LANGUAGE VARIATION AND CULTURAL IDENTITY OF THE FIRST SEMESTER LAW DEPARTMENT STUDENTS IN UNIVERSITAS PAMULANG

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Article History	Abstract
	The purpose of this study is to analyze language variations in terms of speakers and to identify cultural identity aspects of Law Department Students in the first semester in Pamulang University. There were in total 18 students who originally came from different backgrounds of areas such as Java, Banten Province, East Nusa Tenggara, and Lampung. Some of them also resided in Papua. The analysis of the study was limited to language variation in terms of speakers which consists of idiolect, dialect, chronolect, dan sociolect and some cultural identity aspects. The data was mainly gathered by observations during synchronous learning by using google meet platform. The researchers recorded the learning process in order to get several conversations between students and lecturer and among students in their break time and during the learning process. Those conversations were then analyzed based on language variations in terms of speakers and cultural identity aspects. Beside observations, some interviews were also conducted to get deeper information regarding language variations and students' cultural identity. The observations and interviews were obviously conducted to refer to guidelines and rubrics of observations and interviews. To analyze the data, the researchers used the concept of data analyses suggested by Miles and Huberman. They divided the process of analysis into three phases consisting of data reduction, data displays, and conclusion drawing/verification.

Introduction

The use of language within a society does not only fulfill the need for people to communicate, but it also projects different aspects, mainly social identity and membership towards a certain group. There are various social factors which influence the use of language such as situation, social status, education, occupation, age, gender, ethnicity, social network and many more. Social status which reflects the differentiation of language used could have been prestige, wealth, education, and wisdom. Familial background which shows how respected they are within a society, including how wealthy, educated, and wise a speaker is, provides a clue of their social status. The consistency of the relationship between social rank and language patterns has been an integral part of language variation and cultural identity in many studies. This social group is known to have a particular pattern which is predictable which therefore become an important clue of language users in many communities. The way someone speaks can be an indicator of their social background.

These speech features provide important clues why a certain language differs from one group to another. Dialect is one example of a speech feature whose function is to represent a certain social group and to unite their members even if they do not live in their original region anymore. This dialect can be reflected by the variation of vocabulary or word choice, pronunciation with certain similarities and grammatical distinction. A lecturer, for example, would mainly not talk to the university students, and the same is true, a university student does not talk like classroom cleaners even though they do activities mostly in the same building. The social language divisions are based on status differences. Linguistic behavior is a series of acts of identity in which people reveal both their personal identity and their search for social roles (Hazen, 2002). Indonesia stands for different ethnicities and cultures which have a variety of languages to communicate with other citizens. The vast majority of Indonesians speak at least two languages: mother language, which is usually traditional language and national language, Bahasa Indonesia. Mastering only one language, either traditional language or Bahasa Indonesia, would unease communication especially when people have to move or travel to other parts of the country for some reasons. Citizens from different regions of the country may be able to understand each other's traditional language through the dialect chain which is quite easily recognised when speaking Bahasa Indonesia. Law Department students of Universitas Pamulang come from various different backgrounds across the Indonesian country. Through their speech in Bahasa Indonesia and English the listeners would normally be able to identify where they are from. Dialect, as one of the speech clues, plays an important role in this cultural identity. To establish connectivity and compatibility, the students of Universitas Pamulang, Law Department, who come from different regions have to vary their language in order to better understand their listeners.

In class 02HUKM003 for instance, the backgrounds of students are from different areas in Indonesia. They originally come from Java, Banten Province, East Nusa Tenggara, and Lampung. Besides studying, some of them also work as police officers in Papua.. In the interaction while studying via online platforms such as google meet, it was found that some of them used different accents with other students from Java. An example of accent was taken in prior observation which was said by a student from West Nusa Tenggara;

"*Siap ibu, saya punya e learning tidak bisa dibuka, kenapa ya bu?*"

In this sentence, "saya punya e-learning" is a very specific grammatical form from the local language where they live. This kind of variation belongs to language variation in terms of speakers as this utterance is involved in the dialect of the speaker. Another example of interaction between students while taking a break was found. "Sama bu, aku juga *ndak* bisa buka e-learningnya" said one of the students from Java. The word 'ndak' in this sentence indicates that she uses a dialect from Java, which means "no."

