

**THE NARRATIVES OF ACEHNESE STUDENTS'
EXPERIENCES IN LEARNING ENGLISH: A LANGUAGE
ACQUISITION PERSPECTIVE**

THESIS

Submitted by

NABILA FITRIA

NIM. 170203098

Student of *Fakultas Tarbiyah dan Keguruan*

Department of English Language Education



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By:

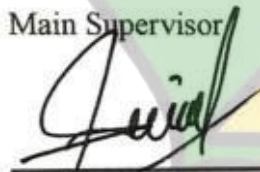
NABILA FITRIA

NIM. 170203098

Student of *Fakultas Tarbiyah dan Keguruan*
Department of English Language Education

Approved by:

Main Supervisor



Dr. phil. Saiful Akmal, MA

Date: 16 / 07 / 2021

Co- Supervisor



Rahmi Fhonna, MA

Date: 15 / 07 / 2021

It has been defended in *Sidang Munaqasyah*
in front of the board of the Examination for the working paper
and has been accepted in partial fulfillment of the requirements
for the Bachelor Degree of Education in English Language Teaching

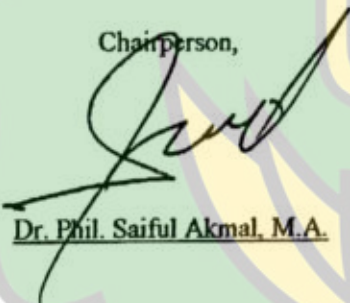
on

Wednesday, 28 July 2021
18 Dzulhijjah 1442 H


in Darussalam, Banda Aceh

Board of Examiner,

Chairperson,


Dr. Phil. Saiful Akmal, M.A.


Secretary,


Rahima Nurviani, M.Ed.

Member,

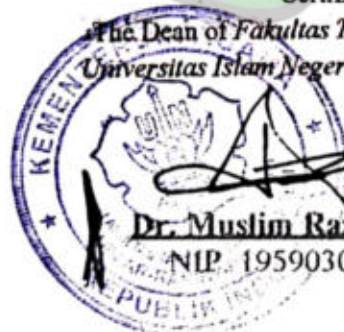

Rahmi Fhonna, M.A.

Member,



Dr. Nazriyah, S.Ag, M.A

Certified by

The Dean of *Fakultas Tarbiyah dan Keguruan*
Universitas Islam Negeri Ar-Raniry Banda Aceh




Dr. Muslim Razali, S.H., M.Ag.

NIP. 195903091989031001 

SURAT PERNYATAAN KEASLIAN
(Declaration of Originality)

Saya yang bertanda tangan dibawah ini:

Nama : Nabila Fitria

NIM : 170203098

Tempat/ Tanggal Lahir : Tanoh Abee, 17 Januari 2000

Alamat : Jln. Tgk Hasan, Desa Lamseupeung, Kec.
Lueng Bata, Kota Banda Aceh

Menyatakan dengan sesungguhnya bahwa skripsi saya yang berjudul:

**The Narratives of Acehnese Students' Experiences in Learning English: A
Language Acquisition Perspective**

adalah benar-benar karya saya, **kecuali 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.

Banda Aceh, 15 Juli 2021

Saya yang membuat pernyataan,



Nabila Fitria

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

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Banda Aceh, July 15th 2021

The researcher,

Nabila Fitria

ABSTRACT

Name : Nabila Fitria
NIM : 170203098
Faculty : *Fakultas Tarbiyah dan Keguruan*
Major : Department of English Language Education
Thesis Working Title : The Narratives of Acehnese Students' Experiences in Learning English: A Language Acquisition Perspective
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Co-Supervisor : Rahmi Fhonna, M.A.
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Acehnese students are mostly bilingual with Acehnese as their native language and Indonesian as their second language. Consequently, English is learned as a third language or foreign language. This study aims to find out the experience of Acehnese students in acquiring their native language and their experiences in acquiring English as a third of foreign language. By using narrative inquiry, the researcher gathers the life stories of the participants. In-depth interview was used as the instrument of this study. The participants of this study are seven students in the Department of English Language Education who speak Acehnese as their native language. The finding of this research implies that the Acehnese students acquired their native language from their family and from the exposure of language that is being spoken in their neighbourhoods. On the other hand, Acehnese students acquired English from their school environment particularly from the teachers and from their own desires.

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CHAPTER I

INTRODUCTION

A. Background of the Study

English is widely acknowledged to be important in Indonesia in many sectors, including law, business and education. English's global popularity is attributed, in part, to the number of people who speak it. Indonesia, as a developing country, requires its citizens to learn English, and it thus becomes an important subject from elementary to university. However, the status of English among Indonesian people is as a foreign language. This is because Indonesia is rich in ethnic groups and cultures and has about 750 vernacular languages such as Javanese, Sundanese, Acehnese, and many others. Therefore, most Indonesian people are bilingual, with vernacular as the first language and Indonesian as the second language.

To most Acehnese students, the Acehnese language is their first language, and the second language is Indonesian which is a national language. Most people in Aceh prefer to be called the Acehnese speaker and they like to express something using their regional rather than national language (Yusuf, Pillai, & Ali, 2012). Nevertheless, today the younger generations living in more urbanized cities speak more Indonesian than Acehnese, and many children born into families whose parents prefer Indonesian over Acehnese are exposed to Indonesian earlier than Acehnese (Irnanda, 2019). In consequence, for Acehnese students who are majoring English education at the university, they learn English as a foreign language and a

third language. According to Irnanda, bilinguals are believed to be better at acquiring a new language. It is because the process of acquiring the first language or second language might probably help them to acquire a new language.

Recent studies have investigated language acquisition, an article written by Marlina (2016) entitled *“Bilingualism and Bilingual Experience: A Case of Two Southeast Asian Female Students at Deakin University”*. The result of this study showed that bilinguals might acquire language from their family and educational system but, the ways of experiencing being bilingual is different for every individual. Another study was conducted by Palinkašević (2014) about *“The Influence of Bilingualism on Cognition and Third Language Acquisition”*. The research objective is to explore how bilingualism influences cognition and how it influences the third language learning process. This study showed that L1 maintenance positively influences the acquisition of the L2 and L3.

Furthermore, recent studies also have discussed the narrative inquiry of language learning experience. Barkhuizen, Benson, and Chik (2014) stated that storytelling and research are merged in narrative inquiry, which uses stories as research data or as a method for data analysis and presentation of findings. According to Abrar (2019), narrative inquiry is a qualitative approach that captures the personal and human dimensions of lived experiences and presents them narratively. Narrative inquiry is a way that is used in comprehending and inquiring into experience by doing collaboration between researcher and participants (Clandinin & Connelly, 2000, p.20).

There was a research conducted by Ma'rifah, Rochsantiningsih, and Sulistyawati (2020) entitled *“Exploring Students’ Learning Experiences in a Thai EFL Classroom: A Narrative Inquiry”*. This article looked into the stories of students' learning experiences in a Thai EFL classroom and looked at their stories about learning experiences that contribute the most to the development of their language skills by using narrative inquiry to elicit the participants' stories. Another study was also conducted by Putri (2014) about *“The Learning Speaking Skills Strategies in My Personal Experience: A Narrative Inquiry”*. The study focused on analyzing the researcher’s experiences in learning speaking skills from junior high school until undergraduate degree. The result of the study showed that the experiences of learning English in junior high school until university have played such an important role in constructing understanding of speaking English and the strategies that are being used are different during high school and university.

According to the topic that is being chosen by the researcher, previous studies mostly focused on the study from overseas. It is also not from Indonesian-Acehnese bilingual language contexts, especially in terms of bilingual experience learning the third language and being able to speak the language fluently. Therefore, the researcher tries to find out Acehnese students’ experiences in acquiring language. Moreover, narrative inquiry is used as the approach in conducting the study.

B. Research Question

Based on the background of research above, this study will seek answers to the following questions:

1. How do Acehnese students acquire their Acehnese native language?
2. How do Acehnese students acquire English as a foreign or third language?

C. Research Aim

The purposes of this study are as follows:

1. To find out Acehnese students' experiences in acquiring their Acehnese native language.
2. To find out Acehnese students' experiences in acquiring English as a foreign or third language.

D. The Significance of the Study

The results of this study are expected to be useful both practically and theoretically.

a. The Theoretical Benefits

The benefit of this research theoretically is to give more information and useful reference for the next researchers dealing with sociolinguistics analysis, particularly language acquisition.

b. The Practical Benefits

a. To the readers

They will get a larger knowledge about language acquisition.

b. To the Acehnese EFL students

It is expected that the result of the research can help the students especially the freshman in learning and acquiring English.

c. To the other researcher

The findings of this research can be used as the reference for other researchers who want to conduct research about language acquisition and Acehnese-English related topics.

E. Research Terminologies.

a. Native Language

The native language refers to a person's early childhood language as it is used in the family and/or the language of the area in which the child lives. Often known as the first language, mother tongue, or arterial language.

b. Acehnese Language

Aceh is the westernmost province in Sumatra. Aceh has about 13 ethnic groups and each ethnic group has its own language. Languages that spoken in Aceh are *bahasa Aceh* (Acehnese), Gayonese, *Aneuk Jamee*, *Singkil*, *Alas*, *Simeulue*, *Tamiang*, *Kluet*, *Devayan*, *Sigulai*, *Pakpak*, *Haloban*, *Lekon* and *Nias*. Among these languages, *bahasa Aceh* or Acehnese language is the most used language in Aceh to communicate. Acehnese is spoken by about 3.5 million people of Acehnese ethnicity in the Aceh province and mostly spoken by people in Langsa, Aceh Utara, Lhokseumawe, Bireuen, Pidie Jaya, Aceh Besar, Banda Aceh, and Sabang (Tim Balai Bahasa Banda Aceh, 2011, p.25). However, Acehnese is also spoken by some people in several other areas besides the areas mentioned before but it is not spoken

as the main language. Unlike Indonesian, which works widely in educational and formal contexts, Acehese and other ethnic languages in other provinces have a lower status and are used in the spoken sense only restricted (Lamb & Coleman, 2008; Nababan, 1985).

c. Bilingualism

According to Nurliana (2017), Bilingualism is the use, either by a person or by a group of speakers, of at least two languages, such as inhabitants of a particular area or country. Bilingualism often refers to the ability to use code switching in relevant contexts, including speech and comprehension and reading and writing.

d. Foreign Language Learning

Foreign language learning means learning a non-native language outside of the setting where it is widely spoken. Foreign language is also acquired after the first language; however, this is one that the person willingly chooses. This is not a crucial form of communication with other people who live in their homeland or a country to which they migrated (Eddy, 2011).

e. Third Language Acquisition

Third language acquisition refers to the acquisition of a nonnative language by learners who have previously learned or studied two other languages. The first two languages can be learned concurrently or consecutively (Cenoz, 2003 as cited in Mayo, 2012:130).

CHAPTER II

LITERATURE REVIEW

A. Language Acquisition

1. *Definition of Language Acquisition*

The word “acquisition” has the same meaning with learning. Nevertheless, it is often used in second language acquisition for various applications and concepts like that. Some linguists consider acquisition rather than learning in the process of learning a language because acquiring a first language is a special process in a child (Richards, Platt, & Weber, 1985, p.3). Acquisition can be identified as internalizing rules and formulas that are used for communicating in a second language. The process of internalizing rules and formulas are spontaneous which come from the development of conscious L2 knowledge through formal study of the natural language used. In other words, acquisition is not based on language teaching but the natural unconscious analysis of a language. In language and linguistic studies, language acquisition remains a central topic to be discussed (Akmal, Rahmat, & Risdaneva, 2017).

Webster’s collegiate dictionary describes language acquisition as the mechanism by which humans get the capability to interpret, construct, and use words for communicating. This cycle involves mastery of grammatical and communicative skills, and is often influenced by genetics and socialization. To some, language acquisition is commonly regarded as influenced by factors in both

the environment and the neurobiological structure of an individual (Rajabi, Kamali, & Talaee, 2017).

2. Factors Affecting Language Acquisition

According to Rajabi, Kamali, and Talaee (2017) in language acquisition there are several factors that are essential, those are;

1. Child development and symbolization: A child should have the intellectual capacity to retain a symbolic awareness of something else inside the brain in order to learn a language and through this capacity a child can master language features such as displacement and spontaneous usage.
2. The critical period hypothesis: Language acquisition occurs quickly, rapidly and without outside intervention throughout the critical period. After this time, grammar acquisition is difficult and is never fully achieved for most individuals
3. The schedule of language acquisition
4. The health and language disorder of the child: Numerous studies on language disorders show how language acquisition influences a child's health and language disability. Some language problems impacting language acquisition
5. Adult language exposure : The influence in children's language development comes from the exposure of adult language
6. Family factors in language acquisition: The language at home of parents and other significant family members would decide the language their children will be using in the future. The experiences within the family and the

relationships within a household can play a crucial role in providing verbal connections to a child and the ability to use language meaningfully.

