngoko innocent.

(2) Context: a teacher who is asking students who were outside.
G: Jamnya siapa sekarang?
S: Tak taoh
G: ben kok tak taoh
S: jam kosong bu
G: owh gak ada guru nya

Setting/Scene on the data that is going on in the teacher's office at 08.00. bustling atmosphere because there are no teachers to teach. Participants in the event that S is a male student of class VIII sitting in front of the class. The students are students cottage in the foundation and G is a teacher who teaches Indonesian women. Ends the data is G intends to ask why not go to class S when it was time to go to class, then S replied with confidence that when the empty hours. The purpose of G asks S is for S and his friends go to class despite the empty hours. Act sequences or form of speech, speech Shape the conversation immediately form a sentence in the form of interrogative sentence. The sentence also contains elements of annoying. The language used is the language of Madura ngoko innocent and Indonesian. Key to the data referring to the tone. The tone used it in a serious tone. Instrumentalities on the data in the form of spoken language. Norm of interaction and interpretation there is a sentence that is less ethical, S out answers short and use the language of Madura ngoko innocent, should use Alus
ngoko language Indonesian or answer using appropriate language used in the teacher asked. Genre Form dialog delivery. S answered questions teacher briefly and using the language of Madura ngoko innocent, should use Alus ngoko language Indonesian or answer using appropriate language used in the teacher asked. Genre Form dialog delivery. S answered questions teacher briefly and using the language of Madura ngoko innocent, should use Alus ngoko language Indonesian or answer using appropriate language used in the teacher asked. Genre Form dialog delivery.

In these conversations the speaker S retains its language, which is the language of Madura ngoko innocent while G shifted using Indonesian, padahal G comes from the Javanese. G kurng finally mastered the language support using the Indonesian Madura because both speakers are familiar with Indonesian. Maintain a sense of the language affected by the influence of migration from Java to the Madurese community. The current situation facing Madurese whereas G G comes from the Java community.

(3) Context: A student who actually report that her friend did not picket that day but with the style of asking.

S : Bu kelasnya kok tidak ada yang piket
G : lah jadwalnya siapa sekarang?
S : Jadwalnya Dwi
G : tidak dipiketi
S : Ndak tau anak-anak

Setting / Scene, the said event occurred at 07:15 hour break in class VIII. Participant in the dialogue, namely G (female teachers aged 25 years) suu Java and S are students of class VIII. End or intent of the speech on the dialogue that S brtanya to the teacher reason no picket class. In addition the aim is to tell the teacher that day picket to picket. Sequences Act is a form of speech used, the form of speech report, the contents of utterance that is no interrogative sentence but already have the answer. S asked why the class is not dipiketi and G again asked about who is on duty at the time, S responded by calling one of her friends. Key is a component that refers to the tone, the tone used in the dialogue, namely S spoke in a relaxed or teased while G responded with a high tone. Instrumentalities using spoken language. Norm of interaction and interpretation are interrogative sentences (interrogative sentence), S convey meaning in a tone not directly accuse his friend, who was not on duty, with stylish asked and already know the answer. Genre refers to the form of delivery, delivery forms that dialogue.

The conversation is a conversation between female teachers aged 25 years old and still single (G) with students as (S) class VIII using Indonesian slang. G speak the Indonesian language, while the Indonesian S uses standard but at the end of the conversation mixed with slang.

In interaction found many people who come from different areas so as to bring their regional language. But apart from this, many factors also can affect every individual to use the regional language. The following data and discussion.

(1) Context: A friend profession (teacher) who was asking his friend's task teaching device.

G1: Eh mari perangkatmu pak?
G2: Durung enggeh bu
G1: Jok males-males mon dedi oreng
G2: Lah piye trae urong mari bu
G1: Ojok tedung meloloh
Ojok turu tok
G2: Bene .....  
G1: Opo maneh?
  Kurang jurnale karo absensine kelas setong, wes kari kuwi tok
  Eh samean ngajar dina opoan?
G2: Eh uwong-uwong buk ojok aku tok

Setting/ Scene on the data that isat the break at 09.30 in the office. Participant that two persons namely male teachers (teachers of sport, 24 years) and women (30 years old Mathematics teacher), G1 origin of Jenggawah and G2 comes from Panti. end G1, G2 curiosity about once joked, Act on the data
contents of utterance is no question that showed curiosity about G2 task that has been completed or not. Key to the data is the G1 to G2 voice speaking to berate, there is an element of curiosity and mocked. *Instrumentalities* used is the spoken language. Norm of interaction and interpretation are sentences Interrogative (interrogative sentence). Genre Form dialog delivery. The conversation is a conversation between speakers of one (G1) with a second speaker (G2) using two languages, the language simple and low Javanese and Madurese Alus ngoko ngoko innocent. G1 asked to use the Java language ngoko ngoko innocent and continued to use the language of Madura ngoko innocent then G2 answered using the Java language ngoko Alus but in conversations that then constantly underway G2 uses the Java language ngoko innocent because they feel annoyed got a question and warning of the G1 so that the emotions arise and finally use the Java language ngoko innocent as G2 is derived from Java community.

