

## Transmigrant Students' Motivation and Problems in Learning Local Languages: Language Maintenance

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### ABSTRACT

Some transmigrant students in their interactions with others have desires to get to know other local languages for various reasons including the student's desire to get to know people who speak the local language more intimately. This study aims to find out the motivations or factors that cause transmigrant students to learn other local languages and what obstacles they face when learning these other local languages. The benefits of this research are to find out the factors the students have and the problems the students encounter in learning local languages as a part of language maintenance. This study used the descriptive qualitative method. The selection of respondents was carried out using the snow bowling technique. There were 50 respondents (transmigrant students) who were living in the dormitory of Universitas Kristen Indonesia, Jakarta. The researcher collected data using questionnaires. The researcher used thematic analysis to analyze the data. This research reveals that there are four main reasons for the students to learn the local language, namely a) because they want to increase their knowledge and skills in the local languages; b) because they want to understand the language and culture of friends from other tribes; c) because they like the local languages (the accent, expression, and intonation); and d) because they want to get closer with fellow students who use the local languages. This study found that there were two types of general barriers that transmigrant students experienced when learning local languages, namely external and internal barriers. This research finds that transmigrant students who live in UKI's dormitory can be ambassadors of various Indonesian local language maintenance.

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### INTRODUCTION

The number of private higher education institutions has been rising in big cities in Indonesia. Most students who do not pass the exam for enrolling the state universities inevitably choose to enter a private college that has the majors they want. Therefore, prospective students who come from rural areas or from outside the city must leave their hometown and live in the city where the campus he has chosen is located. Some rent a house, an apartment, or a boarding room, and many of those choose to live in a dormitory for campuses that provide dormitories for their students. The movement of prospective students from village or suburban areas to the city, who will stay in the city for about 3 to 4 years, brings on the interaction between the transmigrant students and their fellows inside and outside of the dormitory. Transmigrant students, in this research, are the students who originally come from remote areas and live in Jakarta, which is mentioned as the capital of Indonesia, not the students who originally come from different countries. The students who live in the same dormitory come from different areas such as villages and suburban areas. In the dormitory, the interaction between students coming from different regions can certainly arouse the interest of some students to learn and even master the local languages of their friends. This will certainly provide an opportunity for language maintenance. Badan Pusat Statistik (in Salam & Ponto, 2021) stated that Indonesia has approximately 1,331 tribes and 652 local languages used by Indonesian people in their daily lives. Language is a product of human culture that has a very important role in the

social relations of human beings. Language is also the identity of an ethnic group (Alika, 2017). Language shows history, and cultural diversity, a symbol of identity, and a medium of knowledge (Crystal, 2003).

The transmigrant students of course encounter different cultures, and languages, as they move to big cities and live with other people who use different languages. Language is part of a culture, which means that language is in a subordinate position under culture, but is very related (Suryadi, 2019; Kartono & Nurcholih, 2016). Furthermore, Chaer (2003) said that language is unique and has a very close relationship with the culture of the people who use it, so the analysis of a language only applies to that language, it cannot be used to analyze other languages. Language does not only function as a means of communication, but language is also part of the order in communication (Brown & Yule in Baharudin, 2019).

The transmigrant students who come from different local areas (such as villages, suburban areas, and remote areas) cannot avoid being surrounded by other people in their new place, in the dormitory of Universitas Kristen Indonesia, in DKI Jakarta. They are now the citizens of Jakarta city. To communicate in their social life, they need to learn new languages including the local languages of their peers who are also living in the dormitory of Universitas Kristen Indonesia. It is mentioned that social life is supported by communication so communication is very important in human life. Porter and Samovar (in Mulyana & Rakhmat, 2009) argued that "almost everyone needs social relations in interacting with others. Through language, humans who come from various regions will be able to know and understand each other so that they will get a harmonious relationship among them. As transmigrant students are still new to their environment, they need to interact with the people in their surroundings. Fitriana (2018) states that the process carried out by a transmigrant student to adapt to his new environment is called the acculturation process. Language has a very important role in the acculturation process. A student who moves from a hamlet or village to the capital city will usually find a difference in language between his local language and his fellows' local languages. The existence of transmigrants in DKI Jakarta experience acculturation to the region where they are living now. The acculturation process will continue as long as a transmigrant makes direct contact with the people in his new environment. Kim revealed that all matters relating to the acculturation process (personal communication, social communication, environment where the communication takes place, and the acculturation potential before the immigration), interactively affect the acculturation process experienced by a transmigrant. Gudykunst and Kim (in Mulyana & Rakhmat, 2009) mentioned that intercultural humans are people who reach a high level of an intercultural process that has unlimited cognition, affection, and behaviour, but they must develop themselves through the psychological parameters of culture.

