Adolescents Java Dialectict in Surabaya Bilingual Images and Optional Language Model in Java Community

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Abstract

The development of a language in society is a fact that cannot be avoided. Interaction between the members of community, tribe, and nation that are more massive (globalized) causing contact between cultures and languages. Those causing the society in modern era generally billingualist. This paper discusses a social fact about how Javanese adolescent in Surabaya when they communicatee use Java in their community. Associations in society which are multicultural and multiethnic coloring Java language adolescent in Surabaya with all its variants. Accordingly, this paper will be focused on four important issues, that is about (1) the characteristics of the Java language adolescents in Surabaya, (2) the billingual type, (3) the impact of billingualism on adolescents, and (4) the contribution value of adolescent Java language to their language. Characteristically, Javanese adolescent in Surabaya develop communication patterns that are opened, dynamic, direct (vulgar), and develop slang word model. From the communication way that describes the mastery of Java language level, there are 3 types of billingualism, those are: active selective (unwilling and incapable), active varietie (want but less capable), and passive receptive (unwilling and incapable). Billingual fact of Javanese adolescent in Surabaya influences on 3 things: (1) the ambiguity in using the Java language system, (2) the tendency to switch codes, and (3) often happen code mixing process in communication. Some thing that is worth contributive from adolescent Java language in Surabaya is adolescent in agency function (change), because education and the demands of time, that is: the development of vocabularys (adoption and adaptation), and encourage the inclusion of science and technology term in the development of modern Java language is a positive thing .

Keywords: Java language images, modern era, the dialectic of Java language use, adolescent enfirenment

Introduction

At present, no doubt that the association between people, tribe, and nation is underway so massive and inescapable. It is as a logical consequence of social human beings who are constantly evolving and require communication, both among members of the community and different language communities. For some reason (association, trade, education), communication between groups of different communities or language variety in the long time will lead to a process of languages and cultures acculturation occur naturally. That culture contiguity become vulnerable to the neutrality of language and language interference process becomes part of society communication systems widely and unstoppable. These conditions generally run in two directions and interdependence. Linguistically, linguistic patterns of society that is evolved interferencively as the characteristic of a bilingual society.

Billingualism of society in one side is deemed positive, but people often deem negatively because as language existance threatening. On a broader level, billingualism is as the breadth community association guidance and language development media towards the excellence as society communication media. As society communication media, the good language must be able to accommodate the ideas and community interests of the society, and one of them is through the development of new vocabulary by absorption techniques from other languages.

But pragmatically, it is often the influence of other language (interference) makes person cannot control her/hisself paradigmatic linguistically when he/she communicates, so that the narrative style of language becomes unclear the identity. However, that communication system condition that disposed to be variative and fluctuate often as part of *interlanguage* process (language skill learning to the actual language competence).

Billingual Variety

Thus, billingual phenomenon in a society or a nation is more caused by the presence of culture contact in massively and continuously. Intercultural relations contact that occur in long time cause mutualism symbiotic (interdependent) which leads to syncretism acculturative culture and language form. Something that appear immediately is on the language deelopment which influence each other.

Billingualism is common term to sign the presence of interplay between one language to another language. Billingualism in its development has many changes in the meaning. Bloomfild (1933) stated that billingualism as mastery of two languages form as good as the native speaker. This opinion gets many reactions, because the measurement is unclear. Native speakers itself tend to have language skills vary. Another opinion stated that billingualism is the use of two language form alternately without concerning language mastery level (Weinreich, 1953; Tarin in Nuzulia, 2011).

A similar opinion was expressed by Haugen and Dill (1972) and Diebold (Hymes, 1964). He explained that billingual minimally must be able to produce meaningful utterances from the target language (Haugen and Dill) and have appreciation and basic knowledge, although did not able to speak completely, including they who studys language passively. Leaner in this stage is called bilingual learners beginners (incipient bilingualism). In the relation with language learning, Selinker (1972) suggests that communication meaning is more important than the language system. Communicate and use language means convey meaning (sense) and become involved social interaction among the language users. Thus, the error in the form of language is not important to be asssumed as the less meaningful utterances. And, the giving meaning of the utterance will be seen from its totality, instead of units that compose the structure. Those facts should be seen as the forms of language in the middle 'Interlanguage' (Selinker in Aziz, 2012).