7. Previous linguistic knowledge: This factor has been shown to influence second language acquisition. Several researchers have indicated that development in the second language is influenced by a child's command in their mother tongue and whether they are literate.
8. Individual factors in language acquisition: Gender, birth order and the essence of birth provide several personal factors that have been found to affect language acquisition.

B. First and Second Language Acquisition

1. Definition of First Language Acquisition

First language (also known as mother tongue) linguistically refers to the language that a person first acquires by intuitively adding capability and receptivity (Malmkjaer, 2010 as cited in Yansyah, 2018). First Language Acquisition is promoted as the process of learning a language by exposure when young by linguist. First language is defined as the primary language that the speaker first acquires and uses on a constant basis.

Shortly after birth children begin to acquire their first language. They are surrounded by people who speak the language on a daily basis and begin to understand what is being said gradually, try to use the first word, and then combine them to construct short sentences, which later become more complex and meaningful.

2. *Definition of Second Language Acquisition*

According to Richards, Platt, and Weber (1985, p. 252) in Longman Dictionary of Applied Linguistics states that second language acquisition is, “the process by which people develop proficiency in a second or foreign language.” Second language acquisition is a process that happens subconsciously in which a person acquires a second language or additional languages.

Second language is learned by people living in a country where two languages or more are spoken. The language is not their first language but is considered a second language to be learned in order to allow contact with the rest of the population.

3. *Acehnese as the First Language*

Acehnese is categorized linguistically under the Aceh-Chamic language group. Under Malayo-Chamic divisions this group belongs to the Austronesian languages. Acehnese was initially considered as the proto-Chamic classification language, which is the only Chamic language outside Champa, the area of concentration of Chamics (recently part of Vietnam and Cambodia). However, given the amount of Malay influence (Malaysia and part of Sumatra) Acehnese has somehow brought a lot of influences and changes that this classification was subsequently revised (Sidwell, 2005). Acehnese is spoken by around three million and a half people worldwide, with the largest number in Aceh reaching over ninety percent of the speakers. According to Tim Balai Bahasa Banda Aceh (2011, p. 25), the majority

of Acehnese speakers live in coastal area, stretching out from the coastal area facing the Strait of Malacca to the west coast facing the Indian Ocean.

In addition, the Acehnese language has the closest connection to other languages, such as Dutch, French, Chinese Arabic and Bahasa Indonesia (Zulfadli, 2016). Arabic is one of those languages which are mostly adopted in the Acehnese language.

As stated, for most Indonesian people vernacular language is their first language. Therefore, in Aceh, Acehnese is the first language for most Acehnese, especially for the old generation. However, today the number of Acehnese speakers starts to decrease since the younger generation living in more urbanized cities speaks more Indonesian than Acehnese. Moreover, many children born into families whose parents prefer Indonesian over Acehnese are exposed to Indonesian earlier than Acehnese (Irnanda, 2019). However, there are also some Acehnese families that preserve Acehnese language by speaking to their children in Acehnese which then make their children acquire Acehnese as the first language.

4. Indonesian as the Second Language

Although Indonesia has many vernacular languages, it has been ruled by the government that Indonesian is the only national language to be used officially in politics, administration, and justice. This followed on from the 1929 Youth Pledge, "One Country, One Nation, One Language," which adopted Indonesian Malay as the lingua franca along the Malay Straits as a language for Indonesia's unification. Therefore, Indonesian has been the dominant language used in virtually every

Indonesian community. As consequence, for most of Indonesian people, Indonesian is learned as the second language. It is also because Indonesian is used in formal occasions and it is also taught at school. Based on the Indonesian education policy, the medium of instruction for all subjects in all schools in Indonesia is Indonesian.

C. English as a Foreign Language or and the Third Language

For some countries, English is considered as the second language. This is because English has become a part of the country's important institutions, and it plays an important role. These countries are Singapore and Malaysia, India, and over fifty other territories. However, for some other countries including Indonesia, English is considered as foreign language. The fact that Indonesian people are bilingual also makes English is considered as the third language. in Aceh itself, since they mostly speak Acehnese, make English as the third language because they have sequentially acquired learned two languages at the same time as bilingual speakers as stated by De Angelis (2007: 11) all languages except the second language without giving preference to any particular language are considered as third or additional language acquisition.

D. Factor in Influencing Foreign Language Acquisition

According to Eddy (2011), there are some factors that influence foreign language acquisition, those are:

1. Language environment: Just like any other learning process, a foreign language is also acquired in a setting, providing conditions of various standard

2. First language: Another possible influence in the process of foreign language acquisition is knowledge of the learner's first language.
3. Individual learner differences: this is including age, aptitude, cognitive style, motivation and personality

E. Relevant Studies

Numerous researchers have conducted the study in terms of language acquisition. The researcher only provided some studies that simply refer to research that were conducted. Palinkašević (2014) explored how bilingualism influences cognition and how it influences the third language learning process. Besides, factors that influence the development of bilingualism were also explored.

There is also a study which investigates the factor of first language acquisition (Rajabi, et al., 2017). The result of this study showed that being successful in language acquisition depends on many factors both the environment and a person's neurobiological structure. Internal and external factors in language acquisition have been identified by some language experts. Moreover, there is a study on second language acquisition that is conducted by (Khasinah, 2014). This study focused on factors that influence second language acquisition. Motivation, attitude, age, intelligence, aptitude, learning style, and personality are the factors that influence second language acquisition. Those factors influence the way learners encounter language learning and may hinder or support them in their efforts to master L2

Furthermore, Marlina (2016) conducted a study on Bilingual experience with aim to describe bilingualism and bilingual experiences from two international students who were studying at Deakin. The interview and questionnaires had been

used as an instrument in collecting the data. The result showed that bilinguals can have similar experiences, but the ways of experiencing being bilingual is different for every individual and the biggest factors that influence someone to be bilingual is family.



CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In conducting the research, the researcher uses narrative inquiry to uncover the students' experience in acquiring language. As the name implies, narrative inquiry is a qualitative approach that captures the personal and human dimension of lived experiences and presents them in a narrative format (Abrar, 2019). According to Polkinghorne (1995), "analysis of narratives" refers to research that uses stories as data, whereas "narrative analyses" refer to research that uses storytelling as a way of interpreting data and presenting findings (as cited in Barkhuizen, Benson, & Chik, 2014, p.3). Moreover, there are terms such as "biographical" and "autobiographical" that define the relationship between researchers and participants in narrative research (Barkhuizen et al, 2014). The distinction between biographical and autobiographical research is that in biographical research, researchers examine or describe the stories of the participants, whereas in autobiographical research, the researchers examine or describe their own stories. Based on that, this research is considered as biographical research since the researcher tells and records the story of another person- the participants.

The objective of a narrative inquiry approach is to comprehend how people think and experience events, as well as what they value. According to Connelly & Clandinin (as quoted in Creswell, 2012), Individual lives are described, stories about people's lives are collected and told, and narratives of human experiences are

written in this research. Narrative research uses storytelling to analyze data gathered from the topic. In this research, the researcher focuses on the personal experience of Acehese students in acquiring language who are the subject of this study

According to Creswell (2012, p. 514), these are the steps in conducting narrative inquiry:

1. Identify the phenomenon to explore
2. Select one or more participants to study
3. Collecting the participants' stories
4. Re-story or retell the individual's story
5. Collaborate with the Participant-Story teller
6. Report finding about the participant's experiences
7. Validate the report's accuracy

B. Population and Sample

The population of this study is all students of the Department of English Language Education. Hence, the sample of the research should be purposely collected and adequately small. In this Research, the researcher uses a purposive sampling method for choosing the participants. Each participant should meet two criteria which are they should speak Acehese as the first language and learn English as the third or foreign language. The process of sampling is done by choosing the students from batch 2017 and 2018 based on the criteria and asking them to be the participants of this study through WhatsApp personal chat.

In many narrative studies, they usually investigate only one individual but sometimes several individuals can be investigated as well. According to Barkhuizen et al (2014), in conducting studies of multiple narratives, the number of participants can vary from two to several hundreds. However, in qualitative research there is no exact number of participants that are required to be in the study. To be clear, the sample of qualitative study is usually smaller than quantitative study. There is also another belief from book chapters and book recommendation guidance in which suggest 5 to 50 participants are enough (Dworkin, 2012). Thus, in this research, there are 7 participants in total since the data that is obtained from the 7 participants is considered sufficient to answer the research question.

The 7 participants are students from Department of English Language Education from batch 2017 and 2018 whose first language is Acehnese and still speak Acehnese with their parents and family until now. They are also willing to participate in this research. Originally, the researcher planned to only take sample from batch 2017, but only a small number of students from batch 2017 whose first language is Acehnese and most of the students from batch 2017 are fluent in speaking Acehnese but Acehnese is not their first language. Therefore, most of them cannot be the participants of this research. There is only five students are willing to participate from several students whose first language is Acehnese, and some of them refused to participate. Thus, there are only five students from batch 2017; three females and two males and two students from batch 2018; two females who became the participants of this research.

C. Method of Data Collection

Narrative inquiry requires the researcher to retell the participants' personal stories. Observations, interviews, documents, and audiovisual materials are the four basic qualitative data collecting types with interviews being the most preferred method for gathering participants' narratives (Cresswell, 2003). Interviews for narrative inquiries are frequently done in a casual conversational style to enable participants to share their own stories. During the interview conversation, the researcher listens to what participants say about their daily lives, hears them voice their thoughts and ideas in their own worlds, and learns about their perspectives, work situations, and family life as well as their aspirations and hopes (Nugent, 2007). The qualitative research interview aims to get a better understanding of the world from the perspective of the subject, to unravel the meaning of people's experiences, and to reveal their lived world prior to scientific explanations. Narrative inquiry research derives its meanings and complex, emotional stories from these interviews.

Therefore, in collecting data the researcher uses in-depth interview as the instrument. This type of interview can take place anywhere the participants are. That means the interview can be conducted in the place where the participants feel most comfortable, including at home, work, a public place and by telephone. In depth interview is sort of flexible and it is important to treat the participants respectfully during the interview and it is also essential to make appointments at a time and location that are convenient for participants. The main focus of the interview primarily is the participants' experiences in acquiring language.

The interview would be given to students of the English Department by specifically asking them several questions regarding their experiences in acquiring Acehnese and English. The interview is held twice. The first interview will take about 20 to 60 minutes, depending on how long the participant needed to complete telling the story. During the first interview, the researcher uses digital voice recorder in collecting the data. The researcher also takes note while listening to the participants' experiences in order to understand the context of the participants' story and to recall details or information that are not included in the recorded conversation. The participant could speak in the language in which the participants are most comfortable during the interview. It means that the researcher allows the participants to speak either in Indonesian or English in telling their stories. By using the language that they are comfortable with, it is easier to have more detailed information about their experiences. The participants also include throughout the process of data collection. Considering the anonymity of the participants, after the interview is done the researcher asks each participant to select a pseudonym which means each participant is given a name other than their real name.

The second interview is a follow up interview with aims to confirm the stories that the researcher has transcribed. This also allows the researcher to confirm the accuracy of the notes and verify the participants response along with asking any follow-up questions that occurred after reviewing the transcripts from the first interview. This second interview lasted between 20 minutes and half an hour long. Prior to second interview or meeting, participants got a draft of their narratives. Both of the interviews were phone interviews considering the current situation was

not possible to meet in person. In addition, there were some participants who were not in Banda Aceh when the research was conducted.

D. Method of Data Analysis

The approach used in analyzing the data in this research is narrative analysis. Narrative analysis is a technique for gaining a more in-depth understanding of participants' experiences in connection to a specific issue (Reismann, 2002). Narrative analysis is also utilized to look for clear turning moments in the stories of the participants. The process of data analysis included transcribing, coding, and constructing the participants' narratives.

