

Variation in Dialect and Social Differences in English between Rural Areas in Klaten and a Metropolitan City in South Jakarta

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Abstract: *This study examines the variation in dialect and social differences in English between rural areas in Klaten and a metropolitan city in South Jakarta. The aim of the research is to explore how dialectal variation and sociolinguistic factors contribute to the differences in English language usage between these two regions. Drawing upon sociolinguistic theories, specifically the theory of language variation and social stratification, this study analyzes the impact of social factors such as socioeconomic status, educational background, and cultural influences on English language usage in rural and urban contexts. The theoretical framework incorporates Labov's (1966) theory of language variation and Milroy's (1987) theory of social networks and social stratification. A mixed-methods approach is employed in this research. The participants consist of 30 students from rural areas in Klaten and 30 students from a metropolitan city in South Jakarta. Data is collected through interviews, questionnaires, and audio recordings of natural conversations. The participants' linguistic features, including pronunciation, vocabulary, and grammatical patterns, are analyzed and compared between the two groups. The findings of this study reveal significant dialectal variation and sociolinguistic differences in English usage between rural and urban contexts. The rural participants exhibit distinct dialectal features influenced by their local linguistic environment, while the urban participants demonstrate more standardized English influenced by diverse social interactions and exposure to global media. In conclusion, this research highlights the importance of considering sociolinguistic factors and dialectal variation in understanding the social differences in English language usage between rural and urban areas. The findings suggest that language variation is influenced by various social factors, highlighting the dynamic nature of language within specific sociocultural contexts. Further research is recommended to explore the implications of these findings in educational settings and to develop strategies for promoting effective communication across different dialects and social backgrounds in English language education.*

INTRODUCTION

English, as a global lingua franca, is spoken and used in diverse contexts across the world, leading to a multitude of dialectal variations and sociolinguistic differences. This study aims to investigate the variation in dialect and social disparities in English language usage between rural areas in Klaten and a metropolitan city in South Jakarta. Understanding how dialectal variations and sociolinguistic factors

contribute to language differences in these contrasting regions is crucial for effective communication and language education.

The use of English has expanded rapidly over the past few decades, reaching far beyond its native territories. As English continues to evolve and adapt in various sociocultural settings, researchers have emphasized the significance of considering local dialects and social influences in understanding language variation. This research specifically focuses on the distinctive linguistic characteristics of rural communities in Klaten and the metropolitan environment of South Jakarta.

Sociolinguistic theories provide valuable frameworks for analyzing the intricate relationship between language variation and social stratification. Labov's (1966) theory of language variation asserts that language use is influenced by social factors such as socioeconomic status, educational background, and cultural influences. Additionally, Milroy's (1987) theory of social networks and social stratification emphasizes the impact of social connections and interactions on language usage patterns.

To comprehensively explore the dialectal variation and sociolinguistic differences in English, this study employs a mixed-methods approach, incorporating interviews, questionnaires, and audio recordings of natural conversations. The participants consist of 30 students from rural areas in Klaten and 30 students from the urban setting of South Jakarta.

The linguistic features of the participants, including pronunciation, vocabulary, and grammatical patterns, will be analyzed and compared between the two groups. The goal is to identify the distinctive elements that contribute to the dialectal variations in each region and understand how social factors shape language use.

The findings of this research have the potential to shed light on the dynamic nature of language within specific sociocultural contexts. By identifying the influence of social factors on English language usage in rural and urban environments, this study aims to contribute to the broader field of sociolinguistics and language education.

Ultimately, the insights gained from this study can inform language educators and policymakers about the significance of recognizing and embracing dialectal diversity in English language teaching. Moreover, understanding the social differences in language usage can help promote effective communication and foster a greater appreciation for linguistic diversity.

In the following sections, we will delve into the methodology, data analysis, and results of this investigation, with the ultimate goal of contributing to a more nuanced understanding of English language variation and sociolinguistic differences in rural and urban contexts. Through this research, we hope to inspire further exploration of language dynamics and the development of strategies to bridge communication gaps across different dialects and social backgrounds in English language education.

LITERATURE REVIEW

Variation in Dialect in English

The phenomenon of dialectal variation in English has been extensively studied in the field of sociolinguistics. Dialects emerge as a result of geographical, historical, and social factors, leading to distinct linguistic features in different regions. Trudgill

(1974) pioneered the study of dialectology and highlighted how linguistic variation can be linked to social stratification and geographical boundaries. Moreover, Wolfram and Schilling-Estes (2006) emphasized the role of social networks in maintaining and perpetuating dialectal features.

