

**LEARNING LANGUAGE FROM OTHERS: LANGUAGE CONTACTS
AND ATTITUDES AMONG GAYO LUES STUDENTS IN BANDA ACEH**

THESIS

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Adalah benar-benar karya saya, **kecuali semua kutipan dan referensi yang disebutkan sumbernya**. Apabila terdapat kesalahan dan kekeliruan didalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikian surat pernyataan ini saya buat dengan sesungguhnya.

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Saya yang membuat pernyataan,

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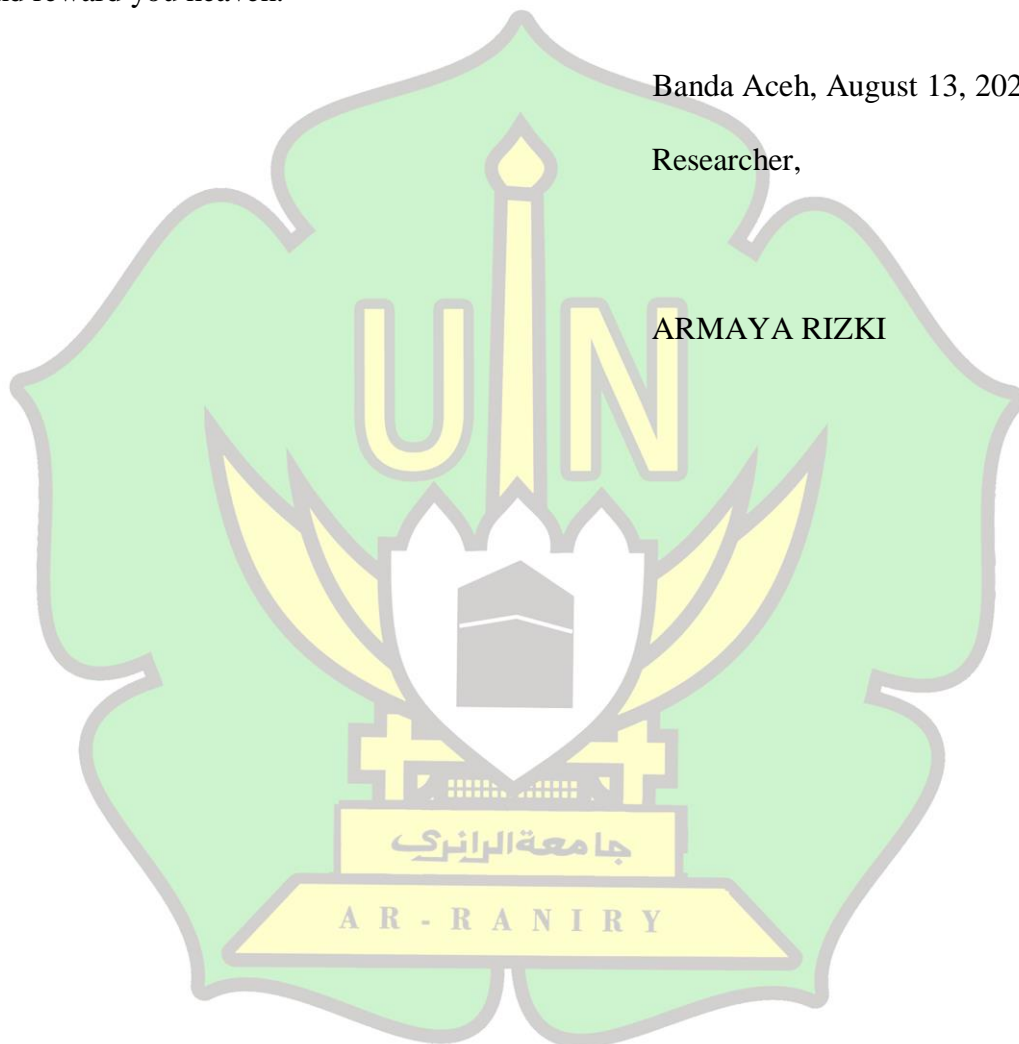
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ABSTRACT

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This study aims to determine the language contact and language attitude among Gayo Lues students in Banda Aceh. The method used in this research is qualitative narrative. This research consist of two research questions to answer the problem in this study. There were 6 Gayo Lues participants living in Banda Aceh who were interviewed. They were selected deliberately based on criteria and were involved in in-depth interviews. Researcher found that there were five aspects of language contact that occurred among Gayo Lues students in Banda Aceh, those are dialectal aspect, mixed language, borrowing language, language hegemony, and language shift. In language attitude, it was found that students of Gayo Lues in Banda Aceh had a positive attitude towards their language and others languages.

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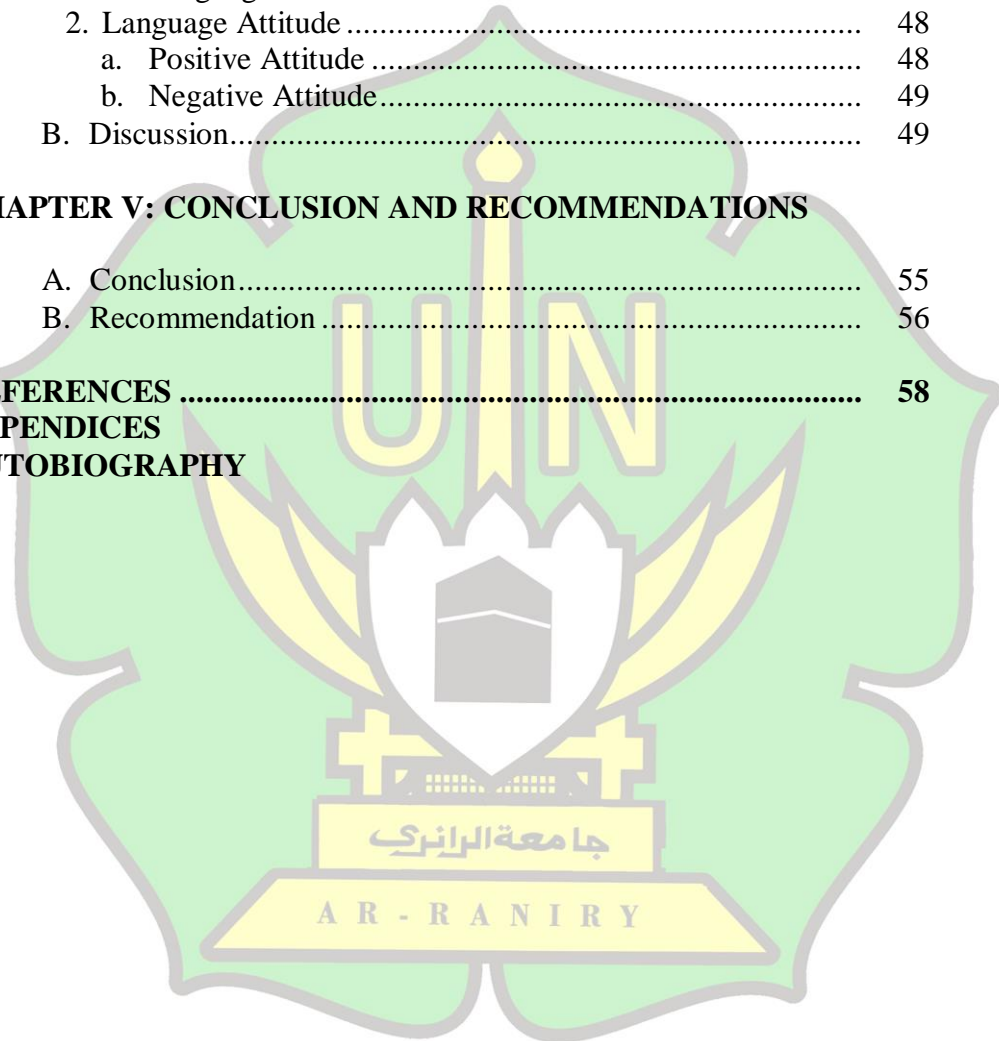
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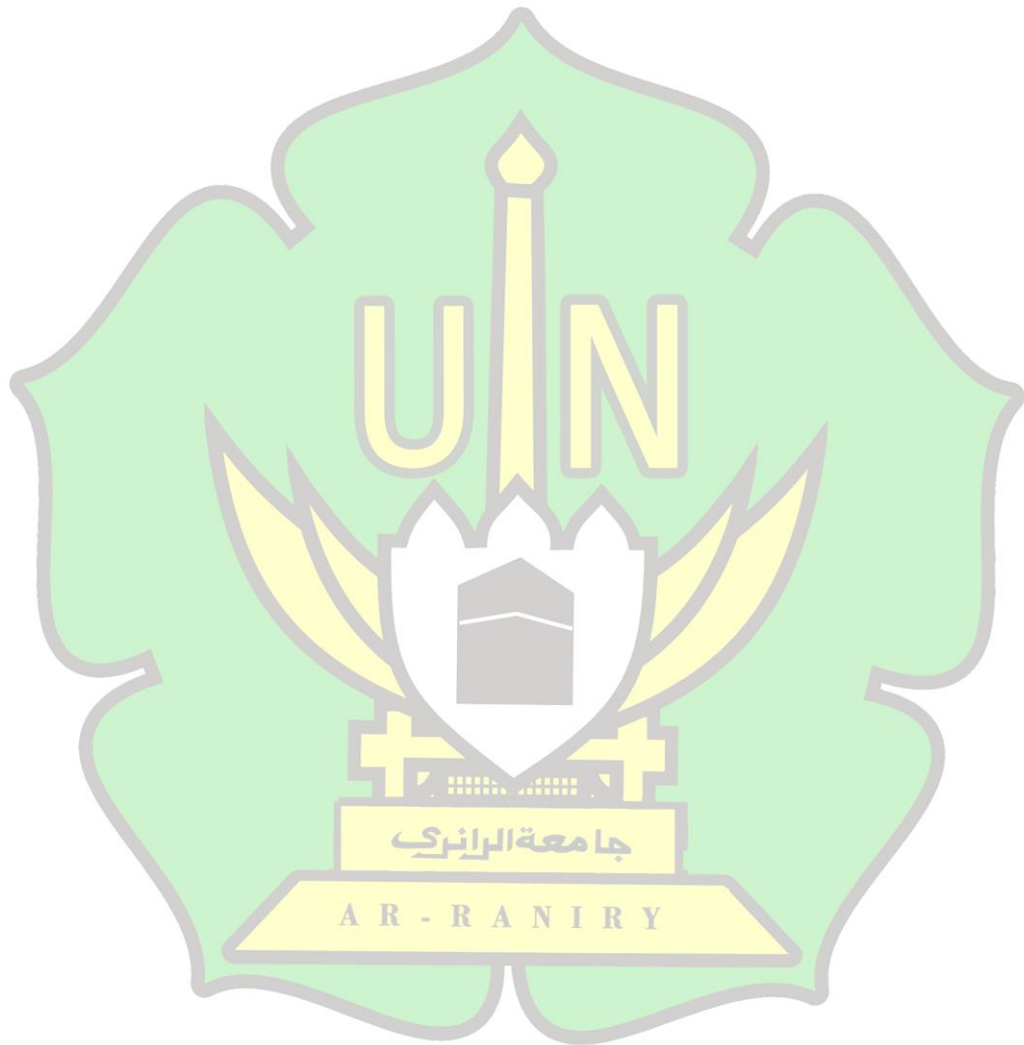
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CHAPTER I

INTRODUCTION

A. Background of Study

Indonesia is a country that well known for its cultural diversity. Even in one city, Indonesia has many different languages, one of them is Aceh. In Aceh there are 9 different local languages (Acehplanet, 2014). This diversity certainly produces many differences in various aspects of life and one of the prosperity of Indonesian people. The existence of language is one of the most interesting things to discuss from various types of diversity in Indonesia, especially in Aceh. These different languages and how peoples's ability to master various languages and how they interact with people of different languages becomes an interesting study.

Different languages certainly become an interesting problem, through these differences would be causes many things to investigate about how the ways that language communities interact and the impact of the contact on the languages or known as language contact. Through this language differences researcher also like to discuss about how people feel about the language that spoken by themselves and the language spoken by others.

Humans are basically creatures that carry out social interactions that create relationships with others through a process of interaction. One way to do interaction is through communication. Communication is the process of sending and receiving information specifically the process in which a

person, several people (social groups or communities), or several communities create and use information to connect with each other (Anne, 2016). Indeed, people need tools to communicate, which is known as language.

In communicating, humans need tools known as a language. As Akmal, Yusny and Risdaneva (2017, p. 64) stated that we are consciously able to use a language even though we do not understand the step by step and the activities we participate in learning the language. Language is one thing that is very important for the needs of interaction between humans. By accepting and sending languages, people can fulfill their needs for survival. Language is mainly used through oral communication, although communication can also be done in other ways such as writing and codes (Bonvillain, 2019). It also makes it easier for people to exchange information and express their ideas or feelings.

The field of science that deals with language is linguistics, and one of the branches of linguistics that regarding to this research is sociolinguistics. Sociolinguistics also has a very broad scope which is the study of the use of social language. Sociolinguistic pay attention about how a person says something, how people from different places say things, how to communicate in different ways (Meyerhoff, 2018, p. 1) and so forth relating to everything related to language in social life.

Nowadays, in globalization era, for various reasons and human needs, it is very common for people to use two or more languages as the medium for communication. This happens because of the need to communicate with many people who have different languages besides their mother tongue language. In

daily interactions, usually there are some interesting language phenomena to be discussed such as language contact and how someone assesses other people's languages or known as language attitude, this is because in interactions occur differences in language and background.

When communicating in diverse places or social groups, humans tend to use language and style that is in line with the social conditions being faced instead of the language used in everyday language conversations in their homes. The language used in the family is usually different from that used at school. For example, a Gayo tribe student, will speak the Gayo language with his family or friends who are from the same tribes. However, these students will use Indonesian language while in school and the market. Because using Indonesian will help these students to interact with different tribes in different languages and Indonesian language will help to interact more easily.

Using more than one language or more is called bilingualism and multilingualism. It is a normal thing by considering the need for interaction with people who have different backgrounds and languages. All languages change parallelly to the development of culture. This creates many variations in language use. The use of language variation itself is influenced by many factors, such as linguistic environment, social background, non-linguistic factors, etc. Each language has different variations with unique characteristics and are usually different from one another. Style is a part of language variation, sometimes we can recognize the origin of someone by listening to his style in speaking that is adapted to the situation and needs being that faced (Trudgill, 2011, p. 116).

