

LANGUAGE CHOICES AMONG FIFTH GRADE STUDENTS AT SDN TAMANSARI II PROBOLINGGO

Pilihan Bahasa di Kalangan Siswa Kelas Lima di SDN Tamansari II Probolinggo

¹Firda Zahrotil Ummah, firdazahrotil28@gmail.com

²Sri Andayani, sriandayani@upm.ac.id

³Sugeng Edy Mulyono, masedymulyono@upm.ac.id

^{1,2,3} Fakultas Sastra dan Filsafat

Universitas Panca Marga

Corresponding Author: Firda Zahrotil Ummah, firdazahrotil28@gmail.com

Abstract

This study investigates the phenomenon of language choice among fifth-grade students at SDN Tamansari II Probolinggo, an area characterized by linguistic diversity where Indonesian, Javanese, and Madurese are alternately used according to social context. The problem examined is what language choices are used by fifth grade students at SDN Tamansari II Probolinggo, as they frequently shift between these three languages in classroom and daily interactions, and the objective of this research is to describe the language choices used by fifth grade students in learning and interaction activities, where Indonesian tends to dominate in formal domains, whereas Javanese and Madurese are more frequently employed in informal settings. The literature review is grounded in Wardhaugh and Fuller's (2015) theoretical framework, encompassing the concepts of sociolinguistics, language choice, code-switching, code-mixing, bilingualism, and multilingualism, while also addressing the influence of social, economic, and cultural factors, as well as the role of school and family environments in shaping language choice, alongside comparisons with relevant previous research. The research method applied is descriptive qualitative with observation, recording, transcription, and analysis techniques using the extralingual pairing method, and the data were obtained from students' oral interactions in various situations in the school environment, both with teachers and fellow students, with purposive sample selection and validity tested through matching with theory and expert opinion. The results reveal that students use the three main languages dynamically according to the communication context, reflecting both bilingual and trilingual abilities, with Indonesian used in formal situations and Javanese and Madurese more dominant in non-formal interactions, where language choice is influenced by situational factors, communication objectives, and prevailing linguistic norms. This study recommends the integration of local languages into the curriculum, bilingual strategy training for teachers, and the involvement of parents and communities in efforts to preserve local languages in schools.

Keywords: Language Choice, Sociolinguistics, Bilingualism, Primary School

Abstrak:

Penelitian ini menyelidiki fenomena pilihan bahasa di kalangan siswa kelas lima di SDN Tamansari II Probolinggo, sebuah daerah yang memiliki keragaman bahasa di mana bahasa Indonesia, bahasa Jawa, dan bahasa Madura digunakan secara bergantian sesuai dengan konteks sosial. Masalah yang diteliti adalah pilihan bahasa apa yang digunakan oleh siswa kelas lima di SDN Tamansari II Probolinggo, karena mereka sering berganti-ganti antara ketiga bahasa ini dalam interaksi di kelas dan sehari-hari, dan tujuan dari penelitian ini adalah untuk mendeskripsikan pilihan bahasa yang digunakan oleh siswa kelas lima dalam kegiatan belajar dan interaksi, di mana bahasa Indonesia

cenderung mendominasi di domain formal, sedangkan bahasa Jawa dan Madura lebih sering digunakan di lingkungan informal. Tinjauan pustaka didasarkan pada kerangka teori Wardha dan Fuller (2015), yang mencakup konsep sosiolinguistik, pilihan bahasa, alih kode, campur kode, bilingualisme, dan multilingualisme, serta pengaruh faktor sosial, ekonomi, dan budaya, serta peran lingkungan sekolah dan keluarga dalam membentuk pilihan bahasa, di samping perbandingan dengan penelitian terdahulu yang relevan. Metode penelitian yang digunakan adalah deskriptif kualitatif dengan teknik observasi, perekaman, transkripsi, dan analisis menggunakan metode padan ekstralingual, dan data diperoleh dari interaksi lisan siswa dalam berbagai situasi di lingkungan sekolah, baik dengan guru maupun sesama siswa, dengan pemilihan sampel secara purposif dan diuji keabsahannya melalui pencocokan dengan teori dan pendapat para ahli. Hasil penelitian menunjukkan bahwa siswa menggunakan tiga bahasa utama secara dinamis sesuai dengan konteks komunikasi, yang mencerminkan kemampuan bilingual dan trilingual, dengan bahasa Indonesia yang digunakan dalam situasi formal dan bahasa Jawa dan Madura yang lebih dominan dalam interaksi nonformal, di mana pilihan bahasa dipengaruhi oleh faktor situasi, tujuan komunikasi, dan norma kebahasaan yang berlaku. Penelitian ini merekomendasikan integrasi bahasa daerah ke dalam kurikulum, pelatihan strategi bilingual untuk guru, dan keterlibatan orang tua dan masyarakat dalam upaya pelestarian bahasa daerah di sekolah.

Kata kunci: Pilihan Bahasa, Sosiolinguistik, Bilingualisme, Sekolah Dasar

Introduction

The cultural and ethnic diversity that transforms harmoniously has attracted tourists to come to Kabupaten Probolinggo. The tourists recognize that the language used by the people of Probolinggo Regency has its own characteristics, which can be seen from the accent and mixture of languages used in daily conversation. Around 60% of the people of Probolinggo Regency use mixed languages in their daily interactions.