(2) Context: being relaxed atmosphere in the office. Talk then discuss Osing Java language.

G1: Eh Ansor mau wes muleh?
G2: Gak eroh pak
G3: Arek iki iso hing weruh karu guru baru
G4: Eh aku kok iki gak atek iso omong Osing padahal onok getihe Osing
G3: Hahaha... guaya ningrat gayane tapi getih buk, nak aku kan sembarangan tulang belulange
G4: Eh tapi Genteng jare gak gak Osing?
G3: Wuih....gak Osing tapi ningrat

*Settin / Scene.* The said event occurred at playtime 10.00 in the Master's Office. Participant in the dialogue G1 (teacher male) aged 34 years, G2 (teacher Male), 24-year-old G3 (woman teacher) is 30 years old, G4 (25-year old female teacher). End or intent of the speech on the dialogue G1 male teacher at the origin of the Javanese pronounce sentence asked to use the Java language, G2 male teachers is also derived from the Javanese answered questions from G1 by using the Java language, then G3 female teachers or ethnic origin Osing dialect of Java, said something to G2 by using the Java language dialect Osing namely hing word which means, G4 or ethnic origin female teacher Java using the Java language and included in the conversation.

Sequences Act is a form of speech that is used, the form of speech used is G1 and G3 and G4 asked jokingly. Key is a component that refers to the tone, G1 uses a normal tone, but the G3 and G5 uses a casual tone (kidding). Instrumentalities use spoken language Norm of interaction and interpretation are kalimt Interrogative. Genre refers to bentu delivery, delivery forms that dialogue.

The conversation took place between four people, the G1 and G2 using simple low Javanese language, the Java language ngoko G3 innocent, Osing language, and Indonesian. At the same G4 G1 innocent using low Javanese language.

(3) Context: While talking fellow teacher at the office when breaks are made by teachers whose age average is still the same age.

G1: Eh mas polisi opo panggah nyegat? daerah kuwi
G2: Eh yo gak kiro nyegat
G1: dek wingi enek
G2: mosok
G3: iyo
polisi ruah
G2: nang dimmah?
G1: nang ruah
G3: mon be’en ta’ ndi’ surat
G2: ojok metu
G1: yo gak moleh aku
G2 : Heleman bei lah
G1: iyo nyambi helm roh
G3: Polisi ruah nyongo’ oren gerogi e dicurigai
G1: Aku gak gerogi tapi gak duwe SIM
G4: Loh lah aku gak gerogi gak duwe SIM
G1: Hahahh.....tapi kenek koen
G3: Lah mun de’iyeh nganu
G1: Maksudku ebulan roh bedeh ajebra roh apa roh
G3: Enjek
G1: Sobbing setiyah, bedeh
G4: Yeh mon akhir bulan eh tapi
    Mon polisi tade’ pesseh oprasian

Setting/ Scene on the data that isat the break at 09.30 in the office. Participant ie 3 teachers male and
1 female teachers an average age of about 24-25 years. G1 and G2 origin of Jenggawah derived from
Panti, derived from Probolinggo G3, G4 of Ajung. End G1 G2 curiosity about once joked. Sequences
Act on the data contents of utterance that there are questions to other teachers about the topic of
conversation is the operating information of zebra in the months in which it and inform the state that
the G1 does not have a license. G2 provides information about the statement if the operation should not
be gerogi zebra and important to wear a helmet. Key to the data is in the G1 to G2 spoke in a tone as if
he wanted to know the information thus only zebra operation will be implemented again, G4 spoke
with a bit of a joke, revealed that the G4 does not have a license nor gerogi, then G1 menyeletuk with a
laughing mockingly when police got a ticket G4. Instrumentalities used is the spoken language. Norm
of interaction and interpretation are sentences Interrogative (interrogative sentence) uttered by G1 and
G2. Genre Form dialog delivery.