In a multilingual society, where people know and apply more than one language, they usually require the selection of certain factors in choosing a language. They can also decide to choose language based on those factors. The first thing that comes to mind when we will communicate with others is to think about language choice and language selection skills. Language selection skills are classified as communicative competence and it is basically developed by observing factors found in the social context of language use (Jendra, 2012, p. 42). The choice of language in social life is not about international, national or local languages, instead in language everyone has the freedom to use whatever he or she wants, based on whatever resources and languages the speaker has, and the freedom to combine them as the speaker desired (Kircpatrick, 2014).

Most of Gayo Lues students in Banda Aceh master Indonesian well. However, sometimes in a conscious or unconscious condition they incorporate Gayo language into Indonesian language in their daily conversation. In certain occasions, they use the Gayo language, depending on who and on what occasion they have the conversation. For friends from the same area and tribe, they tend to use the Gayo language. While Indonesian will be used when they are in a particular society. This relates to adjustment when communicating with others. Because Gayo students in Banda Aceh master at least two languages namely Gayo and Indonesian, and these two languages are used according to whom they interact with each day, this is an interesting part of this research because when speaking Indonesian there is often mixing in sentence pronunciation or known as language contact. It is also interesting to discuss about how the perspective of

Gayo Lues Students in Banda Aceh about their own language and other languages or Language Attitude in their daily lives.

Therefore, it is important to know the Language Contact and Language Attitude that occurs in Banda Aceh specifically among Gayo Lues students. So for that reason, the researcher wants to do a research entitled: *Learning Language From Others: Language Contacts and Attitudes among Gayo Lues Students In Banda Aceh*

B. Research Questions

From the discussion explained above, the problem of this research is about the used of language contact and language attitudes among Gayo Lues students in Banda Aceh. Then, the researcher need to formulate the research question that related to the problem in this research. The questions are:

1. What types of language contacts that occur among Gayo Lues students in Banda Aceh?
2. How is the perspective and language attitude of Gayo Lues students in Banda Aceh towards their own language and the language of others?

C. Research Aim

The aims of this research are intended to:

1. Knowing the types of language contacts that occur among Gayo Lues students in Banda.

2. Knowing the perspective and language attitude of Gayo Lues students in Banda Aceh towards their own language and the language of others.

D. Significance of Study

This research is focused on the Language Contact and Language Attitudes among Gayo Lues students in Banda Aceh and there are some significances to the students, lecturers, other researchers, and the researcher herself in this research. Here, the researcher divides into two kinds below:

1. Academically

- a. The result of this research can be used as an additional reference for sociolinguistic study especially in Language Contact and Language Attitudes.
- b. The result of this research is expected to be beneficial for improving an understanding of language especially in Language Contact and Language Attitudes to make a good sentence or utterance and for daily life communication.
- c. This research is expected to know the information about used of Language Contact and Language Attitudes for daily speaking comprehension.
- d. To support people who live in multilingual society to understand the structure of their language and can understand it well by speaking and or writing the language.

2. Practically

- a. This research could be the student additional information of sociolinguistic study especially Language Contact and Language Attitude for Department of English Education of Ar-Raniry State Islamic University Banda Aceh.
- b. The result of this research will help the student increasing the knowledge about sociolinguistic study especially in Language Contact and Language Attitudes.
- c. The result of this research can be used to improve English teaching and learning process in Department of English Education of Ar-Raniry State Islamic Banda Aceh.

E. Research Terminologies

Some words that are used in this research will be keywords. In order to get understanding and perception of the terms in this research. There are some definitions as follows:

1. Language contact

Based on the opinion of Suzanne, Backus, & Muysken, P (2019, p. 11), the study of language contact focuses on how the various language communities interact with each other and how the contact or interaction impacts that on the language. This language contact usually occurs when the individual is in a different language and the language is more dominant. The individual will likely be someone who is bilingual or multilingual.

Language contact will be more significant when most of the language community interacts with people from other language communities. This

interaction will also affect the linguistic impact of that language contact. For example, if people from a small community in the area visit a market where everyone speaks another language, visitors will learn the vocabulary needed for trading, but perhaps less and will only use important sentences. If people from the more dominant language community move to the same location as members from less dominant cultures, there will be interaction in a wider range of social situations. In such cases, people from both languages can start to adopt phrases and vocabulary from other languages. In some cases, languages joined and became a new language.

2. Language attitudes

Referring to Elizabeth Peterson (2020), language Attitude is perspectives, opinions, ideas, and practices of the speakers of one language to another language. Language attitudes are evaluative responses to different language varieties. Language attitude will reflect at least two cognitive things in between social categorization and stereotyping. First, the listener uses linguistic cues such as accents to infer the membership of the speaker's social group. Second, based on the categorization, they relate to the stereotypical characteristics of the speakers related to the group membership being concluded.

CHAPTER II

LITERATURE REVIEW

This chapter presents a literature review that related to this study. The literature review has the purpose of providing previous studies and information concerned with the research questions. This research can be included in sociolinguistics, especially in Language Contact and Language Attitude study. Therefore, in this chapter, it will be discussed about some things related to the title. It consists of Language Contact, Language Attitude, Multilingualism, Speech Community

A. Speech Community

Speech community is a group or community of people who have a set of linguistic norms and expectations related to language use (Yule, 2006, p. 250). This is a concept which is largely related to sociolinguistics and anthropological linguistics. Everyone comes from a community, for this reason people are familiar with their characteristics about the way they speak in one language. This community is called speech community.

Referring to (Bloomfield, 1933), he offers the simple definition of speech community. He says that a speech community is a group of people who interact by means of speech. In addition, according to references from (Hudson, 1998) also defines community speech as all people who speak a single language and so share notions of what is the same or different in phonology or grammar. Speech

community is any human aggregate characterized by regular and frequent interaction by means of a shared body of verbal signs and set off from similar aggregates by significant differences in language use (Wardhaugh, 1986).

Most groups of any permanence, by the small bands bounded by face-to-face contact, modern nations divisible into smaller subregions, or even occupational associations or neighborhood gangs, may be treated as speech communities, provided they show linguistics peculiarities that warrant special study. In other words, the member of a speech community not only have to share a set of grammatical rules, but also there must be regular relationship between language use and social structure. In other words, members of the speaking community must not only share a set of grammar rules, but also there must be a regular relation between language use and social structure.

B. Multilingual

Today most of humanity in the world masters more than one language (Peter. A&Wei. L, 2007, P. 32) and multilingual is a common thing used by people today (Larissa, 2012), multilingualism is a situation when two or more languages are used interchangeably by the same speaker. It can be said that the languages are interconnected (Weber & Horner, 2017, p. 196). At present it is very common for many communities to use multilingualism in daily communication. So, speakers must master the mother tongue and other languages that become second languages. People usually speak languages they are master in everyday use. For example, Indonesians when they talk to their families who speak more than one

language, they can choose both in their conversation based on language determinants. People use more than one language that occurs in social context situations, which is a situation where they learn a second language in their community.

Many repertoires will appear in the presence of multilingual (Creese, A & Angela, 2012). By paying attention to the language practices of young people in an environment with multi-language practices, we will find new multi-languages that emerge, as young people create meaning with their diverse linguistic repertoires. We will see young people using their various eclectic linguistic resources in everyday language to create, parody, play, fight, support, evaluate, challenge, tease, disrupt, bargain and negotiate their social world, and the application of language development in other aspects.

C. Language Contact

Multilingualism and language contact have become commonplace in much of human history. According to Raymond Hickey (2012, p. 343) languages Contact have developed rapidly since the last two to three decades and today most people in the multilingual world are due to the many interests that require mastering more than one language so that language contact continues to develop over time. In today's world, multi-lingual society is common, because they have to interact between tribes and have to communicate with neighboring people and there is often a cross-marriage between different tribes so it's common to know two or more languages (Weber & Horner, 2017, 201).

When speakers of different languages interact closely, usually their languages will influence each other (Matras, 2020, p. 1). Language usually develops by gradually accumulating dialect differences until the two dialects stop understanding and influencing each other. Many language contacts occur in locations where a minority language joins the majority language in an area.

Word exchange is one of the most common ways in which language contact is formed. Much has been made about borrowing contemporary English words into other languages, but this phenomenon is not new, nor is it interesting according to the historical standards of language. The import of large-scale words from Latin, French, and others into English in the 16th and 17th centuries is more interesting based on historical perspectives. Some languages have borrowed so much that they are difficult to recognize including Indonesian is a language that adopts so many words from English as well as other countries that borrow many languages from other languages and adapt to the tongue of their new speakers, Armenians borrow so many words from the Iranian language, for example, were initially considered as branches of the Indo-Iranian language and in the end were not recognized as independent branches of the Indo-European language for decades (Hickey, 2012, p. 350).

Referring to Yaron Matras (2020), there are 12 types of language contact. Those types are (1) Borrowing language (2) Code-switching (3) Convergence (4) relexification (5) Pidgins (6) Adoption of other language features (7) Language shift (8) Stratal influence (9) creolization and mixed languages (10) Mutual and

non-mutual influence (11) Linguistic hegemony (12) Dialectal and sub-cultural change.

Borrowing words is a very common occurrence in language processes that influence one another (Matras, 2020, p.219) . This is a new thing in the language and historically it is no longer a big thing. for example English in the 16th and 17th centuries experienced a more significant import of words on a large scale from Latin, French, and other languages. Some languages have borrowed so much that they are almost unrecognizable. Likewise, Armenian has borrowed so many words from Iran that it was originally considered a branch of the Indo-Iranian language (Poplack, 2018, p. 9)

Referring to Peter Auer (2013, p. 51) Code switching or language switching can occur in linguistics, when speakers switch between two or more languages, or languages, in the context of a single conversation. Multilingual, speakers of more than one language, sometimes use elements of several languages when speaking to each other. Thus, code switching is the use of more than one linguistic variant in a manner consistent with the syntax and phonology of each type.

According to Terry Crowley & Claire Bower (2010, p. 269-272), linguistic changes in which languages become similar to each other are a form of language convergence. As a result of prolonged language contact and mutual interference, regardless of whether they belong to the same language family, that is, they originate from the same genealogical proto-languages. In contrast to language change caused by other contacts such as creolization or the formation of mixed languages, convergence refers to a reciprocal process that results in changes in all

the languages involved (Sarah, 2001, p. 80). The term is used by scholars to describe changes in linguistic patterns of isolated lexical items in related languages.

Relexification is a language change in which one language changes many or all of its lexicons (Pieter, 2013, p. 107). Includes basic vocabulary with lexicons of other languages without drastically changing the relexified grammar. This term is used to describe pidgin, creole, and mixed languages. Relexification is not the same as lexical borrowing, where a language only complements vocabulary, with loan words from another language.

Suzanne Romaine (2017) pidgin is a language formed through a simplification process that develops between two or more groups that do not have the same language. Usually, vocabulary and grammar are limited and often drawn from several languages, this often occurs in situations such as commerce, or where both groups speak a language different from the language of the country in which they live. Pidgins have historically been considered a form of patois, a simplified, simplified version of their lexifier, and therefore usually have low prestige with respect to other languages

According to Gerard Van Herk (2017, p. 85) the interplay of language processes can lead to changes in the basic characteristics of language such as morphology and grammar. For example the language spoken in Nepal is a Sino-Tibetan language which is closely related to Chinese but has had centuries of contact with neighboring Indo-Iranian languages that it has even developed noun inflections, a hallmark of the Indo language. -European family but rarely in Sino-

Tibet. It has absorbed grammar features as well as verb forms. It's easy to see how a word can spread from one language to another, but it's not really clear how the more basic features can do the same.

The result of the intersection of two languages can be interchangeable with one another (Yaron, 2020, p. 45). This is most common when one language has a higher social function (prestige). The biggest thing that can happen because of the process of language exchange is a language, the influence of language widens as its speakers grow in power (Hifearnáin, 2015). Chinese, Greek, Latin, Portuguese, French, Spanish, Arabic, Persian, Sanskrit, Russian, German and English each experienced periods of great importance and had different degrees of influence over the native languages spoken in their regions. During and since the 1990s, the internet, along with previous influences such as radio and television, telephone communication and print media, have evolved and changed the many ways in which languages can be carried by one another and by technology.

Stratal influence is a decline in language resulting from a language shift. The occurrence of a language shift in a more dominant language is known as the substratum (Yakfo, 2015, p. 9). This can leave a deep impression on the language known as the superstratum, as groups of people learn a new language and its features and retain the features of the existing substratum and teach them to their children, leading to the development of new varieties. For example, Latin replaced the local languages in today's France during Roman times.

Language contact can also lead to the development of new languages. When people with different languages interact closely, the processes of creolization are

happen (Spears, Carole, & Joseph, 2012, p. 55). Creole is formed by communities without a common language, mixed languages formed by communities that are fluent in both languages. They tend to inherit more complexity (grammar, phonological, etc.) from their mother tongue, whereas creoles start out as simple languages and then develop in complexity more independently. It is sometimes described as a bilingual community that no longer identifies with the culture of one of the languages they speak, and tries to develop their own language as an expression of their own unique culture.

According to Vilmos Tánzos (2012, p. 63) Language change as a result of contact often affects only one-sided, which is a form of mutual and non-mutual influence. For example, Chinese had a profound influence on the development of Japanese, but Chinese remained relatively free of Japanese influence apart from some modern terms which were borrowed back after they were coined in Japan and based on Chinese forms and used Chinese characters. In India, Hindi and other native languages have been influenced by English, and loanwords from English are part of everyday vocabulary.

Some forms of language contact affect some parts of the language of the speech community (Ulusoy, 2016). This language contact will generate a specific dialect, jargon or register. Language habits will usually greatly affect a person's language when using other languages, so that this can be an identity identifier for other people for the speaker of the language.

In this study, the researcher focused on 5 parts of language contact, those are dialectal aspect, hegemony language, mixing language, borrowing language, and language shift which will be explained briefly in the paragraph below.

1. Dialectal Aspect

In linguistics, specific studies on dialect are called dialectology, dialect geography, geolinguistics, or linguistic geography (Abdussalam & Mahmud, 2014, p. 9). In this study the researcher only focuses on the dialects that occur in Gayo Lues students without discussing it deeply. Language usage refers to a language variations which are characteristic of a particular group of speakers of a language, these characteristics appear when using other people's language (Ulusoy, 2016). Some forms of language contact only affect certain segments of the speech community.