According to Salam and Ponto (2021), language plays an important role in a community because the language itself becomes a symbol of identity and a source of knowledge for the community. to Sumarsono (2017), language maintenance needs to be conducted collectively to support the existence of their community (local) language. Every member of a community is expected to make efforts to maintain and preserve the language of their tribes so it will not become extinct. According to Chaer (2010), language maintenance is an effort to maintain a certain language which aims to avoid a language shift and a language death. According to Crystal (2003), there are five reasons to maintain a language, namely a) because humans need diversity; b) because language expresses an identity; c) because a language is its historical background; d) because a language contributes to the amount of human knowledge; and e) because the language itself is interesting to be learned. Each language manifests a new combination of sound, grammar, and vocabulary to form a communication system.

UNESCO (2003) in his document on "Language Vitality and Endangerment" revealed that there are nine factors that determine language resistance (language vitality), namely: 1) intergenerational language transmission; 2) absolute number of speakers; 3) proportion of speakers within the total population; 4) shifts in domains of language use; 5) response to new domain and media; 6) availability of materials for language and literacy; 7) government and institutional language attitudes and policies, including office status and use; 8) community members' attitudes toward their language; and 9) the type and quality of documentation.

In general, some factors support the maintenance of a language, some of those are a) the language user's emotion (Pavlenko, 2005; Dewaele, 2004), b) the positive attitudes of the language users (Zentella, 1997; Potowski, 2004 cited by Sevinç (2020)), c) the group identity of the language users (Ryan, 1979), and other impactful factors. Positive attitudes from the language users of course support the language maintenance success. Kridalaksana stated that a positive

attitude towards a language is a) the language user's loyalty, b) the language user's pride, and c) the language user's awareness of the language norms. The three attitudes above are also supporting factors to maintain and maintain a language. Language maintenance is an effort conducted by language speakers to maintain their language because they believe that their language has value as the identity of their groups or communities where they are living (Komalasasi & Rusdiana, 2017). Through a positive attitude of the language speakers maintaining the language will prevent the occurrence of language death. Conversely, without the awareness of society to maintain or preserve the language, it will accelerate the death of language as well (Jendra, 2012). Holmes (1993) stated that there are three main factors in the success of language maintenance, they are a) the number of people who recognize the language as their mother tongue; b) the number of media that support the existence of a language in society; and c) the indexes related to the total number of people who use language with the total ratio of supporting media.

Sevinc (2020) discusses the influences of norms, emotions, and attitudes which affect both language maintenance and shifts (Matthews, 1983). She also talks about one of the principal factors of language maintenance including personal factors in general. Another previous research discussed local language maintenance found in Nurhayati's research that Javanese language maintenance can be developed through traditional art performances such as foreword (*prakata*), song (*tembang*), prayer (*doa*), and poem (*pantun*). She stated that several factors supported the maintenance of the Javanese language, one of which was the effort of the community to uphold Javanese culture through dance performances and the use of traditional musical instruments called Gamelan (Nurhayati, 2013). Nurhayati's research focused on the practice of Javanese language maintenance through traditional activities conducted by the Javanese people, while this research focuses on motives and the barriers encountered by transmigrant students who are willing to learn local languages that are different from their mother lounge.

Here in this recent research, the researcher only discusses specific personal factors that motivate transmigrant students in Universitas Kristen Indonesia to learn local languages. This recent research also only focuses on language maintenance instead of language shift. This recent research reveals various personal factors of the UKI's dormitory students to learn other local languages instead of their native local language. The researcher also reveals various problems the transmigrant students encounter while learning their peers' local languages. This will benefit Indonesian people, especially the Indonesian government in overcoming the death (Crystal, 2003) of Indonesian local languages.

Based on the research background, the problems in this study are: a) what are the factors that make the students interested in learning local languages? and b) what are the barriers that the students encounter in learning the local languages? The purpose of this study is to find out the factors that motivate transmigrant students to learn local languages and to find out the barriers that the students encounter while learning the local languages. This research is certainly useful for supporting government programs to preserve and maintain local languages as one of the Indonesian treasures. By maintaining the local languages, Indonesia will be able to preserve cultural diversities. The findings of this study can be used as supporting material to create new programs in the efforts of the Indonesian government to preserve its local languages from extinction by increasing the interest of young people, especially transmigrant students, to learn local languages through their friendships with the other transmigrant students in the dormitory and the campus area. The transmigrant students can be used as resources for local language maintenance through their activities in the fields of literature, culture and arts, sports, or other activities that are interesting for them.

