Finding The Uniqueness of Language Variations in College Students' Speech

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Abstract

A speech community has language variations. This study aimed to investigate language variations in STMIK Jayanusa students who come from various areas. This research was qualitative research, using a case study approach. The subjects of the research were the second-year students of STMIK Jayanusa, who majored in Information Systems. Observation and field notes were used to collect the data. It was revealed that there were hundreds of language variations found among students caused by situational factors. Those situational factors were in form of the setting where the language was used, the situation or context, and the speakers of the language itself. One interesting thing from this research was an individual contributed hundreds or more language variations toward a speech community. A speech community that consists of hundreds of people will have thousands or millions of language variations. Thus, it is suggested for the next researcher who are interested to investigate the same topic to involve more subjects in his or her research so that she or he will find more uniqueness or even novel findings.

Keywords: Speech; language variation; students

Abstrak

Suatu masyarakat sosial memiliki variasi Bahasa dalam berkomunikasi. Penelitian ini bertujuan untuk mengetahui variasi bahasa dari mahasiswa STMIK Jayanusa yang berasal dari berbagai daerah. Penelitian ini merupakan penelitian kualitatif dengan pendekatan studi kasus. Subyek penelitian ini adalah mahasiswa tahun kedua STMIK Jayanusa, jurusan Sistem Informasi. Observasi dan catatan lapangan digunakan untuk mengumpulkan data. Terungkap bahwa terdapat ratusan variasi bahasa yang ditemukan di kalangan siswa yang disebabkan oleh faktor situasional. Faktor situasional tersebut berupa latar tempat bahasa itu digunakan, situasi atau konteks, dan penutur bahasa itu sendiri. Satu hal yang menarik dari penelitian ini adalah seorang individu menyumbangkan ratusan atau lebih variasi bahasa terhadap suatu masyarakat tutur. Komunitas tutur yang terdiri dari ratusan orang akan memiliki ribuan atau jutaan variasi bahasa. Oleh karena itu, peneliti selanjutnya yang tertarik untuk meneliti topik yang sama disarankan untuk melibatkan lebih banyak subjek dalam penelitiannya sehingga akan menemukan lebih banyak keunikan atau bahkan temuan baru.

Kata Kunci: Percakapan; variasi bahasa; siswa

1. Introduction

Language is a medium that connects people. Without any language, there will be no interaction and communication among people all over the world. Based on human beings' nature, they are meant to be social creatures. They need each other; they cannot stand alone nor live alone. To socialize, they require medium to have interaction. That medium is called as language.

Language can be defined as a system to help communication take place between its users and it constitutes some elements such as sounds, words, and grammars (Dictionary). In addition, nomarmally, that system is used by a group or a community live in a certain place or country. For example, Russians use Russian to interact, Indonesians use Bahasa among them, and Malaysians use Malay for daily communications among them.

Hymes, as cited in Brown (2000) claims that language involves grammatical, lexical, and phonological rules so that to use any particular language, ones must master those components and if they do not have any knowledge about them, they can not use the particular language to communicate. Moreover, several characteristics of language are: (1) Language is meaningful, (2) its purpose is to connect people in communication, (3) its structure describes its functional use, (4) the most important thing in language is it is not only focused on grammar, but how it is functional communicatively (how it can bring people into a communication without considering correct grammar) (Richards & Theodore, 2001).

Based on some definitions of language from various sources above, it can be inferred that language and community or society has an extremely close relationship. A language is regarded as a symbol that represents a group or community. A language which is understood and spoken by a particular group or community is named as speech community (Sa'adiyah, Wahyudi, & Wahyudi, 2018). In other words, speech community can be defined as a group of people who share the same language in communicating due to the same background that they have, such as living in one territory, involving in similar hobby or interest, and involving in one certain activity (political, educational, ect.).

Although a speech community share the same language, in its practice the spoken language produced by different people will not be the same at all. This phenomenon is called as language variation. The distinction is resulted from personal's intention to use the language, geographical factor, and social status of the speakers (Pangaribuan, 2011). Indrawan, quoted in Sa'adiyah et. al. (2018) groups language variation into twelve categories, they are:

1. Individual and societal language varieties

Each person who belongs to a speech community has his or her own language variety or it is widely known as idiolect. This notion creates a term, i.e. societal language varieties that refer to variety of languages from each individual.