The narrative analysis is started by carefully transcribing the interview recordings of the participants. Then, the next step of data analysis is coding. Identifying patterns that can be utilized to create participants' narratives can be done throughout the coding process. Individual transcripts must be coded as part of the data's description, classification, and interpretation. The coding technique is utilized to create a story with a beginning, middle, and end, with the storyline, structure, and topic determined by the uniqueness of the participants' stories. The final step is constructing narratives. Written transcripts are utilized to identify distinct text segments describing a particular event or experience that the participants addressed. The construction of the narrative presented a sequence of events that represented the participants' experiences and the ideas that developed from them. Throughout the process of data analysis, the researcher collaborates with the participant-story teller. Especially in the process of transcribing and the final report of constructed narratives by providing the stories' transcriptions as well as the analysis in order to

receive feedback and comments. This is also a means to assure the trustworthiness (Lincoln & Guba, 1985 as cited in Abrar, 2019) and verification of the narrative interview data, as well as to reduce the amount of interpretation in the final report.



CHAPTER IV

NARRATIVES AND DISCUSSION

A. Farah's story: Meeting Native Speaker

Farah is an 8-semester student in the Department of English language education. She lives in Aceh Besar Regency, more specifically in Aneuk Galong Titi in Suka Makmur sub district. She was born and grew up there and she speaks Acehnese with Aceh Besar or Greater Aceh dialect. She has been interested in English since she was young. The reason behind that was because in her opinion people who speak English are awesome and she also had a memorable experience with the native speaker when she was child.

1. First language acquisition experience

Farah is also multilingual with Acehnese as her native language, Indonesian as the second language and English as the third or foreign language. Her Acehnese has a thick Aceh Besar or Greater Aceh dialect since she was born there and grew up in Aceh Besar Regency. Asyik (1987, as cited in Zulfadli, 2016) has categorized Acehnese into four dialects and one of them is Greater Aceh dialect that is spoken mostly by people who live in Banda Aceh, Aceh Besar and Aceh Jaya. She also uses Acehnese with her parents and family but sometimes there are differences which depend on the age of her relatives. She said,

I mostly use Acehnese when I speak with my parents and family, especially when I speak with elderly relatives in my family. However, with my cousins or my relatives who were born in 2010 or over, I speak Indonesian with them but sometimes I also use Acehnese. Therefore, if there was a family gathering, we would use two languages; Acehnese and Indonesian. I also speak

Indonesian with my brother since my brother is a passive Acehnese speaker. He could understand when people speak Acehnese but couldn't communicate in Acehnese.

Farah has lived in Aceh Besar regency since she was born until now. Back then when she was a little, her mother communicated in Acehnese with her and her neighbors or her childhood friend also used Acehnese as the medium of communication. Therefore, her first language is Acehnese. She also added about the difference between the way her parents raised her and her brother. Her parents rarely use Acehnese when they talk to her brother who was born in 2010. As for that, her brother could not speak Acehnese like she does. In Farah's opinion, their parents treated them differently in terms of native language. She also said that probably because back then she was surrounded by people who only speak Acehnese and there was no exposure of Indonesian. On the other hand, her brother who was born in 2010 started to pick up Indonesian as the first language. That is because he lives in an environment where people are bilingual and mostly use Indonesian as the medium of communication. Furthermore, nowadays parents also prefer Indonesian over Acehnese and makes the children are exposed to Indonesian earlier than Acehnese.

Before Farah entered kindergarten, she used Acehnese and that was the only language she spoke at that time.

For example, when I was child and if I felt hungry, I knew that I should say "*mak pajoh bu*" which means "mother, I want to eat" in Acehnese.

Then when she entered kindergarten, she still used Acehnese since the kindergarten that she went to was not really far from where she lives. However,

there were a couple of her friends from Medan and they used Indonesian at that time. She said,

I didn't talk much with them because at that time I couldn't speak Indonesian very well and I was still confused on how to respond in Indonesian. At that time, I only heard Indonesian from news on the television and my parents didn't give me any exposure to Indonesian. The way I speak Indonesian was too formal back then, like I use "saya" instead of "aku".

Farah also shared her experience in elementary school. There, the teachers also used Acehnese because the school she attended was also still near her home. She also still used Acehnese since the kids who attended that school were also her friends from her neighborhood. However, the teachers sometimes use Indonesian when they have to spell something from a textbook or explain about the subject which uses Indonesian as the medium of instruction at school.

At 4th grade or 5th grade, my Indonesian skill had improved a lot compared to when I was in kindergarten. Then, when I was in Junior High school, I attended a school that is located in Banda Aceh. During my junior high school years, almost everyone at school spoke Indonesian and only a small number of students spoke Acehnese. I also already speak Indonesian fluently but sometimes outside the classroom, I still speak Acehnese with my fellow friends from Aceh Besar regency. I could say that the intensity I used Acehnese in junior high school was about 25%-30%.

During senior high school, Farah attended vocational high school and at this time she only used 10% Acehnese. Her friends in this school were also mostly not from Banda Aceh or Aceh Besar, so she used Indonesian more often during this time.

2. Experience of learning English as a third or foreign language

Farah actually started learning English when she was in kindergarten and it started with small and easy vocabulary. She stated,

I started learning English in kindergarten. There the teacher taught us vocabulary about daily life, for example 'good morning' 'good night' and so on. Then in elementary school, I also got to learn English but with simple sentences or common expressions such as greetings and other easy vocabularies.

She already had a high interest in English since elementary school and It was because of an event that happened after the tsunami. She shared her memorable experience that motivated her to learn English,

Back then, after the tsunami hit Aceh, there were a lot of foreigners around my place. They came here to help tsunami victims and lived here for a couple of months. They used to walk or pass in front of my house every morning and I felt like I want to tease them or talk to them so I started to ask to my mom how to greet them or how to say good morning. My mom told me how to greet them and the next morning I waited for them in front of my house and when they passed by, I said good morning and they smiled at me and responded to my greeting. Starting from that, I tried to find more vocabularies in English and it motivated me to learn more about English. Even though the way I pronounced the vocabulary was not good enough back then.

Farah also shared about her English teacher in elementary school. The English teacher was teaching them in a fun way and she really enjoyed the way the teacher teaches. So since then, English has become her favorite subject at school until her senior high school years. She said,

When I was in junior high school, I always looked forward to participating actively in English class such as performing conversation in English and stuff. My English skill at that time was also good enough and better than my other friends since I had a high interest in English and I felt excited every time English class started. I also always get high scores in English subject. I feel like being able to speak English is cool.

Then after graduating from vocational high school she chose to be a student of the Department of English language education. It was her will to be in this department. When she entered English Language Education, she could understand more about English including grammar and linguistics. It is very different when she

was in senior high school, because for vocational high school they only learn about specific material such as procedure text since they always have to perform on how to do something related to their vocational school. However, the English teacher in her vocational school has good pronunciation and always teaches them to pronounce the word correctly.

My English teacher in vocational school has good pronunciation and always teaches us to pronounce the word correctly before we start to use that word. This helped me a lot in improving my English pronunciation. My teacher also never uses Indonesian in the classroom but always uses English as medium of instruction and that influenced my speaking skill.

In terms of support from her surroundings, she does not get much support in improving her English. However, in her neighborhood there is a program where English students are asked to teach English to the kids there and somehow it gives her an opportunity to practice her English even though not much.

My parents also don't really give any support, they actually don't really care about my English, so I learn English or improve my English by self-learning. For example, I listen to music or read English books. So, I could say that the factors that influence me the most in learning English is myself and my teacher at school.

B. Amira's story: Learning English from Boarding School

Amira is a language enthusiast since she is always interested in learning new languages. Amira is from south Aceh where most people there speak *Jamee* language. However, Amira and her family use Acehnese as the language of communication. Her parents have been communicating with her and her siblings in Acehnese since they were born. Thus, Amira is very fluent in Acehnese and still uses Acehnese until today. Amira started to learn English in Junior high school. She was going to boarding school for junior high school and there they were

required to only speak using English or Arabic. Since then, Amira already used to speak English even though she did not really pay attention to the grammar.

1. First language acquisition experience

Amira's native language is Acehese. She remembered that since three or four years old her parents already spoke in Acehese and her relatives also used Acehese.

I talk to my parents and siblings in Acehese. The main factor that influenced me the most in acquiring my native language was my family. Moreover, my surroundings such as neighbors also used Acehese. So, I actively got a lot exposure to Acehese from my family.

When she was young, her family used to move to other places but still in South Aceh. They only moved to different sub-district. However, she ever moved to a place where most people spoke *Jamee* language yet she could not speak that language since her parents never stop using Acehese and never teach or use another language to her and her siblings. She even feels awkward using Indonesian with her parents.

When I was a little, my family and I used to move to other places but still in south Aceh. We only moved to different sub districts and there was one time where we move to a sub district where most people there speak *Jamee* language; one of many regional languages in south Aceh. However, since my parents always talk to me in Acehese, I didn't really get the exposure from my neighbors to *Jamee* language and I couldn't speak *Jamee* language at that time. But then I moved to where I live now, and most people in my neighborhood speak Acehese and it also influenced me in acquiring Acehese as my native language.

She also communicates with her relatives in Acehese. Even with her grandmother who usually speaks *Jamee* with her other cousins but when her grandmother talks to Amira, she uses Acehese. Thus, her family really influenced her in acquiring and maintaining Amira's native language which is Acehese.

2. Experience of learning English as a third or foreign language

Amira started learning English when she was in junior high school. She went to boarding school at that time and there the students were required to speak English and Arabic.

Every week we changed the language that we used during boarding school. For example, the first week we were required to use Arabic in daily conversation and the next week we were required to use English. Moreover, there was punishment if we didn't speak with the language that was required for that week. So, the English skill at that moment that I used a lot was speaking skill even though without proper grammar.

In her opinion, she could say that her English was actively used during junior high school years. It was because she always gets new vocabulary every night, so she got a lot of English vocabulary at that time. she also could immediately apply those vocabularies when she communicated with her fellow boarding friends. After graduating from junior high school, she went to senior high school near her home. She did not continue her study in boarding school. During 3 years in senior high school, she felt less interested in English for some reasons.

I felt less interested in English since the teacher was book centered and I didn't like the way my English teacher taught us. It didn't suit my learning style.

Fortunately, in senior high school she already got internet access so she could learn English by herself through YouTube or social media. So even though she did not have friends to practice English, she could use the internet to find more sources such as from movies, music and many more.

If in junior high school, I got exposure of English from the program at school that obligated us to speak English every week, in senior high school I purely learned English by myself.

She also did not get enough support from her surroundings such as from my parents or my friends around her home to be better at English since no one could speak English at her home. Her parents only speak Acehnese to her. Even for Indonesian, she acquired it from reading Indonesian books and from the exposure of the language that is used at school by her teacher and friends during elementary school. There are still some misconceptions about English in her hometown. There are still some people who think English is the language of western people and it is the language of unbelievers (*kafir*).

Fortunately, when Amira entered the Department of English language education, during her sophomore year or junior year, she started to engage more in speaking class. She loves to talk, that is why she always feels excited to come to speaking class. She also started to join group discussions in English to practice her speaking skills or started to have conversations with people from the internet.

Learning English is very different from acquiring my native language. I am pretty sure I will be confused if I attend Acehnese class. It's because I didn't learn it. I just know how to speak that language since I was child. On the other hand, English is learned and it is more complex since I learned it consciously. There are also efforts to be able to speak English. Moreover, I am not only learning about how to speak but also the history of it and the grammar of English which sometimes needs to be remembered.

C. Zara's story: Online Friends Improve Speaking Skill

Zara lives in a suburban area near the city where people there mostly speak Acehnese to each other. She lives in Aceh Besar and is originally from there. She can speak fluent Acehnese, Indonesian and English. Even though she doesn't live

in the city, she attended public school in Banda Aceh from kindergarten until senior high school. Attending school in the city also influenced her ability to speak English.

1. First language acquisition experience

Zara's native language is Acehnese. At home she fully speaks Acehnese with her parents and family. Since she was born, her parents got her used to Acehnese and it was also because her parent's main language is Acehnese. Moreover, she also picked up a dialect when she speaks Acehnese since she lives in the area where people have thick Acehnese dialect.

I speak Acehnese with my family and I can master Acehnese very well with accent or dialect. But I don't speak Acehnese with a thick dialect, you know Aceh Besar is so big, and there is a lot of variation on the dialect itself. For me I personally think that my dialect is medium thick. I was born and grew up in an Acehnese-speaking environment where people here always use Acehnese to communicate. Thus, I easily picked up the language since I got a lot exposure to Acehnese. There was no much effort to acquire this language because my surroundings really supported me.

Zara mostly talks with the family from her mother's side in Acehnese. However, there is one aunt and one cousin from her dad's side who live in the city; Banda Aceh which people there use Indonesian more often and she uses Indonesian when she talks to them. For the rest from her father's side, she still also uses Acehnese. When she entered school started from kindergarten until senior high school, she went to schools that are located in the city or near the city.