From some views of billingualism, perhaps Mackey opinionis is more detailed. The discussion about billingualism includes 5 kinds, they are: (1) billingualism level, (2) billingualism function, (3) the change process, (4) interference model, and (5) billingualism character. Broadly speaking, each of them can be illustrated as follows.

Billinguallism level, relating to bilingual understanding classification toward the use of certain languages (begining level, intermediate level, and high level). Billingualism functions related to the language elements role, it is used because of need or carelessly. Change process is intended as a trend of code switching and code mixing. Interference associated with the interplay tendency between languages, still reasonable or has entered at the dangerous zone. While the billingualism characteristics is explained as a parole language symptom (style) or individualy (Mackey in Fishman, 1972).

In connection with Mackey opinion, Oksaar (in Sebeok, 1972) disagree. Billingualism in not only a parole symptom (individual) but a langue symptom (group). According him, billingualism is not individually but as group's symptoms, even regions or countries as in Belgium and Finland.

In terms of billingualism levels, Weinreich categorized into three types (pattern), that is coordinate type, compound type, and subordinate type (Weinreich in Rusyana, 1989: 15-17; Roger T. Bell in Abraham, 1995: 179-189). Each of that type has its own charactertict in communication system context in the community. The general figure can be explained illustratively as followes.

The coordinate type is the name of billingualism of high–level. This bilingual type mastery two language is the same as good. They can differs and choose the use of one langauge and others without having to be stuck in mixing code each other in uncontrol situation. For Java language (L1) which masteri Indonesian langauge as L2, give the meaning this sentence *"binatang ternak kecil bertanduk"* is semantically conceptualized as */ wedhus /* in Java language; and / kambing / in Indonesian Language.

Compound type is bilingual which has two languages master simultaneously. They have basic semantics understanding in mixing, so the language sign that are built also in mixing concept form. That the sign language that is built also in the form of a mixed concept.

For example, a child who is grown up in urban area (immigrants), understanding a concept will run simultaneously between / *wedhus* / and / *kambing* / because the Java language and Indonesian language is acquired simultaneously. They will be difficult to differ between those two terms. In his mind there is only one semantic meaning: *wedhus* is *kambing* (goats), and *kambing* also *wedhus*. These conditions are also experienced by children in border region between two tribes or two different nation which the customs and language are differenet. However, that situation can also be experienced by them who are in learning L2 level. Because the learning intensity of L2 which intensive enough, while the basic of L1 did not strong enough, so the use of L1 and L2 are mixing each other semantically.

While the subordinate type is the figure of L2 mastery level in low level. In this type B1 mastery is better than L2, so the understanding of an object depend on the meaning according to the concept of L1. These conditions appear in beginner foreign languages learners. Most of Basic Education students (elementary and yunior high school) in Indonesia, which was firstly learning English, when shown the pictures of water animal "fish" the semantic meaning, firstly take from L1 concept, that is *Iwak* (Java), *lauk* (Sunda), or "ikan" (Indonesia); not fish (UK). Actually those three type of billingualism are common characteristict in L2 learning process, started from subordinate level, compound leve, then coordinate level.

About this billingual type, Ardiana classifys differently. Based the acquisition, billingualism divided into 3 types, they are billingualism (1) child period, (2) childhood, and (3) adolescence. The division of billingual type is based on when and how old both languages are acquired by the child. As thesis, Ardiana explained that the type of Javanese–Madurese billingualism children in Pasuruan obtained naturally. They generally acquire billingualism from family environment, playing environment, and the school environment (Ardiana, 1992:110-111).

In connection with this billingualism, Padilla and Leabman (Lyon, 1996) in their alternative theory stated that on the bilingual children, the two languages acquisation conceptly has been separated from the first time. The influence of this each language is limited just on words borrowing and expressions (2%). She added that the influence was only concerning phonology, lexicon, and sentences aspects, but it is not in structure terms (Padilla and Leabman in Musyahda, 2002:15-18).

Language Norm and Social Facts

Language is the main communication tool in life and human life. Almost there is no gap in human life without an interest in to use the language services. As part of culture, language has a set of norms (rules and regulations) as inter-community guidelines user (Alwasilah, 1987; Basir, 1994).

