The phenomena of the use of the diglossia language in the learning interaction of Indonesian language: A case study of a junior high school in Cilegon City

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A B S T R A C T

This study was conducted to explain the phenomenon of the use of diglossia language which still often occurs in the learning environment. Thus, in order to provide a solution to these symptoms, it is necessary to first explain the phenomena that occur or are behind them. The phenomenon in the use of diglossia language occurs because of the process of cultural mixing in the use of language and the dualistic attitude shown by Indonesian language teachers, especially Indonesian language teachers at the Junior High School of Cilegon City. Based on the research that has been done, it was found that teachers have been stuck between following the rules of language or getting closer to students by ignoring the rules of language. It is known that today's students are very thick in the use of language that is influenced by the media, what they see on television, or social media. So that this phenomenon goes unnoticed by teachers and students in the learning process. The results of the study were found by using a phenomenological approach that focuses on the object of study on the situation or phenomenon behind it.

1. Introduction

Language as a communication tool has a main function, namely as a means of conveying thoughts, ideas, concepts, and feelings (Abdul and Leonie, 2010). The language will be very functional if thoughts, ideas, concepts, and feelings are expressed through various interactions. The function of language is not only as a communication tool, but also as a tool for self-expression, as a tool for social integration and adaptation, and as a tool for social control (DeAndrea et al., 2010). However, a language has certain rules or patterns in common, because the language is used by heterogeneous speakers-having different social backgrounds and habits, and the language becomes diverse (Abdul and Leonie, 2010). This diversity is formed because of the background or origin of different language user groups.

Language variations in linguistic studies are distinguished based on four aspects, namely in terms of speakers, in terms of usage, in terms of formality, and in terms of facilities. Language variations in

terms of speakers related to level, class, status, and social class are called Acrolect, Basilek, Vulgar, Slang, Colloquial, Jargon, Argot, and Ken. Language variations in terms of usage or function are called Olec, variety, and register functions. Language variations in terms of formality are called frozen variety, official variety, business variety, casual variety, and familiar variety. Language variations in terms of facilities are called the spoken variety and written variety (Abdul and Leonie, 2010).

The existence of differences in the use of language in society based on their respective functions or roles according to their social context in sociolinguistics is known as diglossia (Abdul and Leonie, 2010). The phenomenon of diglossia in certain societies is a kind of agreement to distinguish the existence of two kinds of language variations which are distinguished based on their functions and roles.

Fishman (2006) argued that the sociology of language bilingualism straddles the subject domains of language, religion, and sociology. This discipline has the unique ability to sponsor social intervention schemes by offering specialist advice and influencing social theory and policy significantly. Race, ethnicity, and nationality constantly form the framework for language sociology projects anchored in the themes of individual or group identity, micro or macro level

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control and access politics in formal and informal spheres.

The world of education is a space where variations of formal language are considered standard languages. Schools as educational institutions, not only require the use of standard languages but are also places for disseminating standard language development. The standard variety is the variety of language used by educated speakers, so it is considered the best variety of Indonesian. This variety of standard language is used in scientific works, in an official setting, or in official correspondence (such as official letters). Educated people usually use the standard variety carefully. In addition, this group is considered by the community as a group consisting of people who are knowledgeable and know what is good and what is not.

In the world of education, especially in schools, teachers will use a variety of standard or formal languages in communicating. However, it is possible for teachers to use various kinds of variations of language so that the learning process is carried out in a comfortable and conducive manner. Because in the learning process, communication is referred to as educational interaction or conscious teaching and learning interactions carried out with the aim of changing one's behavior and actions. In other words, educational interaction is a two-way relationship between teachers and students with a number of norms in an effort to achieve educational goals (Palmer, 2008). Therefore, educational interactions involving teachers and students are bridged by language media.

Each teacher's communication skills have their own goals (Namaziandost and Nasri, 2019). The purpose of using communication skills like this is to strengthen students' motivation, increase student attention and help students learn selectively. The use of skills that aim to increase students' attention and curiosity about a topic, develop active learning, and develop students' thinking skills. The use of skills aims to help students think in solving problems and guide students to get the reasoning process. The use of opening and closing lessons aims to encourage students to be ready to face the tasks that will be accepted by attracting students' attention and motivation in learning.