Those two examples above are a few of what I found in the prior observations. I am sure at the time of observation in this study, more findings in language variations will be found. In this study, I limited the analysis of language variations in class 02HUKM003. The diversity of students' origins is the main consideration in analyzing language variations that arise in conversations between students as well as between lecturer and students. There are 18 students in this class who originally come from Central Java, West Java, Banten, West Nusa Tenggara, Lampung, and even Papua.

This study uses several references related to the theory of language variations. One of the theories used in this study is according to Chaer (1995, as quoted in (Rohmawati, 2018)) classified four language variations: The first is language variation in terms of speaker. It consists of idiolect, dialect, chronolect, and sociolect. The second one is language variation in terms of utilization. The third is Language variation in terms of formality, either it is done in formal situations or informal situations. The last is language variation in terms of facilities. This can be done by oral or written.

Of the four variations of language expressed by Chaer (1995), I limited the analysis of language variation in terms of speakers in scope of idiolect, dialect, chronolect, and sociolect. Also, it covers the language variations which involve the speaker's personal identity, such as age, education, sex, occupation, social level, and economy. This study is expected to be able to determine the type of dialect and all components involved in language variation in terms of speakers which exist in interaction among students and between students and lecturer in the learning process. I hope that the results of this study may enrich the understanding of English lecturers in extending the knowledge about language variation in teaching and learning process.

Language Variation

Language variation is found in the way the speakers of any language use their own language. Sometimes a speaker from a specific region speaks differently with the other speakers even though they speak the same language. The difference sometimes occur between man and woman when they speaks. Between the older and younger speakers, sometimes it is found the difference in the style of speaking, the diction they use and also the expressions they choose. It may also occur when two siblings speak the same language but with different pronunciation. In general, the differences may be in the form of sound produced by a speaker and in the form of structure. There are several factors causing language variation. These factors are social status factors, language situations, time, culture and individuals. Gender and education are also the factor why the language variation occur. These factors can affect the linguistic behavior and speech of different speakers.

Some linguists classify language variation into two complete parts: diachronic variation and synchronic variation (Hanzen, 2017). Diachronic variation in linguistics means change over time. Meanwhile synchronic variation changes in time.

The growth of regional variation in Indonesia has been obviously caused by mobility, urbanization, literacy, economic growth and other social factors (Chambers, 2000). The variation then creates dialect chains as languages serve social functions. Thus, it is important to look at a language's social and political functions, as well as its linguistic features. The figure below explains the social and regional variation.

Figure1: Social and Regional Accent Variation CITATION Truon \l
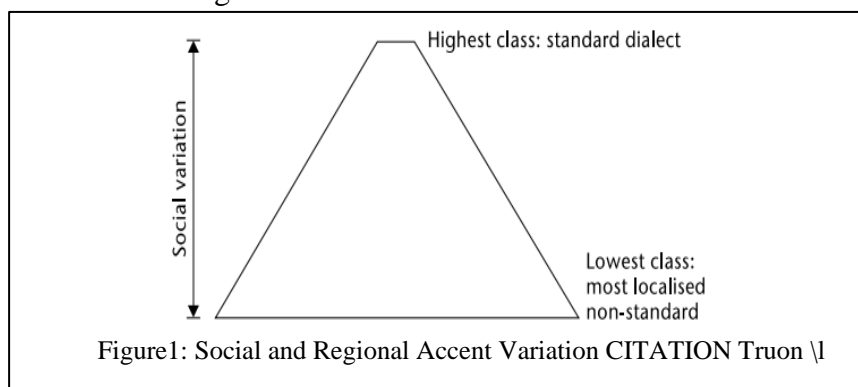
The triangle suggests that the most linguistic variation is found at the lowest socioeconomic level at a certain region. It can also be assumed that the higher the socioeconomic the more homogeneous. As the students in the first semester of the law department of Universitas Pamulang come from many different regions, the triangle would challenge the findings whether it is inline.