But it is no doubt that language as social media is influenced by the dynamics user level. The more extensive interaction between people and nations in this world, causing the syncretism process between cultures and languages run naturally and unstoppable. Moreover, the influence of science and technology development which increase sophisticated, such as radio, television, internet, and multi-language teaching in educational institutions, causes the sanctity of a language as something relative. Something that occur widely, that the use of language by a person will be colored mixing and shifting code inter-language which is close each other, both geographically and politically. Whether consciously or not, language user often switch from one language into another language even if only temporary. Similarly, it is very often other language elements substitutes in an utterace for various reasons. Those circumstances in sociolinguistic are called as code switching and mixing code.

Basically code switching is a transition the use of one code into another code. This event essentially is a one aspect of language interdependence (language dependency) in bilingual community as the situation changes (Appel, 1976: 99). That circumstances can be permanent (specific context), and generally are temporary. Code switching is marked by taking clause or sentences elements process from other laguage by the speaker in the middle of the conversation (Poedjasoedarma, 1979:37; Sobarna, 1997:18).

Code-mixing (mixing code) itself is an insertion form of word or phrase from the language or variety of different languages. Based on the impact, mixing code can be either positive (aspects of language enrichment) and can also be negative (language ambiguity). The mixing code event is taking another language element process limited on word or phrase aspect (Kachru and Thelander in Sobarna, 1997; Poedjasoedarma, 1979; Nababan, 1984; Wardhaugh, 1988) .

The Billingualism of Javanese Adolescent

This paper presents the results of the Javanese language adolescent study (BJR) in Surabaya. As the character of the society which the majorities are Javanese, so the domination of this language attached firmly to the majority of adolescent utterance. In this paper will be discussed five things, they are: (1) Java language adolescents characteristics, (2) Java langauge adolescent and its use; (3) billingualism type, (4) the impact of billingualism to adolescent language, and (5) adolescent language contribution.

Adolescent Java Language Characteristics

Adolescent is a transition period from childhood to adulthood (age of 12-19 years). Adolescence is often referred to as puberty (adolescent) and time to find personnel state (transition). This period beside appear on the rapid physical development it is also characterized by the instable emotional, rebellious attitude and sometimes impressed to be stubborn. From the language aspect is also often display different character models. Based on the data from Java language utterance in Surabaya that successed to be collected it can be be classified into 4 characters, those are: open, dynamic, vulgar, and the combination to use slang.

Open character means that adolescents rarely to use language that is vagued. What they think and want are usually delivered by direct sentences and simple language, without using the lips talking phrase (efimisme) as is often done by adults. They are often use stressing words to deliver their mind, such as: *gelem* (want), *Njuk* (*njaluk*, ask), *emoh* (unwilling), *ayu* (beautiful) , *koen* (you), *goblog* (stupid), *setan* (verbal abuse), *jiancuk* (damn), *nggatheli* (damn), *dobol* (hard damaged), *tak sikat* (I strike), *takcipok* (I kiss), *tak gibeng* or *tak glibeng* (I smack), etc.

Dynamic character means that in using language, adolescent is the richest imagination in developing new vocabularys and terminology. Many their new vocabularys or bringing new meaning in every their utterance though it is not commonly used in general conversation. The addition of those new vocabularys and expressions are developed in various ways and taken from various sources, such as Indonesian, English, Arabic, Chinese, dialect ; term of science and technology ; or the result of acronimization formation system.

Adolescents language is often vulgar. In keeping with the spirit of teenagers or adolescent which tend to be opened, so it is often the language sounds direct and forthright (vulgar) so it is seems harsh. If they want something they use distinct words: *Njuk* (ask), *bagehi* (divide), *joint* (share together), etc. To express admiring for something stated by distinct words: *masaallah, ayune* (very beautiful); edan, okonge–okonge (nice posture); etc. When they are angry, the expression used are: *goblog* (stupid), *matamu* (verbal abuse: your eyes), *raimu / dapur mu* ' your face' (verbal abuse : damn), *jiancuk* (verbal abuse : damn), *jiangkrik* (verbal abuse : damn), *asu* (verbal abuse : dogs), *setan* (verbal abuse : devil), *dhapurmu* (verbal abuse : the same as *raimu*), and so forth.