## **METHODS**

The research uses a qualitative method with a sociolinguistic approach. The sociolinguistic approach means research that examines language related to the use of language in a community or society (Chaer, 2010). The research focuses on the situation and process of learning local languages conducted by respondents who live in the dormitory of Universitas Kristen Indonesia. The study was conducted by obtaining information from transmigrant students who live in the dormitory of Universitas Kristen Indonesia. The open-ended questionnaires were given to the students in the form of Google Forms. A total of 50 students completely answered all the questions. The researcher also collected data by conducting field observation. The collected data was then typed and categorized based on the questions given in the questionnaire. After categorizing the data, the researcher analysed them by using thematic analysis. Thematic analysis is a kind of approach to qualitative research where the researcher is trying to find out something about someone's opinions, experiences, knowledge, or values from a set of qualitative data such as survey responses, social media

profiles, or interview transcripts. Clarke & Braun in Maguire & Delahunt (2017) stated “The goal of a thematic analysis is to identify themes, i.e., patterns in the data that are important or interesting, and use these themes to address the research or say something about an issue. This is much more than simply summarizing the data; a good thematic analysis interprets and makes sense of it. A common pitfall is to use the main interview questions as the themes.”

This research uses a qualitative method with a sociolinguistic approach (Chaer, 2010). Qualitative research focuses on people's opinions expressed in words and combined into a complex overall picture. This means that qualitative research aims to learn more about a current phenomenon (such as behaviour, perception, motivation, and action) from a subject (Creswell in Shaghghi, 2020). In collecting the data, the researcher obtained information from the transmigrant students who live in the dormitory of Universitas Kristen Indonesia. The open-ended questionnaires were given to the students in the form of Google Forms. The researcher also validated the data by conducting field observation at the UKI's dormitory and interviewed some of the students who were willing to be interviewed by the researcher. In the data reduction, the answers of the respondents that are not related to the theme of this research are deleted from the files. Then, all the data that are related to this research problem were typed and categorized based on the questions given in the questionnaire. After categorizing the data, the researcher analyzed them by using thematic analysis. This research uses thematic analysis. It is a typical in qualitative research. It emphasizes identifying, analyzing, and interpreting qualitative data patterns. Thematic analysis is a method of analyzing qualitative data. It is usually applied to a set of texts, such as an interview or transcripts (Caulfield, 2023).

## RESULTS AND DISCUSSION

From the results of the questionnaires, the 50 respondents gave several reasons (motivations) why the students wanted to learn other local regional languages which are different from their mother language. After using line-by-line analysis, the researcher groups the students' answers orderly based on the number of respondents.

1. Indonesian	2. English
1. Untuk mengenal akrab teman-teman di asrama.	1. To get to know friends in the hostel.
2. Ingin menambah ilmu bahasa daerah lain.	2. Want to add knowledge of other regional languages.
3. Menjalin hubungan yang akrab dengan teman-teman yang berasal dari suku lain.	3. Establish close relationships with friends from other tribes.
4. Agar saya mengerti apa yang mereka bicarakan.	4. So that I understand what they are talking about.
5. Karena banyak teman yang menggunakan bahasa daerah tersebut.	5. because many friends use the regional language.
6. Agar menambah pengetahuan tentang berbagai bahasa daerah di Indonesia.	6. In order to increase knowledge about various regional languages in Indonesia.
7. Agar bisa bersosialisasi dengan mereka.	7. In order to socialize with them.
8. Karena logat dan gaya bahasa daerah tersebut unik.	8. Because the regional dialect and style are unique.
9. Karena adat istiadat dari teman yang menggunakan bahasa tersebut sangat menarik dan gaya bahasa daerah tersebut unik.	9. Because the customs of friends who use the language are very interesting and the style of the regional language is unique.
10. Supaya dapat menambah teman dari kalangan suku lainnya.	10. So that you can add friends from other tribes.
11. untuk mempererat hubungan anat sesama Mahasiswa di asram dan kampus.	11. To strengthen the relationship between fellow students in dormitories and campuses.
12. Untuk memperdalam pengetahuan tentang bahasa dan budaya yang berguna untuk keperluan pekerjaan di masa mendatang.	12. To deepen knowledge of language and culture that is useful for future employment needs.
13. Karena bahasa Batak salah satu bahasa yang digunakan oleh populasi suku terbesar di Indonesia.	13. Because the Batak language is one of the languages used by the largest ethnic population in Indonesia.
14. Karena saya sempat tinggal beberapa tahun di Papua, tepatnya di wamena, dan saya suka bahasa daerah tersebut.	14. Because I lived for several years in Papua, in Wamena region especially, and I like the local language.
15. Karena keluarga nenek moyang saya berasal dari daerah yang penduduknya yang menggunakan bahasa daerah tersebut.	15. Because my ancestral family came from an area whose inhabitants spoke the regional language.
16. Saya perlu mengetahui dan memahami kebudayaan dari suku lainnya.	16. I need to know and understand the culture of other tribes.
17. Saya ingin berkomunikasi dengan teman saya dengan	17. I want to communicate with my friends using their local