Like I've said before, in Banda Aceh, most people use Indonesian and rarely use Acehnese. So, I started to pick up Indonesian when I went to school even though my mom had taught me a few words in Indonesian I couldn't really use it until I went to school and got exposure of Indonesian from my friends.

Since she was not used to speaking in Indonesian and still confused on how to start a conversation in Indonesian, it made her become quiet and did not talk much when she was in kindergarten.

Honestly, when I was in kindergarten I was not socializing that much because I still couldn't speak Indonesian very well. I only knew a couple of words. All of my friends didn't use Acehese and I had to adapt to the new environment. So, I was kind of shy and quiet back then.

2. *Experience of learning English as a third or foreign language*

Zara started learning English when she was in elementary school, but that was not really intense since the materials that she learned only memorized vocabulary and simple sentences. Besides, it was not an international school where the teachers used English as a medium of instruction.

The first time I learned English was in elementary school, especially in the 4th grade we had English course. At that time, we started learning simple sentence or vocabulary. That's how I began learning English. At first, I found English course as a hard subject at school, like you know the way we read the words in English is different from how we usually read word in Indonesian. The pronunciation is totally different. Then I found it interesting and my mom gave me an additional English course outside school and yeah, I found it very interesting. That's why I learned English.

Her environment was not really supportive for her to practice her English because at her home no one speaks English. So, in order to improve her English, she started watching movies and listening to music. That is how she improved her English. She also stated that she sometimes talks to online friends to help her speaking skill and help to improve her pronunciation.

I talk to my online friends to improve my English. For speaking and pronunciation, I mostly learned it by myself. You know actually at school; the teachers teach us about type of tenses but I don't think it really works for me. In learning English, there is a lot of effort that I need to do.

Zara also found a gap from Acehese to English. She further explained that she was lucky enough even though at home she is surrounded by Acehese speakers but she could go to public school in the city where the medium of instruction is using Indonesian. So, it helped her to avoid having an Acehese accent when speaking English. Zara also shared,

I found there was a gap from Acehese to English, as you know English is foreign language and there is no native speaker that I can talk with. Fortunately, I learn English with Indonesian as the medium of instruction at school since I went to public school in the city. I think if I learn English but with Acehese as the medium of instruction, my English accent will not be as good as it is now. Probably I will speak English with a thick Acehese accent even though it is not something bad.

During junior high school, Zara learned tenses more deeply and not only that, she also mentioned that she learned other types of materials such as how to write letters, procedure text and so on. However, there was no a lot of speaking practice. The teacher only taught her how to read like conversation. So, from elementary school until senior high school, her speaking skill was really bad and she never talked in English very well. Nevertheless, when she entered the Department of English language education, her English has improved a lot. She said,

Throughout university years, I think there is improvement. I found my own way to learn English by watching movies a lot and started to pick up the accent and find friends to talk to. That's how I learn English.

D. Ratwi's story: Starting Something Brand New

Ratwi is a student in the Department of English Language Education. He comes from. He could speak 3 languages with Acehese as native language, Indonesian as the second language and English as the third or foreign language. He comes from West Aceh, particularly from Arongan, Arongan Balek sub-district. He has been

speaking Acehnese since he was child until now with his parents and family and he started learning English seriously when he was in senior high school. Since senior high school, he has felt very interested in English.

1. First language acquisition experience

Ratwi was born and raised in an Acehnese-speaking environment. Since he was a child, his parents spoke to him in Acehnese. He also uses Acehnese with his big family and neighbors.

My first language is Acehnese not Indonesian. I grew up in an Acehnese-speaking environment. I feel this is because Acehnese is my mother tongue and it started from imitation.

Ratwi also shared his opinion about how he acquire Acehnese. He stated that acquiring the first language different from learning. It is because he acquired his mother tongue unconsciously. He did not learn how to speak Acehnese but rather he only listened to what his parents said and imitated the word from his parents unconsciously.

I didn't learn this language but rather I acquired it. Probably it started when I was a child until now. I use Acehnese to speak with my parents and family because they don't understand English. So, I should use Acehnese of course, that is the main language in my house with my parents and my family.

At the age of 5, he began to acquired Indonesian as the second language. He got the exposure of Indonesian from the television or newspapers and books. Even though he already became bilingual, the main language that he uses at home is still Acehnese.

When I was 5 years old, I started acquiring Indonesian. Since we are Indonesian and there is a lot of media that uses Indonesian such as book,

newspapers, television programs and many more, therefore I got the exposure of Indonesian from them. At the age 5 or 6, I was already bilingual and able to speak Acehnese and Indonesian. However, we use less Indonesian, sometimes we use it, but most of the time the language that we use in our house is Acehnese because our native language is Acehnese.

During his elementary years, he still used Acehnese more often than Indonesian since he went to a school that is still located in a rural area. The teachers there used Acehnese when they taught. Then there was a change when he entered junior and senior high school. The language that he used also started to change. In junior high school, the teachers use both Acehnese and Indonesian. Then, in senior high school the language that is used is full Indonesian.

2. Experience of learning English as a third or foreign language

Ratwi started learning English in junior high school. According to him, he did not have an interest in learning English when he was in junior high school. Then when he entered senior high school, he started to view English as an interesting language.

I started learning English in junior high school but at that time I was not really interested in English and not really good at it. Then, when I was in senior high school, I started to feel like English is interesting and there was improvement of my English skill.

He then added about his thought on learning English,

For English, I didn't acquire it but rather I learned it. I started learning English from the teachers at my school and from reading a dictionary. There was an effort that I needed to do to be able to speak English.

In learning English, he got support from his surroundings like parents and family, but in the way inspired him to keep learning English. However, in terms of improving his English skill, he did not get enough support from his surroundings.

Because there are only a couple of people who can speak English at his place. So, he did not have a friend to practice his English and he needed to learn it by himself through reading English books and comics. When he finally entered the Department of English Language Education, he started to learn English seriously but still use his technique such as reading English comics to make his English better.

I still use my technique when I got to university. I still read English books and comics to improve my English. But there is a difference between now at the Department of English Language Education and when I was in senior high school. Now, after I read the comics, I can practice the conversation that I read with my friends.

Even though his first language is Acehnese, during university years, he uses Indonesian more often. Unless, when he gets back to his hometown, he uses Acehnese more often there. According to him, when he first started learning English there was a gap since he used Acehnese more often. For him, learning English is like starting something brand new.

As we know that English is foreign language and when we learn it it's like we start something new. As we can see, even in terms of the alphabet we have different pronunciations between English and Acehnese. It is very different from Indonesian, even though my first language is Acehnese, it's not that hard to acquire Indonesian because I got a lot of exposure of Indonesian from my surroundings since Indonesian is used as an official language and used in every formal setting.

E. Ewing's story: Speaking English in Acehnese Dialect

Ewing is also a student in English study program and has Acehnese ethnicity. He comes from Aceh Besar specifically in Lampisang. His parents are also originally from there. From his experience in language acquisition. He acquired his native language from his family and English from school and university environments. Moreover, his friends helped him a lot in improving his English especially in speaking skill.

1. First language acquisition experience

Ewing was raised in a very Acehnese Family. His parents originally came from Aceh itself, particularly in Lampisang and Lhoknga. He also considers himself as a fluent Acehnese speaker.

I can consider myself a very Acehnese fluent speaker because my dad and my mom nurtured me the pure Acehnese. For that reason, Acehnese became my first language and comes Bahasa Indonesia the second.

The factor that influenced him the most in acquiring his native language is his family and environment. He said that he also had his own motivation to speak Acehnese in order to socialize with his friend from the neighborhood.

Then, he started to acquire his second language when was in kindergarten. He shared that back then he could not immediately speak Indonesian and he had to adapt first with Indonesian-speaking environment, especially with his teacher and his chair mate.

Ewing also added that living in his family really affected his ability to speak other languages. He also said that he is the only multilingual person in his family. Even back then his parents and younger sister only spoke Acehnese and even stammered when they spoke Indonesian. However, in this present time, his parents and his younger sister can speak Indonesian fluently.

2. Experience of learning English as a third or foreign language

Similar to the other students, Ewing has been learning English since he was in school. Back then, however, he did not have motivation to learn English. He started

to love English when he graduated from high school and entered university. He added,

I could say I started late to love English. At first I needed to adapt to the new environment in this English study program. There was a transition that I felt between the language that I use at home and at the university. When I speak Acehnese at home, I started to have gestures or intonation like when I speak in English, and vice versa.

He found it hard when he first came to English Department. He rarely expresses his thoughts because he is as shy person. Due to that, he said that he tends to be quiet and this affected his English which made him have slow progress in acquiring English.

Then, he slowly started to gain his confidence in speaking English and maintain his English skill by meeting friends that were supportive. It can be seen that; friends and environment have a role in language acquisition. He added,

I met friends that supported me to speak English even though my English is sometimes still wrong or too formal. They helped me a lot in improving my English skill and I was not feeling shy anymore to speak English in front of them. I also got used to English and my dialect gradually started to be better and doesn't sound like Indonesian and Acehnese's dialect anymore.

Ewing shared that at the first time he was able to speak English, he spoke English with Acehnese dialect. Even the intonation was like the intonation when he speaks Acehnese. Fortunately, after a lot of practice with his friends by having discussions in English, the dialect is not a problem anymore because the dialect has changed. He also added that the school and university environment helped him a lot in acquiring English. It is different from his native language because in his opinion, his native language is inherited by his parents.

F. Yasmina's story: Introduced to English by My Aunt

Yasmina is an English student who lives in Bener Meriah. She is currently in the 6th semester in the Department of English language education. Her native language is Acehnese although she lives in Bener Meriah where most people there speak Gayonese. She has been obsessed with English since she was a little. Her parents also play a big role in influencing English to her but the biggest factor that helped her to improve her English is when she was in boarding school.

1. *First language acquisition experience*

Yasmina's native language is Acehnese and her parents influenced her the most in acquiring her native language. Her father obligates her and her sibling to speak English. Yasmina's father believes that Acehnese is important for Acehnese people and they should be able to speak Acehnese. Her parents also never teach their kids Indonesian, because her parents believe that Indonesian can be mastered or acquired by themselves. On the other hand, Acehnese is needed to get used to in order to have right pronunciation

My father and mother came from Aceh. In my family, especially my father, he obligates us to speak Acehnese. My father asked us to speak Acehnese in our daily life in order to avoid mispronunciation of Acehnese vocabularies when we communicate with other Acehnese people. Sometimes when we visit people or go to a place or region where most people speak Acehnese there, there will be some people who have culture shock when they heard me speaking Acehnese, because we are from Bener Meriah where most people speak Gayonese but we can speak Acehnese.

Besides from her parents, she also got the influenced of Acehnese from her neighborhood. She said that even though she lives in Bener Meriah but in her sub

district, most people are not Gayonese. They come from different places and stay there.

Actually, the neighborhood where I live, filled with people who speak Acehnese from different regions such as Pidie, Sabang and many more. It is not a big thing for me to master Acehnese since Acehnese is the dominant language in my place. Basically, all of my family communicate in Acehnese, even my relatives or cousins who were born in Acehnese-Javanese families.

She also used to speak Acehnese with her friend from her neighborhood. Moreover, she also added that when they went to *pengajian* or Quran recitation, the teacher or ustad also explained the material or the content from the Quran in Acehnese. so, she was surrounded by an Acehnese speaking environment.

Starting in kindergarten, Yasmina began to speak Indonesian because the students in her kindergarten back then came from different ethnicities such as from Sundanese, Minangnese, Javanese and so on. It is also because the majority of teachers at school are Gayonese. Yasmina also shared that her teachers asked the students to use Indonesian as the medium of communication. Therefore, she acquired her second language from school, not from her parents.

After graduating from elementary school, she continued her studies to Banda Aceh. She went to Islamic boarding school from junior until senior high school. Throughout her studies in Islamic boarding school, she was prohibited to speak Acehnese. even for Indonesian, the intensity she used that language was only 20%. She told that,

It was because we were obligated to speak English and Arabic. During these years, I only used Acehnese when my family visited me.

2. Experience of learning English as a third or foreign language

Yasmina has known English since she was young, maybe at the age of 4. At that time, her aunt introduced her to English by teaching her the alphabet in English and daily vocabulary or common things that they use such as slippers, sandals, spoons and stuff. Then, when she was in elementary school, she started to love listening English songs. She found that the way native speakers talk was interesting and she loved it. From her point of view, if she can speak English then she can get plus points from her family and it made her obsessed with English. From her story, it can be seen that her parents already supported her to learn English. She even got English dictionary from her mother as a gift. Yasmina shared her experience on how her parents supported her back then,

I love the way they speak. My father often plays television programs with English content at midnight and I was really interested in watching it. In my family, if we can speak English we get plus points and that makes me obsessed with English. My mother also gave me a gift which was English dictionary for children. My parents actually supported me in learning English, when I was in 3rd grade, my parents signed me to an additional English class but at the time that additional class didn't really work on me. I guess it is because the class was not good enough.

