

INCREASING ABILITY OF SPEAKING IN JAVANESSE LANGUAGE BY PLAYING KETHOPRAK

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Accepted date: 6 May 2017

Published date: 30 December 2017

To cite this document:

Herawati, N. (2017). Increasing Ability Of Speaking In Javanese Language By Playing Kethoprak. *International Journal of Law, Government and Communication*, 2(6), 9-15.

Abstract: *Lesson of Javanese Language being practised in State Senior High School (SMA) in Klaten has purposes that students have ability and habit speaking with Javanese language correctly in many situation. One of the ways to increase the ability of speaking Javanese language is by playing kethoprak. This media can mediate and simplify an activity to achieve the goal. Playing kethoprak is one of the media where the students do the activity in the classroom by performing kethoprak with certain theme. The Javanese language can be classified into two groups: (1) Basa Ngoko 'impolite language' and (2) Basa Krama 'polite language'. The problem formulation is: can playing kethoprak increase the ability of speaking Javanese language of students of SMA in Klaten? The objective of this reseach is to know whether playing kethoprak can enhance the ability of speaking Javanese language. This reseach uses the design of class action. The data collection technique is done by observation, questions, and notes. The data will be analysed with descriptive technique, that is, by describing the increasing ability of speaking Javanese. The speaking ability can be valued after the students make the scenario and perform the kethoprak. The increasing of the ability is reviewed in lexicon choice of Basa Ngoko and Basa Krama. Before performing the drama, the lexicon choice has many mistakes. But after performing the drama twice or three times, the mistakes in lexicon choice decreases.*

Keyword: *Ability of Speaking in Javanese Language, Media, Kethoprak.*

Background

Javanese still use the Javanese language in communicationg with other Javanese. Communication among them undergo development and change in the language. At this time Javanese language still has strong user. According to Hermadi (2010) Javanese language is daily used, especially in Central Java. Although, it originates from Central Java, East Java, and Yogyakarta. It is well used in society and in schools. Javanese language is one of the lessons in Primary and Yuniior High Schools; and it is local content lesson in Senior High School.

It is stated in the UUD 1945 that the government must respect and maintain the local language (Alwi, 2000). That is why it is appropriate that people, including students, take good care of the Javanese language as a means of communication. Javanese people usually educate their children since they are still in the pregnancy. That is why a pregnant woman should not say rude words; she has to speak politely to others; sing good songs containing prayer and hope for the fetus.

There are three basic functions of the Javanese language. They are as (1) means of communication (2) educational tool (3) cultural function. As a means of communication, people can use the language for communicating in the family, schools, and in the society. In this function, the politeness and ethics in using the language is included. Politeness and ethics in Javanese language is arranged in the *unggah-ungguh* 'level of politeness'. Basically, there are two levels, that is, *ngoko* 'impolite level' and *krama* 'polite level'. Further about the level of politeness, the Tata Bahasa Baku Basa Jawa (1991) standardized four levels, they are *ngoko* 'impolite', *ngoko alus* 'gentle impolite', *krama* 'polite', and *krama alus* 'respectful polite'. Language as educational tool means that by speaking right Javanese language, students can gain Javanese norms to form their character. Many things can be delivered to students concerning the level of politeness in Javanese. As cultural function, people can learn Javanese culture through the language; there are many teachings and thoughts that are contained in the Javanese language.

Teaching of Javanese language in SMA is based to the local curriculum in order that the students are familiar with their local language. One of the ways to teach Javanese language is by playing *kethoprak*. It is done in SMA in Klaten. The goal is that the students have the courage and habit to speak Javanese rightly in whatever the situation. Playing *kethoprak* is teaching media in the classroom where the students perform the play, acting as themselves or others using the language being taught (Holden, 1987: 1). Holden meant that the socio drama is thoroughly planned and done in the classroom by doing the drama performance using Javanese language with appropriate level where the students act as themselves or others. It can be said that the research entitled *Increasing Ability Of Speaking In Javanese Language By Playing Kethoprak* is increasing the ability in speaking Javanese by playing *kethoprak*, acting as themselves or others.

Classification of level of politeness in Javanese language is also done by Antun Suhono (1952:12) which divided the levels into three, they are (1) *Basa Ngoko* 'impolite language' (2) *Basa Madya* 'gentle impolite language' (3) *Basa Krama* 'polite language'. According to Antun Suhono (1952) the whole levels of politeness in Javanese language are: *ngoko lugu*, *ngoko andhap*, *madya ngoko*, *madya krama*, *madyantara*, *mudha krama*, *krama desa kramantara*, *wreda krama*, and *krama inggil*. They range from very impolite to very respectful level. Language that having levels of politeness portrays the social levels. The Javanese which has many levels of politeness actually can be simplified as two levels: *ngoko* and *krama* 'impolite and polite'.

Based on the observation, people in Central Java – especially in Klaten – use Javanese language for communication among them. Communication between parents and their children usually use *ngoko alus* 'gentle impolite' such as in this sentence:

Asri: Bu, apa suk Minggu estu tindak Solo?
'Mom, will we go to Solo on Sunday?'