As a result, change can only be manifested in certain dialects, Accents, jargon, or registers. An accent is the way of pronouncing words, the style of pronunciation in words, Dialect includes not only pronunciation, but also one's general vocabulary and grammar, special words or expressions used by certain professions or groups that are difficult for others to understand.

South African English, for example, has been heavily influenced by Afrikaans in terms of lexis and pronunciation, but other dialects of English are hardly affected by Afrikaans other than a few loanwords. In some cases, a language develops a knowledge that contains elements of the more prestigious language. For example, in England during most of the Middle Ages, upper-class speech was so dramatically influenced by French that it often resembled a dialect of French.

2. *Language Hegemony*

When a dominant group makes an agreement by convincing others to accept the use of their language and norms as a standard or paradigmatic, this can be said to be linguistic hegemony (Reagan, 2018). In different references it is said that linguistic hegemony can occur when failure to meet standards as a result of their own language inability (Macedo, Dendrinis & Gounari, 2015). As example for example, Gayo Lues students will be more dominant using Indonesian when they in Banda Aceh because Gayo is a minor language in Banda Aceh which causes the majority language to dominate more. Thus, highly linguistic hegemony is in a situation where the linguistic minority will believe and count in the subjugation of the minority language to the dominant, to the point where only the dominant language remains.

3. *Creolization and Mixing Language*

In fact, the process of close interaction between languages or language contact can trigger the emergence of new languages. A pidgin may form as a result of this contact, which will lead to a creolization process that will create a creole language (Baron, 2011). The main examples of the creation of creole languages are Aukan and Saramaccan, spoken in Suriname, which have vocabularies mainly from Portuguese, English and Dutch (Gerthard, 2012).

According to some linguists the process of forming mixed languages is much less common than other language phenomena but is still observed (Meakins, 2012). Whereas creoles are formed from communities that do not have the same language, mixed languages are formed by communities that are fluent in both

languages and basically the complexity of grammar, phonology etc. tends to be inherited. From the parent language, creole starts as a simple language and then develops in complexity more independently (Blake & Buchstaller, 2019). It is sometimes described as a bilingual community that no longer identifies with the culture of one of the languages they speak, and tries to develop their own language as an expression of their own unique culture.

4. Borrowing Language

Borrowing are words that are adopted by speakers of a language from a different language (Matras, 2012, p. 177). Borrowing can also be called as loan word, abstract noun borrowing refers to the process of speakers adopting words from the source language into their mother tongue. "Loan" and "borrowing" are the process of metaphors, because there is no literal lending process. There is no transfer from one language to another, and no "back" word to the source language. These words are then used by the language community who speak a language different from the original language.

Borrowing is a language product resulting from the interaction of cultural and language contacts between two or more language communities (Coestem, 2016, p. 163). Borrowing of words can occur in both directions between two touching languages, but there is often asymmetry, so that more words move from one side to the other. In this case the source language community has several advantages of power, prestige and / or wealth that make the objects and ideas it carries desirable and useful to the borrowing language community. For example, Germanic tribes in the first few centuries AD adopted many loanwords from Latin when they

adopted new products through trade with the Romans. On the other hand, some Germanic words were translated into Latin (Matras, 2012, p. 170).

The actual borrowing process involves many usage events (i.e the use of a new word). Therefore, borrowing is a complicated process (Pieter, 2013). Generally, some of the loan language speakers also know and are aware of the source language, or at least enough to use the relevant word. They (often consciously) adopt new words when speaking in borrowed language, because it best fits the idea they want to express. If they are bilingual in the source language, which is often the case, they may say the same or similar words as they were pronounced in the source language. For example, English speakers adopted the word garage from French, initially with a pronunciation that was closer to French pronunciation as time went on adapting to the way English speakers speak as it is found today (Berger, 2012). Presumably the first speakers to use the word in English knew at least some French and heard the word used by French speakers, in the context of a French speaker.

5. Language Shift

Language shift, also known as language transfer or language replacement or language assimilation, is a process by which a language community shifts to a different language (Hickey, 2012, p. 151). Usually, this language shift occurring over a long period of time. Often times, language that considered as the higher status of language are stabilized or propagated at the expense of other languages that are considered lower status by their own speakers as example is the shift from slang to Latin during Roman Empire.

Language shift is understood as a social strategy in which individuals and groups compete for positions of prestige, power and domestic security (Florian, 2017). So language shift not only occur just for a dominant language, but vertical social mobility and the relationship between language and access to positions of prestige and power. The relatively small population of immigrant elites can drive broad language shifts among numerically dominant natives in non-state contexts or pre-state if the elites use a specific combination of encouragement and punishment. The ethnohistorical case shows that small elite groups have succeeded in imposing their language in non-state situations.

D. Language Attitudes

Language attitudes influences our lives very significantly. in our daily lives, our social status, group membership, intelligence, competence are often judged based on how we use language (Garrett, 2010, P. 121). language attitude is shared by everyone at all levels, e.g. accent, choice of words, speed of speech, grammar, variations of language (Jean, 2014). Most of the studies on language attitudes are carried out in certain languages, variations in language, or certain aspects, such as pronunciation or spelling, of certain languages, usually in sociolinguistic situations where there is a history of language contact problems and sharp differences between different languages of the symbolic value of the language involved. For example, there are studies of language attitudes toward English and other local languages in Hong Kong, India, sub-Saharan Africa, and Wales (Garrett, 2010, P. 37).

According to Mackey & Ornstein (2011, p. 197). Language attitude basically discusses attitudes, feelings, beliefs about language in general, perspective on their own language, and the language of others. Language attitude will talk about people who might feel embarrassed when others hear their language. They may believe that they can only know one language at a time. They may feel that the national language is the best language to express patriotism, the best way to get a job, the best opportunity to improve the future of their children.

A language attitude can be positive or negative. In reality, some people may also hold a neutral attitude. A positive language attitude is followed with action, whereas a negative language attitude is followed with negatives one. In some cases, the terms positive or negative can be change in to favorable or unfavorable. Actual behavior will show attitude, because attitude cannot be shown directly, how people treat speakers of other languages such as avoidance and approach or in their desire or not to learn another language (Peter. A&Wei. L, 2007, P. 43). The convergence of a person's words to adjust to the words of others shows a "positive attitude" towards the words of others. In the same way, the divergence shows the opposite of the statement will show the opposite or "negative attitude".

In identifying how people from one language group see the personal character and social status of speakers of other languages and how they form associations about other languages will be greatly assisted through attitude studies (Peter. A&Wei. L, 2007, P. 44).

Language attitude can be both positive or negative, running parallel to the effects that will also have a positive and negative impact on the survival of the language,

depending on how deeply the attitude is embedded in the mind of the holder and how firmly the speakers of the language maintain the language . Positive language must be contrasted with high language use, and conversely, low language attitudes that cause low language use (Grenoble, 2013). Some attitudes can change and others cannot. Often, a person may not realize that they have a certain attitude toward a language.

Below will be explained about the positive and negative attitudes towards a language.

a. Positive Attitude

Having a positive attitude towards language and culture and towards foreign language learning is an important contributor to the success of foreign language learning. A positive attitude can spur a person to interact with native speakers. A positive attitude often leads a person to build good communication and interaction between language users. A positive attitude is very crucial, a good image in a language will encourage people to find out about the language (Gardner, 1985).

b. Negative Attitude

Negative language attitudes indicate that certain communities do not support efforts to use certain languages in their area. Garvin and Mathiot (1968) stated that negative language attitudes are people's reluctance to use language in all spheres. Negative attitudes towards a language tend to encourage someone to give a bad stereotype and perception of a language, so that usually the language is seen as inferior and many users will be embarrassed to use it.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Plan

In completing this study, the author used a qualitative method that is research used to examine the condition of natural objects, where a researcher is the key instrument. Qualitative research is an interpretive approach, which aims to achieve information about the specific meanings and behaviors experienced in certain social phenomena (Polgar, 2000) through the subjective experiences of the respondents. This research was conducted to find out the language contact and attitude that occurs in Gayo Lues students who live in Banda Aceh in their daily lives using more than one language, speaking and socializing with people of different languages around them.

B. The Role of The Researcher

In this study, the role of the researcher is as a planner, data collector, analyzer as well as the originator of research. In this study the researcher and all the people involved in it are the main data collection tools. In this study the researcher not only act as the data collector, data processor, and inventor of the research answers, but the researcher will also act as a friend of the research subjects. Accordingly, the results of the study will be more accurate and valid, because the more trusting the subject of the research to the researcher the more valid the data that will be attained.

C. Research Participants

In qualitative research, the number of samples does not need to be too much because the aim is to analyze more deeply about a phenomenon (Herdiansyah, 2015, P. 35). There is no specific benchmark for the number of samples for qualitative research because its data collection methods use observation, interviews, and discussions which of course requires a long time so it is not possible to take too many samples. So the researcher decided the participants and the sample of this study were 6 Gayo Lues students with any gender students and have been in Banda Aceh for three years or more and the researcher will take the respondent from two universities in Banda Aceh, namely 3 people from Syiah Kuala University and 3 people from UIN Ar-raniry. The selection of this sample is based on research needs and by interviewing 6 sample considered to be able to meet the need for this study and the researcher assumed that they were a group of people who speak more than one language and interact with people who speak different languages that correspond with the problems that will be discussed in this study.

Table 3.1

The Specification of The Interviewees

No	Initial	Genre	Major	Instance
1	IA	Male	Veterinary Education	Syiah Kuala University
2	RM	Female	Law Education	Syiah Kuala University
3	AR	Male	Civil Engineering	Syiah Kuala University
4	FI	Female	Chemistry Education	UIN Ar-Raniry
5	KA	Male	Law Educatin	UIN Ar-Raniry
6	KW	Male	Mangement Education	UIN Ar-Raniry

D. Research Location

This research was conducted in Gayo Lues students environment in Banda Aceh especially in Syiah Kuala University and UIN Ar-Raniry. This location was chosen with the consideration that this location is a location where many Gayo Lues students interact a lot with other there, who speak not their own language and speak more than one language in their daily lives.

E. Source of Data

In this study the source of data obtained from one the informants. This study obtained the data from participants with a predetermined category, those are students who come from Gayo lues and studying in Banda Aceh.

This informant was chosen with the consideration that they are the object who are very helpful in answering this research because they are hold a lot of conversation with people who are fundamentally have different language from their own language and not using their native language in their daily lives.

F. Method of Data Collection

This study used interview to collect the data. Interview is a method of collecting data through a meeting of two people to exchange information and ideas through questions and answers so that meaning can be constructed in a particular topic (Esterberg & Christin, G. 2002, P. 79). In this study the researcher used in depth interviews aimed at finding problems more openly, in which the parties invited to the interview were asked for their opinions and ideas. The types

of questions that used in this study are questions related to experience, which means, questions in interviews are used to express experiences that have been experienced by informants (Sugiyono, 2017, p. 217). In addition, this study also used questions relating to background or demographic questions will be useful to reveal the background of the subjects being interviewed.

G. Instrumen for Data Collection

Researcher is the main key in this research. This research still needs to be developed because everything in this study has not had a definite form. As mentioned before, this research used the interview method of all conversations with data sources for data collection, so that the interview results are recorded properly and researcher have evidence of having interviewed informants or data sources, the following tools are needed:

1. Notebook: serves to record all conversations with data sources
2. Tape recorder: the tape recorder functions as a recorder all the researchers' conversations with the data source
3. Camera: as a means of photographing the conversation process of researcher and data sources, the camera is also used as proof of the validity of the research process.

The researcher using interviews as the method that appropriate to collect in-depth information on people's opinions, experiences, thoughts, and feelings (Zarinpoush & Easwaramoorthy, 2006). The data for this research were collected by using semi-structured interview to collecting data. Semi-structured interview

was chosen by the researcher because it provides not only the answer, but reason for the answer. So that, the researcher will get a further understanding and information from the participants (Wahyuni, 2012).

In this case, the researcher used interview guide questions based on the research problems to explore participant's experiences about language contact and language attitude among Gayo Lues students in Banda Aceh. In addition, semi-structured interview allows for variations in the order and disclosure of questions and additions to the protocol, such as additional questions and investigations for certain individunis, if appropriate (Creswell, 2007). The questions for the interview are prepared and created by the researcher. The interview consisted of 8 questions involving the student opinion about the problem of this research. The list of questions are created by the researcher, and not adopting from another research. Furthermore, researcher will use Indonesian Language to get more and deeper information from the participants easily. This table is the list of the interview questions used by researcher.

Table 3.2

List of interview questions

Multilingualism	<ol style="list-style-type: none"> 1. How many language that you master? 2. What language do you use the most in your daily life in Banda Aceh
Speech Community	<ol style="list-style-type: none"> 1. Would you mind to tell me with what tribes do you interact in your daily life in Banda Aceh and what language do you use while you are with them? 2. Would you mind to tell about the languages that you use when you are with your family, friends and any community that do not use your mothertongue language?

Language Contact	<ol style="list-style-type: none"> 1. Is there any difficulties that you found while speaking with other languages? 2. As the native speaker of Gayo Language, does Gayo language affect the style of speech and vocabulary selection that you use when speak with other language? 3. Do you think Gayo Language borrowing vocabulary from other languages? If yes where from? (borrow or loaned words aspect) 4. Tell me if you believe that the contact between Gayo language and other like Aceh for example, can lead to the replacement or extinction or endangerment of either Gayo and the other language in contact with Gayo language? (language shift aspect) 5. What do you say if the language contact between Gayo language and other i.e. Aceh can form the new or mixed language? Why and how do you think so (New or mixed language aspect) 6. When Gayo language is in contact with another language, which one is more dominant? Why? (Language hegemony aspect) 7. Some forms of language contact can affect some part of speech community, do you believe it is also happening for Gayo language? Like dialectal and jargon, or even pronunciation (dialectal aspect)
Language Attitude	<ol style="list-style-type: none"> 1. How do you think on your own language? What is your opinion and why? 2. How do you perceive other language, why? 3. What is your first, second, third language if any do you speak? Why 4. Do you think you will get a job by mastering your native

	<p>Gayo language? Give reasons</p> <p>5. Could someone use your language for formal or informal settings? Why</p> <p>6. What is the most useful language to learn and to know around you? Give reasons</p>
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H. Methods of Data Analysis

The final step was to analyze the data that have been collected. Barbara (2004) points out that analysis is a method for interpreting the data by reducing the amount of data obtained. Thus, data analysis is the process of finding the meaning from the data and draw a conclusion from it. In this research, the data of the interview was analyzed by using the Hycner steps (1985), as cited in Cohen et al, (2007). First, the data obtained from the interview was collected and transcript. Then used bracketing and phenomenological reduction technique. In the next step, researcher listen to the overall interview and eliminating redundancies. The last stage was clustering the units to relevant meaning and creating a coherent narrative that includes quotes from the interviewees.