Language is an essential means of communication in human life. Through language, individuals can express their ideas, thoughts, feelings and needs to others. Apart from functioning as a means of communication, language also plays an important role in building social relationships and preserving the culture of a community. (Apriyanto, 2020) states that language functions as a medium of expression, information, persuasion, exploration, and entertainment inherent in human daily activities. In addition, (Meylani, 2024) emphasizes that a good command of language allows individuals to establish harmonious social interactions and resolve conflicts more effectively. Therefore, the development of language skills is essential, not only for daily communication, but also for improving the quality of social and cultural life.

Language choice as the main means of communication that has a social nature and continues to develop dynamically. In the context of a multilingual society like Indonesia, especially in areas that have cultural wealth and regional language diversity, the phenomenon of language becomes a significant object of study. Probolinggo Regency is one of the regions that reflects this condition, where people are accustomed to interacting with various languages in their daily lives. Indonesian is used as the national language in formal situations, while

regional languages such as Madurese and Javanese dominate communication in the informal realm. This situation allows for the adjustment of language choices by the community based on the social situation and communication context at hand (Kholiza & Hamdiah, 2024).

According to (Yanti et al., 2022) The purity of Javanese and Madurese in Probolinggo Regency has begun to be abandoned. Usually, Javanese and Madurese are used in everyday situations. Meanwhile, when communicating with peers or people they already know, most people in Probolinggo Regency use a mixture of Javanese, Madurese, and Indonesian. With this, a new language emerges that occurs due to the mixing of several languages. For example, *Dek, tolong foto aghin sakejhe' neng kannak*. The phenomenon that occurs there is the existence of language choices, namely *foto aghin sakejhe' neng kannak* which comes from Madurese which means take a picture here for a while. While *Dek, minta tolong* which comes from Indonesian. While *Dek* comes from the Javanese language. Then next, *Bagaimana ini? Tulis di sini, ya? Jangan ditumpuk di sini* (Yanti et al., 2022). The phenomenon that occurs there is the existence of language choice, namely *Taktumpuk* which comes from Javanese which means I put it down. Whereas *Bagaimana ini? Tulis di sini & di sini bukunya ya* which comes from Indonesian.

The phenomenon occurs in the use of Madurese language levels by the Madurese community in Probolinggo, where the use of the language does not always follow standardized linguistic rules. Especially among the younger generation, they tend to use a simpler and more uniform form of Madurese without paying attention to language levels in accordance with applicable social norms. This condition is influenced by several factors, such as the level of education, interaction between ethnic groups, and the dominance of Indonesian in formal environments, such as schools and government (Anwari & Eka Kurniawati, 2023).

Local conditions play a significant role in shaping and influencing the language choice patterns used by students in the school environment. One concrete example of this phenomenon is found at SDN Tamansari II, an elementary school located in Probolinggo Regency. The people in this area are known as a multilingual community who actively use more than one language in their daily lives. Madurese and Javanese are the two most dominant regional languages used by the local community, while Bahasa Indonesia serves as the national language used in formal and administrative contexts.

Language use among the Probolinggo community is functional and depends on the social context that surrounds it. Madurese and Javanese are generally used in the informal sphere, such as in family communication and daily community interaction. In contrast, Indonesian is predominantly used in formal situations, including in education, government, and mass media. The findings of (Kholiza & Hamdiah, 2024) support this by showing that the Pandhalungan community in the

Gading area, Probolinggo, shows the existence of Madurese language variations that have experienced significant influence from Javanese due to intense linguistic contact, thus marking the formation of a language hybridization process. In daily linguistic practice, sociolinguistic symptoms such as code switching and code mixing also characterize the verbal interaction of the local community.

In the context of education, language plays a very crucial role. Language serves as a medium to convey knowledge, develop thinking skills, and shape the character of students. The educational process cannot run effectively without good communication between teachers and students, where language acts as the main means.

The phenomenon of language choice among students is one of the interesting topics in sociolinguistic studies. Language choice is not only influenced by internal factors such as family background, but also by the social environment, economic status, and educational policies implemented at school. (Djumabaeva & Kengboyeva, 2021) state that the existence of bilingualism and multilingualism among students can broaden their cultural horizons and improve their cognitive abilities.

The phenomenon of code-mixing and language choice that occurs in elementary schools indicates the existence of complex and interesting linguistic dynamics to be studied further. In particular, it opens up space to understand how students at the primary age level begin to form their linguistic identity through daily language practices. At this stage of development, language not only functions as a means of communication, but also as a medium of social and cultural identity formation. Therefore, the study of students' language choice patterns is very relevant, especially in the context of character building and language awareness from an early age.

Moreover, Probolinggo Regency in East Java is one of the areas that deserves to be the object of study in the study of language choice, given its ethnolinguistic complexity. This diversity is mainly influenced by the presence of two main ethnic groups, namely Javanese speakers and Madurese speakers. Intensive and continuous interaction between these two groups has given birth to a distinctive dialect form that reflects the fusion of linguistic elements from both languages. The dialect that developed in the coastal area of Probolinggo was formed as a result of social and cultural processes that take place in the daily life of the community (Kholiza & Hamdiah, 2024).

