

# IMMIGRANT STUDENTS AS A SUPPORTING FACTOR OF LOCAL LANGUAGES MAINTENANCE

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## IMMIGRANT STUDENTS AS A SUPPORTING FACTOR OF LOCAL LANGUAGES 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. 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 are living in the dormitory of Universitas Kristen Indonesia, Jakarta. The researcher collected data using field observation, interviews, and 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 immigrant students can be as ambassadors of local language maintenance.

Keywords: transmigrant students, language maintenance, local languages

## 1. Introduction

### Research Background

As time goes by, the number of private higher education institutions has been raising 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. There are those who rent a house, an apartment, or a boarding room, and many of those who 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 until 4 years, brings on the interaction between the immigrant students and their fellows inside and out the dormitory. 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 to 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 et al, 2017). Language shows history, and cultural diversity, a symbol of identity, and a medium of knowledge (Crystal, 2003).

Language is part of culture, which means that language is in a subordinate position under culture, but is very related (Koentjaningrat, 1985). 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. Culture (the result of thought) will shape one's language. 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). In order to master a language, someone has to learn many things such as the structure, the meaning, the culture of the native speaker of the language so that he can use the language correctly and accurately. Sucho (2013) states that the criteria used to see the correct use of language are language rules. The rules include aspects of the sound system (phonology), grammar (words and sentences), vocabulary (including terms), spelling, and meaning. In addition, Chaer (in Tambunsaribu, 2022) stated that "Language skills are a process that does not happen quickly. Language is one of the behavior of the human ability to act (behavior) and think." Chaer (2003) also 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.

A person is a part of the social environment. Humans cannot avoid being surrounded by other people. 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 different regions will be able to know and understand each other so that they will get a harmonious relationship among them. As immigrant 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 in order 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 there is a difference in language between him and his fellow students or with other people in his new environment. The existence of the immigrant for a long time surely brings about acculturation to the region where they are living in. The acculturation process will continue as long as an immigrant 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 an immigrant. Gudykunst and Kim mentioned that intercultural humans are people who reach a high level of an intercultural process that has unlimited cognition, affection, and behavior, but they must develop themselves through the psychological parameters of a culture (in Mulyana & Rakhmat, 2009).

In order to make a language exists, human beings need to maintain the language. maintenance of a language, namely a) the centralization of the mother language speakers, b) the second language speakers who also speak in their mother language, and c) the loyalty of the mother language speakers. 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 give efforts in order 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 Criystal (2003), there are five reasons to maintain a language, namely:

- a) because humans need diversity. Language is the wealth of human civilization that needs to be maintained to maintain its beauty and diversity.
- b) because the language expresses an identity. Language is the main index, symbol, or identity for a community which makes community members can be recognized as a unity.
- c) because a language is its historical background. A language summarizes the history of the speakers. A language can be said as a historical archive. The most obvious history is expressed through the grammar and lexicon of the text of the language.
- d) because a language contributes to the amount of human knowledge.
- 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 member's attitudes toward their own language; and
9. type and quality of documentation

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 (Komalasaki & 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.

The previous research about local language maintenance found that Javanese language maintenance can be developed through traditional art performances such as word (*prakata*), song (*tembang*), prayer (*doa*), and poem (*pantun*). She stated that there were several factors that 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). The previous 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 immigrant students who are willing to learn local languages which are different from their mother tongue.

### Research Problems

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 encountered in learning the local languages? The purpose of this study is to find out the factors that

motivate immigrant students to learn local languages and to find out the barriers that the students encountered while learning the local languages. This research is certainly useful for supporting government programs in an effort 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 immigrant students, to learn local languages through their friendship with the other immigrant students in the dormitory and in the campus area. The immigrant students can be used as resources for local language maintenance through their activities in the fields of literature, culture and arts, sports, or through other activities that are interesting for them.