I. Research Structure

In this research three stages are carried out, this refers to (Moleong, 2010, p. 27) while the stages will be explained as follows:

1. Pre-research stage

In pre-study the researcher compiled the research design first, after the next structured research the researcher asked the informant's willingness to be

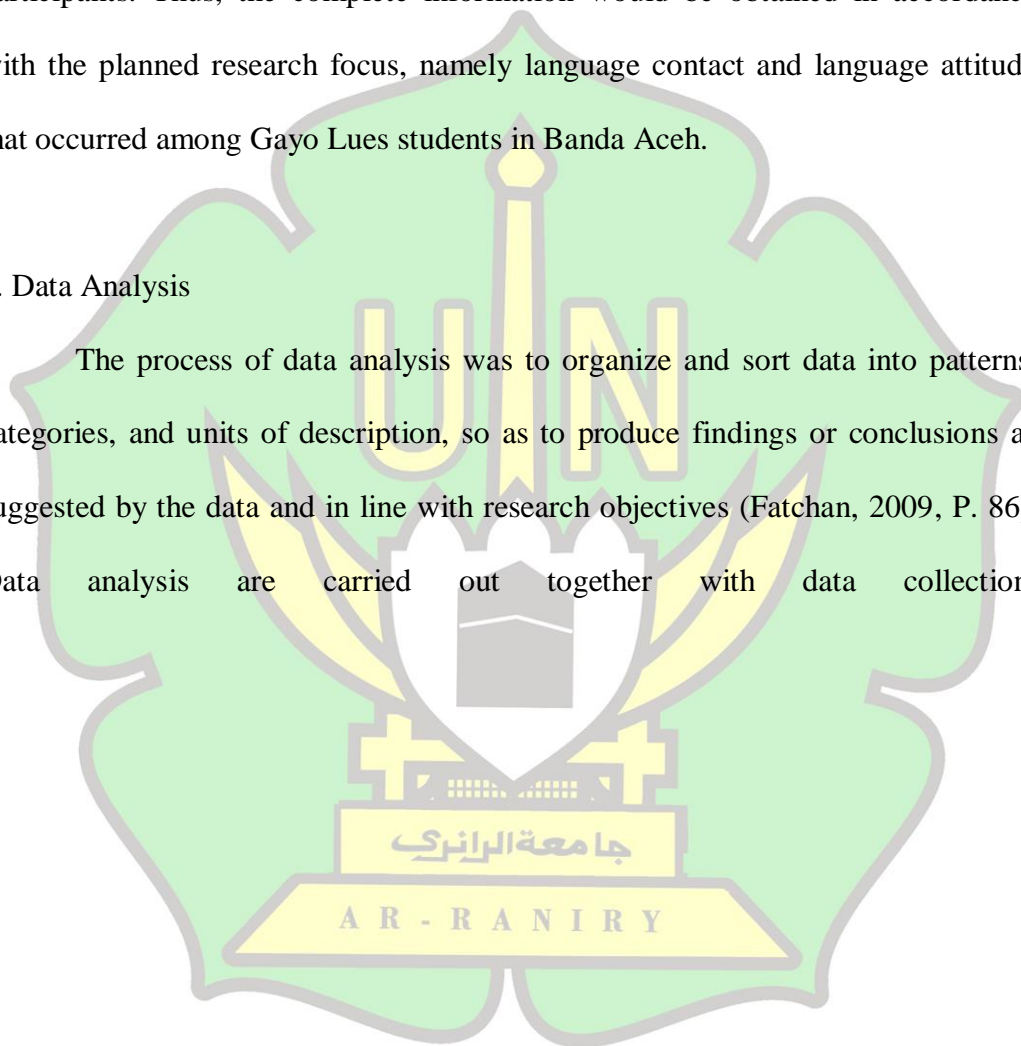
investigated and the last stage was to choose and utilize the informant to obtain data.

2. Conducting the Research

At this stage the researcher went to the informants and collected data from the participants. Thus, the complete information would be obtained in accordance with the planned research focus, namely language contact and language attitude that occurred among Gayo Lues students in Banda Aceh.

3. Data Analysis

The process of data analysis was to organize and sort data into patterns, categories, and units of description, so as to produce findings or conclusions as suggested by the data and in line with research objectives (Fatchan, 2009, P. 86). Data analysis are carried out together with data collection.



CHAPTER IV

FINDINGS AND DISCUSSION

As explained in the previous chapter, interview was the technique used to collect the data in this research. In this interview, the researcher tried to figure out the language contact and language attitude among Gayo Lues students in Banda Aceh. There were 15 (Fifteen) questions that had been asked for the students to answer based on their own opinion. This chapter presents the results of data interview analysis. This study aims to explain the language contact and language attitude among Gayo Lues student in Banda Aceh.

A. Research Findings

The following is the analysis of respondents' answers in the interview section:

How many language that you master?

Based on the respondent's answer, all respondent mastered more than one language. At most they master four languages and at least two. AR and IA answered that they spoke four languages, AR spoke Gayo, Aceh, Alas and Indonesian, while IA mastered the languages of Gayo, Aceh, Javanese and Indonesian. Furthermore, RM and KA admitted that they mastered 3 languages namely Gayo, Aceh and Indonesian. FI and KW speak only two languages, namely their own mother tongue, namely Gayo and Acehnese. Based on these answers, it can be concluded that all the respondents in this study were multilingualism.

What language do you use the most in your daily life in Banda Aceh

After interviewing the respondents, they admitted that the language most often used in Banda Aceh was Indonesian. They said that Indonesian is more flexible whenever and wherever they are. All respondents have the same answer to this question, they mostly use Indonesian in Banda Aceh. Meanwhile, the regional languages they master are used when they are in the community and at certain moments.

Would you mind to tell me with what tribes do you interact in your daily life in Banda Aceh and what language do you use while you are with them?

In this question, the respondents answered that all respondents interacted with various tribes in their health in Banda Aceh. From all their answers, they answered that they interacted a lot with the Acehnese. in detail IA answered that he had a lot of interaction with the Gayo Aceh and Batak tribes, RM answered the same thing he had a lot of interactions with the Gayo, Batak and Acehnese tribes, AR had a lot of interactions with the Gayo, Aceh and Alas tribes, FI had a lot of interactions with the Gayo, Aceh and Java, KA interacted a lot with the Gayo, Aceh and Jamee tribes, KW had a lot of interactions with the Gayo, Aceh and Jamee tribes. The conclusion from this answer is that all respondents admitted that they interacted with various tribes in their daily lives in Banda Aceh, none of the respondents interacted with only one tribe.

Would you mind to tell about the languages that you use when you are with your family, friends and any community that do not use your mothertongue language?

On this question, the average respondent answered that they would use Indonesian, only one respondent answered differently, namely KA. According to KA, if he speaks to another person with a different language, he will speak according to the other person, if he masters and understands the regional language of the interlocutor he will choose to speak in the other person's regional language, but if not according to him, Indonesian is an alternative language as a means of communicating between them. He, RM, AR, FI, KW answered that they would use Indonesian rather than other languages. So the conclusion for this question in this study is that they prefer to use Indonesian when talking to their friends and communities who come from different ethnic groups.

Is there any difficulties that you found while speaking with other languages?

Most of the answers to this question are that they have a little trouble speaking other people's languages. The problem is mainly to adjust accent, dialect and word choice. Five of the respondents answered that they had difficulties and 1 of them admitted that he had no difficulty speaking the language of others. IA, RM, FI, AR, KA answered that they found that there were some difficulties when speaking other people's languages, while KW said that he felt that he had no difficulty communicating in a language other than his native language.

The difficulties they face a lot are adjusting accent with native speakers of a language, sentence structure that sometimes unwittingly follows their mother tongue, and choosing vocabulary that is sometimes less precise. So they think it looks a little strange to people who hear when they speak in another language. In conclusion, in this study the respondents found some difficulties when speaking using other languages.

As the native speaker of Gayo Language, does Gayo language affect the style of speech and vocabulary selection that you use when speak with other language?

Based on the respondent's answer, does Gayo language affect the style of speech and vocabulary selection that you use when speak with other language. They told that the habit when they use their local language has a huge effect when they speak the language of other people. All respondents admitted that a person's language habits will affect the other languages they speak. IA, RM, AR, FI, KA, and KW stated that their habit when speaking in Gayo language is unconsciously applied when they use other people's language, people can often guess where they come from when they hear them speak in their speaking style .

Do you think Gayo Language borrowing vocabulary from other languages?

If yes where from? (borrow or loaned words aspect)

Based on respondents' answers, most of them admitted that some words came from other languages through the process of borrowing words and being loaned words. IA and RM explained that they believe that there are many words

that come from other languages, but they have difficulty making many examples, one of the examples that were told by them is "*mangan*" which means "eat" in Gayo. IA and RM said that the word is also used in several other languages such as Javanese and Batak, they believe that the word is a loan word from another language so that there is a synonym for words and meanings in some areas. AR also gives one good example he mentions "*camca*" in Gayo which means "spoon", He firmly believes that the word is a loan from Chinese because there are similarities in pronunciation and similarities in meaning.

Other respondents, namely FI, KA and, KW, answered the same thing, he believed that some words in the Gayo language were words formed through the borrowing process from other languages. They have no idea about examples of words that are loanwords from other languages when researcher interview them, but they believe that many words come from other languages. In short, all respondents in this study believe that word borrowing occurs in Gayo because they know that there are several words formed through the process of borrowing words.

Tell me if you believe that the contact between Gayo language and other like Aceh for example, can lead to the replacement or extinction or endangerment of either Gayo and the other language in contact with Gayo language? (language shift aspect)

On this question, the researcher found a balanced answer of six respondents, three of them answered "possible" and three of them answered

"impossible". FI, KW and AR explained that if local languages interact with each other including Gayo language, it will not cause one language become extinct, they believe that a language is unlikely to become extinct and disappear.

The researcher found the answer "possible" from 3 other respondents, namely IA, RM and KA, according to them the language could become extinct if the user could speak another language and forget their mother tongue. According to them, a language will become extinct if the language is no longer used, especially not passed down to the next generation. In conclusion, the researchers found an equivalent answer, language extinction may or may not occur, language will become extinct if speakers no longer use the language and forget it, while a language will remain sustainable if it is continuously used and passed on to the next generation.

What do you say if the language contact between Gayo language and other i.e. Aceh can form the new or mixed language? Why and how do you think so (New or mixed language aspect)

Based on the respondent's answer, the researcher found that the dominant answer of the respondents was that mixing of languages could happen. According to them language contact between Gayo language and other i.e. Aceh can form the new or mixed language, this was stated by four respondents including IA, RM, AR, and KA. Based on what they say when a language has close interactions, a new language will form by itself, RM and AR even admit that at this time they

often use mixed languages between Gayo and Acehnese as a joke with their friends.

FI and KW feel that there is no possibility that Gayo and other languages will form a new language, they feel that they have no experience of such an incident so far, so they believe that a language, especially Gayo, will not experience mixing with other languages. to form a new language. In conclusion, in the results of the interviews the researchers encountered, the dominant respondents felt that the formation of a new language could have occurred through the process of mixing languages.

When Gayo language is in contact with another language, which one is more dominant? Why? (Language hegemony aspect)

On this question, the researcher found a very dominant answer. All respondents answered that when interacting with other languages, other languages are more dominant and they prefer to use Indonesian rather than Gayo. According to them, when in Banda Aceh, the Gayo language is a minor language group so that other people's languages will be more dominant when having a conversation with other people. in conclusion, other languages will be more dominant in Banda Aceh rather than Gayo language.

Some forms of language contact can affect some part of speech community, do you believe it is also happening for Gayo language? Like dialectal and jargon, or even pronunciation (dialectal aspect)

In this question, the dominant answer is language contact can affect some part of the speech community. All respondents answered that they often experience several things when speaking in other languages related to their habits in the Gayo language. Basically they realize that the habitual language of speaking Gayo affects when they speak using another language, but when speaking they often don't realize this and will immediately realize when they finish speaking.

The whole respondents believed in this, that the habit of speaking in their mother tongue will greatly influence when speaking another language. In the interview, KW admitted that he tends to be able to control his habits when speaking in other languages, but he often hears other people talking with this phenomenon. Meanwhile, IA, RM, AR, FI, KA admit that this has also happened to themselves and also see a lot of the same thing in their friends. In conclusion, some form of language contact are affect some part of speech community.

How do you think on your own language? What is your opinion and why?

All respondents answered that they are proud of their own language in this question. For all respondents in this study they realized that language is a treasure in Indonesia. They don't have a bad prejudice of their own language, they admire it, they are proud to be part of the language, and they are never ashamed to admit that they are Gayo and speak Gayo.

How do you perceive other language, why?

In this question, all dominant respondents answered that they value every language. Each language has its own uniqueness and they recognize that it is an obligation to respect differences, including in terms of language. They feel that they are always attracted to other people's languages and even intend to learn it. In short, the respondents in this study did not have a negative stigma or bad stereotypes in other languages.

What is your first, second, third language if any do you speak? Why

All respondents in this study are people who speak more than one language, multilingualism. IA, AR admit that they speak four languages. IA is mastering Gayo, Aceh, Java and Indonesia, IA says that Indonesian is his first language because his family and friends consist of various tribes so that Indonesian is his first language, his second language is Gayo because he comes from the Gayo area where the majority of speakers are speak by Gayo language, the third language is Acehnese and Javanese which are only spoken at certain moments, IA said that he used Acehnese a lot when hanging out with Acehnese tribal people who did not understand Indonesian, he encountered many of these during field practice for college purposes. AR admits that he can master the Gayo, Aceh, Alas, and Indonesian languages, his first language is Gayo because his family is Gayo and lives in Gayo, the second language is Indonesian as a language he often uses when with his friends and when on the campus, the third language is Acehnese and the language Alas is the least spoken.

Three languages are spoken by respondents with the initials RM and KA. Both admit that they master the Gayo, Acehnese and Indonesian languages. For RM, his first language is Indonesian because he uses Indonesian the most in his daily life, his second language is Gayo as the language most often used when around his friends, and Acehnese as the third language that is rarely used. For KA, the first language is Gayo because it is the language most often used when speaking to his family and friends, Acehnese as the second language is the language most often used when he is with several friends and his environment, and Indonesian is the third language as a language. a language that he only uses in certain situations.