The use of slang in adolescent enfironment. As a group which is experiencing physical and mental development, adolescents also present as a separate community. In the langauge performance often reveals a typical speech character. Adolescent creats phrases and term for their group known as slang. Slang term itself is informal language variety and seasonality, which is used by certain groups and internally as language disguises. Generally, the formation process by communicating the old words with the new meanings.

From the data successfully identified by the author, there are some slang adolescent patterns (Java) in Surabaya, that is (1) acronimisation model: *JAP* (Make me as your boyfriend), *PDKT* (approaching), BIMOLI (Lips protruding five centimetre), EMBER (really true), etc. ; (2) reverse stacking models: AURA (voice), Selek (tired), KECAP (good looking), OJOB (husband/wive, girl/boyfriend), Singin (shy), LIBOM (car), etc.; (3) adaptation from foreign language: FAVE (favorite), Bete (untill late hours stay up), I FEEL (lost feeling), SAY (darling), KISSBY (kiss from far distance), etc.; and (4) changing form the meaning remains: BEGINDAN (like that), CANTAK (beautiful), CUCOK (fit), EMBRONG (certainly), GILINGAN PADI (crazy), Otre (okay), lepra (hungry), ADINDA (there is), LUMPIA (forgot), SUTRA (finish), etc.

Adolescent Javanese Language and it Uses

Although living in urban areas, Javanese adolescent apparently was still thick with the use of mother tongue (Java) as the basic of the utterance. They use the Java language (mixing) to discuss their various issues of self and group.

At least there are 7 topics of conversation were identified from Java language adolescents in Surabaya medium city, they are conversation about (1) friendship, (2) goals, (3) schools, (4) love affair, (5) hobbies and habits, (6) parents, and (7) attitude or emotional upset.

Javanese Adolescent Billingual Type

Weinreich (1953) classifies billingual type based on billingual levels attached to someone. He explained that the type of billingulism divided into three types, those are coordinate (height), compound (medium, mixing) and subordinate (low, hanging). While Ardiana (1992) looked at the billingualism type based on the accuisation period. From those aspect, bllingualism classified into 3 types, namely childhood billingualism type, child period, and adolescence period. In this study the classification of billingualism type associated with the use of Java language performance aspect by Javanese adolescent in Surabaya.

Based on the data gathered by the researchers in the field, there are three types of billingualism that are phenomenally very prominent depicted in adolescent speech. These three types of billingualism are: (1) active–selective, (2) active–varied, and (3) passive–receptive.

Active–selective type is bilingualist who has Java language use ability (L1) relatively either viewed from the structure or the words choice aspect. Even there is combination with other languages elements (L2), but its use is appropriate and targeted. The language and other language elements placement (L2) are guided by a particular interest, either because of the maximal communication process or te limitation of L1 as communication tool. Even in small percentage, this adolescent Javanese type the existance is still appear clearly in the utterance. From the interview data, the adolescent ability of this type is supported by 3 things: (1) they are from Javanse native of family, (2) the presence of language tradition (respectation) in a family environment, and (3) the basic of the Java language L1 is strong enough.

Active varietie type is the figure of bilinguallism which actively uses Java language, but in every where there is language use and other language elements which are mixed. The speakers of L1 and L2 is less mastery. So in the application, either in words choice of or patterns seem ambiguous. This bilingualism type often input other languages elements (L2) arbitrarily without concerning it is appropriat or not to be used. They use certain language elements because of interaction and mass media influence so it is encourage to the prestige–modernist sense which is incorrect. From the data field, this group is classified as the large percentage. Based on the interview data it can be concluded that the cause of this situation at least there are three things: (1) base L1 mixture, (2) lack of parental attention, (3) the environmental is heterogeneous.

Passive receptive type intended as an overview to the billingualism circumstances that seem passive but still be able to understand the meaning of an utterance in Java language because of the basic owning of L1 in long time or the interaction in society. The involvement in Java language communication is limited to listening information process, but when they reply they use other langauge. From the interview data is known, there are several factors as the cause,these are the use of Indonesian lanhuage in a family (2) respected and busy family and, (3) the growth of narrow nationalist ideology.