Therefore, the research conducted a study entitled "Language Choices of Fifth Grade Students at SDN Tamansari II Probolinggo" chosen with the consideration that this topic represents the need to examine in depth the linguistic dynamics that occur in the local context, especially in the environment of SDN Tamansari II. This school is located in an area characterized by linguistic diversity, so it is a relevant location to study the practice of language choice by students at the basic education level. This study aims to contribute to the development of

sociolinguistic studies, especially those related to the issue of bilingualism and multilingualism in the context of education in areas with language complexity such as Probolinggo. By raising this phenomenon, it is hoped that the results of the study can enrich the understanding of language use patterns in students' daily interactions, as well as the factors that influence their language preferences in the school and home environment.

There is a previous study that examines language choice, namely the *title Pola Pemilihan Bahasa Kelompok Pendatang Pendalungan Di Wilayah Roomo Pesisir, Gresik: Studi Etnososiolinguistik* from (Yanti et al., 2022), which examines the language used by community groups originating from the Horseshoe region, East Java, who settled in the Roomo Pesisir area, Gresik, is a form of linguistic variant influenced by the dialect of origin, as well as interaction with local languages in the region. This study identifies three language codes used by migrants in the Roomo Pesisir area, Gresik, which consist of: 1) Indonesian, 2) Javanese (ngoko and krama), and 3) Madurese (rough). In addition, there are seven patterns of language choice found in their social interactions, namely: 1) language used in daily communication within the family, 2) language used at school or work, 3) language used in interactions between fellow migrants from the same region, 4) language used in certain events (such as celebrations, posyandu, vaccinations, recitations, etc.), 5) language used with parents, 6) language used based on ethnicity, and 7) language used based on social status (such as education or position). The seven patterns of language choice emerge as a result of the dynamics of friction in the use of three languages by the same speakers in the context of the same time and situation.

The next research entitled *Pilihan Bahasa Siswa SD Di SDN 3 Kedungwungu Beserta Implikasi Dalam Pembentukan Karakter* from (indriana, astri, 2023), which examines (1) The use of mother tongue in the learning process in class and various activities in the school environment. (2) Factors that influence differences in the use of mother tongue during learning activities in the classroom and activities in the school environment. This study found that the majority of grade 2 students of SDN 3 Kedungwungu tend to use Javanese when communicating with peers. However, when interacting with teachers, they prefer to use Indonesian. This phenomenon is influenced by the upbringing of parents who teach children to use their mother tongue, both Indonesian and Javanese. In addition, teachers still use a mixture of languages in delivering material to students, considering that if they only use Javanese, students who are more accustomed to Indonesian will have difficulty understanding the teacher's explanation. Conversely, if the teacher only uses Indonesian, students who more often communicate in Javanese also face problems understanding. Therefore, most students choose to use a combination of Javanese and Indonesian as their mother tongue.

The third entitled *Pilihan Bahasa dalam Kalangan Etnik Minoriti Kedayan di Bekenu, Sarawak: Satu Penelitian Awal* from (Tuah et al., 2021) examines the

language choices carried out by the Kedayan community in Bekenu aims to assess the resilience of the Kedayan language as an impact of the increasing use of Malay, Sarawak Malay dialects, and the more dominant Iban language in Sarawak. In this study, the results show that the Kedayan language remains resilient despite facing competition from the Sarawak Malay dialect and Iban language. Kedayan language has functioned as the main language or language of choice in interactions in various domains studied.

The fourth is entitled *Pilihan Bahasa dalam Kalangan Mahasiswa di Pulau Pinang dalam Domain Keluarga dan Pendidikan* by (Khaidir et al., 2024), which examines age-based language choice among college students in Pulau Pinang, particularly in the family and education domain. The investigation was conducted by circulating a questionnaire through Google Forms, involving 164 respondents. The results showed that there was a significant difference ($p<0.05$) between students aged 22 and 23 in the way they interacted with their mothers, fathers, and siblings.

Then the research entitled *Pilihan Bahasa Oleh Anak Muda Di Daerah Denpasar*. from (Putra, I Gde Agoes Caskara surya; Hikmaharyanti, Putu Desi Anggerina; Nggus, 2022), which examines the use of language by young people in Denpasar, Bali, in various domains. Balinese, Indonesian, and English were the languages considered, while the domains studied included home, school, work (for participants who were already employed), and religion. The results of the data analysis showed that most participants were more likely to use Indonesian in most domains, followed by Balinese, and finally English. Various factors are known to influence the language use choices of young people in Denpasar.

Based on previous studies, there are differences in this study, which lie in the object of study and the theories used. This study focuses on analyzing the language choices prevailing in elementary schools. This study uses (Ronald Wardhaugh & Fuller, 2015) theory to analyze the data obtained, where research classify language choice, factors that influence language choice, code-mixing. This classification aims to deepen the understanding of the phenomenon of language choice used by learners in primary schools and contribute to the development of theories of language variation in the field of linguistics.

This study aims to find classifications in the language used by students in elementary school. This study examines the use of language by students at SDN Tamansari II, focusing on the assessment of language choice. This study explains language choice when communicating. So the researcher gave the title language change among fifth-grade students at SDN Tamansari II Probolinggo.