2. Regional and temporal language varieties

In individual language variety, there is idiolect. However, in regional language variety there is dialect. Dialect caused by distinctions in several terms like pronunciation, structure of language, and the last, meaning of language.

3. Native and non-native language varieties

Native people refer to a group of people who use a language from its original place while nonnative refer to a group of people who speak the language but they do not come from its original place. For example: Indonesians who speak English; they are not native speakers because they do not come from England. While British, they are native speakers because they come from England, the place where English comes from. Native and non-native speakers cause language variety because there is different

between them in producing language. One of the differences is in term of pronunciation; it is rarely to find Indonesians who sounds like native.

4. Spoken and written language varieties

The focus of spoken and written language are not the same. Spoken varieties concern pronunciation, intonation, and words stress. On the contrary, written varieties deal with capitalization, punctuation, sentence or text organization, content, and grammar.

5. Formal and informal language varieties

What makes a language can be divided into formal and informal is the used of vocabulary. A vocabulary may have the same purpose in expressing language, however, word choice determines whether it belongs to formal or informal language.

6. Standard and non-standard language varieties

Normally, situational settings become the determiner of standard and non-standard language varieties. Formal situation like classroom setting is a place where people use standard language/

7. Upper- and lower-class language varieties

This classification is related to diglossia language use based on situation. The diglossia consists of two types, namely formal and non-formal diglossia.

8. Women and men language varieties

Gender has influence to the form of language usage. In reality, men and women has different languages.

9. Restricted and elaborated language varieties

Restricted language has short and non-complex form and vice versa.

10. Ethnic language varieties

A country has several ethnics. Indonesia is a representative country that consists of dozens ethnic. Various ethnics has language varieties and they cause ethnolect.

11. Professional language varieties

People who work in different fields has different languages as well resulted from sociolect of occupation.

12. Secret language varieties

A group of people has certain language which can be understood by the members of group itself. Hence, people outside the group will not be able to understand while reading or hearing their secret language.

Variety found in a language is an interesting issue to discuss. Hence, the writer is interested to investigate variety of language in speech community used by STMIK Jayanusa students. The students are from different areas whether they are local people who use Minang language as their mother tongue or from other areas like Jambi, Bengkulu, and many more.

Several similar studies about language variation were done. The first research entitled "Language Variation Background in Social Context of Community Utterances in Central Java-West Java, Majenang"by Latifah, Saddhono, and Wardhani (2017). The study revealed that language variation was resulted by situational and conditional factors. Another study was done by Moon (2018). She reported that there is a significant difference in Manggarai language produced by male and female. The last, Haq, Sudrajat, and Firmansyah (2020) revealed that there are the use of dialects and mixed code used by IKIP Siliwangi students in communicating.

This research has a novelty. The first thing that differs this research from previous ones is the subject of the research which is focused on STMIK Jayanusa students. Moreover, speech

variations used by the students were analyzed in terms of place, situation, and user (based on Pateda's theory).

2. Research Question

The research question for this research is:

1. What are language variations found in STMIK Jayanusa students' speech in terms of place, situation, and users?

3. Research Method

This study was a qualitative research. Qualitative research is a research aimed to get a deep comprehension about things; how they exist, why they exist, and how participants view and respond them in social context (Gay & Airasian, 2000). What is more important in qualitative research is it investigates real and natural things without any manipulation. The thing discussed in this research was language variation as one of social phenomenon in language use. Furthermore, this research used case study approach. It is an approach that enables the researcher to explore an issue deeply and holistically (Zainal, 2007). Generally, a case study approach examines subjects in specific or small area and it causes this approach regarded as a unique research. The result of the research is difficult to generalize because social phenomenon happens in particular area is not the same with social phenomenon in other area.

1) Subjects

Subjects of this research were the second year students of STMIK Jayanusa, majored in Information Systems. They come from various areas, whether they are originally from Padang, West Sumatera or from outside Padang (such as Bengkulu, Jambi, Riau, and others). Since subjects of the research come from distinctive regions, language variations are absolute social phenomenon amid the diversity.

2) Istruments

There were two instruments used to obtain the data, they were observation and field notes. Observation suits with research that seeks real and natural phenomenon since trough observation, we can see directly things being studied (Buonincontro & Anderson, 2018). Hence, to get the data about language variation among STMIK Jayanusa students, the researcher did observation so that the researcher could gather natural language variation flowed from them with the help of field notes.