The Impact of Billingualism on Adolescents Language

Javanese adolescent as bilingual who always involved with the use of two languages or more in any communication, certainly would not be separated from the effects of comorbid as the consequence. Something that often appear in bilingual as those is the tendency to use the language system that overlap in every spoken activity. Besides that something that easy occer is the tendency to do code switching and mixing code process either consciously or unconsciously.

Confusion System

As mentioned on billingualism type above, that adolescence is generally still at the level of language learning. Those language learning process takes place gradually, either done formally in educational institutions (schools) or in non-formal happen in society. Therefore mastery between language uses is not still relatively good. It includes the use of language systems that are often exchanged in less recognized, especially with regard to the structure of the language.

Many adolescent utterance datas built from combination system between Indonesian langauge with Javanese langauge afixation and vice versa, such as: *takbilangi* (*takkandhani*) 'I inform you', *ambilen* (*jupuken*) 'please you take', *mandio* (*adusa*) 'take a bath!', *takajak* (*takjaki)* 'I invite you', *ngerjakno* (*nggarap*) 'do', and *kata mulute* (*cangkeme, tutuke)* 'her/his saying'; *potlotku* (*pencil)* 'my pencil', *ebesny*a (*bapak ke*) 'her/his father', *embahnya* (his/her grandfather/ mother), and so forth .

Along with the increase of age, experience (education or association), it will also develop the level of awareness, knowledge, and experience, so the error as the figure above will decrease gradually towards the application correctly. The role of parents at the home, the teacher (Javanese) in schools, and cultural awareness of child, of course it contribute to the process of character formation academically of somebody which academically can put the use of language at pragmatic proportional level. The right language is when its use is effective and communicative as well as the appropriate context.

Code Switching Form

In previous chapter explained that basically code switching is a transition event using one language code into another language code. Based on the data obtained, the occurrence of code switching of Javanese adolescent in Surabaya city is influenced by four things: (1) lack of B1 mastery, (2) the influence of context and place to talk, (3) the influence of speech material, and (4) chit chat expression.

a. Javanese Language Acquisition Weakness

The teenagers, who is generally still in learning process seems to the unmastered speaking rules properly. They often apply linguistic rules inconsistently, especially the morphological system. It was figure in data quotations below.

(1) *Sakna Si Darmanto, bapaknya meninggal. Padahal ibue nyambut ana Arab pisan. Padahal adhiknya 3, masih ciling-ciling.*

(Pity Darmanto, his father died when his mother works in Arab and she bore three sisters who is still small).

(2) *Kula boten pirsa nek Paklek ajeng mriki. Sayang, nek ngabari mesthi takjemput, jane.*

(I do not know if Uncle will come here. If he sent the news first I definitely pick him up).

On two discourse examples above said there are some rules of the Java language implementation (morphological system) are less precise. In example (1) the mistake regarding the use of suffix / -a / on *sakna* (*mesakake* ' pity '), / -e / in the word ibue (ibune 'his/her mother') . There is also error on politeness level system implementation (2) which involves the application of *tembung krama* (respectful word) that should not for her/his self, but for others (to respect). The use of the word *pirsa* (look out) it should be reserved for the others (salutation), while for her/hisself used the word *ngertos* (know). Similarly, the use of Indonesian term which is not appropriate, like the word death (*seda*), affection (*eman*), and pick up (*pethuk*). Code switching that is prominent occur from the use of the Java language into Indonesian (1); and from the manners (*krama*) Java language variety (respect) to the *ngoko* Java language variety (2).

b . Context and Speaking Places Effect

Context and in which the speaking take place can also caused the code switching process occurs. People who speak together with the close friend tend to speak freely, openly and often very vulgar. Moreover that speaking take place in certain dialect regions such as Surabaya, so the influence of language and culture (dialect) is very large. The following discourse examples will illustrate that event.

(3) *Koen nggak dolin ana omahku maneh Rin? Mesti kapok, dipingit ya?*

(Rini, don't you want to my house again? You must be cured being secluded?)

(4) *Wah Koen iku nggatheli, ditunggu dua jam nggak nongol-nongol!*

(You're very bitch, waited 2 hours has not appeared too).

