

**STUDENTS PERCEIVED IMPACT ON MULTILINGUALISM**

**THESIS**

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**AR-RANIRY STATE ISLAMIC UNIVERSITY**  
**BANDA ACEH**  
**2022 M / 1443 H**

# THESIS

Submitted to *Fakultas Tarbiyah dan Keguruan*  
*Universitas Islam Negeri Ar-Raniry Banda Aceh*

In partial fulfillment of requirements for  
The Bachelor Degree of Education in English Language Teaching

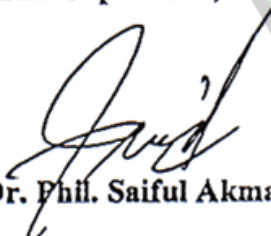
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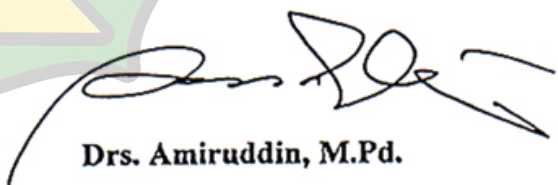
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for the Bachelor Degree of Education in English Language Teaching

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Wednesday, 27 Juli 2022  
28 Dzulhijjah 1443 H

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**SURAT PERNYATAAN KEASLIAN**  
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Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul:

**Students Perceived Impact on Multilingualism** adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikian surat pernyataan ini saya buat dengan sebenarnya.

Banda Aceh, 23 Juli 2022

Saya yang membuat surat pernyataan,

  
Fuja Ananda Salzi



## ACKNOWLEDGMENT

First of all, I want to thank to Allah SWT, the creator of the universe and the ruler of the day after, the highest praise and gratitude for his mercy and bounties on this earth which has given the ability and fluency in the process of completing this thesis. Salutations and peace be upon our beloved prophet Muhammad SAW and his companions, who brought knowledge to human life as we feel today.

This thesis is presented to fulfil one of the requirements in accomplishing the bachelor's degree in English Education Department, Universitas Islam Negeri Ar-Raniry Banda Aceh. However, this accomplishment would not have been achieved without the direction, encouragement, motivation and support of people around me. I want to sincerely thank my supervisors, Dr. Phil. Saiful Akmal, M.A. and Drs. Amiruddin, M.Pd. for their great assistance, direction, inspiration, motivation, and advice. Additionally, I want to thank to all of the English language education lecturers and staff that helped me as a student at the Department of English Language Education, UIN Ar-Raniry. May Allah grants you heaven and eases your path.

The most distinguished thanks and affection to my family, who has been my biggest support throughout my life. Endless love, respect and gratitude goes to my parents Zulkifli who had accompanied until the end of life and Salwati who have done everything and always been there for me so I can go through any ups and downs of my life. My gratitude is also attended to my one and only sibling

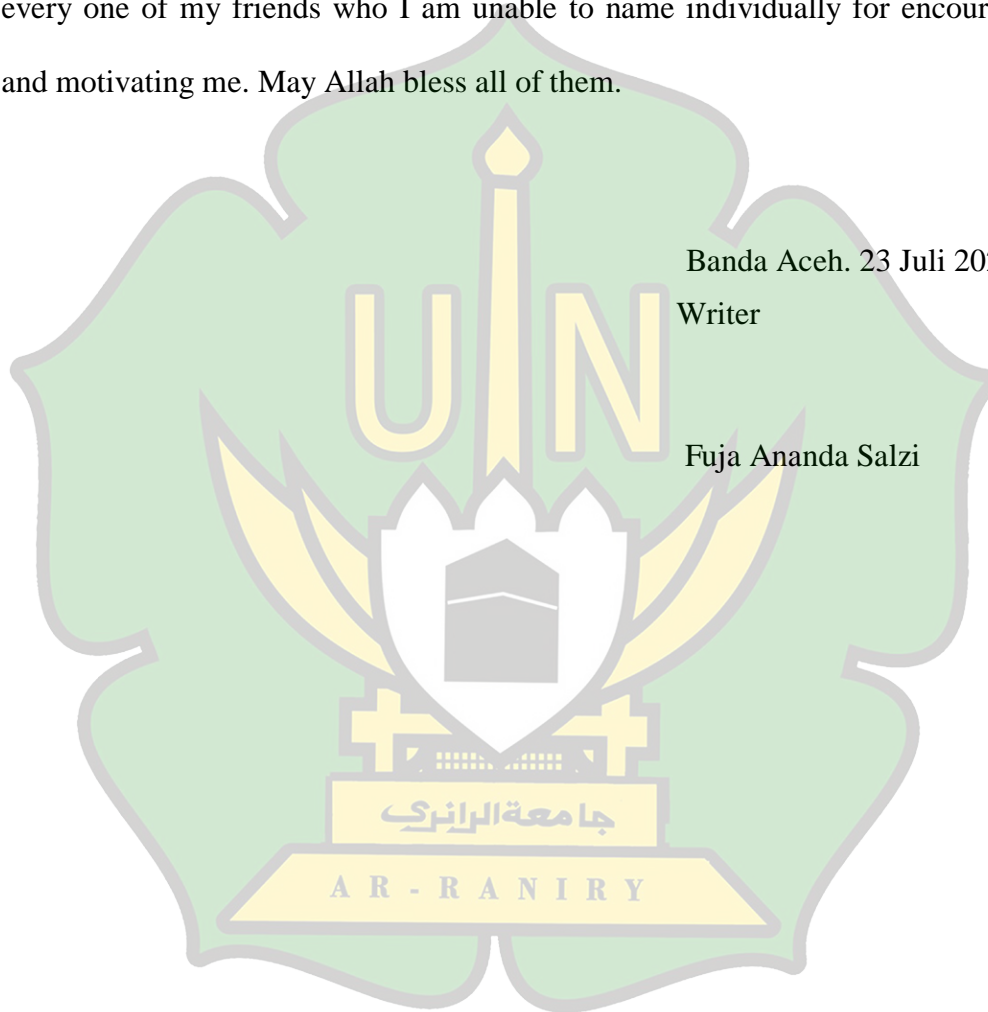


Fadhlul Afriyul Salzi for the support, standing by my side, and giving me a lot of love. I also want to thank my beloved friends Bobby, Sarah, Dila, Dinda, Aldo, Aina, Saumi, who are always support and hear my problems at all times. And also to all of my friends from the Department of English Language Education and to every one of my friends who I am unable to name individually for encouraging and motivating me. May Allah bless all of them.