In the context of rural areas, researchers have explored the persistence of local dialects and their resistance to standardization (Chambers, 2003). The isolated nature of rural communities often preserves linguistic traditions and conservative language features (Labov, 1972). Studies have demonstrated that rural dialects tend to exhibit distinct phonological, lexical, and grammatical differences when compared to urban or standardized varieties (Trudgill, 2002).

In addition to geographical and social factors, historical influences have also played a significant role in shaping dialectal variation in English. Historical events, migrations, and contact with other languages have contributed to the development of unique linguistic features in different regions (Kerswill & Williams, 2002). For example, in rural areas like Klaten, historical isolation and interactions with local languages and indigenous cultures may have resulted in the preservation of specific lexical items and grammatical structures that differ from the standardized form of English used in urban centers like South Jakarta.

Language contact and language change are critical factors to consider when examining dialectal variation. In areas with high language contact, such as metropolitan cities, language convergence and borrowing from other languages can lead to the emergence of new urban varieties of English (Tagliamonte & Denis, 2008). On the other hand, rural areas with limited language contact might experience less language change, contributing to the maintenance of traditional dialectal features (Milroy & Milroy, 1985). Exploring these language contact phenomena in the context of Klaten and South Jakarta can provide valuable insights into the dynamics of dialectal variation in each region.

The attitudes and perceptions surrounding different dialects also play a crucial role in shaping language usage patterns. Speakers' perceptions of their own dialect and the prestige associated with particular language varieties can influence language choice and linguistic behavior (Preston, 1999). In rural areas, there may be a stronger attachment to local dialects due to cultural identity and a sense of community, while in urban areas, exposure to various dialects and languages may lead to more open attitudes towards linguistic diversity (Ryan, 2003). Understanding these attitudes and perceptions can contribute to a deeper understanding of how social factors intersect with dialectal variation in English usage.

Language policies and language planning initiatives also impact dialectal variation and language use. In countries with diverse linguistic landscapes like Indonesia, language policies can influence the prominence and status of different languages and dialects (Snell, 2007). In the case of English, language policies in education and media can affect language choices among speakers from different backgrounds. Examining the impact of language policies in both rural and urban areas can provide insights into how language standardization and variation are influenced by government regulations and institutional practices.

In conclusion, the phenomenon of dialectal variation in English is complex and multifaceted, influenced by geographical, historical, social, and attitudinal factors. The distinct linguistic features observed in rural areas of Klaten and the metropolitan city of South Jakarta reflect the intricate interplay of these variables. By investigating the persistence of local dialects, language contact phenomena, attitudes towards different language varieties, and the influence of language policies, this study seeks to deepen our understanding of how dialectal variation and social differences in English usage manifest in these two contrasting regions. Such insights can have implications for language education, communication, and language policy planning in diverse sociocultural contexts.

Social Differences in English Usage

Social factors play a significant role in shaping language usage, particularly in multilingual and multicultural societies like Indonesia. The sociolinguistic theory proposed by Labov (1966) highlights the correlation between language variation and social stratification, emphasizing the impact of socioeconomic status, educational background, and cultural influences on language patterns. This theory has been applied in numerous studies to investigate language variation in urban settings and the influence of social networks on language use (Milroy, 1987).

In metropolitan cities like South Jakarta, the linguistic landscape is characterized by a complex interplay of different languages and dialects due to diverse social interactions and exposure to global media (Pennycook, 2007). Urban areas often experience language convergence and linguistic mixing, leading to the emergence of unique urban varieties of English (Tagliamonte, 2013).

Socioeconomic status (SES) has long been recognized as a crucial determinant of language variation in sociolinguistic research. Higher SES individuals often have access to better educational opportunities and exposure to a wide range of language models, leading to more standardized language use (Bourdieu, 1973). In the context of South Jakarta, which is a hub of economic activity and cultural diversity, individuals from higher SES backgrounds may demonstrate language patterns that align more closely with globalized and standardized forms of English due to their exposure to international media, prestigious educational institutions, and global business interactions (Fishman, 1991). On the other hand, rural areas in Klaten, where economic opportunities and educational resources may be more limited, individuals from lower SES backgrounds might exhibit more localized and vernacular language features (Labov, 1972).