The conversation is a conversation between three male teachers and one female teacher whose
average age using two languages ie low Javanese language Madurese language ngoko innocent and
naive. G1, G2 uses the Java language ngoko innocent, then there was talk of G3 by using the language
of Madura ngoko innocent so that after the conversation continued to use the language of Madura
ngoko innocently used continuously by G3 because the origin of he who is genuine Madurese, while
G1, G2 and G4 using the second language for two reasons, the first native Javanese secondly because
mastering the language of Madura. So that when the G3 speak the language of Madura Madura
immediately shifted using the language.

Preservation of language in the conversation appears in the G3 although he could Javanese while the
G1, G2 and G4 shift in language because it is the level of understanding of the language of Madura
nice. Does not appear as ngoko Alus tingakatan language or manners of these discussions because the
speaker has an average age same and it is also in a relaxed situation at recess.

(4) Context: One of the teachers who want to exchange the money to the school principal
G1 : Pak gadah nyotro satus pecah?
G2 : Pecahan eketan ?
G1 : ya sepuluh ribuan bisa, seketan
G2 : Ewonan ngunu
G1 : Endak, yang satu lima puluh ribu yang satu sepuluh ribu nopo dua puluh ribu
    Nggadah nopo mboten?
G2 : Lima puluan dua
G1 : Enggeh pun
G2 : Asli nopo mboten niku?
G1 : Asli
    Sadean tape tapi kok mboten nggadah pecahan

Setting/ Scene on the data that isat 10:00 am in the office. Participant which a female G1 science
teacher (37 years old) and G2 Sumbersari origin of man a Principal (42 years old) the origin of Mangli
are both derived from the Javanese. End G1 has a desire to redeem money to G2. Sequences Act on the
data content of that utterance no questions asked G2 to G1 is to ask whether the G2 has a denomination
of one hundred thousand rupiah. Key to the data is in speaking to G2 G1 with a polite tone and little
complaint because the money will be exchanged with the last sepercakapan that reads "Sadean tape but
why mboten nggadah fractions." Instrumentalities used is the spoken language. Norm of interaction and
interpretation are sentences Interrogative (interrogative sentence) uttered by G1 to G2.
Such conversations using the Java language and manners naive innocent ngoko Indonesian interspersed mskipun not completely. The use of simple manners language G1 to G2 as a sense of respect for G2 in addition to the principal’s also older than the G1. Sometimes G2 Indonesian use in answering the question G1 though not completely. The second speaker of the language there is a shift caused by social status.

(5) Context: The atmosphere in the office after school hours then headmaster asks the question after seeing the children's handicrafts.

G1 : Sinten sing ndamel kembang niku?
G2 : Sing ndamel kembang ini kelas sembilan pelajaran seni budaya nak gak prakarya
G3 : Prakarya
G1 : Kelas siji, kelas loro gak gawe
G2 : kelas sembilan itu tidak ada prakarya
tetapi buat ngisi jam kosong anak-anak bikin kerajinan
G1 : Perkelompok nopo sak kelas ?
G2 : Sak kelas pas jam kosong terakhir
G1 : Iku kaya asli
G2 : Asli terus dibalut plastik