FI and KW speak only two languages, namely Gayo and Indonesian. Both said that Gayo is their first language, they use the Gayo language the most in their daily lives because this language is used when talking to their family and friends, while Indonesian is used less frequently than Gayo, they only use Gayo in certain situations.

Do you think you will get a job by mastering your native Gayo language?

Give reasons!

The dominant answer to this question is that they will find it easier to get a job. Five out of 6 respondents answered "yes" and two of them answered "no". For the four respondents who answered "yes", namely IA, RM, AR, FI, they felt that when the language of a region was mastered it would be easier to get a job in that area, RM even said that mastering a language can create a job. according to

them people who know the local language will be easier to interact and adapt so that it will be easier to get a job, but they emphasize that this only applies to the appropriate regional and regional languages.

Two other respondents answered that language will not influence someone to get a job or not. KW and Ka replied that work would be determined by a person's abilities and talents, they believed that language had absolutely no effect on work.

Could someone use your language for formal or informal settings? Why

Five respondents answered that their native language was not suitable for formal situations, only for formal situations. The five respondents are IA, RM, AR, FI, and KW. According to them, the Gayo language is not suitable if it is used for formal etting, the local language is only suitable for informal settings. KA replied that the Gayo language can be used in formal situations by noting that all those involved in it are people who understand the Gayo language, according to him, the Gayo language can be used in both formal and informal situations, it all depends on the situation. In conclusion, in this interview, the Gayo language is not appropriate when used in formal situations and is only suitable for informal situations.

What is the most useful language to learn and to know around you? Give reasons

Based on respondents' answers, IA, RM, AR, FI, KA, KW ALL of them answered that the most important language to be mastered is Indonesian. The

language will connect all people in Indonesia, they emphasize that it applies only to the national scope. FI, KA, AR emphasized that in the international scope of course the most important language to learn is English as a means of connecting between nations and countries.

1. Language Contact

Based on the result of the interviews, the researcher collected some data that showed that language contact occurred among Gayo Lues students in Banda Aceh. There are 5 types of language contact that occur among Gayo Lues students based on the results of the interview, which will be explained in detail below.

a. Dialectal Aspect

All respondents answered that they often experience several things when speaking in other languages related to their habits in the Gayo language. Basically they often don't realize this and will immediately. The whole respondents believed that the habit of speaking in their mother tongue will greatly influence when speaking another language. As participant 4 said:

"The habit of the Gayo language is very influential when I speak in another language, it often happens without my knowing it. In fact, people can often guess where I come from when they hear me speak."

In similar way, participant 5 said that the habitual while speak in Gayo language is really influence him when talk by another language.

“I do believe that my dialectal in Gayo language is really influence me when I talk by another language, because this happen a lot to me and I show many of my friend also experienced this.”

In conclusion of this interview , some form of language contact are affect some part of speech community. As Ulusoy (2016) stated in his research that a language usage refers to language variations that are characteristic of a particular group of speakers of a language, so often these characteristics appear when using other people's language (Ulusoy, 2016). Hence, the dialectical aspect is found in the speaking habits of students of Gayo Lues in Banda Aceh.

b. Language Hegemony Aspect

The researcher found a very dominant answer. All respondents answered that when interacting with other languages, other languages are more dominant and they prefer to use Indonesian rather than Gayo. According to interview result, in Banda Aceh, Gayo language is a minor language group so that other people's languages will be more dominant when having a conversation with other people. As RM stated in interview.

“I tend to use other people's language because I intend to learn more about others language, so I choose to use others language. Besides, I'm in an area of people who don't speak Gayo so I think Indonesian or Acehnese are the right choices to use.”

Using other people's language or language that can be understood by others is a form of respect for the interlocutors, as expressed by participants 5.

“I think other people's language will be more dominant, because when I master other people's language, I prefer to use their language when speaking.”

Other languages will be more dominant in Banda Aceh rather than Gayo language. Language hegemony can occur when failure to meet standards as a result of their own language inability (Macedo, Dendrinis & Gounari, 2015). In this study, Gayo is a minor language because speakers of other languages are more dominant, so using other languages is an option to build communication and interaction with other people. In conclusion, a language shift hegemony occurs among Gayo Lues students in Banda Aceh, they use other people's languages more often because most of the interlocutors do not understand their native Gayo language.

c. Mixed Language Aspect

Based on the respondent's answer, the researcher found that the dominant answer of the respondents was mixing of languages could happen among Gayo Lues students in Banda Aceh. According to the interview result, language contact between Gayo language and other i.e. Aceh can form the new or mixed language. The interviews show that when a language has a close interactions with other language, a new language will form by itself. As the participants 3 said.

“Yeah, mixed language could be happen I think. i often do it when i joke with my friends, and i sometimes feel cool when mixing several languages.”

However, I have difficulty to give you other examples. I believe this can happen.”

Besides that, participant 2 also said the same thing.

“Mixed language could be happen. For example, there is one of my friend who is learning my language so sometimes she mixes two languages as a joke or to increase his vocabulary.”

In conclusion, in the results of the interviews the researchers encountered, the dominant respondents felt that the formation of a new language could have occurred through the process of mixing languages. When two languages interact closely, a new language is formed (Baron, 2011). This is what happened to Gayo Lues students in Banda Aceh, because they interacted with other languages closely for a relatively long time, they tended to learn each other's languages.

d. Borrowing Language Aspect

Based on respondents' answers, most of them admitted that some words came from other languages through the process of borrowing words and being loaned words. As the participant 3 stated,

“As long as I know there is a loan word in Gayo Language. The one that I know is like "camca" which comes from Chinese according to the stories of people, maybe there are other words which are borrowed words but I don't know them.”

The similar answer also expressed by participant 1.

“Yes there are a few words for example like "mangan" the word "mangan" is also used in karonese and Javanese. So I believe it is a borrowed word from another language because it has the same pronunciation and meaning as some other languages.”

Borrowing is a language product resulting from the interaction of cultural and language contacts between two or more language communities (Coestem, 2016, p. 98). In Gayo language there are several words that have the same pronunciation and meaning as other languages, it is possible that the Gayo language adopted other languages such as "camca" which means "spoon" and "Cawan" which means "bowl" which is believed to have originated from Chinese because it has the same meaning and pronunciation.

e. Language Shift Aspect

The researcher found a balanced answer of six participants, three of them answered "possible" and three of them answered "impossible". As participant 4 said.

“I believe that a language will not be extinct, because even though we mostly use Indonesian, we will still use the local language when communicating with our family and friends.”

The opposite answer to participant 4 said by participant 2.

“The extinction of language I think could be happen. for example, my Sister who has lived for a long time in Makassar, she has difficulty while speaking Gayo. this may be due to the rare use of the Gayo language

there. However, it is not entirely possible in the sense that he really cannot, but he sometimes forgets some vocabulary.”

Language shift, also known as language transfer or language replacement or language assimilation, is a process by which a language community shifts to a different language (Hickey, 2012, p. 152). This theory does not fully apply to Gayo language in Banda Aceh, Gayo Lues students are still very active in using the Gayo language for certain speech communities. According to the answer of participant of this research , a language will become extinct if the language is no longer used, especially not passed down to the next generation.

2. Language Attitude

a. Positive Attitude

After conducting interviews, the researcher found the dominant conclusion in this study, the participants in this study did not give a bad response at all to other languages. As said by participants 5.

“I really respect the language of others, for me every language is unique and no language deserves bad assumptions. be it my language or other people's languages.”

In conclusion, Gayo Lues students in Banda Aceh did not have negative assumptions about a language at all. social status, group membership, intelligence, competence are often judged based on how we use language (Garrett, 2010, P. 121). This theory does not fully apply to Gayo Lues students in Banda Aceh, because they are aware of differences in language and respect these differences.

b. Negative Attitude

Contrary to positive attitudes, negative attitudes towards a language were completely absent in Gayo Lues students. They view all languages as being in the same position. Like participant 3 said.

"I look at every language the same, I don't think there is any language that deserves a negative view."

In conclusion, Gayo Lues students do not have a negative view of a language at all. Low language attitudes that cause low language use (Grenoble, 2013). Based on this theory, negative stigma in other languages is not a good thing. They realize that the differences are an interesting thing, and do not intend to discredit a language, either their own or the language of others.

A. Discussion

The aim of this study was to determine the language contact and language attitude among Gayo Lues students in Banda Aceh. Data was collected through phone with in-depth interviews. In this study, there were 6 participants who were interviewed, they were students from Gayo Lues, mastered two or more languages and had been in Banda Aceh for three years or more. There are two research questions in this study. For this reason, in this section the findings are described based on each research question.

First research question in this study is “Does the language contact occur among Gayo Lues students in Banda Aceh?” After concluding the results of the interview, the researcher concluded that there were several aspects of language contact that occurred among Gayo Lues students in Banda Aceh. Basically, language contact will occur when someone who speaks two or more languages or is known as multilingualism interacts and influences one another (Matras, 2012, p. 61). In this study, the researcher found several aspects of language contact that occurred among them, namely borrowing word, language shift, mixed language, linguistic hegemony, and dialectal aspect. In conclusion, language contact occurred among Gayo Lues students in Banda Aceh.

The results of the interview show that in the Gayo language there is borrowing of words from other languages. Basically, languages vary widely and a language sometimes has one or more words that do not correspond to other languages (Daulton, 2012). When this happens, the word borrowing process occurs. After conducting an interview, the researcher found that the borrowing language also occurs in Gayo, one of the respondents mentioned that "camca" is a loan word from Chinese which means "spoon" "camca" has a pronunciation similar to Chinese and has the same meaning. . Other respondents also believed that there were many loanwords in Gayo and they thought that borrowing was a very common thing in a language. In conclusion, word borrowing is also found in Gayo because there are several words that are found to have the same pronunciation and meaning as other languages.

Language shift also occurred for Gayo Lues students in Banda Aceh. Language shift referred to language transfer or language change or assimilation, it is a process where the speaker of a community from one language switches to using another language (Matthias, 2017). Usually, language that is spreading or having "higher status" is used as a substitute for their own language which is considered to have "lower status". The respondents interviewed by the researcher said that when they were in Banda Aceh, the dominant language they used was Indonesian and they tended to learn Acehese as the majority language in Banda Aceh, this certainly proves that there is a language shift among Gayo Lues students in Banda Aceh because of the language others are more dominant.. In short, language shift also occurred among Gayo Lues students in Banda Aceh.

Another language contact that occurs among Gayo Lues students is mixed language. Mixed language occurs because the speakers of a language mix the two languages (code) in one sentence (Ernst, 2011). Respondents said that they often deliberately mixed languages when they talked to their friends, especially when they were joking or angry. In conclusion, mixed language occurred and was consciously practiced by Gayo Lues students in Banda Aceh.

The results of the interviews also show that this language shift can make a language extinct if it is done continuously and native speakers begin to forget the language. However, the possibility of the Gayo language becoming extinct is very small

One of the questions that asked when collecting the data for this research was language hegemony. Linguistic hegemony is defined as what is achieved when a

dominant group makes a consensus by convincing others to accept the norms and use of their language as a standard or paradigmatic (Samuel, 2014). The conclusion of this research is that it is a balance between respondents who answered "yes" and "no". According to three out of six respondents, Gayo language will not accept other people's language to replace their language, they feel that the Gayo language will not be extinct. The other three respondents thought that the Gayo language could become extinct and disappear, including the Gayo language. In conclusion, the occurrence of a language hegemony cannot be ascertained, the Gayo language could become extinct if the speaker completely forgets it, but this has very little chance.

The last language contact that happen among Gayo Lues students in Banda Aceh is the dialectal aspect. Some forms of language contact will influence certain segments of the speech community. As a result, changes can be manifested in certain dialects, jargons, or registers (Figueroa, 2014, Para. 3). In this study, the researcher found the conclusions from the interviewees' results, all respondents agreed that dialectal habits in Gayo language are very influential when they speak another language, it is done accidentally and sometimes beyond their control. In short, the dialectal aspect of the Gayo language is very influential on Gayo Lues students in Banda Aceh when they speak the others language.

The second question in this study is about the language "How is the perspective and language attitude of Gayo Lues students in Banda Aceh towards their own language and the language of others". In this question the researcher found a fairly dominant answer from the respondents, in this section the

researcher ask about responses to other people's languages and their own. There are not many differences in the answers to this question and almost all respondents gave almost the same views and answers.

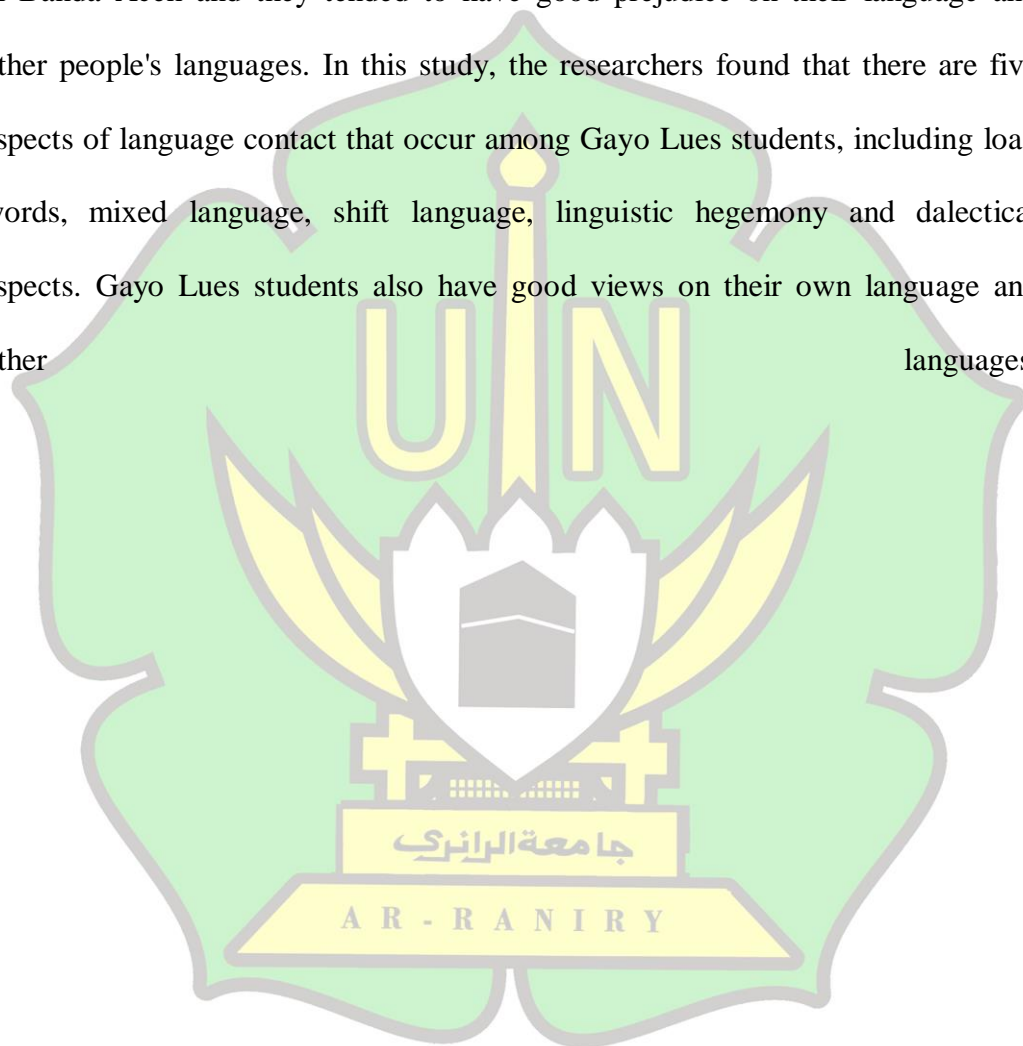
Gayo Lues students give their views and prejudice their own language. For all respondents who the researcher interviewed, all of them felt that they owned and were proud of their language, they did not have a bad prejudice for their own language. For them, language is an identity and wealth which must be preserved. They simply don't have a bad prejudice to their language. In conclusion, gayo lues students have a favorable view of their own language.