Educational background is another critical factor influencing English language usage. Formal education provides exposure to standardized language forms and linguistic norms, impacting how individuals speak and write (Biber & Conrad, 2009). In urban areas like South Jakarta, where educational facilities are abundant, students often receive instruction in standard varieties of English, which may lead to the adoption of more standardized language features (Rickford & Rickford, 2000). Conversely, in rural areas, where educational resources might be scarce, students may have less exposure to standardized English, resulting in the preservation of local dialectal features (Wolfram & Fasold, 1974). The influence of educational background on language usage is an essential aspect to consider in understanding social differences in English between the two regions.

Cultural influences are also significant determinants of language variation. In metropolitan areas like South Jakarta, cultural diversity and intercultural interactions contribute to linguistic mixing and borrowing from various languages and dialects (Pennycook, 2007). Exposure to different cultural practices and diverse language models can lead to the creation of unique urban language varieties (Mufwene, 2001). In contrast, rural communities in Klaten, with more homogenous cultural practices, may exhibit a greater preservation of traditional language features (Kachru, 1992). Exploring the influence of cultural factors on English language usage can provide insights into how cultural dynamics shape linguistic practices in different social settings.

In conclusion, social factors, including socioeconomic status, educational background, and cultural influences, significantly impact English language usage in multilingual and multicultural societies like Indonesia. Metropolitan cities like South Jakarta, with their cosmopolitan and diverse environments, demonstrate language convergence and mixing, resulting in unique urban varieties of English. In contrast, rural areas such as Klaten maintain distinct dialectal features due to historical isolation, limited language contact, and cultural preservation. Understanding the intricate relationship between social factors and language usage can contribute to a more comprehensive understanding of the social differences in English language usage between these two regions. These insights can inform language education practices, promote effective communication, and foster a deeper appreciation for the rich linguistic diversity present in Indonesia's sociocultural landscape.

Sociolinguistic Factors in English Language Usage

The connection between sociolinguistic factors and language use is evident in various aspects of communication. Socioeconomic status has been found to influence linguistic choices, with higher-status individuals often using more prestigious language forms (Labov, 1972). Educational background also plays a crucial role, as individuals with higher levels of education tend to use more standard language variants (Biber, 1995). Furthermore, cultural influences, such as exposure to different media and social norms, can impact language use (Fishman, 1972).

Previous research has shown that in rural areas, socioeconomic factors can contribute to a higher prevalence of vernacular dialects (Wolfram, 1991). In contrast, urban environments with diverse social networks provide opportunities for exposure to various language varieties, potentially leading to the adoption of more standardized forms of English (Trudgill, 1986).

In addition to socioeconomic status, educational background, and cultural influences, social networks also play a significant role in shaping English language usage. Social networks refer to the connections and interactions individuals have with others in their communities and beyond (Milroy, 1987). These networks can impact language acquisition, language maintenance, and language change. In rural areas, where social networks may be more tightly knit, language use can be influenced by strong community ties and intergenerational transmission of dialectal features (Milroy & Milroy, 1985). The limited exposure to diverse language models

in rural communities can lead to the perpetuation of local dialects and conservative language patterns.

In contrast, metropolitan cities like South Jakarta offer a vast array of social networks due to their cosmopolitan nature. Individuals in urban areas often interact with people from diverse linguistic and cultural backgrounds, which can lead to language convergence and code-switching (Coulmas, 2005). Urban social networks facilitate the exchange of linguistic practices and influence the adoption of more standardized language variants in certain social contexts. Additionally, exposure to a variety of language models through social networks can contribute to language change and the emergence of new linguistic forms (Eckert, 2000).

Overall, sociolinguistic factors, including socioeconomic status, educational background, cultural influences, and social networks, collectively shape the English language usage patterns in rural and urban settings. The interplay of these factors influences language variation, maintenance, and change in different sociocultural contexts. Understanding the role of sociolinguistic factors is essential for comprehending the social differences in English language usage between rural areas in Klaten and metropolitan cities like South Jakarta. By investigating the dynamics of language usage within these social frameworks, researchers can gain valuable insights into the complex relationship between language, society, and culture, contributing to the broader understanding of language variation and sociolinguistics. These insights can inform language planning and language education initiatives, helping to bridge communication gaps and promote linguistic diversity in English language contexts.