Banda Aceh. 23 Juli 2022

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## ABSTRACT

Name : Fuja Ananda Salzi  
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Thesis working title : Students Perceived Impact on Multilingualism  
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Keywords : Perception; Impact; Language; Maintenance; English student.

The study is aimed to explore English Students perception about multilingualism and the impact of multilingualism for English Students. This study uses a qualitative method in analyzing the data. The sampling technique used in this research is purposive sampling. The reason for purposive sampling is the way better coordinating of the sample to the points and targets of the investigate, hence making strides the meticulousness of the consider and reliability of the information and results. The data collection is conducted in-depth interview with six participants from the Department of English Language Education, UIN Ar-Ranirry. The result of study showed that all participants get many advantages of multilingualism, and multilingualism is an important thing that must be possessed especially by students. They want to maintain their multilingual because they think this is an asset and a privilege that should not be

lost from them. Participants also said that their multilingualism was influenced by their parents, family, and environment.





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# CHAPTER I

## INTRODUCTION

### A. Background of Study

Indonesia is well-known for its diverse cultural and languages. Even within a single city, Indonesia boasts a diverse range of languages and cultures. This diversity causes many distinctions in all elements of life. One of the most interesting aspects of discussing are the multilingualism that exist in Indonesia, particularly in Aceh. Many students in Aceh have the ability to speak many languages. This happen because of many factors and reasons in the society, and one of the reasons are education. Many students grow up in the society who speak two or three languages and that makes them as a multilingual child. Riches and Lan (2010) found that guardians in Canada's Chinese communities accept that language could be a social instrument that permits their children to have get to to socially pertinent components of information and data.

In the study of multilingualism and sociolinguistics, language heritage preservation has recently emerged as one of the most precious assets. This has resulted in appealing narratives to the existing study of multilingualism in multicultural contexts, where the focus is currently on students from districts in Aceh moved and study in the capital city of Acehnese province, Banda Aceh, Indonesia. They come from different regions and languages, but still use and maintain their heritage language to their family. And also they have to use other languages to communicate with other people around them. Rothman and Treffers-

Daller (2014) state that multilingual speakers ought to be considered local in more than one language and call for a modification of the in general concept of a well-rounded local speaker Through this brings many perspectives from the impact that students feel on multilingualism, whether it perceives many benefits or disadvantages.

Language is the primary means of communication since it is inextricably linked to human beings. We utilize language to convey our emotions, respond to events, communicate ideas, and critique others. Languages which are utilized as medium of communication have numerous varieties. These language varieties are made by the presence of social stratification within the community (Budiarsa, 2017). People are becoming more aware of the importance of language in their daily lives as a result of these realities. Similarly, Armstrong (2011) emphasizes the importance of language in our life. People communicate with one another using at least one language to convey and express their thoughts, desires, and feelings.

Language is a social phenomena as well. It's a way for people to communicate with one another while also bringing them into contact with their surroundings. Because of these realities, individuals understand that language assumes a significant part in their day to day existence. Likewise, Armstrong (2011) characterizes that language is vital in our lives. Individuals essentially utilize one language to pass on and express their thoughts, want and sentiments through correspondence process with other. Languages are one thing that's very important for the requirements of interaction between people. By tolerating and

sending languages, individuals can fulfill their needs for survival. Languages are primarily utilized through oral communication, in spite of the fact that communication can moreover be worn out other ways such as composing and codes (Bonvillain, 2019).

These days, in globalization period, for different reasons and human necessities, it is exceptionally normal for individuals to involve at least two languages as the vehicle for correspondence. This happens in view of the need to speak with many individuals who have various languages other than their primary language. In every day connections, as a rule there are a few fascinating language peculiarities to be examined, for example, language contact and how somebody surveys others languages or known as language disposition, this is on the grounds that in cooperation happen contrasts in language and foundation.

When communicating in various places, people tend to use language that are appropriate to the place and social conditions. The language used in the family is usually different from that used in university. Garcfa et al., (2013) state that a multilingual can have numerous phonetic heritages and combine them with the information of several other languages, in formal and informal settings. For example, students from Bireun, Gayo, Meulaboh, and South Aceh who live in Banda Aceh will speak in their own language with their families or friends from the same ethnic group. However, they will use Indonesian or English language while in university, with neighbors and the market. Because using Indonesian and English will help them to interact with different ethnic groups in different languages and it will help them to interact more easily.



Utilizing more than one language or more is called bilingualism and multilingualism. It may be a typical thing by considering the require for interaction with individuals who have distinctive foundations and languages. All languages change parallelly to the improvement of culture This makes numerous varieties in language use. Language spreads through communities of people with common interface (Maher, 2017). The utilize of language variety itself is impacted by numerous components, such as etymological environment, social foundation, non-linguistic components, etc. Each Languages have distinctive varieties with special characteristics and are more often than not distinctive from one another.

In a multilingual society, where individuals know and apply more than one language, they more often than not require the determination of certain variables in choosing a language. They can moreover choose to select language based on those variables. The primary thing that comes to intellect when we'll communicate with others is to think around language choice and language determination abilities. Language determination abilities are classified as communicative competence and it is fundamentally created by observing components found within the social context of language utilize (Jendra, 2012). The choice of language in social life is not almost universal, national or nearby languages, instep in languages everybody has the opportunity to utilize anything he or she needs, based on anything assets and languages the speaker has, and the opportunity to combine them as the speaker wanted (Kircpatrick, 2014).

Suktiningsih (2017) states that the concept of sociolinguistics is additionally audit a language choice in multilingual settings, the language utilized in communicative collection with distinctive foundation, speakers must select the code and interaction technique to be utilize in any particular setting. In reality, there a phenomenon of language choice such decisionmaking to utilize fitting language may depend on space and members (including their age, sex, and social status).

Most of the students in Banda Aceh come from different areas and diverse languages. They can speak two or three languages. Muhammad (2013) claims that children of Aceh-speaking parents can ended up bilingual or indeed multilingual in case raised in a multicultural and multilingual country like Indonesia. However, they have not forgotten their heritage language. Even continue to maintain and use it. When they with their friends from the same area they tend to use their native language. While the another languages will be used when they in certain society. This relates to their adjustment when they communicate with other people.

Therefore, it is important to know perceptions of multilingualism that occur in banda aceh, and the impact that students perceive on multilingualism in Banda Aceh, it brings benefits or disadvantages of multilingualism. So for that reason, the researcher really wants to do a research that entitled Students Perceived Impact on Multilingualism.