## 2. Method

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 in society (Chaer, 2010). The research focuses on the situation and process of learning local languages conducted by respondents (immigrant students) who live in the dormitory of Universitas Kristen Indonesia. The study was conducted by obtaining information from immigrant 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. There were 50 students who 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 question given in the questionnaire. After categorizing the data, the researcher analyzed 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 from 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."

## 3. Results and Discussion

### Research Findings

From the results of the questionnaires and direct interviews with several respondents, they gave several reasons (motivations) why the students wanted to learn other local regional languages which are different from their mother language. The following are the reasons stated by them.

Indonesian	English
<ul style="list-style-type: none"> <li>▪ Untuk mengenal akrab teman-teman di asrama.</li> <li>▪ Ingin menambah ilmu bahasa daerah lain.</li> <li>▪ Menjalin hubungan yang akrab dengan teman-teman yang berasal dari suku lain.</li> <li>▪ Agar saya mengerti apa yang mereka bicarakan.</li> <li>▪ karena banyak teman yang menggunakan bahasa daerah tersebut.</li> <li>▪ Agar menambah pengetahuan tentang berbagai bahasa daerah di Indonesia.</li> <li>▪ Agar bisa bersosialisasi dengan mereka.</li> <li>▪ Karena logat dan gaya bahasa daerah tersebut unik.</li> <li>▪ Karena adat istiadat dari teman yang menggunakan bahasa tersebut sangat</li> </ul>	<ul style="list-style-type: none"> <li>▪ To get to know friends in the hostel.</li> <li>▪ Want to add knowledge of other regional languages.</li> <li>▪ Establish close relationships with friends from other tribes.</li> <li>▪ So that I understand what they are talking about.</li> <li>▪ because many friends use the regional language.</li> <li>▪ In order to increase knowledge about various regional languages in Indonesia.</li> <li>▪ In order to socialize with them.</li> <li>▪ Because the regional dialect and style are unique.</li> <li>▪ Because the customs of friends who use the language are very interesting and the style of the regional language is unique.</li> </ul>