Respondents also gave their views on other people's languages. All respondents agreed that each language has its own uniqueness and differences are things that must be respected. They are always interested in other people's languages and intend to learn others' languages. Gayo Lues students in Banda Aceh simply does not have a bad prejudice on other people's languages. In short, Gayo lues students really appreciate language differences and never give bad stigma to others language.

In this study, Gayo Lues students think that language is the wealth of one nation. Every language deserves to be preserved and there are no bad presuppositions and prejudices in any language. Language has a function as a means of connecting and to understand each other, which language should be used according to the situation, to whom and where we speak. If someone wants to interact with people between nations, he must learn a foreign language such as English, while Indonesian must be learned as a liaison between ethnic groups in

Indonesia. Hence, language is the difference that we value and there is no bad prejudice on any language, because every language is unique with its own style.

In conclusion, based on the results of data collection through interviews, the researcher concluded that there was a language contact among Gayo Lues students in Banda Aceh and they tended to have good prejudice on their language and other people's languages. In this study, the researchers found that there are five aspects of language contact that occur among Gayo Lues students, including loan words, mixed language, shift language, linguistic hegemony and dialectical aspects. Gayo Lues students also have good views on their own language and other languages.



CHAPTER V

CONCLUSION AND RECOMMENDATION

This chapter is divided into two parts, conclusion and suggestion. The first part will explain about the summary of the finding. The second part, suggestion, will describe the benefit of this research for the future research.

A. Conclusion

Language contact occurs when speakers of two or more languages or varieties interact and influence each other (Matras, 2012, p. 333). When speakers of different languages interact closely, their languages usually influence each other. Language contact can occur at language boundaries, between adstratum languages, or as a result of migration, with intrusive languages acting as the superstratum or substratum.

Gayo Lues students in Aceh interacted a lot with people who did not come from their own tribe. This condition certainly encourages them to master several languages to be used to interact and communicate with other people, when there are several languages that interact with each other, this is where several language contacts appear (Chamber, 2018). This factor is also what drives the language contact among Gayo Lues students in Banda Aceh.

In the first research question, the researcher found that there were several language contacts that occurred among Gayo Lues students in Banda Aceh including dialectal aspects, language shift aspects, mixed language aspects, borrowing language and language hagemony aspects. Reseracher found that four

of the five aspects were very common among Gayo Lues students in Banda Aceh, while one of them, language shift was the smallest aspect, Gayo Lues students believed that language shift or the replacement or extinction of Gayo language is almost impossible.

In the second research question, the researcher found a positive attitude towards language among the Gayo Lues students in Banda Aceh. Language attitude basically discusses attitudes, feelings, beliefs about language in general, perspective on their own language, and the language of others (Mackey & Ornstein, 2011, p. 197). In this study, the researcher did not have a bad view of language among the Gayo Lues students in Banda Aceh, they gave a good view on every ordinary. In conclusion, Gayo Lues students in Banda Aceh have a positive attitude towards every language either for their own language or others language.

B. Recommendation

Based on the results of the study, it can be concluded that several aspects of language contact occurred among Gayo Lues students in Banda Aceh, including dialectal aspect, language shift, borrowing language, mixed language and language hegemony. Students at Gayo Lues also have a positive attitude towards their own language and the languages of others. Therefore, the researcher would like to give some suggestions to students, academic institutions, and prospective researchers to maximize the implications of this research, as follows:

1. Students

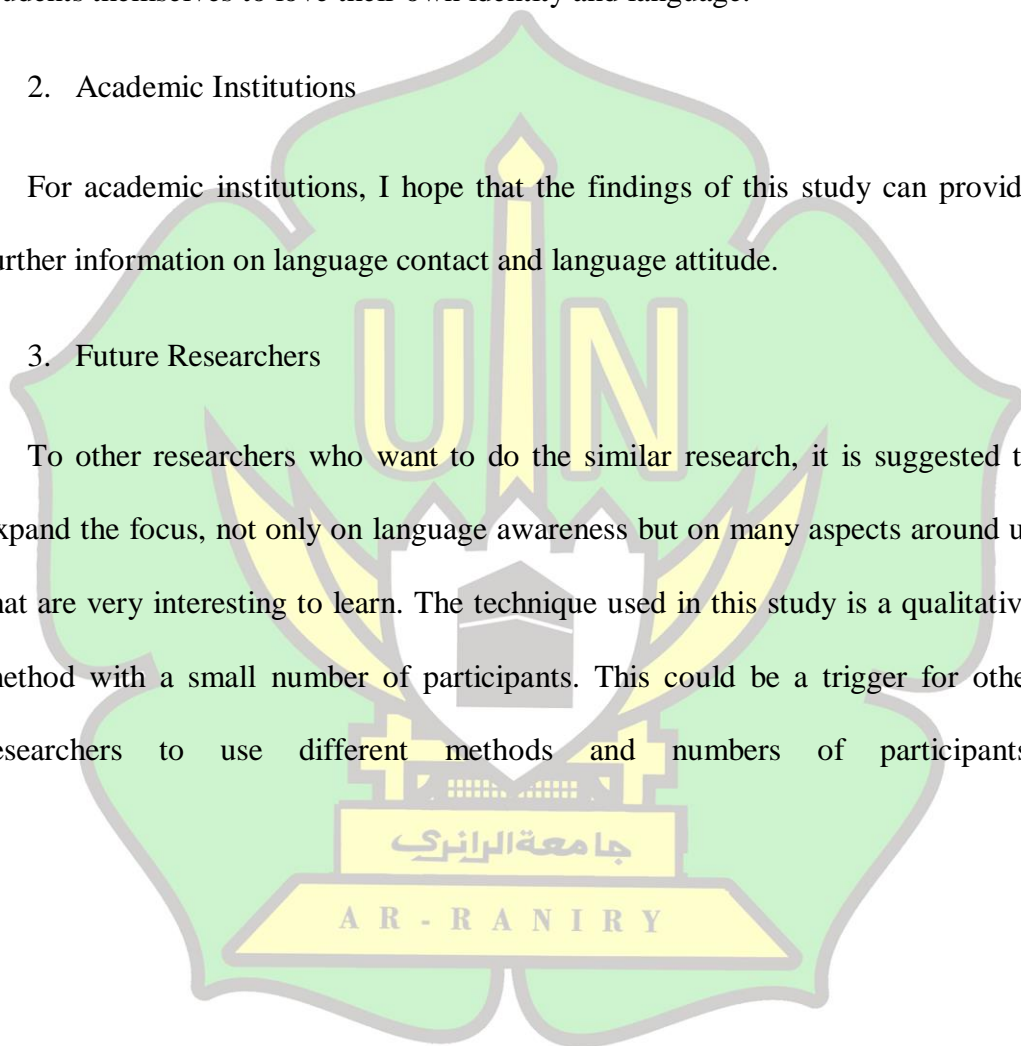
This research is expected to provide more insight to students about language contact and language attitude that is happening around us. Thus, this can be an impetus for students to be interested in learning languages and that there are many language phenomena that are very interesting to discuss around us and useful for students themselves to love their own identity and language.

2. Academic Institutions

For academic institutions, I hope that the findings of this study can provide further information on language contact and language attitude.

3. Future Researchers

To other researchers who want to do the similar research, it is suggested to expand the focus, not only on language awareness but on many aspects around us that are very interesting to learn. The technique used in this study is a qualitative method with a small number of participants. This could be a trigger for other researchers to use different methods and numbers of participants.



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Appendix A: Appointment Letter of Supervisor

SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B-6643/UN.08/FTK/KP.07.6/07/2020

TENTANG PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

- Menimbang : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
- Mengingat : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
- Memperhatikan : Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 29 Juni 2020
- Menetapkan
PERTAMA :
Menunjuk Saudara:
1. Dr. Salami Mahmud, MA
2. Dr.phil. Saiful Akmal, M.A.
Untuk membimbing Skripsi :
Nama : Armaya Rizki
NIM : 160203088
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Learning Language From Others: Language Contacts and Attitudes between Gayo Lues Students In Banda Aceh
- KEDUA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2019; No.025.04.2.423925/2019 tanggal 5 Desember 2019.
- KETIGA : Surat keputusan ini berlaku sampai akhir semester Genap Tahun Akademik 2020/2021
- KEEMPAT : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

MEMUTUSKAN

Ditetapkan di: Banda Aceh
Pada Tanggal: 15 Juli 2020
An. Rektor
Dekan,


Muslim Razali

Tembusan

1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;
5. Arsip.

Appendix B

8/10/2020

Document



**KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN**

Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
Telepon : 0651- 7557321, Email : uin@ar-raniry.ac.id

Nomor : B-7538/Un.08/FTK/TL.00/08/2020
Lamp : -
Hal : **Penelitian Ilmiah Mahasiswa**

Kepada Yth,
Mahasiswa Gayo Lues yang menempuh pendidikan di Banda Aceh

Assalamu'alaikum Wr.Wb.
Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : **ARMAYA RIZKI / 160203088**
Semester/Jurusan : VIII / Pendidikan Bahasa Inggris
Alamat sekarang : Perumahan Hadrah 5 Dusun Lambateung kampung Kajhu Kecamatan Baitussalam
Kabupaten Aceh Besar

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak pimpin dalam rangka penulisan Skripsi dengan judul **LEARNING LANGUAGE FROM OTHERS: LANGUAGE CONTACTS AND ATTITUDES BETWEEN GAYO LUES STUDENTS IN BANDA ACEH**

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 10 Agustus 2020
an. Dekan
Wakil Dekan Bidang Akademik dan Kelembagaan,

AR - R



Berlaku sampai : 10 Agustus
2021

M. Chalis, M.Ag.

Appendix C

Interview Protocol

Project: **Learning Language from Others: Language Contact and Attitudes among Gayo Lues students in Banda Aceh**

Date :

The place : Banda Aceh

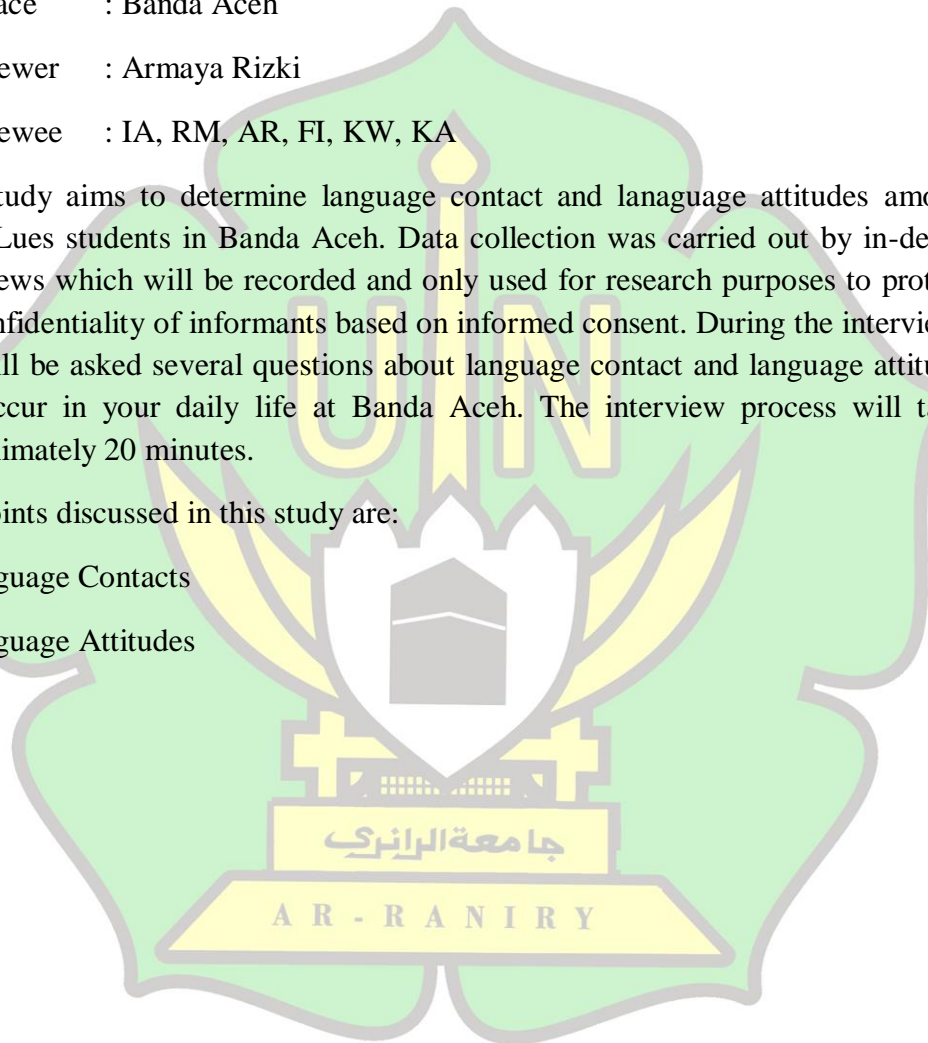
Interviewer : Armaya Rizki

Interviewee : IA, RM, AR, FI, KW, KA

This study aims to determine language contact and language attitudes among Gayo Lues students in Banda Aceh. Data collection was carried out by in-depth interviews which will be recorded and only used for research purposes to protect the confidentiality of informants based on informed consent. During the interview, you will be asked several questions about language contact and language attitude that occur in your daily life at Banda Aceh. The interview process will take approximately 20 minutes.