Fortunately, she went to boarding school and she could improve her English there and got more knowledge about English. She mentioned that at the boarding school the teacher also helped her in improving her pronunciation every time she learns new vocabularies.

She shared her thoughts on acquiring native language and English. In her opinion, people do not need books or materials in first language acquisition. It is because they live in an environment where people speak that language and she believes that

people can easily master it by listening to the way they talk. It is very different from learning English.

I think in acquiring first language, we don't need books. It is different with English; we need books and need to know about the grammar and the language itself such as the pronunciation, the diphthongs, vowels and stuff. What makes Acehnese and English different is that we can easily find content in English but we barely find content in Acehnese. So, Acehnese is only heard from the people who speak that language.

She later added that it was also quite hard for her when she first started learning English since she learned it when her main language was still Acehnese. She found it hard to pronounce some words because English and Acehnese have different alphabet pronunciations. However now, during university year, she tries to improve her English by joining group discussions or organization that use English when they share their thoughts.

G. Anna's story: Living in Boarding School Environment

Anna and her parents spent six years in a boarding school environment and that influenced her language acquisition. Her mother tongue is Acehnese but then when she was six years old, she started to acquire Indonesian since the neighborhood she lived in was fully using Indonesian as the medium of communication. Anna is originally from Pidie Jaya, in Meunasah Balee, Leung Putu.

1. First language acquisition experience

Her mother tongue is Acehnese. Since Anna was a child, her parents talked to her in Acehnese. Not only with her parents but also with her big family including grandparents, uncles and aunts. She also speaks Acehnese with her siblings. She stated that,

The factor that influenced me to be able to speak Acehese is I think because of the environment. I have listened to Acehese and got exposure to Acehese since I was such in young age. Everyone who lived around my home at that time was speaking Acehese. That's why I also got influenced by that.

In addition, in her place they speak Acehese with thick dialect too. According to her, there is the difference between Acehese in Pidie Jaya with Acehese in Banda Aceh or other parts of Aceh.

We pronounce the words differently but still have the same meaning. Such as “*peu*” in pidie jaya has deeper stressing compared to “*peu*” from other parts of Aceh.

When she was 6 years old, Anna and her parents lived in boarding school because her parents worked there. So, she started to speak Indonesia since in this environment all people were required to speak Indonesian and these people came from different places with different backgrounds.

2. Experience of learning English as a third or foreign language

Starting from when she moved to the boarding school neighborhood, she also started to get exposure and started to feel curious about other languages that people speak in the boarding school environment which were English and Arabic. She shared that,

I have already heard a couple of words or easy vocabularies in English since I was in elementary school. To be exact, I didn't go to elementary school in this boarding school. from the age 6 to 11 years old I only lived in the boarding school environment.

Then, after graduating from elementary school, she continued her junior high school to senior high school in this boarding school. During her boarding school years, the students there were obligated to speak English and Arabic and it changed

once a week. For example, in the first week they must use English and then the next week they must use Arabic and it kept changing every once a week.

If we didn't obey the rules, we would get punishment. So, my English was increasing a lot back then in boarding school, especially in senior high school. Because we got new vocabularies and used it immediately when we communicated even though we spoke basic English without proper grammar. I also learned English by myself like from watching movies or listening to music.

Anna's parents also support her in improving my English. Based on her stories, she said that sometimes her mother who was Arabic teacher at the boarding school introduced her to her mother's friends who were English teachers and then she could practice her English with them. Moreover, her brother also helped her in maintaining her English skill. She added,

My brother also had a friend who went abroad for school and I sometimes talk to him in English. My mother also helped me a lot in improving my English skill by testing my ability in English sometimes.

H. Discussion

From the data that have been obtained, most of the participants shared the same stories. Most of them experience first language acquisition by the same way or influenced by the same factors. The factors that influenced participants the most in first language acquisition are exposure to language and family factors in language acquisition. These two factors are proposed by Rajabi, et al., (2017). Originally, there are 8 factors that influence first language acquisition but based on the stories from the participants, only two factors that play big role in their first language acquisition

Rajabi, et al., (2017) stated that the influence in children's language development comes from the exposure of adult language. It started from an early age. The children who keep getting exposure to one's language will be able to speak that language. The 7 participants have told that since they were young, they have lived in rural areas where almost all of the population there speak Acehnese. Besides, the language that they heard was being used everywhere even in formal settings such as school or in informal settings such as in *balai pengajian* and Islamic forum. Some of the participants even picked up a certain dialect based on where they live since they got a lot of exposure from their surroundings and neighbors.

This also leads to the other factors which is family factors in language acquisition. The language that is used by parents at home or by other family members will influence the child's future language. Based on the stories that are told by the participants, their parents always use Acehnese whenever they talk to them and never use other languages. They use it as a medium of communication at home. Therefore, the participants acquired their native language by listening to the spoken language from their parents and sometimes from their grandparents who are only able to speak Acehnese. For that reason, all participants are very fluent in Acehnese. According to Rajabi, et al., (2017) the experiences within the family and the relationships within a household can play a crucial role in providing verbal connections to a child and the ability to use language meaningfully.

Besides, the 7 participants also shared the same stories on how they acquired their second language which is Indonesia. They acquired Indonesian by listening to

their friends or teachers at school. They slowly became able to speak Indonesian when they started to attend kindergarten or elementary school.

Furthermore, a couple of participants also share the same stories in acquiring English as a third or foreign language. As it can be seen from the experience of Amira, Yasmina and Anna, they went to boarding school when they were in junior high school and they got influenced of English from their boarding school since they were prohibited to speak their native language or Indonesian. Even though Amira did not continue her senior high school in the boarding school, the way they acquired English is somehow similar. They were mostly influenced by the language environment in the boarding school because they were obligated to speak English and Arabic.

As proposed by Eddy (2011), there are 3 factors that influence the foreign language acquisition: first language and individual learner differences. If Yasmina, Amira and Anna were mostly influenced by the language environment, the other 4 participants which are Farah, Ratwi, Zara and Ewing were mostly influenced by individual learner differences. In individual learner differences, it includes motivation and personality. They have big motivation to acquire English and their language environments not really affected them since they did not go to boarding school and they did not practice English as much as the participants who went to boarding school. As for that, they tried to do self-learning by practicing speaking alone, with friends or even with online friends. They also have their own motivation for why they started learning English. Most of them said it was because English is interesting and being able to speak English makes them look awesome. Besides,

teachers at their school sometimes have a role in motivating them to be better at English. Furthermore, teachers also play a big role in improving students' accent and dialect since the first language accent is believed can affect the accent of the target language, whether a new accent will occur or will follow the accent of the first language. It is according to Zahro (2019), that stated varied accentedness can occur from foreign-accented speech of speakers with different first language accents. Nevertheless, they have tried several ways to improve their English since they did not get a lot exposure to English and some of those ways worked on them especially in order to avoid having an Acehnese accent when speaking English.



CHAPTER V

CONCLUSION AND RECOMMENDATION

A. Conclusion

The conclusion is based on the data from this research study. The narrative inquiry in this research study was focused on finding out Acehnese students' experiences in acquiring languages. Based on the analysis of the stories from the experience of participants, it showed that;

1. In acquiring the first language, the factor that influenced the 7 participants are the family factor and the exposure from the adult language. The family factor is influenced by parents and family members including grandparents and other relatives that often communicated with the participants when they were still little. Then as the participants grow up, they still use the native language when they talk to their parents and their family members. The next factor is exposure from the adult language. This factor usually comes from the family as well as from the neighbors. This influenced the participants' first language because the people in their neighborhood used Acehnese in their daily lives and also because at that time only a small number of people who spoke Indonesian in the participants' neighborhood.
2. The setting in formal education also influenced the language that participants speak. The 7 participants acquired their second language when they started to enter school. Most of them acquired their second language when they attended kindergarten or elementary school. Some of the participants went

to public school in the city and it helped them to acquire Indonesian easily since all of the students in public school in the city speak Indonesian and never use Acehese. The rest of the participants went to public school near their home so they still got exposure to Acehese from friends and teachers who use Acehese as a medium of communication. However, they gradually started to be able to speak Indonesian when they interacted with friends and teachers at school as they moved up to higher grade.

3. The factor that influenced the participant in being able to speak English is mostly the language environment. Some of the participants started to have English speaking environment when they attended boarding school and the rest of participants started having English speaking environment when they entered university, particularly when they became students in the Department of English Language Education even though they had learned English long before entering university. Nevertheless, participants' motivation also mattered in helping them acquire English.
4. From the experiences that participants shared, they expressed that at the first time they learned English they found a gap between Acehese and English. It was because Acehese has certain dialects that influenced the way participants speak in English. Moreover, the pronunciation in Acehese is different from English. However, for participants that learned English through Indonesian as the medium of instruction, they can overcome their English accent and avoid having an Acehese accent when speaking English. There is also a participant that has an accent problem but he can overcome it

after he met people that can practice English with him and boost his confidence in speaking English. This also implies that the first language background affects the pronunciation or the way people speak other languages. Teacher's ability in teaching English particularly in teaching pronunciation at school also play a big role in constructing students' speaking skill.

5. Based on the research that has been conducted, there are several students in the Department of English Language Education who speak Acehnese fluently but in fact, Acehnese is not their first language.

B. Recommendation

The researcher would like to give recommendation based on the research that has been conducted in order to help other Acehnese students in Department of English Language Education, the suggestions are:

1. Acehnese students need to motivate themselves in third or foreign language acquisition since they do not live in the environment where that language is spoken. It is important to improve and maintain English skill by doing self-learning that is suitable for themselves or by joining forum discussion and organization that is based on improving English skill. Moreover, Acehnese students need to realize that it is not a bad thing to be accented or have an Acehnese accent or dialect when speaking English. Nevertheless, it is better to have the accent of the language that the students learn so that it does not create barriers when they talk to other people.

2. The suggestion is also addressed for English teachers at school to create a safe and fun classroom environment for students especially whose first language is Acehnese where the students can practice speaking the new language that they have acquired freely. It is also important to emphasize more on teaching speaking and pronunciation in the classroom since the pronunciation of English words are different from Acehnese words.
3. The researcher also would like to suggest the topic that was being discussed in this research to be included in Second Language Acquisition course or other courses including Linguistics and Sociolinguistics in the Department of English Language Education. This research could become the source or the foundation for these courses in Acehnese-English language context and could be beneficial as a learning source both for students and lectures.
4. Lastly, for the next researcher it is expected to conduct research by adding more participants from different regions of Aceh that have not been included in this research. Perhaps, the experience of acquiring language from the students will be more varied since the students do not speak the same native language and since Aceh has several dialects and other languages such as *Jamee, Gayonese, Kluet, Alas, Tamiang* and many more.

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SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

Nomor : B-7572/UN.08/FTK/KP.07.6/04/2021

**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 31 Maret 2021
- Menetapkan** :
PERTAMA :
Menunjuk Saudara:
1. Dr.phil. Saiful Akmal, MA
2. Rahmi Fhonna, MA
Untuk membimbing Skripsi :
Nama : Nabila Fitria
NIM : 170203098
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Narratives of Acehnese Students' Experiences in Learning English: A Language Acquisition Perspective
Sebagai Pembimbing Pertama
Sebagai Pembimbing Kedua
- KEDUA** : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2020; No.025.04.2.423925/2020, tanggal 12 November 2019.
- KETIGA** : Surat keputusan ini berlaku sampai akhir semester Genap Tahun Akademik 2021/2022
- 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.

Ditetapkan di: Banda Aceh
Pada Tanggal: 16 April 2021
An. Rektor
Dekan,



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.

Interview Protocol

Interviewee :
Batch :
Gender :
Date :

Greeting:

Assalamualaikum warahmatullahi wabarakatuh.

Firstly, let me introduce myself. My name is Nabila Fitria. I am an 8th semester student in the Department of English Language Education. Right now, I am doing a research study on purpose to find out Acehnese students' experience in acquiring language. Are you willing to participate in this interview?

Thank you for participating in this research study. To be exact, there is no right or wrong answer to the questions I am going to ask you. I am highly interested in your experiences, opinions, thoughts, regarding the topic that I chose in this research study. Secondly, I will be recording your response electronically and taking written notes to maintain accuracy. Lastly, you can use the language you feel comfortable the most; English/Indonesia. Do you have any questions for me before we get started? Could you please introduce yourself?

