CHAPTER I

INTRODUCTION

1.1.   Background

Javanese is the 2nd language in Indonesia and 12th globally with a total of 82 million speakers (Juliati, 2016). According to the UNESCO interactive atlas, 2464 languages are facing extinction, and 144 of them are languages originating from Indonesia. Not only minor languages, its preservation of the majority languages such as Javanese and Balinese are also threatened, especially in sub-languages like Javanese Krama Inggil.

Javanese is divided into three levels of politeness, Javanese Ngoko, Javanese Madya, Javanese Krama (Oktafiarni, 2014). The use of these three sub-languages is determined by whom the person is talking. If we are talking to friends or younger people, then Javanese Ngoko is appropriate to use. Javanese Madya is used for talking to a reasonably official person. When we talk to an older or respected person such as our parents, it is better to use Javanese Krama because it is the most polite sub-languages.

The use of Javanese Krama in everyday life is rarely heard. In his research in Yogyakarta and Surakarta, Joseph Errington noticed that Javanese Krama started to fade since 1998 (Putri, 2018). Over time people from various regions began to migrate to cities, and communication using Javanese is deliberately avoided so that everyone can understand each other. Another factor that exacerbates the situation is that many primary and secondary schools intentionally

remove local language lessons because, according to Ms. Rebecca, a high school teacher in Malang, Malang is a city of education. Therefore, many people move to Malang, intending to send their children to better schools. The school feels it is unfair for children who come from outside the city if they are required to learn Javanese because they do not know anything about Javanese. Nevertheless, it would be even more unfair if some children received Javanese lessons, but some did not; therefore, it was decided to abolish Javanese altogether. The 'old-fashioned' stigma attached to the Javanese Krama also helps to worsen the condition.

Parents began to get their children to talk in Indonesian or even English to communicate in everyday life (Hayati, 2019). The Javanese language, especially the Javanese Krama, is increasingly forgotten by the Javanese people themselves. In fact, by speaking in Javanese Krama, children are indirectly taught about manners from an early age (Oktafiarni, 2014).

Therefore, designing a mobile application with the gamification method to provide Javanese Krama language learning for children was chosen as the best solution. This solution's choice is based on the observations conducted during some activities involving children around 8-12 years old, which proves that they are fluent in using their smartphones. This application aims as a medium for learning Javanese Krama Inggil. It is hoped that this application could help children to better understand the Javanese Krama Inggil language and able to apply it in everyday life.

1.2.   Formulation of the problem

How to design UI/UX for Javanese Krama Inggil learning media for children?

1.3.   Scope of Problem

For the research to be more focused, the author set the following limitations:

1. Segmentation

    a) Demographic:

   - Gender   : Male & Female
   - Age   : 8 - 12 years old (primary) and 25-30 years old (secondary)
   - Education   : Elementary School
   - Marital Status   : Single
   - Occupation   : Student
   - SES   : A-B

    b) Geographic: Malang City, East Java.

    c) Psychographic:

   - Able to use a smartphone.
   - Having or not having a Javanese lesson in school.
   - Use Javanese in everyday life.

2. Content

    This "SKUY - Sinau Kuy" application has a main feature, which is to learn Javanese Krama Inggil. The target content for now is to complete the material for greeting words in Javanese Krama Inggil which consists of 13

words, including: *Sugeng Enjing, sugeng siang, sugeng sonten, sugeng dalu, sugeng rawuh, kados pundi pawartosipun?, sae, matur nuwun, sampeyan?, biasa wae, suwe mboten ketimpal, matur nuwun, sami-sami, mangga pinarak.*

3. Media

   The application "SKUY - Sinau Kuy" is a digital medium for learning Javanese Krama Inggil. The final result of this application is a clickable high fidelity prototype. The target in the future is if this application is published, it is hoped that it can add features such as audio playback, voice record with voice recognition. However, for this final project, speech playback is still not active for everyone because it requires signing in first to play the speech playback.

1.4. Final Project Purpose

Designing UI/UX of a mobile application for Javanese Krama Inggil learning for children.

1.5. Final Project Benefits

The following points are some of the benefits of writing this final project report:

1. For the author

   By creating this mobile application, the author gained more knowledge about the Javanese Krama language and implemented all the learning regarding UI/ UX design that the author learned throughout the entire

three years of study. The author fulfills one of the requirements to obtain a bachelor's degree and the title of S.Ds.

2. For the Society

Children in Malang may better understand their own culture, appreciate and help the efforts to preserve the Javanese Krama language.

3. For the University

Hopefully, this research may serve as a reference for further studies that primarily focus on endangered languages and help other Multimedia Nusantara University students with their final projects.