## **B. Research Question(s)**

Based on the background, the research questions of this research are:

1. What are students perception about multilingualism?

2. What are the impacts of multilingualism for English Students in UIN Ar-Raniry?

### **C. Research Aim**

The points of this exploration are intended to:

1. To find out the students perception about multilingualism
2. To find out the impact of multilingualism for English Students in UIN Ar-Raniry.

### **D. Significance of Study**

#### **1. Theoretical**

- a. The result of this research can be utilized as an extra information and reference, particularly in students perceived impact on multilingualism.
- b. The result of this research can be anticipated to be useful for progressing an understanding of the impact on multilingualism.

#### **2. Practical**

- a. To the readers

The result of this research will offer assistance the student expanding the information approximately sociolinguistic study particularly in students perceive impact about multilingualism

- b. To the other researcher

This study's findings can be used to reference other academics who want to research about the impact of multilingualism or a similar issue.

c. Department

The result of this research can be utilized to progress English educating and learning handle in Department of English Language Education- Universitas Islam Negeri Ar-Raniry Banda Aceh about multilingualism.

## **E. Research Terminologies**

### ***1. Students Perceive***

Based on Garner, W. R. (1996) Perception could be a cognitive handle including knowing, understanding, comprehending, organizing, indeed cognizing. In this research, the researcher would like to center on students perceptions about multilingualism. Students in this research refer to English students from various Aceh regions who study at UIN Ar-Ranir. The researcher focus on students batches 2018 that can speak more than two languages because they have taken linguistics subject and have been exposed to many people from other areas.

### ***2. Multilingualism***

Okal (2014) defines multilingualism as talking in more than one language competently. Multilingualism is alluded to as the capacity of a speaker to express himself or herself in a few languages with equal and competence in an entire society. Without a doubt more than two languages may be within the phonetic collection of the family, rendering a case of family multilingualism. Multilingualism in this research refers to some who are capable in more than one language or use more than one language in daily life (clyne et al., 2017).

## CHAPTER II

### LITERATURE REVIEW

#### A. Multilingualism

##### *1. Definition of Multilingualism*

Multilingualism is the think about approximately communication in utilized languages which can be simultancously to obtain multilanguage by having the components in the society (Zarobe, 2015). Multilingualism could be a complex phenomenon that can be examined from distinctive points of view in disciplines such as etymology, psycholinguistics, sociolinguistics, and instruction. There are numerous definitions of multilingualism. For case, Li (2008) characterized a multilingual person as “anyone who can communicate in more than one dialect, be it dynamic (through talking and composing) or passive (through tuning in and reading”. A well-known definition of multilingualism is given by the European Commission (2007): “the capacity of social orders, educate, bunches and people to lock in, on a standard premise, with more than one language in their day-to-day lives”.

Multilingualism has been broadly characterized as “the utilize of two or more languages in ordinary life” (Grosjean, 2013). Nowadays most of humankind within the world aces more than one language (Dwindle. A&Wei. L, 2007) and multilingual could be a common thing utilized by individuals nowadays (Larissa, 2012), multilingualism could be a circumstance when two or more dialects are utilized traded by the same speaker. It can be said that the languages are

interconnected (Weber & Horner, 2017). At display it is exceptionally common for numerous communities to utilize multilingualism in day by day communication. So, speakers must master the mother tongue and other languages that gotten to be second languages. Individuals usually talk languages they are master in regular utilize. For example, Indonesians when they conversation to their families who talk more than one language, they can select both in their discussion based on language determinants. Individuals utilize more than one language that happens in social context situations, which could be a circumstance where they learn a moment language in their community.

Multilinguals are foreigners who speak their first language as well as the language(s) of their host countries. In a few cases, languages are learned as they spread universally, and it is considered that they open entryways for way better financial and social opportunities. This is as of now the case with English, which is the foremost far reaching language and is exceptionally common as a school subject and as a language of instruction in schools and colleges all over the world (see, e.g., Kirkpatrick & Sussex, 2012).

## **2. *Multilingualism in Aceh***

Aceh is one of a great representative of multi-ethnic and multilingual community in Indonesia (Zulfadi et al., 2017). The population of Aceh comprises of different ethnic and dialect differing qualities, and it is made up of Acehnese, Gayonese, Alas, Tamiang, Ulu Singkil, Kluet, Aneuk Jamee, Simeulu and some other small ethnic groups (McCulloch, 2005). Each of this ethnic for the most part has its own language. Subsequently, the multi-ethnic locale possibly raises a



multilingual language community in which individuals from different ethnics live in one locale and talk different dialects to each other.

Among the ethnics in Aceh mentioned above, the researcher only takes two or three ethnic who moving and studying in banda aceh, the capital city of Acehnese province. The reasons of their migration were caused by a few components, counting the trouble of housing, political and economy components (Lim & Mead, 2011). Their language heritage is only used when they are at home, with family, or meet with the same ethnic group. This is often a common phenomenon that exists in each minority groups living among a majority group (Yusuf, Pillai & Ali, 2013).

The ethnic bunches of Aceh Territory have 13 innate tribes with 13 territorial languages comprising of Acehnese, Tamiang, Gayo, Alas, Kluet, Julu, Pakpak, Jamee, Sigulai, Lekon, Devayan, Haloban and Nias Dialects. With this differences, it isn't shocking that many students can speak two or three languages since of inter-ethnic relational unions or diverse languages between parents and the environment in which they are born and develop (Aceh Data Administration, 2022).

Language maintenance is the arrangement to keep their language to continuously exist. Language maintenance is the degree to which an person or groups proceed to utilize their language, particularly in bilingual or multilingual range or among foreigner group. In language maintenance, the languages in contact may have a co-existence of steady relationship. Fishman (1989) characterizes language maintenance as “the handle and interest of

intergenerational phonetic continuity”. Fase, Jaspert and Kroon (1992) characterize language maintenance as the retention, utilize and capability within the language. The students have to keep up their heritage language, then learn and adapt new language so they become multilingual.

## **B. Multilingual Student**

### ***1. Definition of Multilingual Student***

In common, multilingual student could be a individual who has the capacity to utilize three or more languages, either independently or in different degrees of code-mixing. Distinctive languages are used for distinctive purposes and competence in each dialect shifts and depends on such factors as enroll, occupation, and instruction (Vildomec, 1963; McArthur, 1992; Edwards, 1994). Multilingual people may not have rise to capability in or control over all the languages they know. The term ‘polyglot’ is additionally in some cases utilized to depict multilingual individuals.