Method

This study uses a qualitative descriptive design that aims to describe the phenomenon of students' language use naturally without variable manipulation (Sudaryanto, 2015). This approach was chosen because it is relevant to the purpose of the study, which is to reveal the pattern of language selection in the

daily interaction of fifth grade students at SDN Tamansari II Probolinggo. The research data consisted of primary and secondary data. Primary data is in the form of students' speech recorded during the learning process and non-formal interactions, as well as the results of interviews that explore the reasons for using certain languages. Secondary data includes school documents, observation notes, and interviews with classroom teachers who provide additional information about students' socio-cultural backgrounds. All data were collected through the listening method with recording and transcription techniques. Students' conversations with teachers and peers were recorded using mobile phones, then transcribed carefully into text form using standardized Latin spelling so that the original meaning is maintained.

The research location was SDN Tamansari II Probolinggo, which is located at Jalan Prokomal, Dringu Subdistrict, Probolinggo Regency, East Java. This school was chosen because the results of preliminary observations showed an interesting phenomenon related to language use, namely Indonesian language has not been fully used in daily interactions between students and teachers. The research was conducted from May to June 2025 with the duration of data collection for three hours. The population of the study was all fifth grade students, while the sample was determined by purposive sampling technique, i.e. all fifth grade students were selected because they were considered capable of representing the diversity of language selection that occurs in schools.

Data analysis uses the extralingual pairing method which emphasizes factors outside the language, such as social background, culture, and educational environment, which influence students' language choices (Sudaryanto, 2015). This method allows researchers to examine the relationship between the social context of learning and variations in language use, both in the form of code switching and code mixing. Data validity is maintained through cross-check technique, which compares field findings with theories and expert opinions to ensure objectivity and avoid researcher bias. The data obtained were then analyzed descriptively and presented in a communicative language so as to provide a clear picture of the dynamics of students' language choices in a multilingual elementary school environment.

Discussion and Results

Data analysis and findings. Further about the analysis of the data obtained from the classification carried out by researchers at SDN Tamansari II Probolinggo.

Analysis language choice in classroom interaction:

a) Data 1

Fina: dari 2 kata tersebut termasuk singkatan dan akronim yang SD itu termasuk singkatan karena singkatan itu tadi bu guru jelaskan di

ambil huruf awalannya **tok** jadi SD itu termasuk singkatan sedangkan **seng** jatim termasuk akronim karena di ambil dari suku katanya saja

Data (1) The speech delivered by Fina contains a form of code-mixing with the insertion of Javanese vocabulary into the Indonesian sentence structure. The word “*tok*” which in Javanese means “*saja*” or “*hanya*”, as well as the word ‘*seng*’ which is a form of the word “*yang*” in Indonesian, are used in the middle of an explanation of the differences between abbreviations and acronyms. The main structure of the sentence still follows the Indonesian pattern, but the insertion of lexical elements from the Javanese language shows the influence of the local language in the delivery of material in the classroom. This phenomenon shows how students spontaneously utilize local vocabulary to clarify meaning or emphasize the information conveyed.

b) Data 2

Ubay: eh fer **beremmah reh** tak taoh kok nomer 5 ariah masuk ke akronim apa singkatan

Data (2) Ubay's speech shows code-mixing between Madurese and Indonesian. The expressions “*beremmah reh*” which means “*gimana ini*” in Madurese and “*tak taoh kok*” which means “*gak tau aku*” are used together with the question structure in Indonesian. Indonesian serves as the main frame of the sentence, while the Madurese elements are utilized to give an informal feel and show regional identity. This situation reflects students' tendency to integrate local languages in casual conversations, even when the topic is related to the subject matter.

c) Data 3

Ferdi: **engkok tak taoh kiah bay coba tanya ke fina**

Data (3) Ferdi's speech in this data is dominated by Madurese, such as in the words “*engkok*” (*saya*), “*tak taoh kiah*” (*gak tau juga*), and ‘*bay*’ (*greeting to friends*), but inserted the Indonesian phrase “*coba tanya ke fina*” which is the core of the instruction. This pattern shows that students have linguistic flexibility in switching between languages, utilizing Madurese to build closeness, and Indonesian to provide clearer directions. This phenomenon indicates a fluid and natural language integration in daily classroom communication.

d) Data 4

Fina: **sek** tunggu aku **sek** belum selesai semua tarlagi **wes** kalau aku sudah selesai semua **tak kasih** bukunya

Data (4) In Fina's speech in this data, code-mixing occurs with the use of the words "sek" (*sebentar*) and "wes" (*sudah*) which come from Javanese. However, the main structure of the sentence still uses Indonesian. The Javanese insertion here serves to give a relaxed and familiar impression in communication, which shows that local language is used not only as a means of communication, but also as a reinforcement of social relations between students. The use of this kind of local vocabulary also shows that students utilize local language elements spontaneously without losing control of the main language of instruction.