The usage of the gentle impolite sentence can be frequently found in communicating to older person who should be respected. Such communication can also be found in school between a teacher and the students, and among the students and friends.

Laras: Bu Niken, kula benjing nyuwun pamit boten mlebet sekolah.
'Mrs Niken, I request your permission for tomorrow I can't go to school.'

Andi: Budi, aku nyilih garisanmu, yo?
'Budi, can I borrow your ruler, please?'

Wati: Bu Endro, sesuk mangkat senam ora?
Mrs Endro, will you go to aerobic tomorrow?'

Javanese is one of local language and asset owned Indonesia. Almost every region has local language; and it can enrich the national language.

Many words, phrases, expression, proverbs in Javanese are adopted to Indonesian. They are merged in the society.

Problem Limitation and Problem Formulation

In order that the writer has sharp focus, the problem is limited as follows: increasing ability of speaking javanese language by playing kethoprak. The problem formulation is 'can the ability of speaking Javanese of SMA student in Klaten increase by playing kethoprak?'

Research Goal

The goal of this research is: by playing kethoprak, students can increase the ability of speaking Javanese language in SMA Klaten. The result of this research can increase the knowledge of politeness level in Javanese language so that they can communicate in Javanese language correctly.

Literature Review

The Javanese people know about levels of politeness in Javanese language in communicating with others. Poedjosudarmo (1979: 3) said that speech levels are language variation determined by the politeness level of the speaker and to whom he speaks.

Speech level is product of social life in society. It can be summerized that social structure in Javanese is key factor in forming the level of language. The more complex is speech level of the language, the more complex also is the social structure (Moedjanto, 1987: 60). The speech level of language also describes the status in the society. For example, Javanese people who have higher social status talking to someone having lower social status, they will use *basa ngoko* 'impolite language'. If he is older but having lower social status compared to whom he talks to, he will use *ngoko alus* 'gentle impolite language' when talking to someone younger and having higher social status. People having lower social status will use *krama inggil* 'polite language' when they talk to someone having higher social status. The choice of politeness level used in communication is determined by (1) level of familiarity (2) social status (3) age (4) situation and condition (5) habit.

Antun Suhono (1952: 12) divided the level of politeness in Javanese language into three; they are (1) *basa ngoko* 'impolite language' (2) *basa madya* 'gentle impolite language' (3) *basa krama* 'polite language'. According to Antun, there are two kinds of *basa ngoko* 'impolite language'; they are *ngoko lugu* 'simple impolite' and *ngoko alus* 'gentle impolite.'

a) *Basa ngoko lugu* 'simple impolite language'

In *basa ngoko lugu* all words and affixes are simple and impolite. This type of language is usually used in communication (1) between older people to the younger (2) among the same age people (3) between superiors and subordinates; teachers to students; older brother to younger brother. Example: *Saben esuk aku gawe wedang*. 'I make tea every morning.'

b) *Basa ngoko alus* 'gentle impolite language'

Ngoko alus 'gentle impolite language' is mix of impolite level and polite level. The type of language is used to respect to whom the speaker says. Example: *Ibu apa sesuk estu tindak Solo?* 'Mom, will you go to Solo tomorrow?'

c) *Krama lugu* 'simple polite language'

Krama lugu has more polite words than impolite word. Only some certain words are impolite. Example: *Sampeyen napa siyos dateng peken, Bu Darmi?* 'Mrs. Darmi, are you confirmed to go to the market?'

d) *Krama alus* 'respectful polite language'

In *krama alus* all words and affixes are polite. Example: *Bapak benjing tindak Jakarta nitih sepur*. 'Father will go to Jakarta by train tomorrow.'

Not all Javanese people can use this type of language correctly. Very often they have wrong diction.

Students of SMA are Teenager

Students of SMA are teenager. They still have labil emotion and very often undergo agitation in their daily life. They can not use the level of politeness in speaking Javanese at home or at school and sometime they afraid to make mistake in speaking. But, actually they have the ability to try something new including speaking in Javanese correctly. They more often they speak Javanese in socio drama at school, their ability to use the politeness level in Javanese will increase. Students of SMA as teenager with their labil emotion realize that they have something more compared to the condition at younger age. At the teenager, they realize how important it is to take part in many activities in society so that they begin to develop themselves to enrich the norms and the level of politeness in speaking Javanese. They can differentiate which one is correct and incorrect, and they have the willingness to learn many things by way of trying (Sri Rumini dkk, 2000).

Media

Media is instrument used to transform information or message that stimuli the mind. The word media came from Latin word meaning 'intermediary' or 'conveyor', and is the plural form of the word medium. Many experts give explanation about the word media, as follows.

According to Syaiful Bahri Djamarah (1995: 136), media is a tool which can function as distributor to gain the goal. The explanation of Djamarah is in accordance with one of Latuheru (1988: 14). Latuheru said that media is material, tool, or technique which is used in teaching in

order that educational interaction communication can take place and useful. The material, tool, or technique here can be visual media, audio media, or audio visual media.