The various skills possessed by teachers and students in communicating will not be separated from the culture that has been embedded in their lives, including the use of language when communicating. It is undeniable that language is one element of a culture. However, the diversity of languages as a product of the culture in Indonesia has its own problems. In the process of using language to communicate, it is necessary to adjust it to its functions and needs, especially when the communication is carried out within an ethnic or inter-regional scope with different language backgrounds, because of the diversity of languages that have been formed before the existence of Indonesian.

As a unified language, Indonesian needs to be used to overcome these problems. However, in the use of the Indonesian language, there is also a diversity that is consciously or unconsciously carried over when interacting using the Indonesian language. Whether it's dialect, accent, accent, or other parts related to the characteristics of the regional language that have been owned by previous speakers.

The symptoms of language use described above also occur in the use of language in Junior High School 3 Cilegon City. Mixing the use of language in schools is not only done by students but also by the teacher. The evidence that has been found by researchers includes the use of language in Junior High School Negeri 3 Cilegon city. For additional information, the city of Cilegon is a part of the province of Banten, most of the residents of Cilegon come from various regions with different language backgrounds because the city of Cilegon is an industrial city with workers from various regions. Of course, in this diversity, it is hoped that the use of Indonesian is good and correct. But the fact on the ground is that there are still many people who use their own regional language, even though Indonesian is their third language among them. This happens because the location of the school in the city of Cilegon is known as a place for immigrants to make social interactions that occur uncontrollably. The presence of migrants, especially in the area around PT Krakatau Steel and several other industries, contributed to the assimilation of language use. In addition, Banten is famous for having 2 regional languages, namely Sundanese and Javanese, making language users in Banten province mixed up.

Indonesian language learning is practically taught at all levels of education in Indonesia. The learning is delivered taking into account the level of education. However, the Indonesian language learning process needs to use Indonesian itself, which is often confused with the regional languages in each region. Symptoms of the use of regional languages in the educational environment should not be allowed. This can be referred to through Law number 24 of 2009 article 25 paragraph 3 which reads Indonesian as the official language of the state as referred to in paragraph 1 functions as the official state language, introduction to education, national level communication, development of national culture, transactions, and commercial documentation. As well as facilities for the development and utilization of science, technology, art, and the language of mass media. Rahmawati et al. (2021) measured students' communication competence in biology learning. However, it is not focused on the phenomena of language variations. Aprilani and Rohendi (2020) measured writing skills in the Sundanese language. However, it is not focused on the phenomena of language variations. Amalia et al. (2020) measured communication skills. However, it is not focused on the phenomena of language variations. Rimadani (2022) measured speaking skills. However, it is not focused on the phenomena of language variations.

Wahyuni (2022) measured communication skills. However, it is not focused on the phenomena of language variations. Indriyani (2022) measured speaking skills. However, it is not focused on the phenomena of language variations.

In connection with other relevant research, the researcher tries to describe the limitations that exist in it, so that this research does not go out of the predetermined scheme and avoids similarities in the research (Fowler, 2013). This study examines the variations of language seen in language writing. The language variation in question is according to the speaker group, in terms of formality and type of use. The results of the research or analysis concluded that variations in terms of speakers greatly affect the content of the Jawa Pos daily newspaper. The language of journalism must have six principles of news, such as the content must be short, concise, straightforward, simple, interesting, and clear. This variation in terms of formality is not used by the daily newspaper Jawa Pos, because journalists do not pay attention to it, whether it functions or not in the preparation of journalistic language. It is different in terms of certain fields such as economics, politics, and religion, there are also enough to be understood by the readers. The language of journalism in these fields must be explained more about the meaning of the term so that even low-educated readers can understand and understand term. Haryati (2014) examined the language variations in the market of Keramat Sampit that arise due to the arrival of various kinds of traders from various regions in Java. The results of the study concluded that at the market of Keramat Sampit, there were no idiolects from traders. However, in terms of buyers, only one person has a characteristic that is always using the word mmm before speaking. Most traders and buyers have the Banjarese dialect in which there are characteristic affixes, namely ja, kah, lah, nah, ae, and be. Then some have a Javanese dialect in which there are characteristics of the use of the affixes ta, ae, and a. In addition, the social status between merchants and buyers has the same social class and belongs to the middle class.