<p>menarik dan dan gaya bahasa daerah tersebut unik.</p> <ul style="list-style-type: none"><li>▪ Supaya dapat menambah teman dari kalangan suku lainnya.</li><li>▪ untuk mempererat hubungan anat sesama Mahasiswa di asram dan kampus.</li><li>▪ Untuk memperdalam pengetahuan tentang bahasa dan budaya yang berguna untuk keperluan pekerjaan di masa mendatang.</li><li>▪ Karena bahasa Batak salah satu bahasa yang digunakan oleh populasi suku terbesar di Indonesia.</li><li>▪ Karena saya sempat tinggal beberapa tahun di Papua, tepatnya di wamena, dan saya suka bahasa daerah tersebut.</li><li>▪ Karena keluarga nenek moyang saya berasal dari daerah yang penduduknya yang menggunakan bahasa daerah tersebut.</li><li>▪ Saya perlu mengetahui dan memahami kebudayaan dari suku lainnya.</li><li>▪ Saya ingin berkomunikasi dengan teman saya dengan menggunakan bahasa daerahnya.</li><li>▪ Karena saya mempunyai tetangga yang bersalah dari suku yang menggunakan bahasa daerah tersebut.</li><li>▪ Agar saya dapat menggunakan 22. asa daerah yang saya pelajari tersebut kepada teman-teman yang berasal dari daerah yang memakai bahasa daerah.</li><li>▪ Agar saya dapat dapat behubungan lebih erat (seperti bermain Bersama, bercanda, dan pergi nongkrong) dengan teman yang berasal dari suku tersebut.</li><li>▪ 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.</li><li>▪ Jika suatu saat saya bepergian atau piknik ke daerah-daerah tertentu, saya bisa berkomunikasi dengan mereka menggunakan bahasa suku mereka.</li><li>▪ Agar saya dapat melakukan pendekatan kepada masyarakat sekitar lebih mudah dengan menggunakan bahasa daerah mereka.</li><li>▪ Sebagai penghormatan kepada mereka yang berasal dari daerah, bukan dari kota besar.</li><li>▪ Karena dengan mempelajari bahasa suku lain adalah suatu hal yang unik di Indonesia.</li><li>▪ Karena saya suku belajar budaya dan bahasa dari suku-suku lain yang ada di Indonesia.</li><li>▪ Agar saya dapat memperkaya pengalaman 26) pengetahuan saya tentang bahasa dan budaya dari suku-suku yang ada di Indonesia.</li></ul>	<ul style="list-style-type: none"><li>▪ So that you can add friends from other tribes.</li><li>▪ to strengthen the relationship between fellow students in dormitories and campuses.</li><li>▪ To deepen knowledge of language and culture that is useful for future employment needs.</li><li>▪ Because the Batak language is one of the languages used by the largest ethnic population in Indonesia.</li><li>▪ Because I lived for several years in Papua, in Wamena to be precise, and I like the local language.</li><li>▪ Because my ancestral family came from an area whose inhabitants spoke the regional language.</li><li>▪ I need to know and understand the culture of other tribes.</li><li>▪ I want to communicate with my friends using their local language.</li><li>▪ Because I have a neighbor who is guilty of a tribe that uses the regional language.</li><li>▪ So that I can use the local language that I learned to friends who come from areas that use the local language.</li><li>▪ So that I can relate more closely (such as playing together, joking, and hanging out) with friends who come from that tribe.</li><li>▪ Because my friends in the area where I live there 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.</li><li>▪ If one day I travel or have a picnic to certain areas, I can communicate with them using their ethnic language.</li><li>▪ So that I can approach the local community more easily by using their regional language.</li><li>▪ As a tribute to those who come from the region, not from big cities.</li><li>▪ Because learning the language of other tribes is something unique in Indonesia.</li><li>▪ Because my ethnic group learns culture and language from other tribes in Indonesia.</li><li>▪ So that I can enrich my experience and knowledge about the language and culture of the tribes in Indonesia.</li><li>▪ So that I can understand more broadly about the differences and also the richness of each tribe and culture in Indonesia.</li><li>▪ So that I can know various regional languages in Indonesia</li><li>▪ To add to my insight about the diversity of languages and cultures in Indonesia.</li><li>▪ There is no real strong reason but just interested in learning it.</li><li>▪ So that I can more easily communicate with friends who come from ethnic groups who speak the local language.</li></ul>