The points discussed in this study are:

1. Language Contacts
2. Language Attitudes



Appendix D

Respondent : IA

Code : Participant 1

Gender : Male

Major : Veterinary Education

Campus : Syiah Kuala University

Interviewer : Assalamualaikum Wr.Wb

Interviewee : Waalaikumussalam Wr.Wb

Interviewer : Let me introduce myself, I am Armaya Rizki a PBI student 2016. I am currently doing my research on language contact and language attitude, where I have to interview the respondent with criterias: Gayo Lues student, multilingualism, and have been in Bnada Aceh for three years or more, do you meet these criteria?

Interviewee : Yes I do, I am a student from Gayo Lues, I have been in Banda Aceh for 4 years and speak more than one language.

Interviewer : Alright, are you disposed to be one of respondents in my research?

Interviewee : Yes, of course

interviewer : Can we start the interview now?

Interviewee : Ok, I'm ready

Interviewer : Alright, the first one, how many languages do you speak?

Interviewee: I can speak 4 languages, namely are Indonesian, Gayonese, Acehnese and Javanese

Interviewer : What language do you use the most in your daily life in Banda Aceh

Interviewee : I use Indonesian more than any other language.

Interviewer : Would you mind to tell me with what tribes do you interact in your daily life in Banda Aceh and what language do you use while you are with them?

Interviewee : I interacted a lot with Gayonese, Acehnese and Bataknese.

- Interviewer : Would you mind to tell about the languages that you use when you are with your family, friends and any community that do not use your mothertongue language?
- Interviewee : I use Indonesian often with them
- Interviewer : Is there any difficulties that you found while speaking with other languages?
- Interviewee : Yes, I feel a little difficult because I am not very fluent in speaking, especially Acehnese, but for Indonesian I speak fluently without experiencing difficulties.
- Interviewer : As the native speaker of Gayo Language, does Gayo language affect the style of speech and vocabulary selection that you use when speak with other language?
- Interviewee : I do not feel that way. I think when I speak the language of others my habit when I speak with Gayo language has no effect when I speak others language.
- Interviewer : Do you think Gayo Language borrowing vocabulary from other languages? If yes where from? (borrow or loaned words aspect)
- Interviewee : Yes there are a few words for example like "mangan" the word "mangan" is also used in karonese and Javanese. So I believe it is a borrowed word from another language because it has the same pronunciation and meaning as some other languages.
- Interviewer : Tell me if you believe that the contact between Gayo language and other like Aceh for example, can lead to the replacement or extinction or endangerment of either Gayo and the other language in contact with Gayo language? (language shift aspect).
- Interviewee : I think this can happen, if the speakers of a language do not want to use their mothertongue anymore. I believe it can happen.
- Interviewer : What do you say if the language contact between Gayo language and other i.e. Aceh can form the new or mixed language? Why and how do you think so (New or mixed language aspect).
- Interviewee : I haven't experienced this so far, but I think it can happen when different languages interact closely.
- Interviewer : When Gayo language is in contact with another language, which one is more dominant? Why? (Language hegemony aspect)

Interviewee : For me other people's language will be more dominant. I am also not comfortable speaking with local language with people who are not of my ethnicity even though they understand my native language, I will tend to use Indonesian.

Interviewer : Some forms of language contact can affect some part of speech community, do you believe it is also happening for Gayo language? Like dialectal and jargon, or even pronunciation (dialectal aspect).

Interviewee : I really believe this can happen, for me personally I tend to be able to adapt when speaking in other languages, but I often witness this happen to other people. so, I believe in it.

Interviewer : How do you think on your own language? What is your opinion and why?

Interviewee : I love my native language, and I have absolutely no negative feelings about my own language.

Interviewer : How do you perceive other language, why?

Interviewee : Regarding other people's language, I really appreciate the differences. we live in Indonesia with all the differences so seeing other people's language is the same as I see my own language, I don't give any stereotypes to a language.

Interviewer : What is your first, second, third language if any do you speak?
Why

Interviewee : My first language is Indonesian because indeed I come from a mixed ethnic family, my father is a Gayonese and my mother is a Javanese. My second language is Gayo because I come from Gayo Lues and I also use this language very often when I with my friends, my third language is Acehnese and Javanese which I use only for a few moment.

Interviewer : Do you think you will get a job by mastering your native Gayo language? Give reasons!

Interviewee : Of course, because I think looking for a job will be easier when you master the language of the people who speak around you. Of course this only applies in Gayo Lues, for other areas of course the Gayo language is not needed.

Interviewer : Could someone use your language for formal or informal settings? Why?

Interviewee : What I have seen so far is when the formal situation is that Indonesian tends to be used and I think the Gayo language is not suitable for formal situations.

Interviewer : What is the most useful language to learn and to know around you? Give reasons.

Interviewee : In my opinion, Indonesian is the most important language to learn, on the grounds that this language is the national language which will make it easier for us to speak to any ethnic group in Indonesia.

Interviewer : The interview has been over, thank you for being willing to be my respondent.

Interviewee : Alright, you are welcome

Respondents : RM

Code : Participant 2

Gender : Female

Major : Law Education

Campus : Syiah Kuala University

Interviewer : Assalamualaikum Wr.Wb

Interviewee : Waalaikumussalam Wr.Wb

Interviewer : Let me introduce myself, I am Armaya Rizki a PBI student 2016. I am currently doing my research on language contact and language attitude, where I have to interview the respondent with criterias: Gayo Lues student, multilingualism, and have been in Bnada Aceh for three years or more, do you meet these criteria?

Interviewee : yes I do, I am a student from Gayo Lues, I have been in Banda Aceh for 4 to 5 years and speak more than one language.

Interviewer : Alright, are you disposed to be one of respondents in my research?

Interviewee : Yes, of course

interviewer : Can we start the interview now?

Interviewee : Ok, I'm ready

Interviewer : Alright, the first one, how many languages do you speak?

Interviewee : I can speak in three languages, namely Indonesian, Gayonese, and Acehese

Interviewer : What language do you use the most in your daily life in Banda Aceh?

Interviewee : When I was in Banda Aceh I thought I was predominantly using Indonesian language.

Interviewer : Would you mind to tell me with what tribes do you interact in your daily life in Banda Aceh and what language do you use while you are with them?

Interviewee : During my studies in Banda Aceh I often interacted with friends from the Acehese, Gayo and Batak tribes.

Interviewer : Would you mind to tell about the languages that you use when you are with your family, friends and any community that do not use your mothertongue language?

Interviewee : I think I am more dominant in using Indonesian with them even though I can use their language but I feel more comfortable when using Indonesian.

Interviewer : Is there any difficulties that you found while speaking with other languages?

Interviewee : Yeah right, I feel a little bit difficult. Maybe this is because I am someone who comes from the Gayo tribe so even though I master other people's languages, I don't find it easy when using it differently when I speak in Gayo.

Interviewer : As the native speaker of Gayo Language, does Gayo language affect the style of speech and vocabulary selection that you use when speak with other language?

Interviewee : Yes, it is very influential. For example, my dialect and accent are very typical of the Gayo people, even though it is not very visible at this time, but when I first went to Banda Aceh it was very difficult for me to avoid.

Interviewer : Do you think Gayo Language borrowing vocabulary from other languages? If yes where from? (borrow or loaned words aspect)

Interviewee : I think there are some words in the Gayo language which are borrowed languages, this is very commonplace I think in a language, for example, like "lampu" which we adopted from Indonesian which had previously been adopted from English "lamp" first. Yes, I think so many, but I can't really say.

Interviewer : Tell me if you believe that the contact between Gayo language and other like Aceh for example, can lead to the replacement or extinction or endangerment of either Gayo and the other language in contact with Gayo language? (language shift aspect)

Interviewee : Could be. for example, my Sister who has lived for a long time in Makassar, she has difficulty while speaking Gayo. this may be due to the rare use of the Gayo language there. However, it is not entirely possible in the sense that he really cannot, but he sometimes forgets some vocabulary.

Interviewer : What do you say if the language contact between Gayo language and other i.e. Aceh can form the new or mixed language? Why and how do you think so (New or mixed language aspect)

Interviewee : Could be. For example, there is one of my friend who is learning my language so sometimes he mixes two languages as a joke or to increase his vocabulary.

Interviewer : When Gayo language is in contact with another language, which one is more dominant? Why?

Interviewee : I tend to use other people's language because I intend to learn more about others language, so I choose to use others language. Besides, I'm in an area of people who don't speak Gayo so I think Indonesian or Acehnese are the right choices to use.

Interviewer : Some forms of language contact can affect some part of speech community, do you believe it is also happening for Gayo language? Like dialectal and jargon, or even pronunciation (dialectal aspect)

Interviewee : Yes right, it is very influential I think. When I return to the village, for example, I often unconsciously use the language with elements of the Acehnese language at certain moments and vice

versa when I return to Banda Aceh from the village sometimes I unconsciously use Gayo

Interviewer : How do you think on your own language? What is your opinion and why?

Interviewee : I think my language is unique, because when I speak the language in front of other people, sometimes people think my language is similar to Indian or Thai. I've always felt great about my language.

Interviewer : How do you perceive other language, why?

Interviewee : I consider the language of other people the same as my own, the language is always unique with its own characteristics.

Interviewer : What is your first, second, third language if any do you speak? Why

Interviewee : My first language is Indonesian, then Gayo and the last is Acehese. I use these three languages in my daily life in Banda Aceh.

Interviewer : Do you think you will get a job by mastering your native Gayo language? Give reasons

Interviewee : Possibly yes, especially in my opinion that a job can be created from a language. For example, when someone comes to Gayo Lues who will work there and wants to learn the Gayo language I will use that opportunity for work.

Interviewer : Could someone use your language for formal or informal settings? Why

Interviewee : For formal situations, I don't think it is possible to use regional languages including Gayo. I've never experienced this in my life. For informal situations it can of course be used.

Interviewer : What is the most useful language to learn and to know around you? Give reasons!

Interviewee : For me the most important language to learn is Indonesian. I have a lot of experience having friends who have difficulty learning other people's languages, so I think Indonesian is the most important language to master.

Interviewer : The interview has been over, thank you for being willing to be my respondent.

Interviewee : alright, you are welcome

Respondents : AR

Code : Participant 3

Gender : Male

Major : Civil Engineering

Campus : Syiah Kuala University

Interviewer : Assalamualaikum Wr.Wb

Interviewee : Waalaikumussalam Wr.Wb

Interviewer : Let me introduce myself, I am Armaya Rizki a PBI student 2016. I am currently doing my research on language contact and language attitude, where I have to interview the respondent with criterias: Gayo Lues student, multilingualism, and have been in Bnada Aceh for three years or more, do you meet these criteria?

Interviewee : Yes I do, I am a student from Gayo Lues, I have been in Banda Aceh for 4 years and speak more than one language.

Interviewer : alright, are you disposed to be one of respondents in my research?

Interviewee : Yes, of course

interviewer : Can we start the interview now?

Interviewee : Ok, I'm ready

Interviewer : Alright, the first one, how many languages do you speak?

Interviewee : I speak four languages, namely Indonesian, Gayo, Alas and Aceh.

Interviewer : What language do you use the most in your daily life in Banda Aceh?

Interviewee : I think I use Indonesian more because in my environment it seems that people prefer to use Indonesian

- Interviewer : Would you mind to tell me with what tribes do you interact in your daily life in Banda Aceh and what language do you use while you are with them?
- Interviewee : I have a lot of interactions with Gayonese, Alasnes and Acehnese. Most of my friends come from that tribe. When talking to them I tend to use their language and sometimes Indonesian.
- Interviewer : Would you mind to tell about the languages that you use when you are with your family, friends and any community that do not use your mothertongue language?
- Interviewee : When I was with them I used Indonesian more.
- Interviewer : Is there any difficulties that you found while speaking with other languages?
- Interviewee : Yes I experienced that because I come from Gayo so I am more dominant in the language, like a dialect which is very difficult for me to adjust.
- Interviewer : As the native speaker of Gayo Language, does Gayo language affect the style of speech and vocabulary selection that you use when speak with other language?
- Interviewee : Yes it's right, the habit of speaking Gayo carried over when I used another language. It actually happens out of my control, meaning it happens naturally.
- Interviewer : Do you think Gayo Language borrowing vocabulary from other languages? If yes where from? (borrow or loaned words aspect)
- Interviewee : As far as I know there is a loan word. The one that I know is like "camca" which comes from Chinese according to the stories of people, maybe there are other words which are borrowed words but I don't know them.
- Interviewer :Tell me if you believe that the contact between Gayo language and other like Aceh for example, can lead to the replacement or extinction or endangerment of either Gayo and the other language in contact with Gayo language? (language shift aspect)
- Interviewee : I don't think that's possible. I always use the language I know with the right people. So, in my opinion, a language, including the Gayo language, is unlikely to become extinct.

- Interviewer : What do you say if the language contact between Gayo language and other i.e. Aceh can form the new or mixed language? Why and how do you think so (New or mixed language aspect)
- Interviewee : Yes it can happen I think. i often do it when i joke with my friends, and i sometimes feel cool when mixing several languages. However, I have difficulty to give you other examples. I believe this can happen.
- Interviewer : When Gayo language is in contact with another language, which one is more dominant? Why?
- Interviewee : Yes it can happen I think. However, I have difficulty citing examples. I believe this can happen.
- Interviewer : Some forms of language contact can affect some part of speech community, do you believe it is also happening for Gayo language? Like dialectal and jargon, or even pronunciation (dialectal aspect)
- Interviewee : As, I told you before, this happen often to me, as Gayonese i experinced many difficulty when I speak with other language
- Interviewer : How do you think on your own language? What is your opinion and why?
- Interviewee : I was born in Gayo Lues, I grew up there so I am proud to be a Gayonese and speak Gayo language. I didn't feel anythings that made me feel ashamed when I became a Gayonese I always feel great about it.
- Interviewer : How do you perceive other language, why?
- Interviewee : In my opinion, other people's languages have their own uniqueness. every language is cool to me. So far I have never given a bad impression of a language.
- Interviewer : What is your first, second, third language if any do you speak?
Why
- Interviewee : My first language is Gayo, then Acehnese and the third language is Indonesian. I think I rarely use Indonesian, but I prefer to use regional languages rather than Indonesian
- Interviewer : Do you think you will get a job by mastering your native Gayo language? Give reasons!