Order to yield better results, studying language variation needs a number of variables to relate. Sociolinguistic dialectology has expanded the number of independent variables. However, this

study limits the variables to social class, job, sex, age, ethnicity, and other independent variables in urban settings (Chambers, 2000). Remoteness or rurality, level of education, familial background may be used as additional information in order to clarify better information. It becomes important to know whether our subject research, first semester students in the law department, use the same words in expressing similar ideas or things like how their grandparents or parents would say for example. These speech features would help describe how varied the subject research is. To simplify the speech features, which lead to variables, this study proposes the following questions for the students involved in the study as part of the survey: Where are you from? Do you live in a remote/rural area? Why do you think it is remote/rural? What is your father's job? What is your mother's job? Is your father a university graduate? Is your mother a university graduate? Who has the stronger role in your family decision? Your father or your mother? Is there any different treatment inheritance and education in your family culture?

Cultural Identity

Culture is an integral part of society. People within a certain society reflect the culture in it. Cultural identity is a sociolinguistic factor that involves how speakers conceive themselves in relation to their local and larger regional communities (Hazen, 2002). Cultural identity should become part of the regular literature of non-linguistic factors assessed in the study of language variation (Hazen, 2002). Cultural identity is replicable across a wide variety of communities and is, at least for some communities, a defining factor in the patterns of language variation (Hazen, 2002).

Indonesia's overall development has initiated more mobility, urbanization, literacy, economic growth and other social factors which have led to exponential rise of accents and dialects within societies. Vernacular, as it is called, in sociolinguistics is mainly known as languages that contrast with standard ones. Vernacular dialect features contrast with standard dialect features as the forms are mainly spoken in informal settings (Holmes, 2013). Vernacular dialects, as vernacular languages, are normally valued by their particular users in expressing solidarity and affective meaning, however, they usually overt prestige. Traveling for both business and leisure, across marriage from one city to another, tertiary education takes place outside of the region, business across provinces are obvious examples of the activities which influence the growth of dialect and accent in small areas in Indonesia.

Many Senior High School graduates even continue their tertiary education abroad which within years of study time has caused changes of personal identity and other cultural influences. This may cause abandonment of mother tongue use when people successfully find a job outside their city and continuously live there for good. When it is not treated, this can eventually threaten the language extinction within a certain community. More and more traditional languages in Indonesia are noted to be in danger because of getting less and less speakers using them.

There were some studies conducted in language variation areas. One of them was a study conducted by Eva Nazalatus S, Atikatul, and Fery which entitled An Analysis of language varieties in KarangTaruna Prenduan, Sumenep. This study was aimed at investigating the kind of language variations and its meaning used by members of Karang Taruna Prenduan. Qualitative design was used in this study and observation and interview were used to collect the data. The sample was taken using snowball technique. The findings of this study show that Among twelve classification language variations of speech varieties used by the members the community uses secret language variation. The variety of language comes spontaneously. Meanwhile, Fadly Nur, et al (2021) conducted a study entitled English Language Variation of A Tourist Guide: A case Study of Indonesian Context. He found that the code choice of the

three tour guides is relatively comparable. They used some particular lexical, namely actually, so, this is I and 'and then. It is also found that they perform code-switching and code-mixing. A sociolinguistic study about Language Variation has also been conducted by Antoni et al (2019). The study entitled Language Variation in Minang Colloquial Language Spoken in Kabun region. This study aims at elaborating and comparing between the variation of Minang colloquial language and Sijunjung dialect spoken in Kabun region. The result of this study showed that Minang and Sijunjung have several prominent dissimilarities in terms of phonological aspects. The changes occur from alveolar */r/* to voiced velar fricative */gh/*, from */r/-/w/*, from */a/-/o/,* and */a/- /aw/*. It was confirmed that Minang as a standard language has phonological variations in Sijunjung dialect which may carry out new meanings. Those three studies enrich my knowledge about language variations used in social life.