In a multilingual society, the state of mind of one's language choice is decided by several variables that alludes to the ‘coexistence, contact and interaction of distinctive languages’ at the societal or person level (Wei, 2013). Among them are the subject of discussion, users of social classes, age groups, gender, and utilization circumstances. A individual who talks two or more languages will choose one of the languages to use, and in some cases this is often called code exchanging. Softer thing than code exchanging is code-mixing that can be depicted as the pieces of the language utilized by a speaker, but fundamentally he or she is utilizing one language after another. The pieces of the

language taken from other language are as a rule within the frame of words, but moreover expressions or bigger units of language, the utilize of drop frame of words of language is called the borrowing (Bullock & Toribio, 2009).

## **2. *Language Acquisition***

Language acquisition is the process of recognize capacity to understand the language and the capacity to utilize language in communication process (Suktiningsih.W., 2017). First language securing is the mother tongue. The method of obtaining language is distinguished from language learning which is more directed towards how a individual learns a second language once they gets the primary language.

There are two processes that happen when a individual is getting the first language, specifically the process of competence and the method of performance. The competence handle is a process of linguistic acknowledgment that unconsciously happen. The competence handle is prerequisite for the event of execution forms are separated into two stages. first, understanding handle and moment, then creating sentences prepare (chaer, 2010). Individual capacity includes capacity to get the sentence structure, semantics and phonology of language, capability to watch and perceive a sentence that is listened as a individual who has etymological capacities.

## **3. *Multilingual Student Behavior***

The utilize of language may be a form of social interaction that happens in a variety of situations. The social interaction will live on due to the truth that dialect users routinely engage in activity of talking. Such movement would be

more effective in case it is supported by devices and other deciding components such as situation (Labov, 1972). Language behavior and attitude are two things that are closely related, which can decide the choice of language as well as the survival of a language. Language behavior may be a mental state of mind in selecting and using a language. Essentially, one is free to select the language additionally to freely utilize the language. This flexibility could be a certain part of human rights. In spite of the fact that one is free to choose and utilize languages, but there are numerous components that limit a individual in selecting and using such languages (Burridge, 2010).

The Language behavior are part of a language community. The research that conducted by Ajzen (2002) concluded that language behavior was decided by the four fundamental variables, specifically attitudes, social standards, habits, and a result that will occur. Gumperz (2014) affirmed the meaning of language behavior as the appropriate assignment and definition of the space of language behavior that obviously calls for significant understanding into socio-cultural dynamicity of specific multilingual speech communities. Language behavior spaces reflect not as it were on a multilingual setting in which a number of exercises have happened but too in multilingual settings such as which leniency which looked for by a number of interested parties. Those domains concerned the taking after 9 spaces: the family, the play area and the road, the school, the church, writing, the press, the military, the courts, and the administration governmental.

## **C. Factors influencing students' multilingualism**

### ***1. Environment***

The quality of language environment was exceptionally important for the understudies to be successful in learning the languages. The language learning within the environment can be characterized as a social and mental calculate which incorporates alterations to the dialect determination, language utilize, and discipline. The presence of the disciplinary measures constrained the understudies to talk a certain required language in agreement with the circumstance. In common, the environment and the circumstance did impact students being multilingualism (Bin Tahir, 2015).

### ***2. The Age***

Tahir (2015) states that age was a significant factor which influenced language learning. Students who were exposed to Multilingualism at an early age were found to be more effective than their peers who had a later begin. Early age was moreover found to be capable for the children's increase in their multilingual capability level through the second/third language learning and practices.

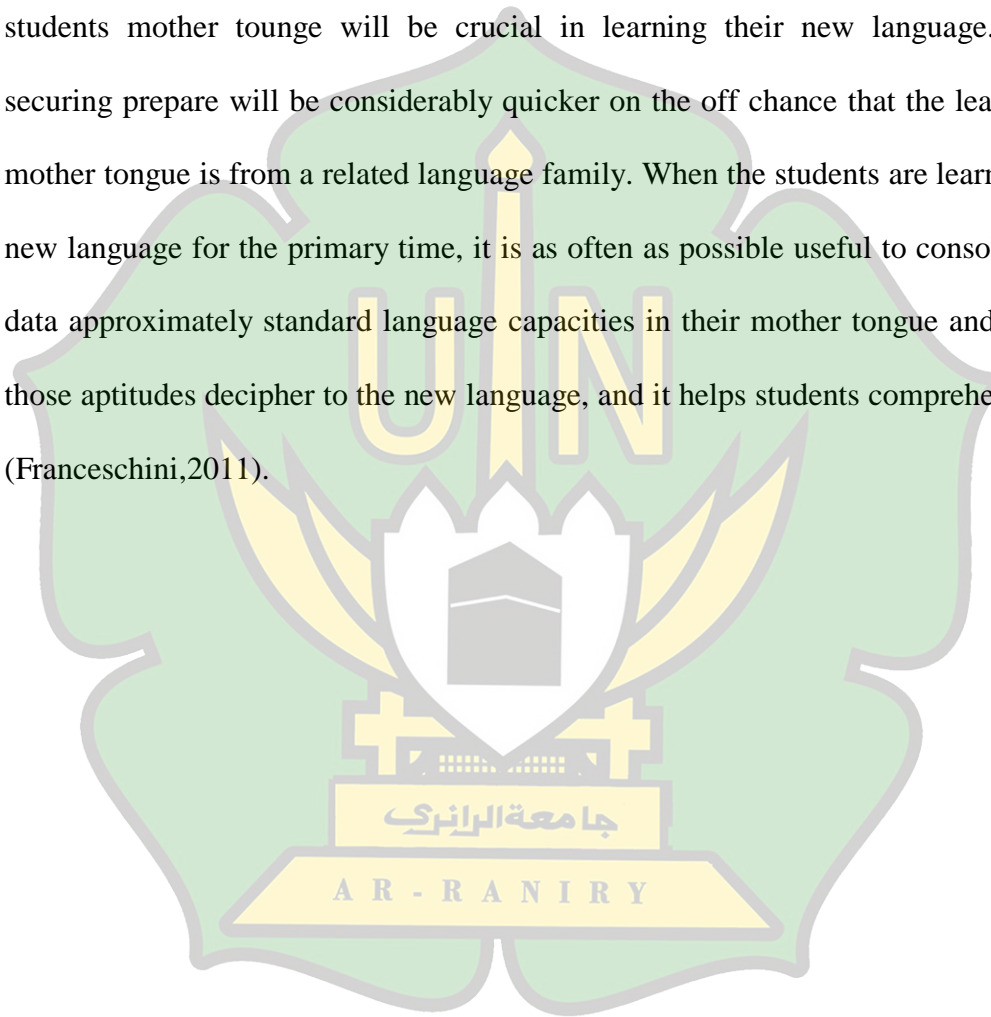
### ***3. Habit and Motivation***

Student habit and motivation, like those of any other educational activity, is critical to their success. Learning a new language may be both entertaining and necessary. As a result, harnessing motivation is an effective method to boost language development in student. The student can use and desire to communicate with other students and to take advantage of the available opportunity to practice

their foreign languages, student motivation and habit to use and select the language is powerful in determining multilingual student (Bin Tahir, 2015).