Field notes are aid tools in qualitative research that enable the researchers to write important data. Consequently, they will not miss any small detail in during the data collection process (Phillippi & Lauderdale, 2017).

3) Data collection procedures

To collect the data, the first thing done was preparing all instruments. After that, the researcher went to the field and observed language variation occurred naturally among students. All the data were recorded in the field notes.

4) Data analysis

Three steps data analysis were used in this study, they were data reduction, data display, and drawing a conclusion (Miles & Huberman, 1994). The three steps can be described as below:

1. Data reduction
   Data reduction is a process of transferring the data from field notes. This process involves several activities such as selecting, simplifying and reducing the data; the unnecessary data were removed, and only significant data were used and processed to the next stage.
2. Data display
   The selected data from data reduction is displayed and analysed by using Pateda's theory. This step is closer to the last step because analysed data is ready to be verified.
3. Drawing conclusion
   This step is the last step in data analysis. After drawing the conclusion, the facts about language variation used among STMIK Jayanusa students could be revealed.

4. Findings and Discussion

The data of the research deal with Pateda's classification of language variations, they are language variation based on place, situation and user. Each category is described as follow:

Language variation in accordance to place
This category is derived from variations found in language use based on the setting and it can be broken into four subcategories, i.e. dialect, regional language, colloquial, and vernacular.

a. Dialect
Setting : Mei 9, 2022 – Student 1 was confirming student 2 whether they would have additional class for maths or not on that day.
S1   : *Kau nio baliak ka kosan?*
         (Do you want to go back to you rent house?)
S2   : *Iyo*
         (I do)
S1   : *Tadi aku maliek papan pengumuman, wak ado kuliah tambahan matematika jo Pak Ismail jam 2 ko.*
            (I saw information board that we are going to have an additional maths class with Mr. Ismail at 2.
S2   : *Ndak ado do.*
         (I do not think so)
S1   : *Ndak picayo, caliak bana lah dulu muah!*
         (If you do not trust me, please recheck it by yourself!)
S2   : *Capeklah, wak caliak bana ka situ lah!*
         (Well, let's see then!)
S1   : *Eh iyo yo, lah diubah, tadi aku malieknyo sekitar jam 8 pagi. Heheh... lah diubah <u>ma</u>.*
            (You are right. We are not going to have an additional class. I saw it at 8 thing morning. Heheh.. It turns out the information has been changed)

Description:
S1   : Student 1
S2   : Student 2

   Both of the students spoke Minang language. Although they shared the same language, dialect was found in the conversation above. The underlined word 'ma' uttered by

student 1 is a characteristic of Minang language spoken by people who originally from the city of Padang. Other areas outside Padang city do not use 'ma' at the end of the sentence. This phenomenon is also called as dialect geography. It refers to varieties found in the one language in forms of vocabulary, grammar, and pronunciation (Biantoro, 2009). People who have the same language can have special characteristics when they are being involved in conversation; those characteristics depend on where they come from and it becomes their 'identity'. That is why it is called as dialect geography.

b. Regional Language
Setting : Mei 9, 2022 – Student 3 was inviting student 4 and student 5 to go to cafeteria before the class.
S4   : *Ini mau ngapain lagi? Pak Ismail ga jadi masuk.*
         (Gezz, what are we going to do? Mr. Ismail class is cancelled).
S3   : *Siko se lah dulu. Ka kama lai? Jan pulang dulu!*
         (Just stay here? Do you have any idea where to go? Please do not go home!)
S5   : *Ndeh, lapa ha! Tadi alun sarapan lai.*
         (I am dying for some meal. I did not have a breakfast this morning).
S3   : *Ka kantin se lah nak. Makan soto. Uniang hari ko mambuek soto.*
         (Let's go to the cafeteria and have soto! Today Uniang is making soto)
S4   : *Serius Uniang hari ini jualan soto? Wah, kebetulan aku juga kangen soto Uniang.*
         (Is that true Uning making soto today? What a coincidence! I am missing her soto.
S3   : *Pek lah!*
         (Let's go!)