Research Question 1: How do Acehnese students acquire their Acehnese native language?

1. What is your mother tongue or native language?
2. How many languages do you speak? Could you elaborate more which language do you speak to your parents and family?

3. Could you describe the factors that influence you in being able to speak this language?
4. Could you please describe your life and the language you speak starting from 3 years until senior high school?

Research Question 2: How do Acehnese students acquire English as foreign/third language?

1. Could you describe how did you start learning English? And how is your first time learning it?
2. Could you tell me how does your surroundings support you to acquire this language?
3. In your opinion, what makes the process of acquiring this language different from your native language?
4. Could you please describe your experience of learning English starting from the first time until now?

Thank you very much for participating and answering all the questions. I know how valuable your time is and I really appreciate that you were able to have an interview with me. Besides, there will be a follow-up interview to check the accuracy of the notes that I wrote and your response. As for this, I will contact you back later on. Lastly, your name will not appear in this study and your stories will be referenced by a pseudonym. Thank you.

Interview Transcript

Interviewee : Farah
Batch : 2017
Gender : Female
Date : 13 July 2021

Q: Firstly, let me introduce myself. My name is Nabila Fitria. I am an 8th semester student in the Department of English Language Education. Right now, I am doing a research study on purpose to find out Acehnese students' experiences in acquiring language. Are you willing to participate in this interview?

A: Yes

Q: Thank you for participating in this research study. To be exact, there is no right or wrong answer to the questions I am going to ask you. I am highly interested in your experiences, opinions, thoughts, regarding the topic that I chose in this research study. Secondly, I will be recording your response electronically and taking written notes to maintain accuracy. Lastly, you can use the language you feel comfortable the most; English/Indonesia. Do you have any questions for me before we get started?

A: No, I don't have

Q: Alright, could you please introduce yourself?

A: My name is Farah. I live in Aceh Besar Regency, more specifically in Aneuk Galong Titi in suka Makmur sub district. I am an 8-semester student in department of English language education.

Q: Could you tell me what is your mother tongue or native language?

A: My native language is Acehnese

Q: How many languages do you speak? Could you elaborate more which language do you speak to your parents and family?

A: My native language is Acehnese but with Aceh Besar dialect since I was born here and grew up in Aceh Besar Regency. I mostly use Acehnese when I speak with my parents and family, especially when I speak with elderly relatives in my family. However, with my cousins or my relatives who were born 2010 or over, I speak Indonesian with them but sometimes I also use Acehnese. Therefore, if there was a family gathering, we would use two languages; Acehnese and Indonesian. I also speak Indonesian with my brother since my brother is a passive Acehnese speaker. He could understand when people speak Acehnese but couldn't communicate in Acehnese.

Q: Could you describe the factors that influence you in being able to speak this language?

A: I have lived in Aceh Besar regency since I was born until now. Back then when I was a little, my mother always communicated in Acehnese with me and my neighbors or my childhood friend also used Acehnese as the medium of communication and that's why my first language is influenced by my parents and my surroundings which almost all the population there speak Acehnese. It is so different from my brother who were born in 2010, since

he was born until now, my parents talk to him in Indonesian and rarely use Acehnese, that is why he couldn't speak Acehnese like I do. So, our parents treated us differently in terms of native language. I think it was because I live in a rural area or we can call it village where people almost never use Indonesian as media of communication at that time.

Q: Could you please describe your life and the language you speak starting from 3 years old or from the age you remember you started acquiring language until senior high school?

A: I have spoken Acehnese since I was a child. Before I entered kindergarten, I used Acehnese and that was the only language I spoke at that time. For example, when I was child and hungry, I know that I should say "*mak pajoh bu*". Then when I entered kindergarten, I still used Acehnese since the kindergarten that I went to was not really far from where I lived. However, there were a couple of friends from Medan and they used Indonesian at that time. I didn't talk much with them because at that time I couldn't speak Indonesian very well and I was still confused on how to respond in Indonesian. At that time, I only heard Indonesian from news on the television and my parents didn't give me any exposure to Indonesian. The way I speak Indonesian was too formal back then, like I use "*saya*" instead of "*aku*". In elementary school, the teachers also used Acehnese because the school I attended was also still near my home. I also still used Acehnese since the kids who attended that school were also my friends from my neighborhood. However, the teachers sometimes use Indonesian when they

have to spell something from a textbook or explain about the subject which uses Indonesian as the medium of instruction at school. At 4th grade or 5th grade, my Indonesian skill had improved a lot compared to when I was in kindergarten.

Then, when I was in Junior High school, I attended a school that is located in B.Aceh. During my junior high school years, almost everyone at school speak Indonesian and only a small number of students who spokee Acehnese. I also already speak Indonesian fluently but sometimes outside the classroom, I still speak Acehnese with my fellow friends from Aceh Besar regency. I could say that the intensity I used Acehnese in junior high school was about 25%-30%.

During senior high school, I attended vocational high school and at this time I only use 10% Acehnese. My friends in this school were also mostly not from Banda Aceh or Aceh Besar, so I used Indonesian more often during this time.

Q: Could you describe how did you start learning English? And how is your first time learning it?

A: I started learning English when I was in kindergarten and It started with vocabulary about daily life, for example 'good morning' 'good night' and so on. Then in elementary school, I also got to learn English but with simple sentences or common expressions such as greetings and other easy vocabularies. I actually already had a high interest in English since

elementary school. It was because of an event that happened after the tsunami. Back then, after the tsunami hit Aceh, there were a lot of foreigners around my place. They came here to help tsunami victims and lived here for a couple of months. They used to walk or pass in front of my house every morning and I felt like I wanted to tease them or talk to them so I started to ask my mom how to greet them or how to say good morning. My mom told me how to greet them and the next morning I waited for them in front of my house and when they passed by, I said good morning and they smiled at me and responded to my greeting. Starting from that, I tried to find more vocabularies in English and motivated me to learn more about English. Even though the way I pronounced the vocab was not really good enough.

Q: Could you tell me how does your surroundings support you to acquire this language?

A: In terms of support from my surroundings, I didn't really get much support in improving my English. But actually, in my neighborhood there is a program where English students are asked to teach English to the kids there and somehow it gave me an opportunity to practice my English even though not much. My parents also don't really give any support, they actually don't really care about my English, so I learn English or improve my English by self-learning. For example, I listen to music or read English books. So, I could say that the factors that influence me the most in learning English are myself and my teacher at school.

Q: In your opinion, what makes the process of acquiring this language different from your native language?

A: I think Acehnese is affected by the environment and English is needed to be learnt

Q: Could you please describe your experience of learning English starting from the first time until now?

A: As I said before, I started learning English when I was in kindergarten. And my mom taught me a couple words in English. Then, at elementary school, the teacher was teaching us in a fun way and I really enjoyed the ways she teaches. So since then, English has been my favorite subject at school. When I was in junior high school, I always looked forward to participating actively in English class such as performing conversation in English and stuff. My English skill at that time was also good enough and better than my other friends since I had a high interest in English and I felt excited every time English class was started. I also always get high score in English subject. I feel like being able to speak English is cool. And when I entered English language education, I could understand more about English including about grammar and linguistics. It was very different when I was in senior high school, because for vocational high school we only learn about specific material such as procedure text since we always perform on how to do something related to our vocational school. However, the English teacher in my vocational school has good pronunciation and always teaches us to

pronounce the word correctly. That helped me a lot in improving my English pronunciation. She also never uses Indonesian in the classroom and that influences my speaking skill.

Q: Alright, that was the last question. Thank you for answering all the questions and I will contact you soon for a follow up interview.

A: Okay.

Interviewee : Amira
Batch : 2017
Gender : Female
Date : 13 July 2021

Q: Firstly, let me introduce myself. My name is Nabila Fitria. I am an 8th semester student in the Department of English Language Education. Right now, I am doing a research study on purpose to find out Acehnese students' experiences in acquiring language. Are you willing to participate in this interview?

A: Yes, I will

Q: Thank you for participating in this research study. To be exact, there is no right or wrong answer to the questions I am going to ask you. I am highly interested in your experiences, opinions, thoughts, regarding the topic that I chose in this research study. Secondly, I will be recording your response electronically and taking written notes to maintain accuracy. Lastly, you can

use the language you feel comfortable the most; English/Indonesia. Do you have any questions for me before we get started?

A: No

Q: Alright, could you please introduce yourself?

A: My name is Amira. I am a final year student in the Department of English Language Education. I come from south Aceh, more specifically in Damar Tutong village, Samadua sub district. My village is far from the city.

Q: Could you tell me what is your mother tongue or native language?

A: My native language is Acehnese

Q: How many languages do you speak? Could you elaborate more which language do you speak to your parents and family?

A: Currently I can speak 4 languages. Starting from my first language, my first language is Acehnese. I talk to my parents and siblings in Acehnese. At 3 or 4 years old my parents already spoke in Acehnese and my relatives also used Acehnese.

Q: Could you describe the factors that influence you in being able to speak this language?

A: The main factor that influenced me the most in acquiring my native language was my family. Moreover, my surroundings such as neighbors also used Acehnese. So, I actively got a lot of exposure to Acehnese from my family.

Q: Could you please describe your life and the language you speak starting from 3 years old or from the age you remember you started acquiring language until senior high school?

A: When I was a little, my family and I used to move to other places but still in south Aceh. We only moved to different sub districts and there was one time where we move to a sub district where most people there speak *Jamee* language; one of many regional languages in south Aceh. However, since my parents always talk to me in Acehnese, I didn't really get the exposure from my neighbors to *Jamee* language and I couldn't speak *Jamee* language at that time. But then I moved to where I live now, and most people in my neighborhood speak Acehnese and it also influenced me in acquiring my first language.

My second language is Indonesian and to be clear, Indonesian is not taught at all at home. My parents didn't teach me or use Indonesian at home. However, back then my parents provided me with Indonesian books. I got exposure of Indonesian from those books. Moreover, I also got the exposure of Indonesian from the television. Furthermore, since I went to school that is located in the city, most of the students and teachers speak Indonesian and it helped me to acquire Indonesian as my second language. So, the Indonesian vocabularies that I got from the books can be used and applied actively at school. Then the third language is *Jamee* language. In south Aceh, there are several regional languages and one of them is *Jamee* language and most people speak *Jamee* language there. I acquired this language from

school, because when I was in elementary school most students in my school communicated with *Jamee* language. Since at the moment I was still in the young age and easy to catch new languages, I could easily acquire *Jamee* language from the influence of my friend. Until now I still use *Jamee* language actively.

Q: Could you describe how did you start learning English? And how is your first time learning it?

A: I started learning English when I was in junior high school. I went to boarding school at that time and there the students were required to speak English and Arabic. Every week we changed the language that we used during boarding school. For example, the first week we were required to use Arabic in daily conversation and the next week we were required to use English. Moreover, there was punishment if we didn't speak with the language that was required for that week. Actually, English is hard. I had a hard time constructing the sentences in English. I didn't know how a word is used in a sentence. So, when I first entered junior high school, I often use sign language. It was better than I get punishment.

Q: Could you tell me how does your surroundings support you to acquire this language?

A: My surroundings didn't give enough support in terms of acquiring English since no one speaks English in my home or even in my neighborhood. But during junior high school, the school environment helped me a lot.

Q: In your opinion, what makes the process of acquiring this language different from your native language?

A: Learning English is very different from acquiring my native language. I am pretty sure I will be confused if I attend Acehnese class. It's because I didn't learn it. I just know how to speak that language since I was child. On the other hand, English is learned and it is more complex since I learned it consciously. There is also an effort to be able to speak English. Moreover, I am not only learning about how to speak but also the history of it and the grammar of English which sometimes needs to be remembered.

Q: Could you please describe your experience of learning English starting from the first time until now?

A: The first time I learned English was in junior high school and I was very interested in English since we had to use it to communicate. Then after I graduated from junior high school, I felt less interested in English since the teacher in senior high school was book-centered and I didn't like the way my English teacher taught us. It didn't suit my learning style. If in junior high school I got exposure of English from the program at school that obligated us to speak English every week, in senior high school I purely learnt English by myself. Fortunately, during senior high school I started to have internet access so I could learn English by myself through YouTube or social media. So even though I didn't have friends to practice English, I could use the internet to find more sources such as from movies, musics and

many more. Then, I entered the Department of English Language Education. Since I haven't practiced speaking English anymore in senior high, my English ability started to decrease. However, during my sophomore year or junior year in the university, I started to engage more in speaking class. I really love to talk, that is why I always feel excited to come to speaking class. I also started to join group discussions in English to practice my English or started to have conversations with people from the internet.