e) Data 5

Ferdi: **iyehh dimmah bukunah**

Data (5) Ferdi's utterance in this data contains Madurese vocabulary, namely "dimmah" (*mana*) and "bukunah" (*bukunya*), which are fully used in classroom conversations. Although the Indonesian element does not appear to be dominant in the sentence, the context of the learning conversation shows that the local language still has an important place in formal interactions. This shows that despite the encouragement of the use of Indonesian in schools, local language remains a convenient option for students to express their intentions, especially when interacting with peers.

f) Data 6

Fika: **tuku opo awamu dil**

Dilla: **tak taoh ghimeng kok**

Data (6) The utterances delivered by Fika and Dilla in this data show code-mixing involving two regional languages at once, namely Javanese and Madurese. Fika uses the phrase "tuku opo" which in Javanese means "beli apa", while Dilla responds with the phrase "tak taoh ghimeng kok" which in Madurese means "gak tau aku binggung". The combination of two regional languages in the same conversation reflects the natural cross-dialect interaction between students. This situation shows that students are not only able to combine local languages with Indonesian, but can also combine two local languages in one interaction without communication barriers.

g) Data 7

Fika: **beh ya opo seh**

Data (7) In this data, Fika says "beh ya opo seh" which entirely represents a form of Javanese vocabulary in the informal variety. The expression "beh ya opo" means "bagaimana" and "seh" is used as a distinctive particle to emphasize the expression. This utterance shows the full use of the local language in a casual

context, without switching to Indonesian. This phenomenon indicates that local language still acts as the main medium in non-formal interactions between students, especially when building social closeness.

h) Data 8

Dila: ben **meleah** nasi goreng **tok**?

Data (8) Dila's utterance in this data contains code-mixing by combining Madurese and Javanese language elements. The word “*meleah*” which means “*beli*” comes from Madurese, while the word “*tok*” which means “*saja*” comes from Javanese. These two vocabularies are integrated in the Indonesian sentence structure. This shows how students utilize diverse language elements to enrich expression, while maintaining regional identity in daily conversation.

i) Data 9

Dilla: **ngakanah neng dimmah fik?**

Data (9) Dilla's utterance “*ngakanah neng dimmah fik?*” fully uses Madurese. The word “*ngakanah*” means “*makan*”, “*neng*” means “*di*”, and “*dimmah*” means “*dimana*”. This full use of Madurese shows that although Indonesian is the official language of instruction at school, in interactions between students, local language remains the main choice for conveying intentions. This phenomenon shows the dominance of local language use in casual communication in the classroom environment.

j) Data 10

Fika: **eh din ga tuku-tuku tah awamu?**

Dina: **sudah**

Data (10) The conversation between Fika and Dina in this data shows code-switching. Fika uses local language (Javanese/Madurese mixture) to ask, “*eh din ga tuku-tuku tah awamu?*”, while Dina answers with Indonesian “*sudah*”. This language shift occurred because the response given was short, concise, and formal. This situation indicates that students tend to use Indonesian when responding with more definite and clear answers, especially in the context of direct questions.

k) Data 11

Fika: beh bek **sopo** awamu **nang** kantin

Data (11) Fika's utterance in this data contains code-mixing with the insertion of Javanese vocabulary. The words “*sopo*” meaning “*siapa*” and “*nang*”

meaning “*ke*” in Javanese are inserted into the Indonesian sentence structure. This phenomenon shows that students naturally integrate local vocabulary into the language of instruction, especially when speaking with peers in a relaxed atmosphere.

l) Data 12

Dina: behh kemana dilla?

Fika: dilla **sek nang** kamar mandi

Data (12) The conversation between Dina and Fika shows code-mixing. The words “*sek*” (*sebentar*) and “*nang*” (*ke*) from Javanese are used in the Indonesian sentence structure. This integration shows that the local language is used to soften the delivery of information and add a sense of familiarity.

m) Data 13

Fika: dil ayok **ndang mangan**, marine wes masuk

Data (13) Fika's utterance “*dil ayok ndang mangan, marine wes masuk*” contains some Javanese vocabulary, such as “*ndang*” (*segera*), “*mangan*” (*makan*), ‘*marine*’ (*nanti*), and “*wes*” (*sudah*). All of these vocabularies are inserted in an invitation sentence that has an Indonesian structure. This shows that the use of local language does not hinder the purpose of communication, and can even strengthen the expression of invitations that are familiar and persuasive.

n) Data 14

Fika: **ayok wes ke kelas**

Data (14) In this data, code-switching occurs when Fika says “*ayok wes ke kelas*”. The phrase “*ayok wes*” comes from Javanese, while “*ke kelas*” uses Indonesian. This switch indicates a change from the regional language variety to the national language variety in one sentence, which is generally used to emphasize orders or instructions.

o) Data 15

Rahel: **ehh kelompok an sama siapa kamu?**

Data (15) Rahel's utterance “*ehh kelompok an sama siapa kamu?*” shows code-switching from the previous conversation using Madurese to Indonesian. This switch serves to clarify information, especially when the topic of conversation shifts to determining study groups.

p) Data 16

Dila: **ruah lah ngajak wulan**

Data (16) Dila's utterance "*ruah lah ngajak wulan*" contains dominant Madurese. The word "*ruah*" means "*come*" or "*let's*", while "*ngajak*" although common in Indonesian and Javanese, is still used in a typical Madurese context. This shows that students still maintain the local language structure in inviting friends, even though there is cross-linguistic vocabulary.

