



INVESTIGATING LANGUAGE SHIFTING TOWARDS STUDENTS BATCH XII OF SMKN PENERBANGAN ACEH: A CASE STUDY

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Abstract: *Language shifting is a phenomenon in sociolinguistics study that occurs as a result of language contact. Language shifting concerns usage issues language by a group of speakers that can occur due to transfer from one speech community to another. This research was conducted towards students Batch XII SMKN Penerbangan Aceh. This study was a case study employing a descriptive qualitative approach. This research aims to investigate the language used by the students at the living environment and school /dormitory. The data collection used an online questionnaire. After the data was collected, further the data were analyzed based on the steps used, starting from tabulating, identifying, counting, displaying, verifying, and then describing based on the problem aspects of the study discussed. Regarding the research results, the students who come from various regions and have their local language, when they are in the SMKN Penerbangan Aceh, use Bahasa because of some factors: teacher, education staff, diversity of origins, and the other people in SMKN Penerbangan Aceh environment.*

Keywords : *Language, Language Shifting, student.*

Language is a means of human communication that has rules which regulated according to customs. Even though we use one language every day, we also use variety of languages variations, because we have knowledge and familiar with its use. Based on a sociolinguistic perspective, the phenomenon of language choice in a multilingual society is an interesting phenomenon to study. Fasold (1984: 180) suggests that sociolinguistics can be a scope of study because of the choice of language use. He provided an illustration with the term of societal multilingualism which refers to the fact that existence of many languages in society.

Sociolinguistics examines the relationship between language and society (Wardhaugh, 1984: 4; Holmes, 1993; 1; Hudson, 1996: 2), which is associated with two fields that can be studied separately, namely the formal structure of language by linguistics and society by sociology.

Generally, we use a variety of different languages when communicating to friends, parents, teachers, and various other speech partners. The language variety occurs based on humans who are not homogeneous and lots of social activities. According to J.A Fishman “Sociolinguistic is the study of the characteristics

of language varieties, the characteristics of their functions, and the characteristic of their speakers as these three constantly interact, change and change one another within a speech community”.

If individuals use two or more languages in a society, then language contact occurs with all the symptoms of linguistic events. In that event, sociology can be applied as an interdisciplinary science, language variety, word choice, and bilingualism or it can also be called sociolinguistics.

LITERATURE REVIEW

According to Paul Ohoiwutun in the book *Sociolinguistics* (1997): “The interdisciplinary nature of sociolinguistics seeks to explain the human ability to use language rules appropriately in various situations”. Meanwhile, Abdul Chaer and Leonie Agustina in the book of *Sociolinguistics: Initial Introduction* (1995) said: Sociolinguistics deals with the details of actual language use, such as descriptions of patterns of language use or dialect in a particular culture, choices of language use or certain dialects made by the speaker, the topic and setting of the conversation.

Language in sociolinguistics is not only known as a structure, but also as a social system, communication system and part of the culture of a particular society. Language variety is the variation of language use in a different society.

Generally, the purpose of sociolinguistics is to study language variety, word choice, and use of words that are appropriate to the situation, conditions and various other factors of the interlocutor, in order to avoid inefficiency, as well

as various other problems.

In studying sociolinguistics, we are familiar with the term of language shifting. Language shifting is a phenomenon sociolinguistics that occurs as a result of language contact. Language shifting concerns usage issues language by a group of speakers that can occur as a result of transfer from one speech community to another. When a person or a group of speakers moves to another place who use other languages, and interact with the community speech in the region, there will be a language shifting. Migrant groups generally have to adapt to leave their own language and use the language of local people. If gathered with the original group, they can use their first language but to communicate with the other group, they can not persist in using their own language. They should learn to use the language of the local people.

Language shifting usually occurs in countries, regions, or a region that gives hope to socio-economic life better, thus inviting immigrants/transmigrants to come to him (Chaer 1995: 190). Language shifting occurs in bilingual or multilingual societies. Bilingualism according to Umar (1994:9) begins when the population those who move are in contact with the indigenous population and then the one learns the other for communication needs.

METHOD

The reseach method employed in this study was descriptive quantitative, while the research strategy used was a case study approach. This research was conducted towards students Batch XII of SMKN Penerbangan Aceh. The number of correspondents who participated in answering the

questionnaire was 23 students from various regions in Banda Aceh and Aceh Besar, Aceh (i.e. one of provinces in Indonesia).

The data collection used an online questionnaire which was spread to the students through WhatsApp application medium. After the data collected, further the data were analyzed based on the steps used, starting from tabulating, identifying, counting, and displaying the data related to the problem aspects of the study discussed.

The data findings were then verified and described based on the percentage formula below:

$$X = \frac{\sum X}{N}$$

X= Score

\sum = Summation

N= Total Number of Scores

RESULTS AND DISCUSSIONS

The research activity was conducted on students at SKMN Penerbangan Aceh which located in Blang Bintang, Aceh Besar District, which consisted of the students class X (Batch XII) for the 2021/2022 academic year. There were 7 questions/statements in two classifications that researcher submitted to the students associated with the language shifting, namely:

a. Home environment:

1. I speak Indonesian with the family.
2. I speak Indonesian with friend in hometown.

b. SMKN Penerbangan Aceh environment:

1. I speak Indonesian with friends.
2. I speak Indonesian with teachers.
3. I speak Indonesian with boarding guardians.
4. I speak Indonesian with education staffs.