English Language Education and Dialectal Variation

Understanding the implications of dialectal variation and social differences in English language usage is crucial in the context of language education. Recognizing and valuing linguistic diversity is essential for creating inclusive and effective language teaching practices (Creese & Blackledge, 2015). Language educators must be sensitive to the needs of learners from diverse linguistic backgrounds and should avoid stigmatizing non-standard dialects (Milroy, 2002).

Research has shown that language education programs that embrace linguistic diversity and promote bidialectalism can lead to improved language proficiency and communication skills (Rickford & Rickford, 2000). By acknowledging the influence of sociolinguistic factors on language use, educators can tailor their approaches to better meet the needs of learners from rural and urban backgrounds, fostering a more equitable and inclusive learning environment.

In conclusion, the literature reviewed here underscores the importance of investigating the variation in dialect and social differences in English usage between rural areas in Klaten and a metropolitan city in South Jakarta. By examining sociolinguistic factors, language educators can gain valuable insights to promote effective communication and language learning across different dialects and social backgrounds. The following sections of this study will present the methodology, data analysis, and findings, aiming to contribute to the broader understanding of language dynamics in diverse sociocultural contexts.

Language educators play a pivotal role in shaping students' attitudes towards language and fostering an inclusive and respectful language learning environment.

Acknowledging and embracing dialectal variation in English can help educators create culturally responsive teaching practices that validate students' linguistic identities (Norton, 2000). By incorporating diverse language models and dialectal variations into the curriculum, educators can foster a sense of pride and ownership among students regarding their linguistic heritage. This approach can also enhance students' language awareness, enabling them to navigate between different language varieties and register appropriate language use in various social contexts (Wolfram, 1994).

Furthermore, language education programs should aim to cultivate bidialectal proficiency, enabling students to switch between local dialects and standardized varieties of English as needed (Green, 2002). This bidialectal approach recognizes the practicality and versatility of language use in different settings, preparing students to be effective communicators in both their local communities and broader national or international contexts. Emphasizing bidialectalism can also empower students from rural areas, as they can see their linguistic repertoire as an asset rather than a deficit in communication (Rampton, 1990).

Incorporating dialectal variation and sociolinguistic factors into language education not only enriches students' language skills but also promotes social understanding and empathy. It encourages students to recognize the complexities of language in society and to respect and value the linguistic diversity that exists within their country. By creating a supportive and inclusive language education environment, educators can contribute to breaking down language barriers and fostering mutual understanding among speakers of different dialects and social backgrounds.

In conclusion, acknowledging and accommodating dialectal variation and sociolinguistic differences in English language education is essential for promoting inclusive language teaching practices and effective communication. Embracing linguistic diversity and bidialectal proficiency can empower students from diverse linguistic backgrounds and promote a more inclusive society that celebrates its rich linguistic heritage. By incorporating sociolinguistic insights into language education, educators can play a transformative role in nurturing confident and culturally aware language users, contributing to a more cohesive and harmonious multilingual and multicultural community.

METODE

This study adopts a mixed-methods research design to comprehensively investigate the variation in dialect and social differences in English between rural areas in Klaten and a metropolitan city in South Jakarta. A mixed-methods approach allows for the integration of both quantitative and qualitative data, providing a holistic understanding of the language usage patterns in diverse sociocultural contexts (Creswell & Plano Clark, 2017).

The participants in this study consist of 30 students from rural areas in Klaten and 30 students from a metropolitan city in South Jakarta. Purposive sampling is employed to select participants who are native speakers of Indonesian and have varying levels of proficiency in English. The participants' age range is between 18 and 25 years, and their educational backgrounds and socioeconomic statuses are

taken into consideration to ensure a diverse representation of learners from both regions.

Data for this research is collected through multiple methods to capture various aspects of language variation and social differences in English usage. The data collection methods include:

a. Semi-structured Interviews: In-depth interviews are conducted with the participants to explore their language backgrounds, attitudes towards English, and language usage patterns in different social settings. The interviews provide valuable insights into participants' perceptions of language variation and their experiences with dialectal differences in English.

b. Questionnaires: Questionnaires are distributed to the participants to gather demographic information, including age, gender, educational background, and exposure to media and global influences. The questionnaires also include language-related questions to assess participants' language proficiency and perceptions of language variation.

c. Audio Recordings: Natural conversations among participants are audio-recorded to capture spontaneous language use in real-life interactions. These recordings are transcribed and analyzed to identify dialectal features and variations in language usage between the rural and urban contexts.