q) Data 17

Dilla: **ian ben kelompok an bik sapah?**

Data (17) Dilla's utterance "*ian ben kelompok an bik sapah?*" fully uses Madurese. The phrase "*bik sapah*" means "*sama siapa*" in Madurese. The full use of local language in this informal question shows that Madurese functions as the main communication medium in casual situations.

r) Data 18

Ferdi: **bay bik rafa poleh lah kan korang sittong**

Data (18) Ferdi's utterance "*bay bik rafa poleh lah kan korang sittong*" uses Madurese dominantly. The word "*sittong*" means "*satu*" in Madurese. The full use of local language in conversations between friends shows the high level of comfort of students in using local language in the school environment.

s) Data 19

Ferdi: **fa, ayok kelompokan bik engkok, endek ben?**

Data (19) Ferdi's utterance "*fa, ayok kelompokan bik engkok, endek ben?*" also uses Madurese dominantly. The word "*ayok*" which means "*let's go*" comes from Indonesian/Javanese, but is absorbed and used in the Madurese structure. This shows the integration of cross-language vocabulary without changing the main structure of the language used.

t) Data 20

Rafa: **ehh bay ghebei apa kelompok en dinnak reh**

Data (20) Rafa's utterance "*ehh bay ghebei apa kelompok en dinnak reh*" uses full Madurese, but with syntax patterns influenced by Indonesian. This phenomenon shows that although Madurese is used predominantly, the influence of the national language is still felt in the grammar used.

u) Data 21

Ubay: tak taoh kiah, apa can degghik lah **tanyaah ke bapak** kok ghik. Ntar ke bungkoh lah dghik yeh

Data (21) Ubay's utterance "*take taoh kiah, apa can degghik lah tanyaah ke bapak kok ghik. Ntar kebungkoh lah dghik yeh*" uses dominant Madurese, but contains the Indonesian phrase "*kepada ayah*". The use of local language inserted with Indonesian vocabulary shows that students are able to adapt language according to the needs of the information conveyed.

v) Data 22

Ferdi: **iyehlah bay, kol berempah?**

Data (22) Ferdi's utterance "*iyehlah bay, kol berempah?*" fully uses Madurese. The use of this typical Madurese question form shows that local language is the main means of casual communication between students, especially when talking to peers who have the same language background.

w) Data 23

Ubay: **molenah ngajih lah yeh**

Data (23) Ubay's utterance "*molenah ngajih lah yeh*" uses full Madurese with an emphasis on the particle "yeh" at the end of the sentence. This particle serves to emphasize or emphasize the meaning of the conversation, as well as marking the characteristics of informal conversations in Madurese.

x) Data 24

Ferdi: **iyeh nyamanlah, engkok lah seng bawa karton besarrah lah gebey alassah.**

Data (24) Ferdi's utterance "*iyeh nyaman lah, engkok lah seng bawa karton besarrah lah gebey alassah*" uses Madurese as the main language, but the Indonesian vocabulary "karton" and "bawa" are inserted. This integration shows that students naturally borrow national language vocabulary when it is more common or more easily understood by the interlocutor.

Result

Based on the analysis of 24 conversational data of fifth grade students at SDN Tamansari II Probolinggo, a number of findings were obtained related to language choice and patterns of code-switching and code-mixing in classroom interactions.

First, it was found that the most dominant form of interaction was code-mixing. Most of the students' utterances showed the incorporation of Javanese

and Madurese vocabulary into the Indonesian sentence structure. This can be seen in data 1, 2, 4, 6, 8, 11-13, and 16-24. This pattern shows the integration of local language into the main language of instruction without replacing the entire language used.

Second, the use of local language functions as a marker of local identity. Madurese vocabulary such as *dimmah (mana)*, *bukunah (bukunya)*, *sittong (satu)*, as well as Javanese vocabulary such as *ndang (segera)*, *mangan (makan)*, and *tok (saja)*, often appear in students' conversations. This phenomenon reflects that local languages are not only used as a means of communication, but also as a means of maintaining social closeness and solidarity between students (data 5, 7, 9, 17, 18, 19, 20, 23).

Third, Indonesian tends to be used fully in formal contexts or when students give responses that demand clarity. This can be seen in data 10, 14, and 15, where Indonesian is used without local language inserts, showing the role of Indonesian as a formal and neutral language in the school environment.

Fourth, code-switching occurs contextually, that is, when there is a change of topic or a shift in atmosphere from casual to serious. For example, in data 10, students switch from local language to Indonesian when responding to questions; in data 14 and 15, the switch is made to give instructions or clarify information.

Fifth, students showed linguistic flexibility (bilingual and even trilingual competence), which allowed them to switch or mix languages according to the needs of communication. This flexibility appears throughout the data, both in formal classroom interactions and in casual conversations between friends.

Sixth, regional language-specific particles such as *tok*, *yeh*, *sek*, and *wes* are used to give a familiar feel, mark closeness, or emphasize the speaker's intention (data 1, 4, 8, 21, 23). These particles have a pragmatic function that strengthens interpersonal relationships in interaction.