Code switching on the example above appears in progress of the Java language into Indonesian. It was very influenced by the new educational environment at school which every day use Indonesian. However, they seems did not able to escape the influence of their mother tongue they first mastered, that is the Java language. The use of adolescents Java language in the research area (Surabaya) average use Surabaya dialect variants.

It looks at the use of such distinctive vocabulary: *koen* (you), *nggak* (not), *Dolin* (play), *nggatheli* (rough swear words that refer to the male sex 'penis', which means brash), *la apa* (why), *mene* (tomorrow), *pa'a* (like particle "lah"(in Indonesian)).

c . Material Talks Effect

What is the subject of conversation in a speech also affect on the possibility to switch code process. Moreover if related to special talks for example religion field, science and technology, etc., Java language (L1) and even Indonesian (L2) do not able to accommodate them appropriately. Therefore, the process of adoption and adaptation seen as more effective as well as new entries. The context as illustrated in the following dialogue.

(5)Eh, aja rame Pak Hamdan teka! "Assalamualaikum", selamat sore Pak Ustad!

(Don't be crowded, Mr. Hamdan come: "Assalamualaikum" and good afternoon sir Ustad!)

(6)Terima kasih, "Waalaikumsalam warohmatullah hiwabarokatuh". Selamat sore, sugeng sonten anak-anak!

(Thanks "Waalaikumsalam warohmatullah hiwabarokatuh". Good afternoon too kids!)

(7)Sing dikarepake Bu In tentang abrasi yaiku "proses tergerusnya pantai karen pengaruh terpaan air laut". Elingku ngono.

(Which meant by Mom In that abrasion it is the process of erosion of the beach because of exposure to sea water).

Excerpt of speech discourse (5) and (6) is the data that is taken out of context "*les ngaji* (reading holy book course)" in Jambangan area. Appear before the teacher came the children talk freely with the Java language. But when the teacher comes, they immediately greeted with a greeting (in Arabic). Similarly, the reply of the teacher uses language in similar character. While the speech discourse of (7) is a free chat when students of senior high school 18 in the school yard break after executing the test (THB/Examination). They are not sure of the answer, resulting in an exchange of views among friends. Initially the conversation using the Java language, but after explaining about the "abrasion" the use of Indonesian is become the choice.

d . Lips Talking and Praise Expression

Lips talking models and praise attitude praise also often coloring speech adolescent (Java), especially children in senior high school age levels. They were joking with his fellow-friends using praise expression, even if different in meaning. Excerpt of the following data would be able to clarify the above intention.

(8)Nik, Koen iku marah melulu! Kenapa sih? Tapi nggak apa kok, kalau marah malah tambah manis.

Ninik, you are always angry, why? But if you are angry even more sweet.

(9)Wis Dit, uwis ngguantheng! Ayo cepat, keburu masuk nih. Entar Pak Agus marah- marah lagi lo!

(Didier finish, you're cute! Hurry up, trigger entry. Later Mr. Agus is angry if we late again!)

(10) Sayang koen Nang, mau-mau pa'a tekoe masih lumayan komplit. Sory ya, tinggal karen-karen.

(Unfortunately Nang, you came late in the end just get the rest. Forgive me?)

Code switching on the examples above normatively are from Java language narration which because some certain considerations move into Indonesian. Expression *kalau marah malah tambah manis* "when angry even more sweet" in the example (8) is clearly not the real praise, but just for the sake reduce ninik anger so as not to upset constantly. Similarly, shown in the example (9), *wis ngguantheng* (already handsome) only to make Didit dress more quickly for fear of late enter the class, because the break time is over. Unlike the case with the example of speech (10), euphemism statement saying "*dear*" and "sory" is more intended to make the guests (Nanang) is not offended even hosted a potluck.

e . Code Mixing Form

The use of language in the context of bilingualism beside there is inclination to occur code switching also causes many code mixing processes (code mixing). As explained before that "code mixing" is defined as the use of two or more languages by entering each incorporate elements of the language into another language in the same speech. The reason someone mixes several different elements of the language code in an speak act is to create a relaxed so that conversation take place without load.