Interviewee : Of course this is very helpful, especially for my own area. They will feel that local people are prioritized and will feel more intimate with prospective workers. So, I think it will be very helpful.

Interviewer : Could someone use your language for formal or informal settings? Why?

Interviewee : I think the Gayo language is only used in informal situations, because I have never seen the use of the Gayo language for a formal setting.

Interviewer : What is the most useful language to learn and to know around you? Give reasons!

Interviewee : The most important languages to learn in my opinion are English and Indonesian. English as an introduction for us to talk to people around the world and Indonesian as the language of communication between fellow Indonesians.

Interviewer : The interview has been over, thank you for being willing to be my respondent.

Interviewee : Alright, you are welcome.

Respondents : FI

Code : Participant 4

Gender : Female

Major : Chemistry Education

Campus : UIN Ar-raniry

Interviewer : Assalamualaikum Wr.Wb

Interviewee : Waalaikumussalam Wr.Wb

Interviewer : Let me introduce myself, I am Armaya Rizki a PBI student 2016. I am currently doing my research on language contact and language attitude, where I have to interview the respondent with criterias: Gayo Lues student, multilingualism, and have been in Bnada Aceh for three years or more, do you meet these criteria?

Interviewee : Yes I do, I am a student from Gayo Lues, I have been in Banda Aceh for 4 years and speak more than one language.

Interviewer : Alright, are you disposed to be one of respondents in my research?

Interviewee : Yes, of course

interviewer : Can we start the interview now?

Interviewee : Ok, I'm ready

Interviewer : Alright, the first one, how many languages do you speak?

Interviewee : What I really know is that there are two languages, namely Gayo and Indonesian. while other languages such as Acehnese, English, Arabic, I understand them but have not been categorized as mastering the language.

Interviewee : I mostly use Indonesian, because most of my friends don't understand my language, while if I use their language I am not very fluent in pronouncing it.

Interviewer : Would you mind to tell me with what tribes do you interact in your daily life in Banda Aceh and what language do you use while you are with them?

Interviewee : In my daily life in Banda Aceh I interact a lot with Acehnese and some Javanese

Interviewer : Would you mind to tell about the languages that you use when you are with your family, friends and any community that do not use your mothertongue language?

Interviewee : Usually I use Indonesian, because the language is mostly understood by people I know.

Interviewer : Is there any difficulties that you found while speaking with other languages?

Interviewee : Yes of course there are some difficulties. At the beginning of my college I really felt the difficulty I spoke in a Gayo style of speech, I actually realized it but I also had difficulty dealing with it.

Interviewer : As the native speaker of Gayo Language, does Gayo language affect the style of speech and vocabulary selection that you use when speak with other language?

Interviewee : As I explained earlier, my habits when speaking Gayo will still affect my style when I speak another language. I'm not saying that this happens to everyone, but for me personally my habit of speaking is very influential.

Interviewer : Do you think Gayo Language borrowing vocabulary from other languages? If yes where from? (borrow or loaned words aspect)

Interviewee :

Interviewer : Tell me if you believe that the contact between Gayo language and other like Aceh for example, can lead to the replacement or extinction or endangerment of either Gayo and the other language in contact with Gayo language? (language shift aspect)

Interviewee : I believe that a language will not be extinct, because even though we mostly use Indonesian, we will still use the local language when communicating with our family and friends.

Interviewer : What do you say if the language contact between Gayo language and other i.e. Aceh can form the new or mixed language? Why and how do you think so (New or mixed language aspect)

Interviewee : I am not really sure about this, because the process of mixing between regional languages I think is very difficult to occur.

Interviewer : When Gayo language is in contact with another language, which one is more dominant? Why?

Interviewee : If you ask about dominance I can't determine my answer, because when talking to other ethnic groups I think Indonesian is the most dominant language we use.

Interviewer : Some forms of language contact can affect some part of speech community, do you believe it is also happening for Gayo language? Like dialectal and jargon, or even pronunciation (dialectal aspect)

Interviewee : This could happen. I have a lot of experience with this, often times I can guess a person's origin from the style he/she speaks.

Interviewer : How do you think on your own language? What is your opinion and why?

Interviewee : I am amazed by the Gayo language, because many of my friends have told me that the Gayo language sounds like Korean. I as

someone who likes Korea would love to hear this and be amazed by my own language. I am always proud and amazed and never embarrassed to use it.

Interviewer : How do you perceive other language, why?

Interviewee : Each language is unique in my opinion, for example when my friend speaks Acehnese I am interested in learning the language with its own uniqueness and characteristics.

Interviewer : What is your first, second, third language if any do you speak?
Why

Interviewee : My first language is Indonesian, my second language is Gayo and my third language is several languages that I know, namely Aceh, Arabic and English.

Interviewer : Do you think you will get a job by mastering your native Gayo language? Give reasons

Interviewee : I don't think this question has a definite answer. When you are in Gayo Lues and looking for a job there maybe this will be very helpful, but for other areas of course this does not work.

Interviewer : Could someone use your language for formal or informal settings? Why

Interviewee : For formal situations I think Gayo is not very suitable to be used, while for informal situations this is of course very common.

Interviewer : What is the most useful language to learn and to know around you? Give reasons

Interviewee : I think the most important language to learn is English as an international language and then Indonesian as the national language and then the last one is local language.

Interviewer : The interview has been over, thank you for being willing to be my respondent.

Interviewee : Alright, you are welcome

Respondents : K A

Code : Participant 5

Gender : Male

Major : Law Education

Campus : UIN Ar-raniry

Interviewer : Assalamualaikum Wr.Wb

Interviewee : Waalaikumussalam Wr.Wb

Interviewer : Let me introduce myself, I am Armaya Rizki a PBI student 2016. I am currently doing my research on language contact and language attitude, where I have to interview the respondent with criterias: Gayo Lues student, multilingualism, and have been in Bnada Aceh for three years or more, do you meet these criteria?

Interviewee : Yes I do, I am a student from Gayo Lues, I have been in Banda Aceh for 4 years and speak more than one language.

Interviewer : Alright, are you disposed to be one of respondents in my research?

Interviewee : Yes, of course

interviewer : Can we start the interview now?

Interviewee : Ok, I'm ready

Interviewer : Alright, the first one, how many languages do you speak?

Interviewee : I speak Indonesian, Gayo and Aceh. Those three language.

Interviewer : What langauge do you use the most in Banda Aceh.

Interviewee : This seems to depend on the situation. When at the campus I predominantly use Indonesian, while at the boarding house I use Gayo and when outside, for example when playing futsal I usually use Acehnese. But i think Indonesian is the most common language that I use in my daily life in Bnada Aceh.

Interviewer : Would you mind to tell me with what tribes do you interact in your daily life in Banda Aceh and what language do you use while you are with them?

Interviewee : In my daily life, I interact with the Gayo tribe, the Minang tribe, the Aceh tribe, the Jamee tribe. The language I use when talking to them is their own language if I master their language, if I can't then of course I will use Indonesian.

- Interviewer : Would you mind to tell about the languages that you use when you are with your family, friends and any community that do not use your mothertongue language?
- Interviewee : I will use the language that is easiest for the other person to understand. If I can't speak the local language, Indonesian will be the language we will use.
- Interviewer : Is there any difficulties that you found while speaking with other languages?
- Interviewee : I have no trouble while speaking other people's languages, because I think I am quite fluent in mastering the language.
- Interviewer : As the native speaker of Gayo Language, does Gayo language affect the style of speech and vocabulary selection that you use when speak with other language?
- Interviewee : It happens to me sometimes and happens on reflex.
- Interviewer : Do you think Gayo Language borrowing vocabulary from other languages? If yes where from? (borrow or loaned words aspect)
- Interviewee : I think there is, but I find it difficult to mention examples.
- Interviewer :Tell me if you believe that the contact between Gayo language and other like Aceh for example, can lead to the replacement or extinction or endangerment of either Gayo and the other language in contact with Gayo language? (language shift aspect)
- Interviewee : In my opinion, language extinction is possible. As an example, when I interact with the Acehnese, I sometimes forget the Gayo language, but I think the extinction of a language depends on how we pass it on to the next generation.
- Interviewer : What do you say if the language contact between Gayo language and other i.e. Aceh can form the new or mixed language? Why and how do you think so (New or mixed language aspect)
- Interviewee : I think a new language could be formed, this is possible if the interaction occurs continuously.
- Interviewer : When Gayo language is in contact with another language, which one is more dominant? Why?

- Interviewee : I think other people's language will be more dominant, because when I master other people's language, I prefer to use their language when speaking.
- Interviewer : Some forms of language contact can affect some part of speech community, do you believe it is also happening for Gayo language? Like dialectal and jargon, or even pronunciation (dialectal aspect)
- Interviewee : yes I do believe this, because this happens a lot to me and I show many of my friends also experienced this.
- Interviewer : How do you think on your own language? What is your opinion and why?
- Interviewee : I think my language is a cool language, I have never felt ashamed Gayo language that I use.
- Interviewer : How do you perceive other language, why?
- Interviewee : I think every language is the same, I never belittle other people's language. every language for me is in the same position.
- Interviewer : What is your first, second, third language if any do you speak?
Why
- Interviewee : The first is Gayo, Indonesian, then Acehnese. as I said before I use all of these languages at different moments.
- Interviewer : Do you think you will get a job by mastering your native Gayo language? Give reasons!
- Interviewee : I am not sure about this. jobs in the Gayo Lues environment may be we can say yes, but for other places it will not apply.
- Interviewer : Could someone use your language for formal or informal settings? Why?
- Interviewee : For formal situations Gayo language could be used as long as the event is held in Gayo Lues and people that involved there understand Gayo language, for informal situations the answer is of course yes.
- Interviewer : What is the most useful language to learn and to know around you? Give reasons!

Interviewee : In my opinion, the most important language to learn is Indonesian for the scope of the national language. For world languages, of course we have to study English, other examples such as Mandarin and Arabic.

Interviewer : The interview has been over, thank you for being willing to be my respondent.

Interviewee : Alright, you are welcome.

Respondent : KW

Code : Participant 6

Gender : Male

Major : Education Management

Campus : UIN Ar-Raniry

Interviewer : Assalamualaikum Wr.Wb

Interviewee : Waalaikumussalam Wr.Wb

Interviewer : Let me introduce myself, I am Armaya Rizki a PBI student 2016. I am currently doing my research on language contact and language attitude, where I have to interview the respondent with criterias: Gayo Lues students, multilingualism, and have been in Bnada Aceh for three years or more, do you meet these criteria?

Interviewee : Yes I do, I am a student from Gayo Lues, I have been in Banda Aceh for 4 years and speak more than one language.

Interviewer : Alright, are you disposed to be one of respondents in my research?

Interviewee : Yes, of course

interviewer : Can we start the interview now?

Interviewee : Ok, I'm ready

Interviewer : Alright, the first one, how many languages do you speak?

Interviewee : I speak two languages, those are Indonesian and Gayo

- Interviewer : What language do you use the most in banda Aceh?
- Interviewee : For this question depending on the situation, I will resolve with whom and where I speak. When with Gayonese, of course, the language that I use is Gayo, but when I am at campus I will dominate using Indonesian.
- Interviewer : Would you mind to tell me with what tribes do you interact in your daily life in Banda Aceh and what language do you use while you are with them?
- Interviewee : I interacted with the Gayo tribe, the Acehnese, Alas and many other tribes that I might forget to mention. When I'm with them, I use Indonesian because it's the only language we can use to understand each other.
- Interviewer : Would you mind to tell about the languages that you use when you are with your family, friends and any community that do not use your mothertongue language?
- Interviewee : I use Indonesian of course
- Interviewer : Is there any difficulties that you found while speaking with other languages?
- Interviewee : Yes, I have any difficulty speaking in other languages, especially from the accent which is very difficult for me to get rid of the Gayo accent when I talk to other people with other language.
- Interviewer : As the native speaker of Gayo Language, does Gayo language affect the style of speech and vocabulary selection that you use when speak with other language?
- Interviewee: Very influencing. I find it difficult to mention examples but I believe it happened
- Interviewer : Do you think Gayo Language borrowing vocabulary from other languages? If yes where from? (borrow or loaned words aspect)
- Interviewee : I think there are some words are borrowing words. I find it difficult to mention examples but I believe it happened
- Interviewer :Tell me if you believe that the contact between Gayo language and other like Aceh for example, can lead to the replacement or extinction or endangerment of either Gayo and the other language in contact with Gayo language? (language shift aspect)

Interviewee : I don't think so, because I think there is always an attempt to develop our own language. So, I think that a language cannot possibly be extinct.

Interviewer : What do you say if the language contact between Gayo language and other i.e. Aceh can form the new or mixed language? Why and how do you think so (New or mixed language aspect)

Interviewee : I don't think so, I really pay attention to the wording that I say when I speak.

Interviewer : When Gayo language is in contact with another language, which one is more dominant? Why?

Interviewee : I think the Gayo language is more dominant, because it makes interaction easier.

Interviewer : Some forms of language contact can affect some part of speech community, do you believe it is also happening for Gayo language? Like dialectal and jargon, or even pronunciation (dialectal aspect)

Interviewee : I think it could happen, but I have no idea about the example of this.

Interviewer : How do you think on your own language? What is your opinion and why?

Interviewee : I don't feel bad being a Gayo person and speaking Gayo

Interviewer : How do you perceive other language, why?

Interviewee : just like the Gayo language, I have never felt bad about the language other people use.

Interviewer : What is your first, second, third language if any do you speak? Why

Interviewee : My first language is Gayo language and second is Indonesia language, and I use both of these language

Interviewer : Do you think you will get a job by mastering your native Gayo language? Give reasons!

Interviewee : I do not think so, I think skill is what we need more not a language.

Interviewer : Could someone use your language for formal or informal settings? Why?

Interviewee : For formal situations I don't think this is suitable, but for informal settings, of course this is very common.

Interviewer : What is the most useful language to learn and to know around you?
Give reasons!

Interviewee : I think the most important language to learn is Indonesian as a liaison for us to talk to other people who we don't understand the language.

Interviewer : The interview has been over, thank you for being willing to be my respondent.

Interviewee : Alright, you are welcome