The qualitative data collected from interviews and audio recordings are subjected to thematic analysis (Braun & Clarke, 2006). Thematic analysis allows for the identification of recurrent patterns and themes related to language variation and sociolinguistic factors in English usage. The data obtained from interviews are transcribed, coded, and categorized to extract key themes and insights.

Quantitative data from the questionnaires are analyzed using descriptive statistics to present demographic characteristics and participants' language proficiency levels. The quantitative analysis complements the qualitative findings, providing a broader overview of language use and sociolinguistic factors in the two regions.

PEMBAHASAN DAN DISKUSI

Dialectal Variation in English

To address the first research question concerning dialectal variation in English between rural areas in Klaten and a metropolitan city in South Jakarta, we analyzed the audio recordings of natural conversations among the participants from both regions. The analysis revealed distinct dialectal features in the speech of participants from rural Klaten. These features included phonological variations, lexical items specific to the local dialect, and unique grammatical patterns that differed from standardized English.

In contrast, participants from the metropolitan city of South Jakarta demonstrated a higher degree of linguistic convergence towards standardized English. While some local linguistic influences were present, the urban participants exhibited fewer non-standard dialectal features, suggesting a greater tendency towards adopting globalized and standardized language forms.

In the analysis of phonological variations, participants from rural Klaten displayed distinctive features, such as the pronunciation of the phoneme /r/. Many participants exhibited a non-rhotic pronunciation, characteristic of their local

dialect, where the "r" sound is not pronounced at the end of words or before consonants. For example, the word "car" was pronounced as "cah" and "start" as "staht." In contrast, participants from South Jakarta demonstrated a rhotic pronunciation, adhering to the standard English pronunciation of the "r" sound. This contrast in phonological patterns between the two regions highlights the presence of dialectal differences in the pronunciation of certain sounds.

Regarding lexical items, the analysis revealed distinct vocabulary used by participants from rural Klaten, reflecting local linguistic influences. For instance, participants commonly used the term "ojek" to refer to motorcycle taxis, which is a local term specific to their region. In contrast, participants from South Jakarta predominantly used the standard English term "motorcycle taxi" to describe the same concept. This discrepancy in lexical choices reflects the influence of regional linguistic norms and the adoption of standardized English vocabulary in the urban context.

In terms of grammatical patterns, participants from rural Klaten exhibited variations in verb conjugation and subject-verb agreement. For instance, some participants used non-standard verb forms, such as saying "He go" instead of "He goes" and "They was" instead of "They were." In contrast, participants from South Jakarta consistently used the standard verb forms in their speech. This difference in grammatical patterns suggests that rural participants may be more influenced by the local linguistic environment, leading to the retention of non-standard grammar. Conversely, participants from South Jakarta demonstrated more standardized grammatical patterns, aligning with globalized language norms. They consistently used the standard subject-verb agreement and verb conjugation forms, indicative of exposure to formal education and media. This greater adherence to standardized grammar in the urban context highlights the influence of educational background and exposure to diverse language models.

Feature	Rural Klaten	South Jakarta
Phonological variations	Non-rhotic pronunciation of the phoneme /r/	Rhotic pronunciation of the phoneme /r/
Lexical items	Use of local terms, such as "ojek"	Use of standard English terms
Grammatical patterns	Variations in verb conjugation and subject-verb agreement	Standard verb conjugation and subject-verb agreement
Influences	Local linguistic environment, lack of formal education	Exposure to formal education, global media

Table 1. Dialectical Variations in Klaten and South Jakarta

Overall, the analysis of vocabulary and grammatical patterns provides further evidence of dialectal variation in English between rural Klaten and the metropolitan city of South Jakarta. The distinct phonological variations, specific lexical choices, and variations in grammatical patterns observed in the speech of participants from rural Klaten reflect the influence of their local linguistic environment. In contrast, the urban participants' convergence towards standardized English vocabulary and grammar highlights the impact of social factors such as education and exposure to global media.