#### **4. *Mother Tongues***

Mother tongues were very influential in deciding multilingualism. The students mother tongue will be crucial in learning their new language. The securing prepare will be considerably quicker on the off chance that the learner's mother tongue is from a related language family. When the students are learning a new language for the primary time, it is as often as possible useful to consolidate data approximately standard language capacities in their mother tongue and how those aptitudes decipher to the new language, and it helps students comprehension (Franceschini,2011).





## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Research Design**

The overall strategy for producing valid data in a research in a logical and coherent manner based on the research problem is known as research design. According to Creswell (2014) research approaches or research design are plans and the strategies for inquire about that span the steps from wide presumptions to point by point strategies of information collection, investigation, and interpretation.

In completing this research, the researcher utilized a qualitative method that is inquire about utilized to look at the condition of common objects, where a researcher is the key instrument. Qualitative research is a study that extraordinary to get it the wonder of what is experienced by investigate subjects such as behavior, perception, inspiration, activity, etc. holistically and by way of description within the frame of words and languages in a particular setting that's characteristic and by utilizing various strategies natural of words and languages in a specific context (Moleong, 2010). Through the subjective encounters of the respondents. This investigate was conducted to know students perceived impact on multilingualism in Banda Aceh.

Qualitative research looks for in-depth understanding of social phenomena within natural setting and depends on coordinate encounters. It is rich and all

encompassing as well as helps translate different perspectives and stories (Englander, 2018). This research included in phenomenological approach. According to Creswell (2018), there are five essential approaches of conducting a qualitative research think about of which phenomenological approach is one of the foremost broadly utilized. In a phenomenological consider, data is accumulated from people who have experienced or lived in a circumstance or phenomenon using interviews, diaries, and perceptions. Qualitative interviews are profitable because they permit members to supply clarifications and suppositions on the topic of study (Tracy, 2013).

#### **B. Research Participants**

The population of this research is all English students in UIN Ar-Raniry who come from various regions in Aceh. The number of samples in qualitative research does not need to be large because the goal is to dig deeper into a phenomena (Herdiansyah, 2015). So because of that the researcher decided the participants and sample for this study on six (6) English students from various regions in Aceh who studying at UIN Ar-Raniry Banda Aceh batch 2018. Because the researcher used interviews to collect data, which takes a long time and makes it impossible to take too many samples. The researchers selected students based on their multilingual background and they have finished the linguistic subject in english department. Therefore, the students are able to speak more than two languages including english.

The sampling technique used in this research is purposive sampling. The purposive sampling procedure, also called judgment sampling, is the ponder

choice of a member due to the qualities the participant has. Simply put, the analyst chooses what must be known and sets out to discover individuals who can and are willing to supply the data by ethicalness of information or experience (Bernard, H. R., 2002). The reason for purposive sampling is the way better coordinating of the sample to the points and targets of the investigate, hence making strides the meticulousness of the consider and reliability of the information and results. Four viewpoints to this concept have already been depicted: validity, transferability, constancy and confirmability. This includes distinguishing proof and determination of people or bunches of people that are proficient and well-informed with a phenomenon of interest (Cresswell, J. W., & Plano Clark, V. L., 2011).

### **C. Methods of Data Collection**

This research utilized interview to gather the data. Interview could be a strategy of collecting data through a meeting of two individuals to exchange data and concepts through questions and answers so that meaning can be built in a specific topic (Esterberg & Christin, G. 2002). In this research the researcher utilized in depth interviews pointed at finding issues more deeply, in which the parties welcomed to the interviews were inquired for their conclusions and concepts. The types of questions that utilized in this think about are questions related to involvement, which means, questions in interviews are utilized to precise encounters that have been experienced by informants (Sugiyono, 2017). In expansion, this research moreover utilized questions relating to background or

statistic questions will be valuable to reveal the background of the subjects being interviewed.

Schindler & Chime (2011) proposed that the qualitative research methods can be connected through either depth interview or perceptions to procure further information on the inquire about scope. Both, Kvale (1996); and Malhotra (2007) affirmed that the qualitative research is an exploratory nature based conducting interviews on small samples. Hence, the current think about utilized in depth interview in arrange to investigate. The interview will last for 30-40 minutes for each participants. Furthermore, researcher will utilize Indonesian to get more and deeper data from the members effectively.

According to Richards (2005) to guarantee comfortable and casual environment, the interview location was chosen based on the interviewee's recommendation. After picking up approval from participants, the interviews were recorded through digital recorder for the reason of transcription. Taking notes during the interview as fitting and taking after the interview is also taken after. The information gotten from the members was coded and analyzed dissected with supporting archives gotten through various consider stages.

#### **D. Methods of Data Analysis**

Data analysis within the current phenomenological study is similar to information analysis in other subjective approaches where the information can be organized either manually or through computer software then analysed. The essential objective of the analysts during this data analysis process in a phenomenological study is to deduce meaning out of the topics identified through

initial manual coding. This prepare includes the following five steps that are crucial for any phenomenological approach (Manyam, 2019).

Step 1: Transcriptions. The first step after data collection is translation of interviews or other subjective datasets. The dataset given with this paper comprises of two of such transcripts from the submersion experience phenomenological study that conducted.

Step 2: Organizing the Data. After translation, we have to be center on organizing the information to create sense out of the volumes of rich content. In other words, we are attempting to create the storyline by carefully perusing and understanding the transcripts/datasets. This prepare starts with coding the data.

Step 3: Coding. Coding could be a way to efficiently organize and understand the information (Tracy, 2013). Codes are the fundamental components of naming and organizing the dataset. They are essential to connect the information and to synthesize them into categories.

Step 4: Finding Categories. We learnt over that coding permits you to connect an thought to the information. Once the codes are recognized, we need to begin organizing them into categories (Saldaña, 2013). We may gather things together not fair since they are alike but moreover because they might have something in common.