The diversity of students' origins is the main consideration in analyzing language variations that arise in conversations between students as well as between lecturer and students. There are 18 students in this class who originally come from Central Java, West Java, Banten, West Nusa Tenggara, Lampung, and even Papua. They use several dialects which enrich the communication in the classroom.

The objective in this study is how do the students use language variations in terms of speakers which exist in interaction among students and between students and lecturer in the learning process?

This study is to be able to determine the students' language variation in terms of speakers which exist in interaction among students and between students and lecturer in the learning process. I hope that the results of this study may enrich the understanding of English lecturers in extending the knowledge about language variation in teaching and learning process.

Methodology

This study applies the descriptive-analysis method in a qualitative approach as it describes and analyzes texts and interviews in order to discover meaningful patterns descriptive of a particular phenomenon (Auer & Silverstein, 2003). The main purpose of qualitative study is to understand and explore the main phenomena of the object in order to gain a deep understanding and find something unique (Sugiyono, 2020). Object of the study is language variation in terms of speakers which consists of idiolect, dialect, chronolect, and sociolect. Also, it covers the language variations which involve all of the personal problems in the speaker, such as age, education, sex, occupation, social level, and economic situation of the research subject. There are in total 18 students who originally come from different backgrounds of areas such as Central Java, West Java, Banten, West Nusa Tenggara, and Lampung. Some of them also resided in Papua.

The data is mainly gathered by observations during synchronous learning by using google meet platform. I record the process of learning in order to get several conversations between students and lecturer and among students in their break time. Those conversations were then analyzed based on language variations in terms of speakers and cultural identity aspects. Beside observations, some interviews will also be conducted to get deeper information regarding language variations and students' cultural identity. The observations and interviews will obviously be conducted to refer to guidelines and rubrics of observations and interviews. To analyze the data, the writer uses the concept of data analyses suggested by Miles and Huberman. They divided the process of analysis into three phases, consisting of Data collection, Data Reduction, Data Displays, and Conclusion Drawing/Verification.

a)   **Data Collection**

In this first phase, the researcher collects data based on observations and interviews. The data collections are utterances found in the interaction between students and between students and lecturer when learning process via google meet.

b)   Data Reduction

The data reduction includes five steps. The first is the sorting process. After the data is sorted based on the specific characteristics, the researcher then needs to focus on a specific subject. The raw data is then simplified. The last two steps are abstracting and transforming the data. In this first phase, the data from interviews and observations are sorted and abstracted based on language variations in terms of speakers and some aspects in cultural identity.

c)   Data Display

As stated by Sugiono (2012), the data in qualitative research can be displayed in the form of table, graphic, phi chard, pictogram and other forms which are equivalent. The data is easy to understand and to analyze if the researcher displays the data.

d.   Conclusion Drawing

According to Miles and Huberman the last step in analysis of qualitative data is withdrawing conclusion and verification. In this stage, I will draw the conclusion based on the analysis of language variations in terms of speakers and cultural identity aspects.
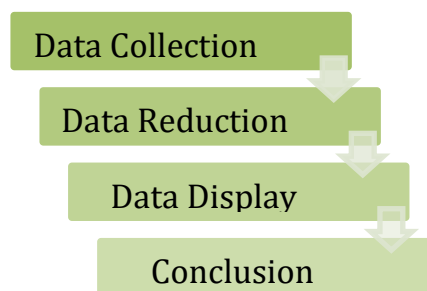

Figure.2 Data Analysis Phases
(source: Miles and Huberman)

The last step which needs to be taken after drawing a conclusion is to take triangulation. The data that has been processed through the three phases; data reduction, data display, and conclusion, was then validated using triangulation technique. The validity of the data used in this study using triangulation 3, the triangulation of sources, methods, and theory.
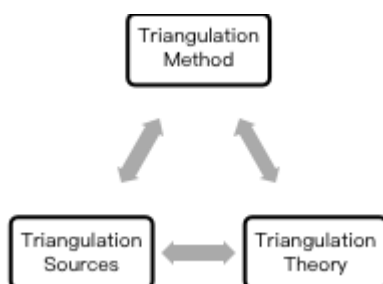

Figure 3 Triangulations
(source: Sugiyono, 2012)

Sugiyono (2012), stated that method triangulation is done by collecting data with other methods. As is known, in qualitative research researchers use interviews, observations, and surveys. To obtain the truth of the right information and a complete picture of certain information, researchers can use these methods. Researchers can combine free interview methods and structured interviews. Triangulation of data sources is digging up the truth of certain information by using various data sources such as documents, archives, interview

results, observations or also by interviewing more than one subject who is considered to have a different point of view.