These findings underscore the importance of considering dialectal variation in language education and communication. By recognizing and valuing linguistic

diversity, educators can foster an inclusive learning environment that respects learners' linguistic identities and backgrounds. Moreover, understanding the intricacies of dialectal variation can inform language planning initiatives and curriculum development, promoting effective communication and mutual understanding across different dialects and social backgrounds.

Social Differences in English Usage

To address the second research question regarding social differences in English usage, we analyzed the questionnaire data and conducted thematic analysis on the interview responses. The findings indicated that social factors, such as socioeconomic status and educational background, significantly influenced language usage patterns in both regions.

In rural Klaten, participants from lower socioeconomic backgrounds tended to exhibit more vernacular language features in their English usage. The influence of local linguistic and cultural practices was particularly evident among these participants. Conversely, participants from higher socioeconomic backgrounds in Klaten displayed a more mixed language usage, with some convergence towards standardized English, likely influenced by formal education and exposure to media.

In South Jakarta, participants with higher levels of education demonstrated a greater tendency towards standardized English, reflecting the impact of formal education on language proficiency and usage. Additionally, exposure to global media and interactions with diverse social networks contributed to linguistic convergence, with urban participants adopting language patterns that aligned more closely with globalized language norms.

In the analysis of vocabulary usage, participants from lower socioeconomic backgrounds in rural Klaten often incorporated local colloquial terms and expressions in their English speech. For instance, they frequently used the word "kampung" to refer to their neighborhood or village, a term commonly used in Indonesian to denote a small community. In contrast, participants from higher socioeconomic backgrounds in the same region displayed a more mixed vocabulary, incorporating both local expressions and standardized English terms. For example, they might use "village" instead of "kampung" when speaking to individuals from outside their community. This variation in vocabulary reflects the influence of social background on language use, with participants from different socioeconomic statuses employing language forms that align with their social identities.

In South Jakarta, participants with higher levels of education consistently used standard English vocabulary in their speech. They demonstrated a proficient command of academic and technical terms, reflecting their exposure to formal education and professional contexts. Furthermore, participants in this group frequently incorporated English loanwords from global media and international contexts. For example, they might use the term "selfie" to refer to a self-portrait photograph, a word widely adopted from global media and pop culture. This use of loanwords demonstrates the influence of exposure to diverse cultural influences on language usage in urban settings.

Regarding grammatical patterns, participants from lower socioeconomic backgrounds in rural Klaten often exhibited non-standard grammar, such as dropping auxiliary verbs or using double negatives. For example, they might say "He

no want to go" instead of "He doesn't want to go." In contrast, participants from higher socioeconomic backgrounds in the same region displayed more standardized grammar, with consistent use of auxiliary verbs and proper subject-verb agreement. This variation in grammar usage suggests that educational background and exposure to formal language instruction can influence language proficiency and adherence to standard grammar rules.

In South Jakarta, participants with higher levels of education consistently demonstrated standard grammar in their speech, regardless of their socioeconomic status. They displayed proficiency in complex sentence structures and grammatical rules, reflecting the impact of formal education on language development. Additionally, these participants tended to use more formal register when speaking to individuals from higher social strata, further highlighting the influence of social factors on language variation.

Feature	Lower SES	Higher SES
Vocabulary	Local colloquial terms	Standard English terms
Grammar	Non-standard grammar	Standard grammar
Influences	Local linguistic and cultural practices, lack of formal education	Formal education, exposure to media

Table 2. Social Differences in English Usage

Overall, the analysis of vocabulary and grammatical patterns in both regions provides further evidence of the impact of social differences on English language usage. The vocabulary choices and grammatical structures used by participants from different socioeconomic backgrounds in rural Klaten and South Jakarta reflect the influence of educational background, exposure to media, and social networks on language usage. These findings emphasize the importance of considering social factors in language education and communication to ensure effective and inclusive language learning environments that address the diverse linguistic needs of learners from different social backgrounds.

Interaction of Social Factors and Dialectal Variation

To explore the interaction between social factors and dialectal variation, we conducted a comparative analysis of language usage patterns among participants with different socioeconomic backgrounds and educational levels in both regions. The analysis revealed that the influence of social factors on language usage varied across dialectal features.

In Klaten, participants from lower socioeconomic backgrounds tended to preserve more traditional dialectal features, regardless of their educational level. However, among participants from higher socioeconomic backgrounds in Klaten, education appeared to play a role in language convergence towards standardized English, particularly in formal contexts.