Language Society has also been studied in the journal Early Childhood Research Quarterly written by Gjicali et al. (2019), entitled Relations Among Language Comprehension, Oral Counting, and Numeral Knowledge of Ethnic and Racial Minority Young Children in 2018, This research examines the relationship between language comprehension (receptive, expressive) and numeracy skills (oral numeracy, number identification, number relationships) in a longitudinal sample of ethnic and racial minorities (Black-86%; Latino-14%) children from low-income communities. Participants were n-79 children between 1.42 and 3.42 years when initial language skills were assessed, and between 4.5 and 6.33 years when school-age language and numeracy skills were assessed.

Based on the description above and careful observations made by researchers at Junior High School 3 Cilegon City, researchers found indications of linguistic symptoms in students at Junior High School 3 Cilegon City because of the mixing of community backgrounds. Researchers found the diglossia phenomenon that occurs in the interaction of Indonesian language learning at Junior High School in Cilegon City. The researcher tries to explain the diglossia phenomenon that occurs in learning interactions at the school.

2. Theoretical framework

Sociolinguistics is a discipline that studies two things; social (society) and language. This scientific study is to analyze the pattern or behavior of the community which is analyzed through the use of language in society. One of the theories of sociolinguistics is diglossia. Diglossia is a language situation in which there is a functional division of language variations or languages that exist in society. The word diglossia comes from the French diglossia, which was once used by lingua: But the term became famous in sociolinguistic studies after being used by a Stanford University scholar, namely CA Ferguson in 1958 in a symposium on "Urbanization and languages. standards" organized by the American Anthropological Association in Washington DC. Then Ferguson made the term even more famous with an article entitled "Diglossia."

Another sociologist who developed the theory of diglossia is Fishman (1997) who mentioned that diglossia exists not only in multilingual societies which officially recognize several "languages," and not only in societies that employ separate dialects, registers, or functionally differentiated language varieties of whatever kind. In Fishman's (1997) view, diglossia is not only applied to high and low varieties of the same language but is also applied to languages that are not at all cognate. However, the emphasis is on the differences in the functions of the two languages or the variety of languages in question. In addition, Fishman (1997) also believed that diglossia can occur in people who know more than two languages, not only in people who know one language with two varieties but also in people who know more than two languages. The variety of languages fills the allocation of their respective functions and that variety is only used in official situations and the R variety in situations that are not or less formal. So Fishman (1997) divided several diglossia based on society, namely:

1. Language community that is both bilingual and diglossy
2. Language community that is bilingual but not diglossy
3. Society that is not bilingual and not diglossy

At a broader sociolinguistic level, this view points to the need to reassess the validity of outsiders' explanations of the relationship between alternation of variation and social identity. As Eastman (1992) stated, everyone uses mixed language regularly or code switching means using variations representing

the use of language variations, the formulation of code-switching in the conversation has always been a systematic and socially meaningful use of linguistic resources (Gal, 1987), or the indexical value of these styles to signify ambiguous or 'double' group identification (Heller, 2010; 1992) should be reconsidered. Because they consider the indexical value of changing varieties to be a kind of compound from the social index of values of each language used. For one thing, because one variety can be generated by more than one code, and because two or more varieties may share the same code, the default of one code may be either a 'mixed' style or, in other situations (Gal, 1979).

Ahmad and Barner-Rasmussen (2019) wrote an article entitled False Foe? When and how code-switching practices can support knowledge sharing in multinational corporations. The article was published in the Journal of International Management and explained that code-switching as a topic has been carefully studied in linguistics. Initially, the work on bilingualism in Haugen (1950a, 1950b), Vogt (1954), and Diebold (1961) seemed oblivious to the incipient conception of language. Haugen (1950a), for example, in important articles such as 'Problems of bilingualism, is devoted to reviewing the points. Bilingual research questions to predict to some degree the behavior of bilingual speakers, do not mention code-switching in addition to phenomena such as linguistic stress, substitution, importation, phonemic redistribution, re-borrowing, loanwords, loan mixes, loan shifts, and creations.

In another work, Haugen (1950b) referred to language switching appearing in the following way, speakers can switch quickly from one language to another. A similar view of interpreting behavior is expressed in Mackey (1962) as a synonym for switching. For this line of research, it is very important to understand which language a bilingual is speaking at any given moment-hence, an interest in distinguishing 'switch' from borrowing, transferring, interfering, etc. which is continued in the analysis of code-switching conversations (Auer, 1984).