Description:
S3   : Student 3
S4   : Student 4
S5   : Student 5

There were two kinds of language identified from the conversation above, namely Bahasa and Minang language. Student 4 is not Minangese but

he understands Minang language. On the other hand, student 3 and student 5 are Minangese so that they speak Minang language. Student 4 responded student 3 with Minang language; he showed his identity as Minangese. What happened in this case was student 3 strived his regional language. One of the motives behind using regional language is to maintain it (Ulfa, Isda, & Purwati, 2018). More people who do not care about their regional language by not using it in daily conversation means more potential to lose their language as a part of their culture. In the end, they will do not have identity anymore that shows who they are.

c. Colloquial
Setting : Mei 11, 2022 – Student 6 and student 7 were discussing about how tough this semester was.

S6   : *Yo barek rasonyo semester ko. Tiok hari gilo jo tugas se.*
           (This semester is so tough. There is no day without task).
S7   : *Kalau barek bana rasonyo rancak ndak usah kuliah lai.*
           (If you say so, it will be better if you do not go to university).
S6   : *Hee alah yo. Ndak ado se nan sanang bantuaknyo ko.*
           (Oh, Boy! This life is getting boring).
S7   : *Ko ndak balaki se lah lai kau! Lai amuah?*
           (The best solution for you is getting married soon).
S6   : *Manggarebeh se kau ko*.
           (As usual, you are not serious).
S7   : *Bantuak kau lo yang ndak manggarebeh.*
           (You can not focus and being serious as well).
Description:
S6   : Student 6
S7   : Student 7

The word 'manggarebeh' is a colloquial word. Colloquial means words which are used not in formal way (Lubis & Bahri, 2021). Normally, colloquial is used in informal conversation among friends, family, and colleagues. It is used by particular group whose members the only ones can understand the meaning of the word. There is no 'manggarebeh' word in Minang language. The meaning of 'manggarebeh' in the context above is always joking around. Other Minangese people who hear 'manggarebeh' will not understand what it is since basically, colloquial is regarded as code and secret language among the members of the group who use it. Hence, there was variety of language found amid STMIK Jayanusa students, especially in colloquial form.

d. Vernacular
Setting : Mei 10, 2022 – Student 8, student 9, and student 10 were having a chit chat in the hall.
S8   : *Paso hujan kapatang nak. Di tampek wak lai sameter tinggi aia.*
           (It was raining cat and dog last night. In my area, the height of the water was about one meter)
S9   : *Di By Pass paso lo ma. Macet iyo lo. Banyak oto jo onda yang mati tagak.*
           (By Pass area was the same. There were many cars and motorcycles trapped in traffic jam)
S10   : *Di Banuaran banjir lo. Satinggi pinggang wak aia. Rumah wak kanai pulo. Malam ndak lalok do. Abih sibuk maangkek barang-barang ko. Sampai ka kasua wak gain an baranang.*
           (In Banuaran, the height of the water reached my waist. Last night I could not sleep because I was busy to save my household tools, even my bed rinsed in water as well.
S9   : *Tapi mujua ma kawan, lai bisa tibo ka kampus hari ko*.
           (Lucky you, you can still come today).
S8   : *Nan ibonyo wak ado urang hanyuik di Sungai Bangek. Tigo urang sakalian hanyuik dek mandi-mandi. Sampai kini alun basuo lai.*
           (You know, three people were drowned in Sungai Bangek yesterday. They are still missing today).
S10   : *Ndeh Mandeh*!
           (Oh Boy!)

Description:
S8   : Student 8
S9   : Student 9
S10   : Student 10

The conversation above belongs to vernacular form because the participants discussed casual thing that happened in real life. Since they are Minangese, Minang language is language that they use in daily life. Besides, what they did has given contribution to vernacular maintenance. It can give more impact to the vernacular; the vernacular can be preserved and so can their identity (Damanik & Purba, 2020). Additionally, they showed a positive attitude toward their vernacular because they were willing to preserve it.

Language variations in terms of situation
In this part, language variations can be categorized into two categories, they are formal situation and informal situation. Govindaraj in Muslimawati (2021) asserts that formal language is language derived from rules in which these rules were arranged into grammatical language and finally they formed formal language. Academic setting is one of the settings where formal language is used. Meanwhile, informal language is an unstructured language and it is not school based (Bahrani, 2012).

a. Language in formal situation
Setting : Mei 13, 2022 – Student 11 was presenting his civics education paper in the classroom and student 12 gave him a question.