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<ul style="list-style-type: none"> <li>▪ Agar saya dapat memahami lebih <sup>23</sup>as tentang perbedaan dan juga kekayaan setiap suku dan budaya yang ada di Indonesia.</li> <li>▪ Agar saya bisa mengetahui berbagai bahasa daerah di Indonesia</li> <li>▪ Untuk menambah wawasan saya tentang keberagaman bahasa dan budaya di Indonesia.</li> <li>▪ Tidak ada alasan yang kuat sebenarnya tetapi hanya tertarik saja untuk mempelajarinya.</li> <li>▪ Agar saya dapat lebih mudah berkomunikasi dengan teman-teman yang berasal dari suku yang menggunakan bahasa daerah tersebut.</li> <li>▪ Karena saya ingin mempunyai wawasan yang luas tentang berbagai budaya di negara Indonesia yang dikenal sebagai negara yang luas dan kaya akan budaya.</li> <li>▪ Agar saya bisa menggunakan bahasa daerah tersebut kepada teman-teman di asrama dan juga di kampus.</li> <li>▪ Saya berharap, jika nanti saya bertemu dengan orang yang menggunakan bahasa daerah tersebut, saya dapat berbicara langsung dengan mereka menggunakan bahasa daerah mereka tersebut.</li> <li>▪ Supaya saya dapat menambah pengetahuan tentang penggunaan bahasa dari suku lain.</li> <li>▪ Agar saya mengetahui dan memahami apa yang dibicarakan oleh teman-teman saya ketika mereka berbicara menggunakan bahasa daerah mereka tersebut.</li> <li>▪ Karena dengan begitu akan lebih bisa berkomunikasi dengan bahasa daerah lain.</li> <li>▪ Saya ingin menambah pengetahuan dan pemahaman saya tentang bahasa daerah lainnya.</li> <li>▪ Saya ingin dapat berkomunikasi dengan beberapa bahasa daerah dari suku lain.</li> <li>▪ Karena bahasa suku saya memiliki logat yang hampir sama dengan bahasa Batak.</li> <li>▪ Agar saya bisa komunikasi kepada orang lain yang bahasa daerahnya adalah bahasa daerah yang saya sedang pelajari.</li> <li>▪ Karena saya ingin mengenal lebih dekat seseorang yang berasal dari suku yang menggunakan bahasa daerah tersebut.</li> <li>▪ Karena saya menyukai seseorang yang menggunakan bahasa daerah tersebut.</li> </ul>	<ul style="list-style-type: none"> <li>▪ 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.</li> <li>▪ So that I can use the regional language to my friends in the dormitory and also on campus.</li> <li>▪ I hope that the next time I meet people who speak the local language, I can speak directly to them using their local language.</li> <li>▪ So that I can add knowledge about the use of language from other tribes.</li> <li>▪ So that I know and understand what my friends talk about when they speak their local language.</li> <li>▪ Because I will be able to communicate more in other regional languages.</li> <li>▪ I want to increase my knowledge and understanding of other regional languages.</li> <li>▪ I want to be able to communicate in several regional languages from other tribes.</li> <li>▪ Because my ethnic language has an accent that is almost the same as the Batak language.</li> <li>▪ So that I can communicate with other people whose regional language is the regional language that I am studying.</li> <li>▪ Because I want to get to know someone from a tribe who speaks the local language.</li> <li>▪ Because I like someone who uses that regional language.</li> </ul>
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Table 1. The reasons (motivations) why the students wanted to learn other local regional languages