Q: Alright, that was the last question. Thank you very much for answering all the questions and I will contact you soon for a follow up interview.

A: Alright, you're welcome.

Interviewee : Zara
Batch : 2017
Gender : Female
Date : 13 July 2021

Q: Firstly, let me introduce myself. My name is Nabila Fitria. I am an 8th semester student in the Department of English Language Education. Right now, I am doing a research study on purpose to find out Acehnese students' experiences in acquiring language. Are you willing to participate in this interview?

A: Yes, I am

Q: Thank you for participating in this research study. To be exact, there is no right or wrong answer to the questions I am going to ask you. I am highly interested in your experiences, opinions, thoughts, regarding the topic that I

chose in this research study. Secondly, I will be recording your response electronically and taking written notes to maintain accuracy. Lastly, you can use the language you feel comfortable the most; English/Indonesia. Do you have any questions for me before we get started?

A: No

Q: Alright, could you please introduce yourself?

A: My name is Zara and currently I am a student of English language department of UIN Ar Raniry and I am in the 4th year. I am from Aceh, especially Aceh Besar and I am originally from here.

Q: Could you tell me what is your mother tongue or native language?

A: My native language is Acehnese.

Q: How many languages do you speak? Could you elaborate more which language do you speak to your parents and family?

A: I can speak fluent Acehnese, Indonesian and English. Besides, I also have a high interest in learning other languages but I am not fluent yet. At home I fully speak Acehnese with my parents and my family. Since I was born, I speak Acehnese with my family and I can master Acehnese very well with accent or dialect. I mostly talk with the family from my mother's side in Acehnese. However, there is one aunt and one cousin from my dad's side who live in the city; Banda Aceh, in which people there use Indonesian

more often and I use Indonesian when I talk to them. For the rest of family from my father's side, I also use Acehnese.

Q: Could you describe the factors that influence you in being able to speak this language?

A: I was born and grew up in an Acehnese-speaking environment where people here always use Acehnese to communicate. Thus, I easily picked up the language since I got a lot exposure to Acehnese. There was no much effort to acquire this language because my surroundings really supported me. But I don't speak Acehnese with a thick accent, you know Aceh Besar is so big, and there is a lot of variation on the dialect itself. For me I personally think that my dialect is medium thick.

Q: Could you please describe your life and the language you speak starting from 3 years old or from the age you remember you started acquiring language until senior high school?

A: I was born in an Acehnese-speaking environment and since I was a child, I easily acquired Acehnese. so, I speak Acehnese started when I was able to talk for the first time until now. Then when I finally entered school from kindergarten until senior high school, I went to schools that are located in the city or near the city. Like I've said before, in Banda Aceh, most people use Indonesian and rarely use Acehnese. So, I started to pick up Indonesian when I went to school even though my mom had taught me a few words in Indonesian I couldn't really use it until I went to school and got exposure of

Indonesian from my friends. Honestly, when I was in kindergarten I was not socializing that much because I still couldn't speak Indonesian very well. I only knew a couple of words. All of my friends didn't use Acehnese and I had to adapt to the new environment. So, I was kind of shy and quiet back then.

Q: Could you describe how did you start learning English? And how is your first time learning it?

A: The first time I learned English was in elementary school, especially in the 4th grade we had English course. At that time, we started learning simple sentence or vocabulary. That's how I began learning English. At first, I find English course as a hard subject at school, like you know the way we read the word in English is different from how we usually read words in Indonesian. The pronunciation is totally different. Then I found it interesting and my mom gave me an additional English course outside school and yeah, I found it very interesting. That's why I learned English.

Q: Could you tell me how does your surroundings support you to acquire this language?

A: My environment is not really supportive like for me to practice my English because at home no one speaks English. So, I just like watching movies, listening to music. That is how I improve my English. For the rest, I talk to my online friend to improve my English. For speaking and pronunciation, I mostly learned it by myself. You know actually at school; the teachers teach

us about types of tenses but I don't think it really works for me. In learning English, there is a lot of effort that I need to do. I found there was a gap from Acehnese to English, as you know English is foreign language and there is no native speaker that I can talk with. Fortunately, I learn English with Indonesian as the medium of instruction at school since I went to public school in the city. I think if I learn English but with Acehnese as the medium of instruction, my English accent will not be as good as it is now. Probably I will speak English with a thick Acehnese accent even though it is not something bad.

Q: In your opinion, what makes the process of acquiring this language different from your native language?

A: we didn't need effort to be able to speak Acehnese but we needed effort to be able to speak English.

Q: Could you please describe your experience of learning English starting from the first time until now?

A: I have been interest in English since elementary school. My mom even registered me for an additional English class. I found English very interesting. After graduating from elementary school, in junior high school, I learned English more seriously, especially about tenses and other type of materials such as how to write letters, procedure text and so on. There was not a lot of speaking practice. The teacher only taught us how to read like conversations. So, from elementary school until senior high school, my

speaking skill was really bad and I never talked in English very well. Throughout university years, I think there is improvement. I find my own way to learn English by watching movies a lot and started to pick up the accent and find friends to talk to. That's how I learn English.

Q: Alright, thank you very much for answering all the questions and I will contact you soon for a follow up interview.

A: Alright, you're welcome.

Interviewee : Ratwi
Batch : 2017
Gender : Male
Date : 12 July 2021

Q: Firstly, let me introduce myself. My name is Nabila Fitria. I am an 8th semester student in the Department of English Language Education. Right now, I am doing a research study on purpose to find out Acehese students' experiences in acquiring language. Are you willing to participate in this interview?

A: Yes, I will

Q: Thank you for participating in this research study. To be exact, there is no right or wrong answer to the questions I am going to ask you. I am highly interested in your experiences, opinions, thoughts, regarding the topic that I chose in this research study. Secondly, I will be recording your response electronically and taking written notes to maintain accuracy. Lastly, you can

use the language you feel comfortable the most; English/Indonesia. Do you have any questions for me before we get started?

A: No, I don't have

Q: Alright, could you please introduce yourself?

A: My name is Ratwi. I am 8th semester student in the Department of English Language Education. I come from West Aceh, particularly from Arongan, Arongan Balek sub-district.

Q: Could you tell me what is your mother tongue or native language?

A: My mother tongue is Acehnese

Q: How many languages do you speak? Could you elaborate more which language do you speak to your parents and family?

A: My mother tongue is Acehnese, my second language is Indonesian and my third language is English. I use Acehnese to speak with my parents and family because they don't understand English. So, I should use Acehnese of course, that is the main language in my house with my parents and my family. We use less Indonesian, sometimes we use it, but most of the language that we use in our house is Acehnese because our native language is Acehnese.

Q: Could you describe the factors that influence you in being able to speak this language?

A: I grew up in an Acehnese-speaking environment and I feel this is because Acehnese is my mother tongue and it started from imitation. As we know, acquiring is different from learning. Because when you acquire the language, you acquire the language unconsciously, on the other hand, when you learn a language, you learn it consciously with effort. So, because Acehnese is my mother tongue, I didn't learn this language but rather I acquired it. Probably it started when I was a child until now.

Q: Could you please describe your life and the language you speak starting from 3 years old or from the age you remember you started acquiring language until senior high school?

A: So, my first language is Acehnese not Indonesian. I grew up in an Acehnese-speaking environment. When I was 5 years old, I started acquiring Indonesian. Since we are Indonesian and there is a lot of media that uses Indonesian such as books, newspapers, television programs and many more, therefore I got the exposure of Indonesian from them. At the age 5 or 6, I was already being bilingual and able to speak Acehnese and Indonesian

During my school years, especially in elementary school, the teacher mostly used Acehnese considering the school is in a rural area. However, when I entered junior high school, the teacher started to use both Acehnese and Indonesian in the classroom. Then when I was in senior high school, the language that used was full Indonesian.

Even though my first language is Acehese, during my university years, I use Indonesian more often. Unless, when I get back to my hometown, I use Acehese more often there. Actually, when I first started learning English there was a gap since I used Acehese more often. As we know that English is foreign language and when we learn it it's like we start something new. As we can see, even in terms of the alphabet we have different pronunciations between English and Acehese. It is very different from Indonesian, even though my first language is Acehese, it's not that hard to acquire Indonesian because I got a lot of exposure of Indonesian from my surroundings since Indonesian is used as an official language and used in every formal setting.

Q: Could you describe how did you start learning English? And how is your first time learning it?

A: I started learning English in junior high school but at that time I was not really interested in English and not really good at it. Then, when I was in senior high school, I started to feel like English is interesting and there was improvement of my English skill. For English, I didn't acquire it but rather I learnt it. I started learning English from the teachers at my school and from reading dictionary.

Q: Could you tell me how does your surroundings support you to acquire this language?

A: In learning English, I actually got support from my surroundings like my parents and family. They support me in the way of inspiring me to keep learning English. However, in terms of improving my English skill, I didn't get enough support from my surroundings. Because there are only a couple of people who can speak English at my place. So, I don't have friend to practice my English and I need to learn it by myself by reading English books and comics

Q: In your opinion, what makes the process of acquiring this language different from your native language?

A: Like I've said before, acquiring is different from learning. Because when you acquire the language, you acquire the language unconsciously, on the other hand, when you learn a language, you learn it consciously with effort. So, because Acehnese is my mother tongue, I didn't learn this language but rather I acquired it. For English, I didn't acquire it but rather I learnt it.

Q: Could you please describe your experience of learning English starting from the first time until now?

A: The first time I learnt English seriously and felt English was interesting was when in senior high school. I started learning English from the teachers at my school and from reading dictionary. But back then, I didn't have friends to practice my English and improve my English. So, I simply read English comics. When I entered the department of language education, I started to learn English seriously but I still use my technique such as reading English

comics to make my English better. But there is a difference between now at the department of language education and when I was in senior high school. Now, after I read the comics, I can practice the conversation that I read with my friends.

Q: Alright, that was the last question. Thank you very much for answering all the questions and I will contact you soon for a follow up interview.

A: Alright, you're welcome

Interviewee : Ewing
Batch : 2017
Gender : Male
Date : 14 July 2021

Q: Firstly, let me introduce myself. My name is Nabila Fitria. I am an 8th semester student in the Department of English Language Education. Right now, I am doing a research study on purpose to find out Acehese students' experiences in acquiring language. Are you willing to participate in this interview?

A: Yes, it's my pleasure

Q: Thank you for participating in this research study. To be exact, there is no right or wrong answer to the questions I am going to ask you. I am highly interested in your experiences, opinions, thoughts, regarding the topic that I chose in this research study. Secondly, I will be recording your response electronically and taking written notes to maintain accuracy. Lastly, you can

use the language you feel comfortable the most; English/Indonesia. Do you have any questions for me before we get started?

A: No, I don't have

Q: Alright, could you please introduce yourself?

A: My name is Ewing and I have Acehnese ethnicity. I am exactly from Aceh Besar in Lampisang or people also know it as "*kampung kueh*" because there are also people who sell cakes there.

Q: Could you tell me what is your mother tongue or native language?

A: My native language is Acehnese

Q: How many languages do you speak? Could you elaborate more which language do you speak to your parents and family?

A: First thing first, I would like to elaborate a little about my background. I was raised in a very Acehnese Family. My dad and mom came from Aceh itself, particularly in Lampisang and Lhoknga. So, I can consider myself a very Acehnese fluent speaker because my dad and my mom nurtured me the pure Acehnese. For that reason, Acehnese became my first language and Indonesian as the second and my other languages will be English.

Q: Could you describe the factors that influence you in being able to speak this language?

A: Living in this family really affected my ability to other languages. For example, when I want to do something, I probably will use several

languages because in my family, I am the only one who is multilingual. Back then my parents and younger sister, they only spoke Acehese and even when they spoke Indonesian, they were still stammering. However, in the present time, they can speak Indonesian fluently.

In addition, the factor that influenced me the most in acquiring native language is basically my family and environment. I also have my own motivation to speak Acehese in order to socialize with my friend from the neighborhood.

Q: Could you please describe your life and the language you speak starting from 3 years old or from the age you remember you started acquiring language until senior high school?

A: As I said before, I was raised in an Acehese family so I speak Acehese since I was a child. Then, I started to acquire my second language when I was in kindergarten. Back then I could not immediately speak Indonesian and had to adapt first with Indonesian-speaking environment especially with my teacher and my chair mate

Q: Could you describe how did you start learning English? And how is your first time learning it?