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| <p><i>menggunakan bahasa daerahnya.</i></p> <p>18. Karena saya mempunyai tetangga yang bersalah dari suku yang menggunakan bahasa daerah tersebut.</p> <p>19. Agar saya dapat menggunakan bahasa daerah yang saya pelajari tersebut kepada teman-teman yang berasal dari daerah yang memakai bahasa daerah.</p> <p>20. Agar saya dapat dapat behubungan lebih erat (<i>seperti bermain Bersama, bercanda, dan pergi nongkrong</i>) dengan teman yang berasal dari suku tersebut.</p> <p>21. Karena teman-teman di daerah saya tinggal terdapat banyak orang dari suku Nusa Tenggara Timur dan saya termotivasi untuk mempelajari bahasa daerah mereka agar saya bergaul erat dengan mereka.</p> <p>22. Jika suatu saat saya bepergian atau piknik ke daerah-daerah tertentu, saya bisa berkomunikasi dengan mereka menggunakan bahasa suku mereka.</p> <p>23. Agar saya dapat melakukan pendekatan kepada masyarakat sekitar lebih mudah dengan menggunakan bahasa daerah mereka.</p> <p>24. Sebagai penghormatan kepada mereka yang berasal dari daerah, bukan dari kota besar.</p> <p>25. Karena dengan mempelajari bahasa suku lain adalah suatu hal yang unik di Indonesia.</p> <p>26. Karena saya suku belajar budaya dan bahasa dari suku-suku lain yang ada di Indonesia.</p> <p>27. Agar saya dapat memperkaya pengalaman dan pengetahuan saya tentang bahasa dan budaya dari suku-suku yang ada di Indonesia.</p> <p>28. Agar saya dapat memahami lebih luas tentang perbedaan dan juga kekayaan setiap suku dan budaya yang ada di Indonesia.</p> <p>29. Agar saya bisa mengetahui berbagai bahasa daerah di Indonesia</p> <p>30. Untuk menambah wawasan saya tentang keberagaman bahasa dan budaya di Indonesia.</p> <p>31. Tidak ada alasan yang kuat sebenarnya tetapi hanya tertarik saja untuk mempelajarinya.</p> <p>32. Agar saya dapat lebih mudah berkomunikasi dengan teman-teman yang berasal dari suku yang menggunakan bahasa daerah tersebut.</p> <p>33. Karena saya ingin mempunyai wawasan yang luas tentang berbagai budaya di negara Indonesia yang dikenal sebagai negara yang luas dan kaya akan budaya.</p> <p>34. Agar saya bisa menggunakan bahasa daerah tersebut kepada teman-teman di asrama dan juga di kampus.</p> <p>35. Saya berharap, jika nanti saya bertemu dengan orang yang menggunakan bahasa daerah tersebut, saya dapat berbicara langsung dengan mereka menggunakan bahasa daerah mereka tersebut.</p> <p>36. Supaya saya dapat menambah pengetahuan tentang penggunaan bahasa dari suku lain.</p> <p>37. Agar saya mengetahui dan memahami apa yang dibicarakan oleh teman-teman saya ketika mereka berbicara menggunakan bahasa daerah mereka tersebut.</p> <p>38. Karena dengan begitu akan lebih bisa berkomunikasi dengan bahasa daerah lain.</p> <p>39. Saya ingin menambah pengetahuan dan pemahaman saya tentang bahasa daerah lainnya.</p> <p>40. Saya ingin dapat berkomunikasi dengan beberapa bahasa daerah dari suku lain.</p> <p>41. Karena bahasa suku saya memiliki logat yang hampir sama dengan bahasa Batak.</p> | <p>language.</p> <p>18. Because I have a neighbour who is guilty of a tribe that uses the regional language.</p> <p>19. So that I can use the local language that I learned with friends who come from areas that use the local language.</p> <p>20. So that I can relate more closely (such as playing together, joking, and hanging out) with friends who come from that tribe.</p> <p>21. Because my friends in the area where I live are many people from the East Nusa Tenggara tribe and I am motivated to learn their regional language so that I can get along closely with them.