Based on the data found in the field, mixing code event caused by four things, these are: (1) the limitations of the equivalent, (2) second partner effect, (3) lack of code mastery (system) language is used, and (4) prestige element. The overview of code mixing events contained in adolescent language (Java) in Surabaya city is explained in the discussion below.

f . Match Limitations

There is no denying that all languages have limitations if faced to the global development context. That limitation is primarily concerned with the term development aspects (science and technology) that so rapidly. This condition is also felt by the Java language speaker that the function is more localized regional. Therefore, the use of the Java language that already involves a broader communications interests, then the use of another language elements that resentative is unavoidable. This was reflected in examples of adolescents speech (students) as follows.

(11) Bukune komputer sampeyan gawa tah, Nus? Mesisan DOS karo WS-se pa'a.

Mene aku tinggal nggabung, ketemu ana rental Atlas.
(Bring the computer book Nus! Includes the WS - DOS programs do not left. Tomorrow we 'll see you at the Atlas rental).

(12) Tapi gurung tuku diskete, Nar! Padahal paling ora butuh telu maneh. Loro kanggo ngopi disket program, sijine kanggo disket data.

(Narti, we need to buy diskette at least 3 pieces. Two diskettes to copy the program and DOS, and the one another as data storage).

The two examples above are part of adolescent speech who are studying computer as part of obligation assignment in school. In connection with the introduction of computers as part of today's advancement in science and technology, the terminology used did not known in the Java language yet. Hence the term relating to the computer is used for what it is, such as: computers, DOS, WS, rental (11) ; diskette, copy, diskette of data (12). Actually there are many other terms related to computer devices, such as monitors, spiew, hardiste, printers, keyboards ; format, saving, insert, delete, enter, etc,. Beside science and technology related to computer, certain areas are also possible to take the code directly, such as terms of law, medicine, agriculture, economics, banking, religious, political, etc.

g . The Effect of Second Speaker

In a conversation, the second speaker as a partner can also affect the language model used. They who talks to the close friend, then the words choice models will be familiar (close), free, and sometimes rude without load. Unlike when we talk with new people and respectable, then in diction the words used is selective. Similarly, if there are others (O3) are cognate, then the use of language term which is cultural will be felt more comfortable and effective. The discourse utterance below will explain the context means.

(13) Koen iku katene apa, balik maneh? Ngewangi korah-korah tah? Kok nantang perkara.

(You were really back again, what do you want? Will you help wash the dishes? You have really looking for trouble only).

(14) Ayo sikat ae! Rejeki nggak apik ditolak. Lumayan ngirit thithik.

(Let's eat! This is fortune, do not rejected. Quite right can save pocket money).

(15) Koen iku banci tenan kok, masak karo arek cewek nggak PD blas.

(You were like bisexual, with girls is so insecure).

(16) Jancuk rek, dompetku ketinggalan ana saku clana sijine. Tulung koen bayari, emben takganti.

(Damn it turned out my wallet left at home. Please be paid first, tomorrow I replace).

The above speech are dialogue fragmens among senior high school students while resting and chatting in the school cafeteria. The utterance variety is so typical of young man on East Java dialect characteristick (Surabaya Language). Words choice used in speaking leads to the free and coarse (vulgar) impression. It was due to the influence of peer relationships are too familiar, so that the rules and language norms aspect is not a major consideration.

It looks at the use of the words: *koen* (you), *katene* (what will you do), *korah-korah* (washing dishes), *sikat* (eat), *banci* (coward), *arek* (kids), *cewek* (young woman), *PD* (confident), *jiancuk* (damn), and the word *saku* (pocket).

h . Lack of Mastering the Language Code

Lack of mastering the language code has also resulted weakness in controlling over the correct use of language. Thus would be reduced gradually in line with the more matured to understand the rules of language. The confusion figure in that language rules application appears on the excerpts adolescent speech when interacting with their friends and environment.

(17) Pak, permisi napa Tosan enten? Kula berdua niki koncoe SMA kriyin.

(Excuse me, is Mr. Tosan at home? I was his friend while in senior high school).

(18) Koen iku longgone aja ngono pa'a, Prap! Delengen ditontok wong.

(If you were sitting do not like that. Look out a lot of people who see).