S11 : *Jadi, setiap warga negara memiliki hak dan kewajiban dalam upaya bela negara tanpa terkecuali karena bela negara merupakan salah satu bukti dari kecintaan terhadap NKRI. Demikianlah presentasi bela negara dari saya. Bagi audiens yang ingin menanggapi dan bertanya saya persilakan.*
(To sum up, everyone has right and responsibility to defend this state because it is one the evidences that show their love to NKRI. That is all my presentation. Feel free to ask and to response.

S12 : *Terima kasih. Pada kesempatan kali ini saya ingin meminta pendapat anda mengenai tingkat kesulitan bela negara. Mana yang lebih berat tantangannya, bela negara di masa lalu atau bela negara di masa sekarang?*
(Thank you. I would like to ask your opinion about level of difficulty in defending the state. Which one is more difficult, defending the state in the past or in present time?

S11 : *Menurut saya, keduanya memiliki tingkat kesulitan sendiri-sendiri. Kalau pada zaman dahulu, bela negara yang dilakukan berbentuk perjuangan fisik melawan penjajah dan nyawa menjadi taruhannya. Sedangkan pada zaman sekarang bela negara berupa kesungguhan dalam belajar dan mengejar cita-cita di tengah banyaknya godaan seperti teknologi yang bisa melenakan dan obat-obatan terlarang. Jadi, setiap masa ada tantangan tersendiri.*
(In my opinion, both of them have their own level of difficulty. In the past, in defending this state, people used their physic to fight the colonialism. They were willing to give their soul for the sake of this state. In contrast, defending this state today can be done by studying hard to pursue the dream amid many temptations like technology and drugs, especially for us as students. Those temptations can block us to pursue our dreams. Hence, each era has its challenges.

Description:
S11 : Student 11
S12 : Student 12

The conversation above was a glimpse of class discussion in civics education subject. A class discussion is an academic atmosphere so that those who are involved in that setting will use formal language (Bahrani, 2012). While presenting his paper, language used by student 12 was arranged well and he did not use any slang

word. Furthermore, student 12 did the same thing; she spoke in polite way and no slang word was found either. Hence, it can be proven that language used in classroom setting belongs to formal language and it also adds variation of language in students' daily life; they use formal language while joining a class.

b. Language in informal situation
Setting : Mei 12, 2022 – Student 13 was getting angry because of student 14 was too much in joking around (student 14 hid his motorcycle key).
S13   : _Den baliak dulu._
    (I am leaving).
S14   : _Manga ang capek bana baliak? Lah manelpon-nelpon urang rumah ang?_
    (Why are you in a rush? Did your wife call you?)
S13   : _Ndak itu doh, mato den ngantuak ha._
    (I want to sleep tight)
S14   : _Eh lamah bana mah._
    (Geez, you should be like this)
S13   : _Eh, ma kunci onda den? Tadi di ateh meja ko den latak._
    (Do you see the key of my motorcycle? I put it on this table)
S14   : _Ma tau den._
    (I have no idea).
S13   : _Jan bagarah juo lai, kawan. Den sabana mangantuak ha, kapalo den sakik lo. Gacik!_
    (Please, it is not the time to joke around. I am sleepy and I can not bear this headache anymore.
S14   : _Ko a, kawan. Jan berang-berang, kawan!_
    (Here you are. Please do not be at me, buddy!).

Description:
S13   : Student 13
S14   : Student 14

The conversation took place between student 13 and student 14 was an example of informal language. The first utterance that indicates informal language found in "_Lah manelpon-nelpon urang rumah ang?_" (Did your wife call

you?). In fact, student 13 is still single. It was a joke from student 14. The next signal of informal language is the use of word 'den' (I). In Minang language, the word 'den' is considered quite rude to use and it is used among people who have a very close relationship. Furthermore, 'ang' is an addressing word for male. It is also an informal word in Minang language because the formal way to address a male is by calling his first name. The last, the word 'gacik' as a taboo word was uttered by student 13 to express his anger. Considering these findings, it is positive to claim that conversation between student 13 and student 14 was informal conversation. These facts are supported by Jumanto, Rizal, and Nugroho (2017) who argue that closeness between two people is a trigger to use informal language. There are many possibilities for types of language and expression as the result of closeness, such as slang words, jokes, and even taboos. Joke and taboo are two types of informal language found between student 13 and student 14.