There are many kinds of media; some of them are (1) visual media that is instrument which can be seen, can be read, and can be touched such as photo, picture, poster, magazine, and book; (2) audio media that is the instrument which can be heard such as music, sound, radio broadcast, CD, etc; (3) audio visual media that is the combination of visual media and audio media such as media drama, internet, film, television, kethoprak show.

Kethoprak

Kethoprak is one of Javanese performing art. It has special theme about, in general, the life of ancient palace in Java. That is why Javanese people like to see this performance until now. The performance can be in the state offices, schools, universities, or people who have celebration for special purpose. Kethoprak (Nanik Herawati, 2009: 7) folk theater using Javanese language to perform special characters with special themes. This performance is done in group in accordance with the themes.

Research Methodology

This study uses the technique of class action research which content actions to increase the result of students' leaning in Javanese language. The process involves students and teachers; and the students should be active.

Socio Drama Method

Suryobroto (1986: 67) explained that socio drama method is a role play performed to determine the solution of social problem. The principle of socio drama are:

- a) performed by a group of students; at least two students.
- b) All students perform their part actively
- c) Guideline of socio drama performance is thoroughly prepared; and can be only the global
- d) Socio drama is meant to practise the lesson by playing the role in accordance with condition of the society in reality
- e) Socio drama can be performed resemble to the reality

Discussion

Students of SMA Karangnom Klaten use Indonesian language and Javanese in interaction with the teachers everyday. As the native speaker of Javanese language, the teacher of Javanese language is very upset to see that many students can not speak Javanese correctly, especially the use of politeness level in Javanese. When they talk to teacher or to older students, they still have mistake to use the diction. Example:

Student: Pak guru, kula benjing izin badhe tindak Solo.
'Sir, I request your permission; I will go to Solo tomorrow.'

The word 'tindak' is polite word and actually only for older and respected one. The execution of Javanese language teaching via socio drama method can be done in some steps. Steps I are (1) the planning; covering making plan the material for the socio drama, choosing the socio drama method in teaching Javanese (2) the action; covering explaining students about the

level of politeness in Javanese, giving demonstration how to play kethoprak (3) observation; in this step teacher observe how the students play the role (4) reflection; covering evaluation about the performance and the dialog in the performance.

After steps I are finished, then steps II begin; it cover the planning, executing, observation, and reflection; the same as steps I. All done in steps I are performed again in steps II, and the results are compared.

The achievement of mastering the lesson can be seen in steps I and steps II. Can teaching Javanese language with socio drama increase the understanding of students to use levels of politeness in Javanese? Notes should be taken to evaluate their performance such as the mastering the levels of politeness, dialog, and pronunciation.

The execution of socio drama in SMA di Klaten in teaching Javanese language can be described as follows. In order that students are able to use Javanese correctly, they use socio drama by playing kethoprak as the media of teaching. Students are requested to make group and to make the scenario of kethoprak in Javanese. Before that, teacher gives the topic which will be discussed. The scenario should be submitted to the teacher who will evaluate the use of politeness level in Javanese. The scenario is handed back to the students. Every student has responsibility to learn the part. Then, they practise the drama by reading the scenario.

After they are ready, the students perform the kethoprak in accordance with their part. They play as the king, palace commander, district chief, and villagers. At the first steps, many students lack of confidence and have some mistakes in the usage of words; such as they use the polite word for themselves, they use impolite words for the teachers, some students can not memorize the dialog.

The performance of the drama is done several times so that students can see the increasing the usage of Javanese. Teachers always observe while the students do the drama in order that teachers can give suggestion about the lexicon exactly.

The dialog between teachers and students at the moment of evaluation should also use Javanese. If there is mistake done by the students, teachers correct it at the same time. By doing the dialog using Javanese, students enrich the vocabulary, and they learn the correct place for words.

The increasing ability of speaking Javanese of SMA students in Klaten can be seen and can be felt by teachers and parents at home. This can be proved when students have the dialog with teachers and their parents as follows:

Student: Bu Wati, dalam badhe ngaturaken serat titipanipun ibu kula.
'Mrs Wati, my mother has a letter for you.'

Student: Bapak, benjing punapa estu tindak dateng Semarang?
'Pa, are you confirmed to go to Semarang tomorrow?'

Student to the neighbour: Mbak Nani, apa Ibu saya sesuk awan estu tindak Klaten?
'Nani, is your mother going to Klaten tomorrow'

The explanation above shows that socio drama can increase the knowledge of students in learning Javanese.

Conclusion

Socio drama as teaching media can increase the knowledge in learning politeness levels in Javanese. This can be seen by teachers or parents at home. The usage of lexicon for impolite words and polite words is correct after students do the drama several time.

Playing kethoprak is one of media in teaching Javanese for students of SMA Klaten which before are very bad in using Javanese. After performing kethoprak, they have more courage and more skilled in mastering the lexicon of Javanese. By playing kethoprak in Javanese language, students find it easier to memorize the words in Javanese and the application at school or in the society.

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