Seventh, the classroom situation affects language choice. In formal learning, the use of local language decreases, although inserts of local words are still found, indicating that the influence of local language remains inherent in students' language habits (data 1, 2, 4, 10).

Thus, the findings of this study indicate that students' language choices are influenced by identity factors, communication situations, and interaction goals. Classroom interactions not only reflect the use of language as a means of communication, but also as a means of maintaining cultural identity and building social solidarity.

Conclusion

Based on the results of the study, it can be concluded that fifth grade students at SDN Tamansari II Probolinggo show a tendency to use three main languages in daily interactions, namely Indonesian, Javanese, and Madurese. Indonesian is predominantly used in formal contexts, especially when interacting with teachers in the classroom or in official school activities, while Javanese and Madurese tend to be used in non-formal contexts, such as when communicating with peers outside class hours. This finding reflects the existence of bilingual and even trilingual abilities among students, which allows them to make flexible language adjustments according to the social context and interpersonal relationships. This condition shows that students' language choices are dynamic and influenced by situational factors, communication goals, and linguistic norms prevailing in the surrounding environment. Thus, the ability to choose and adjust language becomes part of an effective communication strategy in their daily lives.

Bibliography

Anwar, Muslem Daud, & Meri Sartika. (2022). Pengaruh Lingkungan Keluarga dan Sekolah terhadap Motivasi Belajar Siswa di SMP. *Jurnal Sociohumaniora Kodepena (JSK)*, 3(2), 250–264. <https://doi.org/10.54423/jsk.v3i2.104>

Anwari, A., & Eka Kurniawati. (2023). Penggunaan Tingkatan Bahasa Madura dan Kaidahnya oleh Masyarakat Madura Di Probolinggo. *Vilvatikta: Jurnal Pengembangan Bahasa Dan Sastra Daerah*, 1(2), 60–68. <https://doi.org/10.59698/vilvatikta.v1i2.73>

Apriyanto. (2020). Language as A Communication Tool in Human Life. *Fox Justi: Jurnal Ilmu Hukum*, 10(2), 45–54. <http://ejournal.seaninstitute.or.id/index.php/Justi/index>

Arhaya Umil Azmah, Dea Melfiana Putri, Adrias Adrias, & Fadila Suciana. (2025). Literatur Review: Pengaruh Lingkungan Keluarga Terhadap Kemampuan Berbahasa Siswa di Sekolah Dasar (SD). *Pragmatik : Jurnal Rumpun Ilmu Bahasa Dan Pendidikan*, 3(2), 125–131. <https://doi.org/10.61132/pragmatik.v3i2.1582>

Djumabaeva, J. S., & Kengboyeva, M. Y. (2021). Bilingualism and its importance in human life. *Linguistics and Culture Review*, 5(1), 53–63. <https://doi.org/10.37028/lingcure.v5n1.451>

Fanani, A., & Ma'u, J. A. R. Z. (2020). (Fanani and Ma'u 2018). *LingTera*, 5(1), 68–77.

Fauziah, E. R., Safitri, I. N., Rahayu, A. S. W., & Hermawan, D. (2021). Kajian Sosiolinguistik Terhadap Penggunaan Bahasa Slang Di Media Sosial Twitter.

BASINDO: Jurnal Kajian Bahasa, Sastra Indonesia, Dan Pembelajarannya, 5(2), 150. <https://doi.org/10.17977/um007v5i22021p150-157>

Guna, S. D., Setiawan, H., & Maspuroh, U. (2023). Alih Kode dan Campur Kode Guru-Siswa dalam Pembelajaran Bahasa Indonesia di SMA Korpri Karawang. *Jurnal Pendidikan Bahasa*, 12(1), 148–164. <https://doi.org/10.31571/bahasa.v12i1.4615>

indriana, astri, Y. (2023). PILIHAN BAHASA SISWA SD DI SDN 3 KEDUNGWUNGU BESERTA IMPLIKASI DALAM PEMBENTUKAN KARAKTER. *AUFKLARUNG: Jurnal Kajian Bahasa, Sastra Indonesia, Dan Pembelajarannya*, 1(2), 138–146.

JAZERI, M. (2017). *Sosiolinguistik Ontologi, Epistemologi & Aksiologi* (p. 1).

Jumaida, N., & Rokhman, F. (2020). Pilihan Bahasa Mahasiswa Jurusan Bahasa dan Sastra Indonesia di Universitas Negeri Semarang. *Jurnal Sastra Indonesia*, 9(3), 192–197. <https://doi.org/10.15294/jsi.v9i3.40254>

Khaidir, M., Wahab, A., Wiwittan, D., & Ngadiman, T. (2024). *INTERNATIONAL JOURNAL OF LANGUAGE EDUCATION AND APPLIED LINGUISTICS Pilihan Bahasa dalam Kalangan Mahasiswa di Pulau Pinang dalam Domain Keluarga dan Pendidikan Language Choices among Students in Penang in the Domain of Family and Education*. 14(2), 31–45.

Kholiza, S. N., & Hamdiah, M. (2024). Dialek Bahasa Madura Pada Masyarakat Pandhalungan Di Gading Probolinggo. *Jurnal Bastra (Bahasa Dan Sastra)*, 9(3), 503–510. <https://doi.org/10.26499/jk.v14i2>.