Step 5: Recognizing Common Topics and Making Interpretations This may be a critical step of Phenomenological information investigation prepare as a researcher deduces elucidations based on the common designs or topics recognized and linking them to the greater picture or reason of the ponder. In other words, researcher creates the common themes identified from the data.





## CHAPTER IV

### FINDING AND DISCUSSION

#### A. Findings

This chapter presents the result of the interview analysis. The result was explained based on research questions. In this part, the analyst described the investigate findings from the interview data. Semi-structured interviews were utilized to seek more in-depth information from these students. After the researcher do the interview with participants, then the information translated. There were six English student from batch 2018 who can speak more than two languages and have taken linguistic subjects. Moreover, the researcher make the initial codes for each participant in arrange to make easier as Participant-1 (MD), Participant-2 (IM), Participant-3 (BM), Participant-4 (YA), Participant-5 (DP), and Participant-6 (HR). All the participants were given 12 questions by the researcher to assess their perceptions about the impact of multilingualism. Below are the result of interviews by the participants:

#### ***1. English Students Perception about Multilingualism***

##### **1.1 Students Perspective in Interpreting Multilingualism**

For each participant interviewed, the researcher found similar responses based on their perspectives. They said that multilingualism is a person's ability to use more than two languages. As Participant-1 (MD) states that multilingualism is the ability of someone who masters more than two languages which they use two or more languages in their daily life and use in communicating. And it also agreed

by Participant-2 (IM) that “multilingualism is a person's ability where he can master either as an active user or a passive user of more than two languages.”

## 1.2 The Important of Multilingualism for Student

Based on the researcher's interviews, all participants had the similar opinion that multilingualism is important for students. This is because learning a new language give them many benefits as a student. As Participant-3 (BM) said that “I think it's very important because as students where we will meet more people, meet people from various ethnic groups, maybe Indonesian, English and Acehnese have become our personal languages, but if we are to meet friends who are really language is different from ours like jame's language, so we can add new knowledge or add new vocabulary to know a new language and can also learn a new culture. Because by learning a foreign language, we want to quickly learn a foreign culture, so if we familiarize ourselves with things that are multilingual means we are ready to learn multicultural too.” And Participant-4 (YA) added that “I think it is important for students, especially in today's era. In this modern era and technology it is needed in the world of work so that they can be more prepared for the world of work later. For foreign languages, the most important thing now is English because using applications, the default is usually in English, so if we can speak English and other languages, it can make it easier for us in terms of education, work and can add relationships too by being able to speak English.”

### 1.3 English Students Multilingual

#### a. Heritage Language

Every English student has their own heritage language which was taught by their parents since they were childhood and became their first language or mother tongue, and this language continues until now. As Participant-3 (BM) said that “My parents taught aceh language and I familiar to use aceh language since childhood. Like my parents, it was customary for their children to speak the Acehnese language, even though we lived in a multilingual area.” And Participant-4 (YA) also mentions that “I start learning Jame's language since childhood, it's my mother tongue. So I don't need to learn, because it's my first language.”

#### b. National Language

As Indonesians, all English students stated that they were very fluent and familiar in speaking Indonesian. and they learn Indonesian from childhood or it because the influence of the surrounding family. As Participant-1 (MD) states that “Since childhood, my first language was Indonesian and my parents taught me too. Then, as the age of elementary school progressed, if I'm not mistaken, I can already speak Acehnese because my family background is also dominant in using the Acehnese language.” And Participant-5 (DP) also said that “The first language is Indonesian and the second language is aceh, because I lives in banda aceh and if I want to practice the aceh language, I have to go to my village, because parents at home also use Indonesian. So the first one was indeed the environmental conditions that required to be able to speak aceh and also speak Indonesian.”

### **c. Foreign Language**

All participants said that they started learning foreign languages since they entered elementary school because it became a subject in school. As Participant-2 (IM) said that. “I learn English and Arabic when I was in elementary school. I started learning English but it was still very basic, still basic vocabulary and still learning the present tense, it was like fifth grade. And for Arabic I forgot if I'm not mistaken it's 4th grade.” And Participant-6 (HR) added that “Then I learned another language because when I was in elementary school I was taught foreign languages such as Arabic and English.”

## **1.4 Factors that Influence Student's Multilingual**

### **a. Parents or Family Influence**

There are several factors that influence a person's process of becoming multilingual, one of that is the influence of parents or extended family. Where they teach or familiarize their children to know the languages. As participant-3 said that “Maybe like I said before, Indonesian and English and Acehness, the three languages that my parents provided so I could, they provided all the facilities so I could use English, Acehness or Indonesian. Because my father can speak javaness my father can talk to Javanese people freely like his mother tongue so my father is my role model so that I can actually multilingualism, and my father also told me you live in an area like this so make sure you have to learn many languages and my father never forbid me to be friends with anyone, be it Javanese or Gayoness, it's okay to be friends and learn their language and take advantage of it too.” And participants-6 (HR) also said that “Based on my

experience, the first one automatically moves from the family environment, because my family still has mixed conversations, so from my family I have applied two languages. And my parents also enrolled me in private English lessons.”

#### **b. Environmental Factor**

From the results of interviews that have been conducted, participants said that the environment is one of the factors that make them multilingual. Related to Participant-1 (MD) argued “Then apart from parents there are also environmental factors such as in schools that learn English. Because at school, like it or not, we have to learn the language and I got the basics English there and then I became interested and deepened the language.” And Participant-2 (IM) also added “So when I was a child, the environment greatly influenced my language skills. While English and Arabic are more for education. Where I go to school and enter a boarding school is the environment and demands for education as well.”

#### **c. Students Desire**

In this study it was found that other supporting factors were the desire of the students themselves who were interested in learning and wanted to deepen the language. Related to Participant-4 (YA) stated that “There is no parental background. Because both of my parents use the jame language, and the environment around the house also uses the jame language, no one uses the aceh language. Even those who use the Acehnese language, they can speak Jame language, so they speak Jame language, but for multilingualism, I think it's more about the school and my own desires. So I started to get to know multilingualism



from the school, because I was really interested in language, so I started learning and practicing, so being multilingual is more about the environment and myself.” And Participant-5 (DP) said that “Because there is encouragement from myself to learn languages, if only parents influence to learn a language it is not enough but the environment must also be supportive.”