From this explanation, it can be distinguished between bilingualism (for habits) and bilingualism (for abilities). Bilingualism refers to the notion of bilingualism while bilingualism refers to the notion of bilingualism. In the context of communication, the logical relationship between bilingualism and bilingualism, it turns out that not all who have bilingualism practice bilingualism in their daily lives, because this depends on the linguistic situation in their environment.

Thus, people who understand two languages can only use one language in one place/state (for a long or short time), and use the second language if they are in another place/condition. Journal Lingua entitled Bilingualism in the Community written by Cacoullos and Travis (2018) explained that code-switching and grammar in contact are relatively homogeneous, bilingual networks, the use of the two languages for several generations is maintained,

while among immigrants the shift to the dominant language is fast, only in a few generations, most likely bilingual in language one and language two over the last 150 years, long enough for contact-driven change at the societal level.

Judging from the occurrence of bilingualism, there are several factors that influence it, namely the linguistic situation, population movement, and nationalism movement. Based on the reference sources obtained, the linguistic situation can be seen from the area of the use of the language. Broadly speaking, it can be concluded that each language has its own area of use, which in the end will indicate the area of each language group. A language area will experience expansion or narrowing even until it disappears and becomes another language area. This is due to the movement of people from one geographical area to another and at the same time as the movement of the population. In addition, there is also a movement of language areas due to the different linguistic situations between the natives and the immigrants. In other words, without realizing it, language contact has occurred and in a situation like the one above bilingualism is very easy to occur. Migration of population from one area to another is caused by several factors, such as economic factors, education, religion, transmigration, and natural disasters. Bilingualism occurs when the immigrants come into language contact with the indigenous population, then one party learns the language of the other party this results in a person's ability to use more than one language, namely his own language and the language of others he is studying. In transmigration areas in Indonesia, there is bilingualism between regional languages and Indonesian, and there is also bilingualism between regional languages.

Meanwhile, Rusyana (1989) said that the factor that drives bilingualism is the nationalism movement. The nationalism movement raises the need for a national language that is used to unite the whole nation or as an official language to be used in formal communication. Thus, it can be concluded that for the purposes of communication of the entire nation and for the sake of unity it is necessary to have a single language that can be mutually accepted by all levels of society of an area and the ethnic groups in the region.

3. Results and discussion

The teacher used as the research subject is the Indonesian language teacher at Junior High School 3 Cilegon City. The teacher's name was not included on the grounds of the code of ethics in the study. The mother tongue used by the teacher is Serang Javanese, while Indonesian is occasionally used as a second language or as needed. As for other languages, the teacher does not master them. On the other hand, the eighth-grade students consist of 29 people. The mother tongue and the language used daily is Serang Javanese. Indonesian is used during the learning process, while outside of class (rest) the

language used by students of Serang Javanese and Indonesian depends on the interlocutor they are dealing with.

Judging from the situation of the Indonesian language learning process, the data found, the Indonesian language learning process runs quite smoothly. The teacher's delivery of material is quite attractive and able to generate student learning motivation so that when the learning takes place, the students look enthusiastic about the material being taught and in the end, there is good interaction between the teacher and students. Based on the observations that the researchers made during the learning process, Indonesian language teachers used a lot of word fragments from the regional language that functioned as reinforcement for the meaning of words or sentences. Based on the recordings that the author has transcribed above, the authors note that there are 52 sentences used by teachers and students during the learning process. When opening the lesson the teacher uses Arabic (sentences 1 and 2) and when closing the lesson the teacher uses Indonesian (sentence 51), the rest of the teacher and students use Indonesian although sometimes there are fragments of the regional language used by both.

Based on the research that has been done, it was found the phenomenon of diglossia which is characterized by language variations based on the terms of formality, idiolect, sociolect, and code mixing in learning interactions at Junior High School 3 Cilegon City. The nine results of the Indonesian language learning phonemic transcript data, it can be described as follows. Judging from the variety of languages based on formality, teachers are more likely to use informal language than the students themselves. This can be understood as an excuse that the teacher wants to be closer to students through the use of non-standard Indonesian, such as the use of the words ga, alfa, suruh, pake, and cewe-cewe. In the use of idiolect, the teacher is still dominant in using it. This is influenced by the style of language that wants to get closer to students. So basically, the more the teacher conveys something or interacts with the students, the more variations of the language used. Likewise with sociolects and code-mixing that occur in the learning process. Teachers who actually need to be examples-at least in the use of Indonesian in the learning process, actually show a bad attitude toward using the language. The phenomenon that occurs in the Indonesian language learning process at Junior High School in Cilegon City is a small example of language disorder in the learning process. The sad side of learning Indonesian is that it does not use good and correct Indonesian and in accordance with the rules. In principle, the phenomenon of the use of such language has violated law number 24 of 2009 which can be underlined that Indonesian is used as the language of instruction in education. The results of research conducted by researchers are certainly expected to provide scientific contributions to the development of science and technology. In line with Mukhtar et al. (2021) used information and