(19) Wis takbilangi bolak-balik, nanging pancet ae nekad. Dasar rai gedheg, sontoloyo tenan kok!

(I have advise many times, but still did not pay attention Basic shameless fucking once).

Some words use in that speech are morphologically application error. For example some thing meant, word *koncoe* (*kancane*) 'the friend', *napa* (*menapa*) 'why', *enten* (*wonten*) 'there is', *Niki* (*menika*) 'it is, kriyin (rumiyin) 'ago'; longgone (lungguhe) 'the sitting', pa'a (a kind of particle such as 'lah' in Indonesia), ditontok (observe), takbilangi (I advise), pancet (constantly), *rai gedheg* (shameless), and sontoloyo (damn, brash).

i . Prestige element

The adolescent was entered at self-prestige finding level. They always want to look great either in behavior (actions) or language use. In terms of priority actions are often more muscle than his wits. Similarly, in speaking they wants to look modern and intellect. Therefore, it is often to strew the language with popular terminology and also foreign languages. Such style is just for prestige purposes only (self-esteem) without considering moral and language norms aspects. Those tendencies are reflected in the following speech discourse.

(20) .Iya deh, aku salah. Minta maaf ya? Wis tah, entar takganti saanake.

I admit guilty, sorry please? Do not worry I'll replace the money with the interest.

(21) Sory ya, wingi aku nggak isa teka. Ngeterna mamiku nyang Mojokerto, sih.   Biasa ana ponakan sing married.

(I am sorry, yesterday I could not attend. Accompany my mother to Mojokerto, as ussual there is a niece married).

In the two examples above, we can see clearly the talkative attitude (too modern attitude) from the speakers. These tendencies are often occur among adolescent either in well enough educated adolescents or adolescent in commonly. Such circumstances are expected due to the advances communications technology impact, especially radio and television that broadcast many programs on the title of celebrities live style that become the adolescent idol. That imitation process was not only in the form of behavior, but also includes the language and speech style. For example, the use of Betawi expressions such as: *deh, dong, entar, ngapain, biarin, elu, gua* (deh, dong, later, why, allow, you, I am) etc. Similarly, the use of phrase contains foreign language (English) often espouse adolescents speech, such as: *sory* (sorry), *mami* (mother), *papi* (father), married, love, week end meetings, etc

Contribution Value

Adolescents as the future generation has a strategic value in determining the direction of nation development. Therefore, the adolescence management becomes important if we want the glory future. Not only concerning the state affairs, even the culture preservation and the language also depends on how the connecting sense process among the older generation to the younger generation (adolescent) took place. If it is not treated properly and wisely, there will be rejection and breakdowns in the continuity of culture, including language. Therefore, the older generation should understand and be sensitive to their development (demand changes) in every age. Looking at the different adolescent Java language use phenomenon, the older generation does not have to glare and restless because it has become the law of nature. His duty is become good mediator so that cultural values are valuable (high) still can be inserted in order to preserve and make the Java language still exist as communicative language and modern.

From the overall adolescents language development (Java) in this study indeed is very limited. However, it is certain that the use of terms related to science and technology is something that can not be denied. It relates to the demands of time progress that also was experienced by the Java generation. In addition, the unavailability of Java language vocabulary element to support the terms and new concepts in science and technology make the adaptation approach (absorption) is considered more effective. Thus the adolescent Java language mixing code trend which is positive (convergence) can be used as embryo to develop the Java language that is better and as the expectations of today's society.

Based on the data obtained concerning development field of vocabulary above indeed is limited on surrounding language area and field studies related to school subjects. It was like the terminology in the field of: computers, physics, mathematics, Indonesian, religion, etc. However, in the Java languag development can be extended on other areas which have not been recorded in this study, such as fields of: law, politics, medicine, banking, agriculture, forestry, and so forth.

Closing

The results of elaboration in this study have just figured a part of adolescents Java language behavior in Surabaya city. As decisive element for the future development of the Java language, the tendency of young man in language use (Java) need to be identified carefully. Therefore, there should be further studies that focus on other adolescent language character, those about: (1) language variety, (2) language intensity, (3) language attitude, (4) language comparison area, and (5) Java language ability as a base of L1 .

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