Finding and Discussion

The results of this study were specifically aimed to find the language variation of the speakers which occur in the learning process in 02H P006 Class and also to find cultural identity of the speakers. The researcher took the data when learning the process using observations, structured interviews and documentation. Several studies in language variation in terms of speakers are dialect and sociolect.

a)   Dialect

Dialect is a variation of a language that is determined by a background of origin of the speaker. The language variation of the speakers means who uses this language, where the speaker lives, what is the social position in society, what is the gender, and when the language is used. Various dialects are found in conversations and in questions and answers during the learning process. One of the dialects found is the dialect of Central Java. Some of the Central Java in the utterance said by one of the students to the lecturer.

S: *"Saya ndak bisa buka e-learning, bu"*
L: *"Password dan username sudah benar belum? Coba cek lagi, barangkali belum tepat."*
S: *"Udah bu, password dan usernamenya sudah bener bu, tapi ndak bisa-bisa."*

In the dialogue there is the speech '*ndak*' which means 'no' in Indonesian. In Javanese, the word 'ndak' is used in informal situations, such as between friends.

Another language variation found was the Sundanese dialect spoken by several students in the teaching and learning process.

S1:*"Teh Lala, itu di-mute dulu mic nya."*
S2:*"Oiya lupa, makasi teh!"*

In the dialogue above, students 1 and 2 say the word *'teh'* which is a greeting for women from Sundanese background. In the unstructured interview, it was found that there were 4 students from Sundanese background in the class. They also often use some Sundanese words in conversation outside of learning hours.

Besides the two dialects found in the observation above, I also found several dialogues using Betawi dialect and Jakartan dialect. It was validated in an interview that more than fifty percent of students are from Jakarta which are spread all over greater Jakarta (Jakarta, Bogor, Depok, Tangerang, and Bekasi). Some students from Jakarta often use the Jakarta dialect in the learning and teaching process. Sometimes when they are interacting with their classmates, words like *'lo'* and *'gue'* are often used. The following are some dialogues which contain Jakartan dialect;

S3: *"Lo lupa kali username ama passwordnya."*
S4:*" Kagak bang, gue udah save password ama username di hape."*
S3:*" Terus kenapa gak bisa-bisa."*
S4:*"Lah makanya gue nanya bang, apa lagi error yak e-learningnya?"*

The word *'lo'*, *'gue'*, and '*bang*' are some examples of Jakarta dialects found in this study. *'lo'* means 'you' in Indonesian and it is usually spoken in informal situations. 'gue' means 'I' which is also spoken in informal situations, among youths. Those two words were spoken automatically, in the learning process, while actually those words are very informal and are not suggested to be said in the learning process.

The word '*bang*' means 'man' which is usually said to refer to older male friends. It is also a dialect from Jakarta which can be said both in informal or less formal situations.

There is one speech found in the dialog above which is included in Betawi dialect. Betawi dialect is spoken among Betawi tribes who originally live in the Jakarta area since a long time ago, before a lot of people from a lot of backgrounds came and resided in Jakarta. The word

'kagak' was spoken in the dialogue. It means 'not' in Indonesian and it is suggested to be spoken in informal situations.

b)   Sosiolect

Sociolects are called social dialects, that include variations of language with respect to the status, class, and social class of the speakers (Chaer, 1995: 84). Some components which are included in the sosiolect area in this study are jobs, educational background, and gender.