communication technology to support problem-solving and self-efficacy. Likewise, with the research that the author did, hopefully, it will make a scientific contribution to the development of learning the Indonesian language and literature in schools in general, especially at Junior High School Negeri 3 Cilegon City. In line, Hasani et al. (2020) created a new framework for the Indonesian language that integrated science and technology concepts. Because language is important for communication in science (Rahmawati et al., 2021; Kurniasih et al., 2022; Nisa and Wilujeng, 2020).

The results of this study describe and show that the first language (region) has a significant influence on the use of the second language, especially in the use of spoken language which tends to be spontaneous without going through a long thought process. This fact needs to be realized and anticipated by teachers in schools, especially teachers in Indonesian language lessons. For this reason, there are several things that can at least reduce student errors in the use of spoken Indonesian, among others:

1. Teachers should know that personally, they are role models for their students. So that every speech and attitude must reflect the teacher's good behavior
2. The teachers know the factors that cause students to make mistakes, in this case, the symptoms of code-mixing.
3. The teachers determine which parts need attention and detailed explanations, and what things require a lot of practice and explanation
4. The teachers give enough time for students to practice their language skills

4. Conclusion

Many linguistic things can be observed in everyday life, and it is unusual in the context of direct communication. The meaning of using spoken language will lead to intersections between the first language and the second language. This causes language symptoms such as interference, code-switching, and code-mixing. Likewise, within the framework of the research that the author did, the intersection of the regional language (Cilegon Javanese) and Indonesian language carried out by teachers and students of Junior High School 3 Cilegon City occurred naturally and caused the mixing of the system in the Cilegon Javanese language into the Indonesian language system or vice versa. The linguistic symptoms above are linguistic symptoms of a bilingual society which in the context of speech always uses two languages interchangeably.

Based on the research findings, regarding the symptoms of code-mixing, code-switching and interference in Indonesian language learning at Junior High School 3 Cilegon City, the author concludes matters relating to the explanation above as follows:

1. Language variations made by teachers and students are in the form of fragments of words/phrases from Cilegon Javanese and Indonesian
2. Code-mixing forms used by teachers and students in learning Indonesian in the form of sentences or clauses from Cilegon Javanese into Indonesian
3. Situational factors, both formal and non-formal, do not determine whether or not variations in language are carried out by teachers and students, in other words, in any situation, code-mixing symptoms can occur
4. Situational factors, both formal and non-formal, do not determine whether or not mixed symptoms occur when code-mixing is done by teachers and students, in other words, in any situation, code-mixing symptoms can occur
5. Language variations and symptoms of code mixing carried out by students are motivated because the teacher starts and does code mixing so that students systematically do this

5. Suggestions

Based on the results of this study, the authors can make recommendations to improve the learning of the Indonesian language and literature as a second language at Junior High School 3 Cilegon City, where the majority of students have a background in using Cilegon Javanese as their first language. The recommendations submitted are expected to be used as constructive input for teachers in the field of Indonesian language studies. The recommendations that the author means are as follows:

1. Teachers should know that personally, they are role models or role models for their students. So that in every speech and attitude must reflect a good teacher, especially in terms of the use of spoken Indonesian
2. Indonesian is one of the most important subjects. Given the importance of this subject, it is hoped that there will be an increase in Indonesian language learning
3. Adequate training is provided for Indonesian language teachers, so that Indonesian language learning in schools is more optimal and obtains maximum results, especially in speaking and other language skills
4. Teachers should give students enough time to practice their language skills. Because basically, Indonesian language learning aims to understand the theory of using good and correct Indonesian

Compliance with ethical standards

Conflict of interest

The author(s) declared no potential conflicts of interest with respect to the research, authorship, and/or publication of this article.

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