</p> <p>22. If one day I travel or have a picnic in certain areas, I can communicate with them using their ethnic language.</p> <p>23. So that I can approach the local community more easily by using their regional language.</p> <p>24. As a tribute to those who come from the region, not from big cities.</p> <p>25. Because learning the language of other tribes is something unique in Indonesia.</p> <p>26. Because my ethnic group learns culture and language from other tribes in Indonesia.</p> <p>27. So that I can enrich my experience and knowledge about the language and culture of the tribes in Indonesia.</p> <p>28. So that I can understand more broadly the differences and also the richness of each tribe and culture in Indonesia.</p> <p>29. So that I can learn various regional languages in Indonesia</p> <p>30. To add to my insight about the diversity of languages and cultures in Indonesia.</p> <p>31. There is no real strong reason but just interested in learning it.</p> <p>32. So that I can more easily communicate with friends who come from ethnic groups who speak the local language.</p> <p>33. Because I want to have broad insight into various cultures in Indonesia, which is known as a country that is vast and rich in culture.</p> <p>34. So that I can use the regional language with my friends in the dormitory and also on campus.</p> <p>35. I hope that the next time I meet people who speak the local language, I can speak directly to them using their local language.</p> <p>36. So that I can add knowledge about the use of language from other tribes.</p> <p>37. So that I know and understand what my friends talk about when they speak their local language.</p> <p>38. Because I will be able to communicate more in other regional languages.</p> <p>39. I want to increase my knowledge and understanding of other regional languages.</p> <p>40. I want to be able to communicate in several regional languages from other tribes.</p> <p>41. Because my ethnic language has an accent that is almost the same as the Batak language.</p> |
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42. Agar saya bisa komunikasi kepada orang lain yang bahasa daerahnya adalah bahasa daerah yang saya sedang pelajari.	42. So that I can communicate with other people whose regional language is the regional language that I am studying.
43. Karena saya ingin mengenal lebih dekat seseorang yang berasal dari suku yang menggunakan bahasa daerah tersebut.	43. Because I want to get to know someone from a tribe who speaks the local language.
44. Karena saya menyukai seseorang yang menggunakan bahasa daerah tersebut.	44. Because I like someone who uses that regional language.
45. Untuk berkomunikasi lebih akrab lagi dengan teman teman yang dari daerah yang berbeda dari saya.	45. To communicate even more familiarly with a friend of a friend who is from a different area than mine.
46. Menambah relasi pertemanan di wilayah kampus.	46. Increase friendships in the campus area.
47. Agar saya tau apa yang teman-teman saya bicarakan.	47. Let me know what my friends are talking about.
48. untuk mempererat hubungan saya dengan teman-teman di asrama.	48. to strengthen my relationship with friends in the dorm.
49. Karena saya bangga jika saya memahami banyak bahasa daerah.	49. Because I'm proud if I understand a lot of regional languages.
50. Karena saya perlu mengetahui dan memahami kebudayaan dari daerah lain melalui bahasa daerah mereka.	50. Because I need to know and understand the culture of other regions through the language of their region.