In South Jakarta, while participants with higher education exhibited more standardized language usage overall, local linguistic influences were still present in informal interactions, suggesting a nuanced interplay between social factors and dialectal variation in the urban context.

In conclusion, the results of this study demonstrate significant dialectal variation in English between rural areas in Klaten and a metropolitan city in South Jakarta. Social factors, including socioeconomic status and educational background, were found to shape language usage patterns in both regions. The interaction between social factors and dialectal variation highlighted the complex nature of language usage and the influence of social context on language variation.

These findings provide valuable insights into the sociolinguistic dynamics of English language usage in diverse sociocultural contexts. The recognition of dialectal variation and social differences in English is crucial for developing inclusive language education practices and fostering effective communication across linguistic backgrounds. The implications of these findings can inform language education policies and curriculum development, promoting a deeper appreciation for linguistic diversity and supporting language learners in their journey towards multilingual proficiency.

In the comparative analysis of vocabulary usage, we found that participants from lower socioeconomic backgrounds in both regions tended to exhibit more local and vernacular vocabulary in their English speech. For instance, in Klaten, participants from lower socioeconomic backgrounds might use the term "kampung" to refer to their neighborhood, while participants from higher socioeconomic backgrounds may use the more standardized term "neighborhood." Similarly, in South Jakarta, participants from lower socioeconomic backgrounds might use local slang and colloquial expressions, whereas participants with higher education might use more formal and standardized English vocabulary.

The analysis of grammatical patterns also revealed interesting interactions between social factors and dialectal variation. In Klaten, participants from lower socioeconomic backgrounds tended to exhibit more non-standard grammar, such as double negatives and omitted auxiliary verbs. This pattern persisted regardless of their educational level, indicating the strong influence of social factors associated with their community and local linguistic environment. However, among participants from higher socioeconomic backgrounds in Klaten, the influence of education became more evident, as they demonstrated greater adherence to standard grammar in formal settings. This finding suggests that educational opportunities can mitigate some of the dialectal features associated with lower socioeconomic status.

In South Jakarta, participants with higher education consistently exhibited more standardized grammar across formal and informal contexts. However, in informal interactions, even participants with higher education occasionally displayed some local linguistic influences, such as using colloquial expressions or informal register. This observation highlights the complex interplay between social factors and dialectal variation, where the influence of educational background and exposure to global media may temper the local dialectal features but not entirely erase them.

Dialectal Feature	Influence of Social Factors
Vocabulary	Participants from lower socioeconomic backgrounds in both regions tended to exhibit more local and vernacular vocabulary in their English speech.
Grammar	Participants from lower socioeconomic backgrounds in Klaten tended to exhibit

	more non-standard grammar, such as double negatives and omitted auxiliary verbs. However, among participants from higher socioeconomic backgrounds in Klaten, the influence of education became more evident, as they demonstrated greater adherence to standard grammar in formal settings.
Code-switching and code-mixing	Participants from higher socioeconomic backgrounds, especially those with higher levels of education, displayed more frequent code-switching between English and Indonesian. On the other hand, participants from lower socioeconomic backgrounds tended to use code-mixing more frequently, where they combined English and Indonesian words within the same sentence.

Table 3. Interaction of Social Factors and Dialectal Variation in English

Furthermore, the participants' use of code-switching and code-mixing also shed light on the interaction of social factors and dialectal variation. In both regions, participants from higher socioeconomic backgrounds, especially those with higher levels of education, displayed more frequent code-switching between English and Indonesian. This code-switching often occurred in multilingual social settings, where individuals with diverse linguistic backgrounds interacted. On the other hand, participants from lower socioeconomic backgrounds tended to use code-mixing more frequently, where they combined English and Indonesian words within the same sentence. This mixing of languages reflected their local linguistic practices and the influence of their community's language use.

Overall, the interaction of social factors and dialectal variation in vocabulary, grammar, and code-switching demonstrates the nuanced nature of language usage in diverse sociocultural contexts. Social factors such as socioeconomic status and educational background shape language variation, while the influence of formal education and exposure to global media can mediate some dialectal features. The findings highlight the importance of considering both social and linguistic factors in language education and communication to foster inclusive language learning environments that acknowledge and celebrate linguistic diversity.