The first area is educational background. As it is conducted in the classroom, especially in the interaction during teaching and learning process, it can be said that all students are from the educated circle because they are currently studying in semester 2 taking law major at Pamulang University. It is evidenced in the following dialog;

L: *"Allright, guys. Dalam kalimat di atas, mana yang merupakan subject dan manakah verbnya?"*

S5: *"Subjectnya he bu, trus verbnya counting."*

L: *"Subjectnya sudah tepat, tapi verbnya masih belum komplit. Yang lain?'*

S6*:" Verbnya is counting, bu."*

L: '*Yes, that's correct."*

The words 'subject, verb, and 'is counting' in the dialogue are spoken in English correctly. This indicates that students in this class are in the high level of education. The second component is job background. Based on the structured interview with students, fifty percent of students are taking part time jobs in such places like restaurants, online shops, and coffee shops. Since they are still studying in the university, they are not able to work full time.

The third component is gender. Based on gender, there are two types of gender; male and female. The difference can be seen physically and

non-physically, both related to the atmosphere of the conversation, topic

speech, as well as the choice of words used by the students. The word 'bang' means man in English, and the word 'teh' which means miss in English are examples of words which reveal their gender.

Based on the results of the analysis, this study can be concluded that firstly, there are many dialects used in the teaching and learning process in this O2HUKP006 class, including Indonesian language dialect of Java, especially Central Java, speaking Indonesian dialect of Sundanese, speaking Indonesian

with the Jakarta dialect, and speak Indonesian Betawi. This can be known by the presence of a number of lexicon, phonemic structure and distinctive dialect intonation, so that it can distinguish between one dialect to another. Second, it is found that there are sociolect variations in terms of education, gender, and occupation.

Based on the results of the analysis, this study can be concluded that firstly, there are many dialects used in the teaching and learning process in this O2HUKP006 class, including Indonesian language dialect of Java, especially Central Java, speaking Indonesian dialect of Sundanese, speaking Indonesian with the Jakarta dialect, and speak Indonesian in Betawi dialect. There are some students from West Nusa Tenggara, but they nearly do not show their dialect in the learning process. Those dialects that arise in this study can be known by the presence of a number of lexicon, phonemic structure and distinctive dialect intonation, so that it can distinguish between one dialect to another. Second, it is found that there are sociolect variations in terms of education, gender, and occupation. Some students are taking part time job to fill their free time during the studying break, while some others are only students who

focus on studying Law. Based on the educational background, all students are having a high level standard of education since they are now taking Law majors in Pamulang University.
The results of this study has similarity with some previous studies regarding language variation area. Putri (2018) conducted a study entitled language Variation found in the interaction buyer-seller at Bunder Market Sragen. The purposes of the study are to identify and describe the language variations found in the interaction between buyer-sellers at Bunder Market Sragen and to describe factors influencing the language variations. The results of this study are this the types of language variations are (1) language variations in term of speaker or sociolect which are based on the age and social status of the speaker. The seller uses high 'krama'(the highest level of Javanese) to speak with the buyer who is her teacher at school. Meanwhile the seller uses ngoko (middle level of Javanese) to speak with usual buyers. the word "pira' which means "how much' in middle level of Javanese is used by the buyer, which comes from middle level education. Whereas when her teacher comes to buy, she uses the word 'pinten' to ask the price in high level of Javanese. This shows that she comes form higher level of education.

Conclusion

It is concluded that speakers use different language variation in their interaction with their friends and with the lecturer during the learning process. Indonesian language dialect of Java, especially Central Java, speaking Indonesian dialect of Sundanese, speaking Indonesian with the Jakarta dialect, and speaking Indonesian in Betawi dialect. There are some students from West Nusa Tenggara, but they nearly do not show their dialect in the learning process. Those dialects that arise in this study can be known by the presence of a number of lexicon, phonemic structure and distinctive dialect intonation, so that it can distinguish between one dialect to another. Second, it is found that there are sociolect variations in terms of education, gender, and occupation. Some students are taking part time jobs to fill their free time during the studying break, while some others are only students who focus on studying Law. Based on the educational background, all students are having a high level standard of education since they are now taking Law majors in Pamulang University.

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