Kurniawan, P. Y., Fatkhiyati, N. R., Nurjamilah, A. S., Dr. Hj. Iis Lisnawati, M. P., Casim, Rosiana, S., Uswatunnisa, Anam, M. K., Nafisah, S., MZ, Z. A., Farid, R. N., & Aveny Septi Astriani. (2022). Pengantar Sosio Linguistik. In A. S. A. & Muhsyanur (Ed.), *Pengantar Sosiolinguistik*. CV. AYRADA MANDIRI. <https://osf.io/eah2t>

Mak, E., Nichiporuk Vanni, N., Yang, X., Lara, M., Zhou, Q., & Uchikoshi, Y. (2023). Parental perceptions of bilingualism and home language vocabulary: Young bilingual children from low-income immigrant Mexican American and Chinese American families. *Frontiers in Psychology*, 14(January), 1–10. <https://doi.org/10.3389/fpsyg.2023.1059298>

Malabar, S. (2015). Sociolinguistics. In M. Mirnawati (Ed.), *RELC Journal* (Vol. 29, Issue 2). Perpustakaan Nasional RI: Katalog dalam Terbitan (KDT). <https://doi.org/10.1177/003368829802900210>

Meylani, A. (2024). The role of Indonesian as a communication tool in learning.

Journal of Education, Linguistics, Literature, and Art, 2(2), 58–64.
<https://doi.org/10.62568/ella.v2i2.128>

Nadifa, Fatin, J. (2022). Indonesia-English Code Mixing: A Case In Online Learning Class. *Lexeme: Journal of Linguistics and Applied Linguistics*, 2(1), 144–151. https://www.researchgate.net/profile/Adenan-Damiri/publication/368830435_FLOUTING_MAXIM_ANALYSIS_ON_BBC_RADIO_1_YOUTUBE_CHANNEL_KIDSASK_RYANREYNOLDS/links/63fc3ff157495059454899de/FLOUTING-MAXIM-ANALYSIS-ON-BBC-RADIO-1-YOUTUBE-CHANNEL-KIDS-ASK-RYAN-REYN

Putra, I Gde Agoes Caskara surya; Hikmaharyanti, Putu Desi Anggerina; Nggus, Y. C. N. (2022). Pilihan bahasa oleh anak muda di daerah Denpasar. *Seminar Nasional Linguistik Dan Sastra (SEMNALISA)*, 221–228.

Ramadhani, M. F. A., Agung, S. B., Chrismantaru, C. N., & Mintowati, M. (2024). Pengaruh Faktor Sosial dan Budaya terhadap Pemerolehan Kalimat Bahasa Kedua Pada Anak Suku Madura, Batak, dan Jawa. *KLAUSA (Kajian Linguistik, Pembelajaran Bahasa, Dan Sastra)*, 8(1), 128–134. <https://doi.org/10.33479/klausa.v8i1.964>

Ronald Wardhaugh, A., & Fuller, J. M. (2015). AN INTRODUCTION TO SOCIOLINGUISTICS. In *Library of Congress Cataloging in Publication Data* (Vol. 11, Issue 1). http://scioteca.caf.com/bitstream/handle/123456789/1091/RED2017-Eng-8ene.pdf?sequence=12&isAllowed=y%0Ahttp://dx.doi.org/10.1016/j.regsciurbeco.2008.06.005%0Ahttps://www.researchgate.net/publication/305320484_SISTEM PEMBETUNGAN TERPUSAT STRATEGI MELESTARI

Sapriati, R. S., Mirizon, S., & Silvhiany, S. (2021). Investigating Ideological Factors in Family Language Policy. *Indonesian Journal of EFL and Linguistics*, 6(1), 295. <https://doi.org/10.21462/ijefl.v6i1.395>

Sudaryanto. (2015). *Metode Dan Aneka Teknik Analisis Bahasa*. Sanata Dharma University Press.

Trihandayanii, R., & Anwari, M. (2022). Peran sosiolinguistik dalam pembelajaran bahasa indonesia di sekolah. *Stilistika: Jurnal Pendidikan Bahasa Dan Seni*, 10(2), 245–255. <https://doi.org/10.5281/zenodo.6757617>

Tuah, D., Shin, C., Gedat, R., & Mis, M. A. (2021). Pilihan Bahasa dalam Kalangan Etnik Minoriti Kedayan di Bekenu, Sarawak: Satu Penelitian Awal Dilah. *GEMA Online Journal of Language Studies*, 21(2), 177–194. <https://doi.org/10.17576/gema-2021-2102-09>

Yanti, P. I., Yulianto, B., & Suhartono, S. (2022). Pola Pemilihan Bahasa Kelompok



Literasi: Jurnal Ilmiah Kajian Ilmu Humaniora –

P-ISSN: 2339-2193; E-ISSN: XXXX-XXXX

Vol. 4, No. 1 (Mounth Year), pp. 82-99

<https://e-journal.upm.ac.id/index.php/literasi>

Pendatang Pendalungan di Wilayah Roomo Pesisir, Gresik : Studi Etnososiolinguistik. *Jurnal Pendidikan Bahasa*, 11(1), 79–98.
<https://doi.org/10.31571/bahasa.v11i1.3794>