Setting/ Scene on the data that isat 13.00 in the office. Participant namely G1 male a school principal (42 years old) and G2 Mangli origin of women a social studies teacher (37 years old) the origin of Sumbersari are both derived from the Javanese. End of such data is intended to answer questions from the G2 G1 of who makes crafts flower, after answering G1 G3 appear to provide confirmation that explains that the class IX subjects no craft. However G2 finally clarify that the craft was created to fill the empty hours instead of teaching a craft or art and culture. Sequences Act on the data contents of utterance that there are questions G1 to. The question was in accordance with the topic being discussed is the craft of making fireworks. In the speech G1 uses the Java language ngoko Alus, then G2 answer using low Javanese bases Alus also but mixed with Indonesian. Then the emergence of G3 in the conversation as if it confirms that there is no class IX craft subjects. Key to the data is asking a G1 in terms of using tone was polite and Javanese ngokon Alus, as did the G2 but appear a little harsh tone because it gives confirmation was delivered by the G3. Instrumentalities used is the spoken language. Norm of interaction and interpretation are interrogative sentences (interrogative sentence) uttered by G1 with a polite gesture. Genre in the data in the form of dialogue. Then the emergence of G3 in the conversation as if it confirms that there is no class IX craft subjects. Key to the data is asking a G1 in terms of using tone was polite and Javanese ngokon Alus, as did the G2 but appear a little harsh tone because it gives confirmation was delivered by the G3. Instrumentalities used is the spoken language. Norm of interaction and interpretation are interrogative sentences (interrogative sentence) uttered by G1 with a polite gesture. Genre in the data in the form of dialogue. Then the emergence of G3 in the conversation as if it confirms that there is no class IX craft subjects. Key to the data is asking a G1 in terms of using tone was polite and Javanese ngokon Alus, as did the G2 but appear a little harsh tone because it gives confirmation was delivered by the G3. Instrumentalities used is the spoken language. Norm of interaction and interpretation are interrogative sentences (interrogative sentence) uttered by G1 with a polite gesture. Genre in the data in the form of dialogue. Then the emergence of G3 in the conversation as if it confirms that there is no class IX craft subjects. Key to the data is asking a G1 in terms of using tone was polite and Javanese ngokon Alus, as did the G2 but appear a little harsh tone because it gives confirmation was delivered by the G3. Instrumentalities used is the spoken language. Norm of interaction and interpretation are interrogative sentences (interrogative sentence) uttered by G1 with a polite gesture. Genre in the data in the form of dialogue. Instrumentalities used is the spoken language. Norm of interaction and interpretation are interrogative sentences (interrogative sentence) uttered by G1 with a polite gesture. Genre in the data in the form of dialogue. Instrumentalities used is the spoken language. Norm of interaction and interpretation are interrogative sentences (interrogative sentence) uttered by G1 with a polite gesture. Genre in the data in the form of dialogue. Then the emergence of G3 in the conversation as if it confirms that there is no class IX craft subjects. Key to the data is asking a G1 in terms of using tone was polite and Javanese ngokon Alus, as did the G2 but appear a little harsh tone because it gives confirmation was delivered by the G3. Instrumentalities used is the spoken language. Norm of interaction and interpretation are interrogative sentences (interrogative sentence) uttered by G1 with a polite gesture. Genre in the data in the form of dialogue. Instrumentalities used is the spoken language. Norm of interaction and interpretation are interrogative sentences (interrogative sentence) uttered by G1 with a polite gesture. Genre in the data in the form of dialogue.

Such conversations using the Java language and manners ngoko Alus Indonesian interspersed though not completely. Alus ngoko language use G1 to G2 as a sense to show that G1 is a principal who had to be polite and give an example to his subordinates. G2 try to compensate by answering questions G1 with low Javanese language Alus but mixed with Indonesian. The language here has begun to fade as to shift the national language. The language shift control of the G2 due to low Javanese language Alus unfavorable mixed with Indonesian. The language is still used by the G1.
(6) The context: A teacher asked another teacher about school exit plan that will be meeting in junior Madilatul Ulum.

G1 : Gimana Pak jadi keluar jam berapa?
G2 : Jam 08.00 mau ke SMP Madilatul Ulum
G1 : Terus jam berapa balek ke sekolah?
G2 : Ya secepatnya bu

Setting/Scene on the data that is at 07.30 in the office. Participant namely G1 male teacher Fiqh of Worship (38 years old) and G2 Ajung origin of male teachers PAI (40 years old) the origin of Rambipuji derived from the Javanese. End of data is G1 G2 asked about the departure plan that will to junior Madilatul Ulum and again asked to be home anytime. Sequences Act on the data contents of utterance that there are questions G1 to G2, the question was appropriate to the topic being discussed is the departure of the G1 will to junior Madilatul Ulum. Key to the data is asking a G1 in terms of using the usual tone and language of Indonesia, as well as G2. Instrumentalities used is the spoken language. Norm of interaction and interpretation are sentences Interrogative (interrogative sentence) uttered by G1 with a casual attitude. Genre in the data in the form of dialogue.

Such conversations using Indonesian. The use of Indonesian G1 to G2. The language shift, using the Indonesian speakers all, it is due to stimulation both come daro ethnic Javanese who later came to environment atnis Madura. Because poor language acquisition Madura eventually use the Indonesian language, in addition, because both speakers are in educational institutions so as to be understood by the pseudo-listener conversation one of the roads used for indoor Indonesian are many who use the language of Madura and Java. Between G1 and G2, the understanding of the Javanese and Madurese unfavorable. So that the language shift occurs.

(7) Context: A teacher who asks about how the work done by a teacher friend who was having a trading business.