## ***2. The Impact of Multilingualism for English Students***

### **2.1 Challenges in Learning New Languages**

Participants said they had some challenges in learning a new language. The challenge faced by participants in learning a new language is the lack of competence in language, which includes:

#### **a. Pronunciation**

In the interview the researcher found that one of the challenges in learning a new language is how to pronounce it. As said by the Participant-5 (DP) “If I speak Acehnese at home, it's enough but when I get to the village I can't, people will laugh at me because they think it's Acehnese with a Javanese accent. So it must be adjusted, first related to the accent and expression of the language.” And Participant-2 (IM) added “The challenge that I feel like I can speak Acehnese but because I rarely use it so my pronunciation in Acehnese is not good, so if I speak Acehnese even though what I say is correct in language but the pronunciation is bad, so it affects my confidence in the aceh language. Because my pronunciation is not good even though I can speak. It's like we speak English, we speak in English but there are still things that are wrong but we are not too embarrassed to say it because we are in an environment that doesn't really have a problem with



the pronunciation because we are not native speakers, so let's teach it. Meanwhile, when I speak in Acehnese with inappropriate pronunciation, we are native here and immediately point out if we are wrong.”

### **b. Verb Conjugation**

Verb conjugation is also one of the challenges faced by English students in learning a new language. As said by the Participant-2 (IM) “In Arabic, it's a little difficult for me to adjust, because in Arabic, we have to adjust the subject and the verb, right. For example, subject and the verb for you will change later when I change to be she or he, it will be different, so I'm having a little trouble.” Then Participant-1 (MD) added “One of the challenges is how to learn a grammatical language. Especially in English and Arabic, such as the subject and the verb that will change.”

### **c. Lack of Vocabularies**

Another difficulty found in the interview was the lack of vocabularies in the language or rarely did not use the vocabulary. As Participant-3 (BM) mentioned “Maybe the challenge I face is that I forget what the other person is talking about. So sometimes if I haven't interacted with that person for a long time, I have to recall it again to know what it means or what is the vocab. Because I don't remember and I can't speak the language, it also depends on how often I use it the vocab, but if I rarely use it, I forget it.” And Participant-4 (YA) also said that “What happens most often is the placement of the language and vocabulary, for example when I talk to my friend in Jame's language and it mix with English,

sometimes there is a lack of vocabularies. For example, when you want to say something in Indonesian but you forget what it, so you use English and mix it up.”

## **2.2 Advantages of Being Multilingual**

### **a. Being Open Minded about the Differences in Language and Culture**

In this research, participants said that one of the advantages of multilingualism is being open minded about the differences in diverse language and culture, where they can find new insights from the language and has a higher tolerance for different things. As Participant-5 (DP) stated that “we are more open minded and more open to new things so that we can broaden our horizons, such as for jobs that require us to be able to speak English. Because we have English skills, our opportunities are more open, then we can also adapt to other cultures even if indirectly, but we can understand a little. And finally, we are more aware that everyone is different and knows how to adapt, and has a higher tolerance for different things.” Participant-1 (MD) also said that “The advantages are many, one of which is that we can know someone's background and culture because we learn the language automatically, we also learn the culture. Continuing to be multilingual, it becomes the capital to develop and continue education abroad, build a work business. Open and add insight. We become more able to respect someone where we value their language and culture, our minds become more open minded too.”

### **b. Ease to communicate with people from another regions**

The researcher found that many students said that multilingual skills help them to communicate with relatives and foreigner. As Participant-2 (IM) argued

that “Then I also feel when I master many languages, I can communicate with many people. When I go out like I've been to Singapore and Arab then I can use the language there and when we can use the language in its original place it has its own pride for me even though the pronunciation is not good but I can practice in the original place, it's more about my own satisfaction.” And Participant-1 (MD) added that “Because when we become multilingual, we can use the language when we meet foreigners or people from the same area but the language is different. As we know that in aceh it has various languages and not just the aceh language so when we meet these people we can communicate with them well.”

#### **c. Ease of Job Opportunities**

The advantages that are also felt by students from multilingualism are ease of job opportunities, where they have more abilities than expected. As Participant-6 (HR) mentioned that “If this can be seen from the world of work that requires more than two languages, because Indonesian children no longer only master one language, English is now no longer a foreign language but has become a necessity. So if you can speak in a foreign language, you can open up more job opportunities.” And Participant-4 (YA) added that “For long-term advantages are for the world of work, for example, we have the advantage of being able to speak many languages, so we can do better than other people, usually there are more pluses.”

#### **d. Ease to Use Technology**

Another advantages that students feel are that easier for them to use technology because they know the meaning of the language used in the

technology. As Participant-4 (YA) argued that “we are more reliable to use technology, like when with friends there is a setting on the cellphone using English so we understand what to do and can help him.” And Participant-3 (BM) said that “One of them can understand other people's languages, after that we feel more accepted in social circles because we don't live only in the same ethnic group, so that's very beneficial for us. For example, if we can speak English, we can operate the technology because more of it is in English.”

### **2.3 Disadvantages of Being Multilingual**

From the results of the interviews, the researchers found that all participants agreed that there were no disadvantages that they felt from multilingualism. As Participant-1 (MD) said that “There is no disadvantages of multilingualism. There are only challenges that we face. Because in my opinion there is no negative effect from learning many languages, it is actually very good as long as we are able to learn it. Because even though it is rarely used, of course, the language is very important, especially when you want to learn about the culture of the origin of the language and certainly add insight as well.” And Participant-6 (HR) also said “Being multilingual has many advantages, because there are no disadvantages if we master languages, learning more than one language is very beneficial and there is no disadvantages of it.” And Participant-4 (YA) added that “I don't think so, as long as we are smart in placement and smart in using it, there is no problem. Being multilingual doesn't make us lose because that way we are even one step ahead of others.”

## 2.4 The Reasons of Maintenance Languages

### a. Preserve the Relationships

One of the reasons students keep the language they master is because they want to preserve relationships with many people, either with family or friends. As Participant-1 (MD) stated that “So I want to keep the relationship with my family and that's also the main reason why I became multilingual. In addition, when we talk to other people, especially as students, we meet people from different regions. For example, from aceh pidie, their aceh language is different from my aceh language which is rougher, so when I meet them, even though they understand my aceh language, to maintain and be more connected, I definitely use Indonesian as a way of good communication.” And Participant-6 (HR) added that “The reason is because it can make it easier for me to interact with many people especially my family, and also because the world is wide and we will meet a lot of people so we don't always meet the same person, that's the reason why I studied and always use it.”