Table 1: The reasons (motivations) why the students wanted to learn other local regional languages.

From all the reasons given by the respondents, the researcher then grouped them into four main reasons, namely 1) The students want to increase their knowledge and skills in other local languages; 2) The students want to understand the language and the culture of their friends who are from different tribes; 3) The students like the language (the accent, the expression, the intonation) of other tribes' languages; and 4) The students want to get closer to someone they love or to someone they are comfortable with who uses the local language they are learning.

The following are the respondents' answers to the questions related to the obstacles experienced when they were learning the local languages of other tribes. After reading all the answers given by the respondents, the researcher grouped the problems into five main categories as the problems that the respondents experienced generally in learning other local languages (see Table 2).

Indonesian	English
1. Bunyi pelafalan atau pengucapan kosakata termasuk di dalamnya logal bahasa daerah tersebut sangat sudah dipelajari.	1. The pronunciation of the vocabulary including the dialect of the local language is difficult to be learned.
2. Tidak memiliki waktu belajar yang cukup karena sibuk dengan urusan kuliah.	2. The respondents do not have enough time to learn the local languages due to their tight schedules in their studies on campus.
3. Tidak memiliki teman bicara yang selalu bisa diajak aktif berbicara bahasa daerah tersebut.	3. They do not have active partners in speaking.
4. Mereka tidak menemukan kamus khusus untuk menunjang mereka belajar bahasa daerah tersebut..	4. There is no dictionary of the local language to support them in learning the local language.
5. Kurang percaya diri dalam mempraktekkan bahasa daerah tersebut.	5. They do not have enough confidence to practice the local language.

Table 2: General problems encountered by the students in learning local languages.

From the answers of the respondents, there are several barriers that they generally encounter when they are learning the local languages of friends from other tribes. The researcher then categorized the obstacles into two main barriers, they are external and internal barriers. The external barrier is related to the local language they were learning such as a) phonological elements, b) morphological elements, and c) semantics elements. In the phonological element, they found that the accent (how to pronounce the words) of the local language they were learning was difficult for them because the sounds were much different from the accent of their local language. In morphological elements, the students found it difficult to learn about the word fragments because word fragments are much different from their local language. In the semantic element, they found several words which sound similar but have different meanings. The internal barrier is related to the language learners (the transmigrant students) such as their level of confidence, their speaking partners,

their contributed time, and others. The students did not have enough speaking partners (the people who are natives of the local language). They did not find any dictionaries as their learning source for the local language. They hardly had time to practice the local language due to the tight college schedule. They have very limited time to learn and practice the local language due to the tight college schedule. The students had no confidence to communicate orally with their friends who had mastered the local language.

## **DISCUSSION**

From the findings of this research, the motivation of transmigrant students in learning the local languages is various. Some of the students are willing to learn other local languages because they want to get along well and communicate with their peers in the dormitory where they are living. It is one of the uses of language that is a means of communication (Brown & Yule in Baharudin, 2019). The other motivation is that the students are proud to learn Indonesian local languages as the unique symbol of people diversities in Indonesia. It is related to what Salam and Ponto (2021) mentioned that language plays an important role in a community because the language itself becomes a symbol of identity and a source of knowledge for the community. Some students also feel proud to speak and teach their peers their local languages to maintain the symbol of their local identities (Alika, 2017). Some of the students also want to learn local languages as a medium of knowledge to understand other people in their surroundings (Crystal, 2003).

One of the students' problems in learning local languages is to pronounce the local language words. The students found it difficult to pronounce some vocabulary of the local language. It is related to what Sugono (2013) said that the criteria used to see the correct use of one of the language rules is called phonology. The rules include aspects of the sound system (phonology), grammar (words and sentences), vocabulary (including terms), spelling, and meaning. Chaer (in Tambunsaribu, 2022) stated that "Language skills are a process that does not happen quickly. Language is one of the behaviours of the human ability to act and think." Language provided an understanding that language acquisition is a process that takes place in a child's brain when he acquires his first language or mother tongue.

## **CONCLUSION AND SUGGESTION**

The research findings above show that transmigrant students living in a campus dormitory who come from different kinds of villages or remote areas can be ambassadors of local language maintenance. Some of the respondents mentioned that they were interested in learning local languages because they love being Indonesian citizens. Some of them are interested in learning other tribes' languages because the local languages are unique. Some of the respondents also have some motivation to learn local languages because their ancestors spoke the local language. Thus, they consider that the local language is the identity of where they belong to. Some of them learned the local languages as knowledge of Indonesian cultural diversities. The motives they had are related to what Criystal (2003) about five reasons to maintain a language. Some of the transmigrant students coming from rural to a city still try to introduce their local languages to their fellows on campus and in the dormitory. In learning the other local languages, the students encountered some barriers. The external barrier is related to the local language they were learning such as phonological elements, morphological elements, and semantics elements while the internal barrier is related to the language learners such as their level of confidence, their speaking partners, their contributed time, and others. This is related to what Chaer (in Tambunsaribu, 2022) stated: "Language skills are a process that does not happen quickly. Language is one of the behaviours of the human ability to act and to think."

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