The following are the respondents' answers to the questions related to the obstacles experienced by them when they were learning the local languages of other tribes.

Indonesian	English
<ul style="list-style-type: none"> <li>• Bunyi kosakata (pelafalan) yang sulit.</li> <li>• Tidak memiliki waktu belajar yang cukup karena sibuk dengan urusan kuliah.</li> <li>• Pengucapan bahasa Sunda yang lembut.</li> <li>• Kendalanya dalam memenggal kata.</li> <li>• Masih belum paham arti kalimat yang diucapkan teman ketika dia berbicara sepenuhnya menggunakan bahasa daerahnya.</li> <li>• Belum ada teman belajar yang benar-benar dapat sepenuhnya mengajari bahasa daerah tersebut dari dasar.</li> <li>• Logat bahasa daerah tersebut sangat berbeda dengan bahasa daerah yang saya gunakan.</li> <li>• Ada kata yang pengucapannya sama namun artinya berbeda sehingga kadang saya mengartikannya berbeda.</li> <li>• Belum terbiasa menggunakan bahasa daerah tersebut.</li> <li>• Saya dapat memahami makna kalimat namun saya tidak dapat mengucapkannya secara lisan.</li> <li>• logat dan penggunaan kata berbeda.</li> <li>• Tidak ada lawan bicara.</li> <li>• Tidak punya waktu luang yang banyak untuk mempelajarinya.</li> <li>• Tidak ada kamus khusus untuk menunjang belajar bahasa daerah tersebut.</li> <li>• Jarang mempraktekkan kosakatanya sehingga sering lupa artinya.</li> <li>• susah mengucapkan kosakatanya.</li> <li>• pelafalan kosakata yang sangat susah.</li> <li>• sangat sulit meniru bunyi kosakatanya.</li> <li>• Kurang percaya diri.</li> <li>• Sulit mengucapkan kosakatanya.</li> <li>• Tidak memiliki lawan bicara yang cukup sehingga sering lupa bunyi kosakatanya.</li> <li>• Tidak bisa berlatih secara maksimal karena teman sibuk mengerjakan tugas-tugas kuliahnya.</li> <li>• Logatnya susah ditiru.</li> <li>• Sulit memahami maknanya karena tidak ada kamus yang bisa dijadikan referensi.</li> <li>• Makna kosakatanya susah untuk dipahami.</li> <li>• Kurang mempraktekkan bahasa tersebut.</li> <li>• Tidak ada sumber pendukung seperti buku atau kamus dari bahasa daerah tersebut.</li> <li>• Cara pengucapannya sulit.</li> <li>• Kendala waktu.</li> <li>• Sulit dalam pengucapan kosakata.</li> <li>• Bahasanya sulit dimengerti.</li> </ul>	<ul style="list-style-type: none"> <li>• Vocabulary sound (pronunciation) is difficult.</li> <li>• Do not have enough study time because they are busy with lectures.</li> <li>• Soft Sundanese pronunciation.</li> <li>• Problems in chopping words.</li> <li>• You still don't understand the meaning of the sentences your friend utters when he speaks fully in his local language.</li> <li>• There are no study partners who can fully teach the regional language from the basics.</li> <li>• The dialect of the regional language is very different from the regional language that I speak.</li> <li>• There are words that sound the same but have different meanings, so sometimes I interpret them differently.</li> <li>• Not used to using the local language.</li> <li>• I can understand the meaning of the sentence but I can't say it orally.</li> <li>• different accents and words.</li> <li>• No interlocutor.</li> <li>• Don't have a lot of free time to study it.</li> <li>• There is no special dictionary to support learning the local language.</li> <li>• Rarely practice their vocabulary so they often forget their meaning.</li> <li>• difficult to pronounce the vocabulary.</li> <li>• very difficult vocabulary pronunciation.</li> <li>• very difficult to imitate the sound of the vocabulary.</li> <li>• Lack of confidence.</li> <li>• Difficulty pronouncing the vocabulary.</li> <li>• Don't have enough people to talk to so they often forget the sounds of their vocabulary.</li> <li>• Unable to practice optimally because friends are busy doing their college assignments.</li> <li>• His accent is hard to imitate.</li> <li>• Difficulty understanding the meaning because there is no dictionary to use as a reference.</li> <li>• The meaning of the vocabulary is difficult to understand.</li> <li>• Lack of practicing the language.</li> <li>• There are no supporting sources such as books or dictionaries from the local language.</li> <li>• The pronunciation is difficult.</li> <li>• Time constraints.</li> <li>• Difficulty in pronouncing vocabulary.</li> <li>• The language is difficult to understand.</li> </ul>

Table 2. Several barriers encountered by the students in learning local languages



## Discussion

From all the reasons given by the respondents, the researcher then grouped them into four main reasons, namely:

- a. The students want to increase their knowledge and skills in other local languages;
- b. The students want to understand the language and the culture of their friends who are from different tribes;
- c. The students like the language (the accent, the expression, the intonation) of other tribes' languages; and
- d. 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.

From the answers of the respondents, there are several barriers that they generally encounter when they were learning the local languages of friends from other tribes. The researcher then categorized the obstacles into two main barriers, they are:

### 1. External Barriers

The external barrier is related to the local language they were learning such as phonological elements, morphological elements, and semantics elements.

- a. phonological element: They found that the accent (how to pronounce the words) of the local language they were learning is difficult for them because the sounds are much different from the accent of their local language.
- b. morphological elements: The students found it difficult to learn about the word fragments because word fragments are much different from their local language.
- c. semantic element: They found several words which sound similar but have different meanings.

### 2. Internal Barriers

The internal barrier is related to the language learners (the immigrant students) such as their level of confidence, their speaking partners, their contributed time, and others.

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

## 4. Conclusion

From the research findings above, it shows that immigrant students living in a campus dormitory who come from different kinds of villages or remote areas can be ambassador of local language maintenance. Some of the respondents mentioned that they were interested to learn 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 in learning 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 immigrant 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 behaviors of the human ability to act (behavior) and think."

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