Language variations in terms of consumer
This group can be broken into 7 parts, i.e. glossolalia, idiolect, monolingual, social status, and age of the speakers. However, glossolalia could not be found during the observation since it is an unidentified language in religious context that can be understood by the members of group who use it. There was no student who used glossolalia in college. The rest of the parts are described below.

a. Idiolect
Setting : Mei 11, 2022 – Student 15 was announcing that choir practice would be cancelled on that day.
S15   : _Geng, hari ini kita tidak jadi latihan paduan suara ya._
    (Guys, choir practice is cancelled so today we are not going to practice).
S16   : _Kapan jadinya?_
    (So, when will it be?)
S15   : _Sabar, geng! Kita tunggu info selanjutnya dari Kak Andy._
    (Just wait for an update from Kak Andy).
S17   : _Yaudah, kabari aja lewat Whatsapp grup!_

(Alright, if you get the update, please share it on Whatsapp group!)
S15   : *Aman, geng!*

Description:
S15   : Student 15
S16   : Student 16
S17   : Student 17

Student 15 was caught using the word 'geng' for a few times. It turned out that he was the one who accustomed to use that word and it became his uniqueness. One more surprising fact from him is he is quite popular on instagram. He has over ten thousand followers and he involves in many contracts of product endorsement. The way he speaks to his friends is similar to the way he promotes endorsement product, particularly with the word 'geng', as the word to address people. This finding in sociolinguistics study is called as idiolect. Idiolect is a variation found in individual while she or he spokes a language (Iskandar, Pujiono, & Samad, 2018). The forms of idiolect are in voice tone, word choice, and sentence structure. In this case, word choice to address people, 'geng', becomes an identity of student 15. It is additional evidence that proves language variation can be found in a person that makes him different from others.

b. Sex
Setting : Mei 10, 2022 – Student 18 and student 19 were talking about their planning at weekend.
S18   : *Vici, pai karaokean wak lah malam minggu ko*
          (Vici, let's have karaoke party this weekend!)
S19   : *Ajak si Ninin gai dih, kok baduo se tu ndak sero do.*
          (Let's invite Ninin! Two of us will not make it fun).
S18   : *Ma nyo si Ninin tu? Dari tadi ndak nampak batang hiduangnyo.*
          (Do you know where she is? I have not seen her around).

Setting : Mei 12, 2022 – Student 13 was getting angry because of student 14 was too much in

joking around (student 14 hid his motorcycle key).
S13   : *Den baliak dulu.*
          (I am leaving).
S14   : *Manga ang capek bana baliak? Lah manelpon-nelpon urang rumah ang?*
          (Why are you in a rush? Did your wife call you?)

Description:
S13   : Student 13
S14   : Student 14
S18   : Student 18
S19   : Student 19

From two conversations above, the first conversation happened between female students (student 18 and student 19) while the second one was conversation between male student (student 18 and student 19). In Minang language, addressing someone by using her first name is a polite way in speaking and this issue exists in females' conversation; student 18 addressed student 19 by using her first name, 'Vici'. On the contrary, it did not happen in conversation between males. The words 'den' and 'ang' are considered as rude words in speaking. It is asserted that women more concern their attitude toward language they use so that they will avoid any bad or disrespectful words in communicating (Lestari, 2018). Hence, it is true that women are more polite than men in speaking because they do not want to use banned words.

c. Monolingual
Setting : Mei 10, 2022 – Student 8, student 9, and student 10 were having a chit chat in the hall.
S8   : *Paso hujan kapatang nak. Di tampek wak lai sameter tinggi aia.*
          (It was raining cat and dog last night. In my area, the height of the water was about one meter)
S9   : *Di By Pass paso lo ma. Macet iyo lo. Banyak oto jo onda yang mati tagak.*
          (By Pass area was the same. There were many cars and motorcycles trapped in traffic jam)
S10   : *Di Banuaran banjir lo. Satinggi pinggang wak aia. Rumah wak kanai*

pulo. Malam ndak lalok do. Abih sibuk maangkek barang-barang ko. Sampai ka kasua wak gain an baranang.

(In Banuaran, the height of the water reached my waist. Last night I could not sleep because I was busy to save my household tools, even my bed rinsed in water as well.

S9 : *Tapi mujua ma kawan, lai bisa tibo ka kampus hari ko.*

(Lucky you, you can still come today).