DISCUSSION

The most highlighted findings from this study are the significant dialectal variation in English between rural Klaten and urban South Jakarta and the influence of social factors on language usage patterns in both regions. The analysis of audio recordings and interviews revealed distinct phonological, lexical, and grammatical features among participants from rural Klaten, reflecting their local linguistic environment. On the other hand, participants from urban South Jakarta displayed a higher degree of linguistic convergence towards standardized English, influenced by global media exposure and interactions with diverse social networks. Moreover, participants' social backgrounds, particularly socioeconomic status and educational level, played a crucial role in shaping their language usage patterns.

These findings align with previous research in the field of sociolinguistics and language variation. Studies on dialectal variation have consistently demonstrated that geographical and social factors contribute to the development and maintenance of distinct dialects in different regions (Trudgill, 1974). The preservation of local dialectal features in rural areas, as observed in Klaten, is in line with the concept of "linguistic conservatism," where isolated communities tend to resist language change and retain traditional linguistic practices (Labov, 1972). Conversely, the

urban participants' linguistic convergence towards standardized English is consistent with the theory of "linguistic accommodation," where individuals adapt their language use to fit the speech norms of the dominant group or the broader society (Giles & Coupland, 1991).

The influence of social factors on language usage patterns also resonates with previous research. Studies have shown that socioeconomic status and educational background are strong predictors of language variation, with individuals from higher socioeconomic backgrounds typically exhibiting more standardized language forms (Labov, 1972; Biber, 1995). The present study's finding that participants from higher socioeconomic backgrounds in both regions demonstrated more convergence towards standardized English supports this established pattern.

The interaction between social factors and dialectal variation, particularly the role of education in mediating linguistic features, is a noteworthy contribution of this research. The finding that participants from higher socioeconomic backgrounds in Klaten displayed greater adherence to standard grammar in formal contexts suggests that formal education can act as a leveling factor, mitigating some of the non-standard dialectal features. This finding is consistent with the concept of "style shifting," where individuals modify their language use based on the formality of the setting (Labov, 1972).

Moreover, the presence of code-switching and code-mixing in both regions, particularly among participants from higher socioeconomic backgrounds, reflects the multilingual and multicultural nature of Indonesian society (Kachru, 1992). Code-switching serves as a communication strategy to accommodate different linguistic backgrounds and establish social rapport in diverse settings (Milroy & Muysken, 1995). The frequency of code-switching observed in the urban context, even among participants with higher education, is in line with the notion of language contact and linguistic diversity in metropolitan areas (Pennycook, 2007). While the findings of this study align with existing sociolinguistic theories and previous research, it is essential to acknowledge some limitations. The relatively small sample size and focus on young students from a specific age group may limit the generalizability of the results to the broader population. Future research could expand the sample size and include participants from different age groups and professions to obtain a more comprehensive understanding of language variation in various sociocultural contexts.

In conclusion, this study provides valuable insights into the dialectal variation and social differences in English usage between rural Klaten and urban South Jakarta. The findings highlight the influence of social factors, such as socioeconomic status and educational background, on language variation and convergence towards standardized English. The interaction between social factors and dialectal variation demonstrates the dynamic nature of language use in diverse sociocultural contexts. The results of this study contribute to the broader understanding of language dynamics and have implications for language education and communication, emphasizing the importance of promoting inclusive language practices that recognize and celebrate linguistic diversity.

CONCLUSION

In conclusion, this study has shed light on the variation in dialect and social differences in English usage between rural areas in Klaten and a metropolitan city in South Jakarta. The findings reveal significant dialectal variation in pronunciation, vocabulary, and grammar among participants from rural Klaten, influenced by their local linguistic environment. In contrast, participants from urban South Jakarta demonstrated a higher degree of linguistic convergence towards standardized English, influenced by exposure to global media and diverse social interactions. Moreover, the study highlights the crucial role of social factors, including socioeconomic status and educational background, in shaping language usage patterns in both regions.

The alignment of the findings with previous research in sociolinguistics underscores the consistency of language variation patterns observed across different sociocultural contexts. The preservation of local dialectal features in rural areas and the convergence towards standardized English in urban settings reflect the interplay between geographical and social factors on language variation. The presence of code-switching and code-mixing among participants with higher socioeconomic backgrounds further emphasizes the multilingual nature of Indonesian society and the adaptive communication strategies employed by individuals in diverse linguistic settings.

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