5. I speak Indonesian with canteen/ catering staffs

From the results of the questionnaire that has been conducted, it was found a shift language in the use of regional languages to the national language (Indonesian language).

a. Percentages of Indonesian language application at home environment.

There are 2 aspects questions for this research, namely:

1. Family
2. Friends

The following table describes the percentage of students who spoke Indonesian language with their families:

Table 1. Students' response towards their communication with family

Statement	Response	Percentage
I speak Indonesian language with my family	Yes	60,9%
	Sometimes	30,4%
	No	8,7%

From the percentage in table 1, researchers found that most of the students stated "yes", while 30.4% stated "sometimes", and 8.7% stated "no". It can be specified that most students prefer to speak in Indonesian language to their mother tongue. From this result, it is shown that there is a shift language in use from regional languages to the national language.

The percentage of students who speak Indonesian language with friends at hometown is as follows:

Table 2. Students' response towards their communication with friends at hometown

Statement	Response	Percentage
I speak Indonesian language with friends at Hometown	Yes	43,5%
	Sometimes	52,2%
	No	4,3%

From the percentage in table 2, researchers found that 43.5% answered "yes", 52.2% answered "sometimes", and 4.3% answered "no".

b. Percentages of Indonesian language use at SKMN Penerbangan Aceh environment.

The questionnaire for this study included 5 aspects of the statement, namely:

- a. Friends
- b. Teachers
- c. Boarding guardians
- d. Education staffs
- e. Canteen/ catering staffs

The percentage of students who speak Indonesian language with their friends at the school environment is as follows:

Table 3. Students' response towards their communication with friends at school environment

Statement	Response	Percentage
I speak Indonesian language with friends at SMKN Penerbangan Aceh school	Yes	95,7%
	Sometimes	4,3%
	No	0%

According to the percentage in table 3, researchers found that 95.7% indicated "yes", 4.3% expressed "sometimes", and 0% stated "no".

As it is known that at SMKN Penerbangan Aceh, there are students who come from the same origin. 4.3% of students stated "sometimes", because they still use their mother tongue with friends who come from the same tribes.

Furthermore, the percentage of students who talk to teachers, boarding guardians, education staffs, and canteen/catering staffs is as follows:

Table 4. Students' response towards their communication with teachers

Statement	Response	Percentage
I speak Indonesian language with teachers	Yes	100%
	Sometimes	0%
	No	0%

Table 5. Students' response towards their communication with boarding guardians

Statement	Response	Percentage
I speak Indonesian language with boarding guardians	Yes	100%
	Sometimes	0%
	No	0%

Table 6. Students' response towards their communication with education staffs

Statement	Response	Percentage
I speak Indonesian language with education staffs	Yes	100%
	Sometimes	0%
	No	0%

Table 7. Students' response towards their communication with canteen/catering staffs

Statement	Response	Percentage
I speak Indonesian language with canteen/catering staffs	Yes	100%
	Sometimes	0%
	No	0%

Surprisingly, according to table 4, 5, 6 and 7, researchers found that all of the students speak Indonesian language with other people in the school environment such as teachers, boarding guardians, education staffs, and canteen staffs. It can be specified that the students prefer to speak Bahasa or Indonesian language with other individuals when they are in the formal situation and environment.

The results of this study are closely related to the study of sociolinguistics, namely language is not only known as a structure, but also as a social system, communication system and part of the culture of a particular society. Language variety is the variation of language use in a different society.

Fishman in Malabar (2015) argued, sociolinguistics is the study of the features of diverse languages, their performance characteristics, and the features of their speakers, which are continually interacting, changing, and shifting with one another within a speech community.

In sociolinguistics, we know the term of language shift. Language shift is a sociolinguistic phenomenon that occurs as a result of language contact. Language shift occurs in bilingual or multilingual societies. According to Umar in Malabar (2015), bilingualism is started when the migrating population relates to the natives then one learns the other for communication needs.

The results of this study indicated a language shift in the process of exchanging information of Batch XII students in the Aceh Aviation Vocational School, where the regional language which is usually used in daily conversation in the hometown changes when they are in the school environment. This is inseparable from the background of students who come from various regions and have their own regional languages. As mentioned by Lasswell (in Mulachela, 2022), communication is a process of explaining who says what and through what channel to whom in order to be understood (who? says what? in which channel? to whom? with what effect?). In this notion, students have to adapt by leaving their own language and using language that is easy to understand when interacting with students from different regions. However, if the students gather with the students from one place of residence, they use their local language.

Thus, in order to establish a communication

between students who have different regional languages, a unifying language is formed, namely Indonesian. It is as stated by a Professor of Cultural Studies at Padjadjaran University on public lecture, Dadang Suganda, Indonesian language as a unifying tool and resilience of the nation, Indonesia has many languages, however, Indonesian language can be the unifier of this diversity (Pusat Bahasa, 2014)

CONCLUSION

Based on the research results, the students who come from various regions and have their local language, when they are in the SMKN Penerbangan Aceh, they use Indonesian language because the teachers, education staff, and other people who are in the SMKN Penerbangan Aceh environment use Bahasa or Indonesian language as the national language. In addition, the diversity of origins of students also effect in the use of Indonesian as the language for communication in the SMKN Penerbangan Aceh environment school. Hence, it can be stipulated that there is an immense tendency of language shift in one of vocational schools in Aceh in particular.

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