G1: Pripun sadeane samean pak?
G2: Alhamdulilah lancar buk
G1: Rame?
G2: Rame, tapi wau dalu kulo mboten sadean
G1: Nopo’o?
G1: Kraten jawah
G1: Enggeh teng daerah kampus enggeh jawah
G2: Dueres roto

Setting/Scene on the data that is at 09.30 at playtime, the office atmosphere that all the teachers were assembled and sitting in their seats. Participant namely G1 Indonesian female teacher (27 years) from Banyuwangi and G2 groom an Arabic language teacher (25 years old) the origin of Balung derived from the Javanese. End of data is G1 G2 asked about activities that typically sell tape and ask the weather conditions on that night. Sequences Act on the data contents of utterance that there are questions G1 to G2, G1 questions about selling off due to rainy weather conditions. Key to the data is the G1 uses a tone of polite in asking G2, as well as G2 answered with nadin polite. In conversation etiquette trsebut use the Java language as a pointer that the two are not so familiar, The use of Javanese etiquette to respect each other. Instrumentalities used is the spoken language. Norm of interaction and interpretation are interrogative sentences (interrogative sentence) uttered by G1 with politeness because the two are so familiar. Genre in the data in the form of dialogue.

Such conversations using the Java language Krama. The use of the Java language Krama. G1 to G2. The language appears in both, in addition to the two ethnic Javanese, mastery of the Java language good manners. In that conversation are not affected by the surrounding environment, because the surroundings are the majority ethnic Madurese. G1 and G2 maintaining regional languages because there is a sense of pride for both the Java language pronunciation manners so conversations start to finish no mixed languages other areas or low Javanese language.
5. Conclusion

In everyday life it is not possible away from an interaction, one with another human being would have to interact and communicate. Each communicates with others should know some of the rules that determine the background opponents said, the situation said, and ethics in speaking. Communicating must not be separated by language. Language is one of the main media used in communication. In the neighborhood will be found that the local language is different. Sometimes there are people who use the local language and national language is Indonesian. It is found in a boarding school in Jember Ainul Yaqin Ajung ie secondary education institutions Ainul Yaqin Ajung Jember.

Based on data analysis that has been done can be deduced as follows. In the boarding school were discovered two regional language and national language (Indonesian) used in communication is language Madurese and Javanese. The study concluded the results of research related to analysis the choice of languages used by students to students and language selection factors in junior Ainul Yaqin Ajung Jember. From the analysis found two local languages used are Java language, the Java language and the language of Madura Osing dialect and Indonesian.

In a conversation conducted among the students of the other students are influenced by social factors and aging. Among the students of the other students who have the same age categorized, the language used no language level in other words the language used has a level equal or seem familiar. However, in a conversation that made students with students in which one of the students in that conversation are the families of the palace which means there are family ties with the owner of the cottage then students who are not relatives of the palace indirectly using the language of higher level as to demonstrate respect.

In addition to social factors and age appear other things that predispose a person to use other languages such as Indonesian. It is not unreasonable, the choice of languages used was encouraged by the attitude of someone for not maintaining regional languages or keep it. It makes a person do language for several reasons, reasons derived from some of these students are students who come from ethnic Java using the Java language and keep it the reason for it is the love of Javanese culture, want to introduce to your friends who are from ethnic Madurese. There are also students belonging to ethnic Madurese ang trilingual ie Javanese, Madurese, and Indonesian. Madura often use language when communicating with other students.

From the analysis of the choice of languages used by students and teachers as well as the factors the choice of language in junior Ainul Yaqin Ajung Jember concluded that any person who communicates with an older person would certainly use a language that has a higher level and vice versa if an older person would use tingkatanya lower language when talking with opponents said the younger. That is a selection from language still being influenced by the age factor. In addition, it is also influenced by education.

In the educational environment both teachers and students when communicating using the Indonesian language, the reason for using Indonesian is a way to honor teachers, because the situation said that requires the use of the Indonesian language. For example, in formal and informal situations will encourage someone to use Indonesian as an intermediary for the message to be conveyed properly. However, the use of regional languages began to shift to using the national language will shift the regional language. In this language attitude is characteristic of fidelity to the language, which means faithful menggunakan regional language. But not so from the analysis of the choice of language students and teachers are often found the use of the national language. Each teacher asked students to answer the national language and vice versa.

Further conclusions from the analysis of the choice of language between teachers and teachers. From the research there are factors that affect a person's choice of language. In this third issue was found to aging, the position factor, and factor of the situation said. Among the teachers who do not age as the language used is not the same level, older teachers will use a low level language to the person he said that it is younger. factor viewed from the position of teachers are communicating with a different opponent said notch, such as teachers and principals. A school principal using a high level language for the purpose of providing an example, cherish, protect teachers and other employees a lower position.
6. Suggestions

In connection with further research, this study should be used as a foothold, so in future studies we will get maximum results from previous studies. The discussion of the sociolinguistic study of language selection along with factors that influence can be deepened and expanded to further deepen the study.

In connection with the use of language in speech situation, one should be able to take a position with maintaining the local language (mother tongue) so that the local language is maintained, can be recognized by others of different regional languages, and as a guide a person's identity.

7. References