A: I have known English in junior high school because it was a compulsory subject at school. It was the same in senior high school. Honestly, I didn't have any interest in English back in high school. I didn't really put attention in English class and I started to like English when I entered university.

Q: Could you tell me how does your surroundings support you to acquire this language?

A: At home, my family can't speak English so my family didn't really help me to acquire English. But at school or university, yes. The school and university environment support me a lot in acquiring this language especially in university where most lecturers use full English in the classroom and also there are students who like to practice speaking English outside the classroom and I could practice with them.

Q: In your opinion, what makes the process of acquiring this language different from your native language?

A: In my opinion, acquiring English is different with Acehnese, it is because my native language is inherited by my parents. On the other hand, English need to be learned.

Q: Could you please describe your experience of learning English starting from the first time until now?

A: I basically didn't really have interest in English during my school years. I could say I started late to love English. I started love English when I graduated from high school and entered the Department of English Language education. At first, I needed to adapt to the new environment in this English study program. There was transition that I feel between the language that I use at home and at the university. When I speak Acehnese

at home, I started to have gesture or intonation like when I speak in English, and vice versa.

Honestly, I am a shy person and afraid to express my thoughts and feelings in front of other. Therefore, I tend to be quiet and this cause me to have slow progress in acquiring English. Then I met friends that supported me to speak English event tough my English sometimes still too formal or wrong. They helped me a lot in improving my English skill and I was not feeling shy anymore to speak English in front of them. I also get to use to English and my dialect gradually started to be better and doesn't sounds like Indonesian and Acehnese's dialect anymore.

At first time I was able to speak English, I spoke English with Acehnese dialect. Even the intonation was like the intonation when I speak Acehnese. Fortunately, after a lot of practice with friends by having discussion in English, the dialect is not a problem anymore because the dialect has changed. School and university environment helped me a lot in acquiring English.

Interviewee : Yasmina
Batch : 2018
Gender : Female
Date : 13 July 2021

Q: Firstly, let me introduce myself. My name is Nabila Fitria. I am an 8th semester student in the Department of English Language Education. Right now, I am doing a research study on purpose to find out Acehnese students'

experiences in acquiring language. Are you willing to participate in this interview?

A: Yes, I will

Q: Thank you for participating in this research study. To be exact, there is no right or wrong answer to the questions I am going to ask you. I am highly interested in your experiences, opinions, thoughts, regarding the topic that I chose in this research study. Secondly, I will be recording your response electronically and taking written notes to maintain accuracy. Lastly, you can use the language you feel comfortable the most; English/Indonesia. Do you have any questions for me before we get started?

A: No, I don't have

Q: Alright, could you please introduce yourself?

A: My name is Yasmina. I am also a student in English language education department. Now I live in Bener Meriah Regency, particularly in Simpang Balek.

Q: Could you tell me what is your mother tongue or native language?

A: My mother tongue is Acehnese

Q: How many languages do you speak? Could you elaborate more which language do you speak to your parents and family?

A: Okay, my mother tongue is Acehnese, because my father and mother came from Aceh. In my family, especially my father, he obligates us to speak Acehnese. My father asked us to speak Acehnese in our daily life in order to avoid mispronunciation of Acehnese vocabularies when we communicate with other Acehnese people. Sometimes when we visit people or go to a place or region where most people speak Acehnese there, there will be some people who have culture shock when they heard me speaking Acehnese, because we are from Bener Meriah where most people speak Gayonese but we can speak Acehnese. Basically, all of my family communicate in Acehnese, even my relatives or cousins who were born in Acehnese-Javanese family. I also speak Acehnese with my friends around my neighborhood.

Q: Could you describe the factors that influence you in being able to speak this language?

A: Actually, the neighborhood where I live, filled with people who speak Acehnese from different regions such as Pidie, Sabang and many more. It is not a big thing for me to master Acehnese since Acehnese is the dominant language in my place. I also used to speak Acehnese with my friend. When we go to *pengajian* or al Quran recitation, the teacher or *Ustad* also explain the material or the content from the Quran in Acehnese. so, I was surrounded by Acehnese speaking environments.

Q: Could you please describe your life and the language you speak starting from 3 years old or from the age you remember you started acquiring language until senior high school?

A: Like I've said before, my parents spoke Acehnese to me since I was born. Therefore, my first language is Acehnese. Then in kindergarten, I started to speak Indonesian because the students in my kindergarten back then came from different ethnicities such as Sundanese, Minangnese, Javanese and so on. Therefore, the teacher asked us to use Indonesian as a medium of communication in order to make it easy for us to understand each other. It is also because the majority of teachers at school are Gayonese. So, I acquired Indonesian from school and not from my parents. Then I continued my education in Banda Aceh. I went to Islamic boarding high school from junior until senior high school. There, we were permitted to speak Acehnese. we even only used Indonesian for 20%. It was because we were obligated to speak English and Arabic. During these years, I only used Acehnese when my family visited me. So, my parents never teach me Indonesian, because my parents believe that Indonesian can be mastered or acquired by yourself, on the other hand Acehnese is needed to get used to in order to have the right pronunciation.

Q: Could you describe how did you start learning English? And how is your first time learning it?

A: I have recognized English when I was 4 years old. My aunt introduced me to English by teaching me the alphabet and daily vocabulary or common

things that we use such as slippers, sandals, spoons and stuff. When I was in elementary school I guess, I loved listening to English songs because I love the way they speak. My father often plays television programs with English content at midnight and I was really interested in watching it. I do love every English movie. In my family, if we can speak English we get plus points and that makes me obsessed with English. I do love to watch the news, especially on certain channels where some news are provided in English. My mother also ever gave me a gift which was English dictionary for children

Q: Could you tell me how does your surroundings support you to acquire this language?

A: My parents actually supported me in learning English, when I was in 3rd grade, my parents signed me to an additional English class but at the time that additional class didn't really work on me. I guess it is because the class was not good enough. Fortunately, I went to boarding school and I could improve my English there and got more knowledge about English. at the boarding school the teacher also helped us in improving our pronunciation every time we learn new vocabularies.

Q: In your opinion, what makes the process of acquiring this language different from your native language?

A: I think in acquiring a first language, we don't need books. It is different from English; we need books and need to know about the grammar and the

language itself such as the pronunciation, the diphthongs, vowels and stuff. What makes Acehnese and English different is that we can easily find content in English but we barely find content in Acehnese. So, Acehnese is only heard from the people who speak that language.

Q: Could you please describe your experience of learning English starting from the first time until now?

A: I have said before that I started to learn English when I was 4. My aunts introduced me to English. Back then, she only taught me the common words, alphabet and daily vocabulary or common things that we use such as slippers, sandals, plates, spoons and stuff. So I have recognized English since when I was child. Then I learnt English in boarding school. There we were obligated to speak English and Arabic. We always get new vocabularies and use English there. It also felt like a struggle when I first learned English since I learned it when my main language was still Acehnese. I found it hard to pronounce some words because we have different alphabet pronunciations. During my university years, I improve my English by joining group discussions or organizations that use English when we share our thoughts.

Q: Alright, that was the last question. Thank you for answering all the questions and I'll contact you later for follow a up interview.

A: Alright.

Interviewee : Anna
Batch : 2018
Gender : Female
Date : 13 July 2021

Q: Firstly, let me introduce myself. My name is Nabila Fitria. I am an 8th semester student in the Department of English Language Education. Right now, I am doing a research study on purpose to find out Acehnese students' experiences in acquiring language. Are you willing to participate in this interview?

A: Yes

Q: Thank you for participating in this research study. To be exact, there is no right or wrong answer to the questions I am going to ask you. I am highly interested in your experiences, opinions, thoughts, regarding the topic that I chose in this research study. Secondly, I will be recording your response electronically and taking written notes to maintain accuracy. Lastly, you can use the language you feel comfortable the most; English/Indonesia. Do you have any questions for me before we get started?

A: No

Q: Alright, could you please introduce yourself?

A: My name is Anna and I am a 6th semester student in the Department of English Language Education. I am from Pidie Jaya, more specifically in Meunasah Balee, Leung Putu,

Q: Could you tell me what is your mother tongue or native language?

A: My native language is Acehnese.

Q: How many languages do you speak? Could you elaborate more which language do you speak to your parents and family?

A: I speak Acehnese and Indonesian fluently but I am also still improving my English skill but not fluent enough. So, I could say I speak 3 languages. Since I was a child, my parents talked to me in Acehnese. Not only with my parents but also with my big family including my grandparents, uncles and aunts. I also speak Acehnese with my siblings. In my place, we speak Acehnese with thick dialect too. There is the difference between Acehnese in pidie jaya with Acehnese in Banda Aceh or other part of Aceh. We pronounce the word differently but still has the same meaning. Such as “*peu*” in Pidie Jaya has deeper stressing compared to “*peu*” from other parts of Aceh.

Q: Could you describe the factors that influence you in being able to speak this language?

A: The factor that influenced me to be able to speak Acehnese is I think because of the environment. I have listened to Acehnese and got exposure to Acehnese since I was such in young age. Everyone who lived around my home at that time was speaking Acehnese. That’s why I also got influenced by that.

Q: Could you please describe your life and the language you speak starting from 3 years old or from the age you remember you started acquiring language until senior high school?

A: I have spoken Acehnese since I was a child with my parents and family. Then, when I was 6 years old, my parents and I lived in a boarding school complex because my parents worked here. So, I started to speak Indonesian when I was 6 since in this environment all people were required to speak Indonesian and these people came from different places with different backgrounds. But I still use Acehnese with my parents, I only use Indonesian when I talk to other people. Then, I also started to get exposure and started to feel curious about other languages that people speak in this boarding school environment which are English and Arabic. So, I have already heard a couple of words or easy vocabularies in English since I was in elementary school. To be exact, I didn't go to elementary school in this boarding school. From the age 6 to 11 years old I only lived in the boarding school environment. Then, after I graduated from elementary school, I continued my junior high school to senior high school in this boarding school.

Q: Could you describe how did you start learning English? And how is your first time learning it?

A: I have already heard a couple of words or easy vocabularies in English since I was in elementary school. It was because I lived in the environment where I always hear people speak English. I lived in a boarding school

neighborhood so the students there used English and I used to hear English even though it was just basic English. Then, after I graduated from elementary school, I continued my junior high school to senior high school in this boarding school. During my boarding school years, we were obligated to speak English and Arabic and it changed once a week. For example, this week we must use English, the next week we must use Arabic. If we didn't obey the rules, we would get punishment. So, my English was increasing a lot back then in boarding school, especially in senior high school. Because we got new vocabularies and used it immediately when we communicated even though we spoke basic English without proper grammar. I also learnt English by myself from watching movies or listening to music.

Q: Could you tell me how does your surroundings support you to acquire this language?

A: My parents also support me in improving my English. Sometimes my mother introduced me to her friends who were English teachers and then I could practice my English with them. Moreover, my brother also had a friend who went abroad for school and I sometimes talk to him in English. My mother also helped me a lot in improving my English skill by testing my ability in English sometimes. Then, my boarding school environment also supported me since we were obligated to speak English.

Q: In your opinion, what makes the process of acquiring this language different from your native language?

A: I think in acquiring Acehnese, the process is natural. Because since we were born, we were already accustomed to that language. Therefore, we can easily acquire it by ourselves. On the other hand, in acquiring English, we are influenced by the environment and other factors from the outside. Then we need to learn the structure of English language and everything related to English.

Q: Could you please describe your experience of learning English starting from the first time until now?

A: I have heard people speaking English since I was in elementary school, and I started to ask my mother a couple words in English back then. I could say, at that time I was just curious about English and that is why I asked English vocabulary to my mom. But then I had my own motivation to learn English because in my opinion people who are able to speak English are cool. Then after I graduated from kindergarten, I went to boarding school for six years and since then I always use English or Arabic only because in boarding school the students are required to speak those two languages. I also helped myself to learn English by listening to music or watching movies. Honestly, when I first learnt English, it was kind of hard and weird because of the pronunciation such as the sound “r” and the accent is also weird since I like to watch movies and listen to music and I heard the different accent from there. Actually, my teacher at boarding school helped me a lot in maintaining my speaking skill by fixing our pronunciation when we learnt new vocabularies. I actually feel very grateful during my school years

because I could learn a lot about English and I can expand my English vocabularies even though at that time we didn't care about grammar and stuff. As long as we used English when communicating, it was okay and we wouldn't get punishment. It also helped me when I entered the Department of English Language Education. So, when I entered university, I already had basic English.

Q: Alright, thank you very much for answering all the questions and I will contact you soon for a follow up interview.

A: Okay, you're welcome.