S8 : *Nan ibonyo wak ado urang hanyuik di Sungai Bangek. Tigo urang sakalian hanyuik dek mandi-mandi. Sampai kini alun basuo lai.*

(You know, three people were drowned in Sungai Bangek yesterday. They are still missing today).

S10 : *Ndeh Mandeh*!
(Oh Boy!)

Description:
S8 : Student 8
S9 : Student 9
S10 : Student 10

Monolingual refers to competence and performance in a language. The conversation among student 8, student 9, and student 10 was in form of monolingual language. Latifah et. al. (2017) argue that when a group of people who come from the same background, they will use their vernacular language in monolingual way.

d. Role
Setting : Mei 13, 2022 – Student 20 was offering his help to civics education lecturer.

S20 : *Mau saya bantu bawakan proyektornya, Bu?*

(Could I help you to bring the projector, Ma'am)

L : *Boleh. Terima kasih ya.*

(Sure, that is very kind of you. Thank you)

Description:
S20 : Student 20
L : Lecturer

Latifah et.al. (2017) report that the different in speaker status causes language variation. As seen in the conversation above, student 20 spoke politely to the lecturer while offering his help because lecturer was regarded as respectpul person. Hence, it is proven that status between speakers can create language variation.

e. Social status
Setting : Mei 15, 2022 – Student 21 was talking to an academic staff; he asked about his new academic counsellor contact number.

S21 : *Selamat siang, Bu. Boleh minta bantuannya?*

Good afternoon, Ma'am. Could you help me, plese?

AS : *Selamat siang. Ada apa, Dek?*

(Good morning. What can I do for you?)

S21 : *Bisa minta nomor kontak Pak Ihsan, Bu? Semester ini saya ganti penasihat akademik dengan beliau.*

(Could you give me Mr. Ihsan contact number? I have changed my academic counsellor this semester).

Description:
S21 : Student 21
AS : Academic staff

It was found that student 21 used polite language while communicating with the academic staff. Both student 21 and academic staff were different in terms of age and social status. In this case, academic staff was as employee and was at higher level than student 21. Hence, she was respected by student 21 and it was shown by polite language used by him. This phenomenon suits to Hayati's argument that states people who are at lower level of class will speak polite language to people who are at higher level than them.

f. Age
Setting : Mei 13, 2022 – Student 22 was ordering meal at cafeteria.

OC : *Pasan apo, Diak?*
(Can I help you?)

S22 : *Lontong ciek, <u>Buk</u>!*
(A bowl of lontong, please, Ma,'am)

Description:
S22   : Student 22
OC   : Owner of cafeteria

Based on the conversation above, student 22 addressed the owner of cafeteria with the word 'Buk'. In Bahasa and Minang language, it considered polite to address the older female with 'Buk". Age is a factor that makes someone is more respected in language usage (Hayati, 2021). Therefore, this phenomenon suits that theory.

Discussion
Language, as a part of culture does not only represent a group of people who owns that culture. In fact, it represents each person who spoke that language. Therefore, language variety can be found in a person in form of idiolect (Iskandar et. al., 2018). This research had found idiolect that represented students' identity and uniqueness. Furthermore, a group students who came from the same small area had distinctive dialect from students from other area. Again, this fact shows that dialect, a variation in language usage, represent ones identity from particular place (Biantoro, 2009).

Latifah et.al. (2017) argue that language variations depend on situational and conditional factors. The findings of this research are suitable with that statement. Students of STMIK Jayanusa

used different language style (word choice, sentence pattern, etc.) based on those factors. For instance, two students who were close each other would use informal language contains jokes, colloquial, even taboo words. On the other hand, while they were speaking with older people like their lecturers, they used formal language. Besides, gender also creates language variations (Moon, 2018). Females students tend to avoid bad words whereas males language is worst than them; they often use bad and taboo words.

CONCLUSION
The findings showed that a speech community has language variations from its speakers. It is true that situational and conditional factors trigger language variation. Those situational factors are in form of the setting where the language is used, situation or context, and the speakers of the language itself. It was revealed that in a day, there were hundreds or more language variations in a particular place, for instance in a school because each member of a language community would produce different language variations. Thus, it is suggested for the next researcher who are interested to investigate the same topic to involve more subjects in his or her research so that she or he will find more uniqueness or even novel findings.

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