### b. Preserve the Language

Another reason why students maintain their language is because they want to preserve the language and don't want it to be lost. As Participant-4 (YA) said that “First, the aceh language, because from childhood there were lessons but only to know and not interested. Starting to be interested in learning the Acehese language when I was in high school because I felt that my friends could speak Acehese and we as Acehese but couldn't speak the Acehese language, how did it turn out, that's our heritage language and our identity as Acehese people, so I



started to learn the Acehnese language.” And Participant-2 (IM) added that “Because I think Language skills are an asset and I have to preserve it. The first is because it's an asset, the second is a distinct advantage when I can adjust the language I use with people I think that being able to speak a language is a privilege where I can speak more than two languages. It's a privilege for me and I don't want this privilege to be lost.”

## **2.5 The Ways that Students Do to Maintain Languages**

### **a. Communicate with the Native Speaker**

From the results of this interview, the researcher found that some participants said that one of the ways to maintain their multilingualism was by speaking with native speakers of that language. As Participant-3 (BM) argued that “I do a video call with my friend who is Javanese but lives in Medan, so it represents being able to speak Javanese, so I can speak more Javanese.” And Participant-1 (MD) added that “I must often communicate with people who speak the same language. Like telephone calls to parents, there is also a mixture of one or two words in the Acehnese language, relatives' telephones, etc. that use the Acehnese language.”

### **b. Watch Movies and Read Books**

One of the ways that students also do to maintain languages are the try to familiarize themselves with watching and reading books in those languages so that they can refresh again or know new vocabulary. As Participant-3 (BM) mentioned that “for example in Indonesian to maintain memory, I often read novels or logbooks in Indonesian. because sometimes multilingualism is our brain bugs, we



know what English vocab but forget what the vocab in Indonesian, and if I want to maintain English I use to watch youtube and language subtitles especially English so it enriches the vocab and also maintaining vocab-vocab that doesn't seem to last long in my memory.” And Participant-2 (IM) also added that “I also often watch the film in English and most of the films I like are in English.”

### **c. Using Social Media**

All participants said that they used appropriate media to help maintain their multilingualism. As Participant-4 (YA) argued that “Actually, like Instagram, twitter and others like that it is very helpful because like on Instagram we can follow foreign artists or accounts that teach English. So we can improve and maintain multilingualism by looking at the writing of the caption or the way we talk. In using social media we have to think smartly to choose and adapt to the environment, in my opinion the most effective social media are Instagram, YouTube and Twitter.” And Participant-5 (DP) added that “The Media is for sure WA and Instagram, previously I had used Duolingo and YouTube and the most frequently used were YouTube and Instagram, until Instagram was set to the language that I wanted to learn, so it's a totality.”

## **B. Discussion**

This section presented the research findings from the Interviews. This research conducted to find out what is students perception about multilingualism and to find out the Impact of Multilingualism for English Students based on their opinions and experiences. The researcher tries to elaborate on the results of interviews conducted with English students to answer research questions.

### ***1. English Students Perception about Multilingualism***

The first research question is about English students perception about multilingualism. The interview results found that all participants saw multilingualism as an ability possessed by a person and they beliefs this ability is important for students. They stated that multilingualism grows the intellect and worldview. They beliefs that multilingualism opens up to new societies, talking a second or third dialect will boost certainty and increase self-esteem. And knowing a second or third language gives you an advantage career-wise. As Angouri, J. (2014) argued that In multinational corporate companies, multilingualism is frequently a every day reality for workers and the negotiation of language practices for work and social purposes.

There are several factors that make English students become multilingualism. First is parents and family influence. Where parents taught heritage language to their students and it becomes their first language. From the interviews, it was found that there are some students who use ethnic language as their first language or heritage language and some use Indonesian as their first language or heritage language that they use until now, and their parents try to maintain the heritage language even they do not live in an area that uses the language. In some cases parents solely utilize the minority (i.e. non-community) language, taking off the child to secure the larger part language formally or informally exterior the home (Deuchar and Wharf, 2010). Language utilize at home between parents and children is the foremost significant factor in deciding whether their language heritage will be kept up or misplaced over the generations.

Li (2015) too underpins this thought through a case ponder of a dialect minority mother and her girl within the US setting. She notices that foreigner children's language heritage aptitudes and personality formation are greatly impacted by parents' positive states of mind toward the language heritage at home. This shows that parents' supportive intelligent with their children at home within the language heritage are likely to enhance the possibility of keeping up the language heritage over the generations.

The second one is environmental factors. According to Unsworth, S. (2013) Multilingual begins with language acquisition alludes to the language development of children who are exposed to two or more languages. Where the environment is one of the important factors in the development of one's language. From the results of interviews, researchers found that some of the languages mastered by students were obtained from their environment. Either the friendship environment or from the school environment. When they started hanging out with their friend and entering elementary school they began to adapt to Indonesian. Participants also said that they used a language that was suitable for their environment and there they could also add and practice the language they were fluent in according to the language used in the environment.

The third factor that makes students multilingual is student desire. Where they feel interested in learning the language. Within the handle of outside language learning the way in which understudies see the language may have a solid facilitative affect on their dialect securing handle, particularly when this discernment is positive (Despaigne, 2010). They feel that the language is important

to be mastered and used for the future. So they motivate themselves and find out more about the language.

## ***2. The Impact of Multilingualism for English Students***

The second research question is about the impact of multilingualism for English student. From the results of interviews, the researchers found that all students agreed that multilingualism had a positive impact. The positive impact obtained from multilingualism is because multilingualism has many advantages for students where students feel that multilingualism makes them more open minded in terms of language, culture and others. Multilingualism gives an knowledge into the understanding of distinctive societies and encounters consequently a multilingual gets to be multicultural in nature (S.N. Barasa, 2005). Since languages don't work in a vacuum, culture and society play a key part in its presence. In this way language depends on society, culture and intellect. In this respect, multilingualism upgrades an automatic understanding and appreciation of social values of the social orders that are contained within the concerned dialects. The experiences picked up from learning diverse languages consequently tend to alter the demeanors, aptitudes, convictions of the individuals, society and make an extension of world see.

The advantages that are also felt by English students are that they can communicate with anyone. Multilingualism awards access to associate with individuals (Kolb, 2012). This is particularly apparent in social settings where a capability in a foreign language is required for compelling communication with speakers of other native languages. More critically, the securing of

multilingualism has regularly been connected with cultivating a understanding about cultures.

Multilingualism also provides benefits in job opportunities. Where nowadays people are looking for workers who are not only academic and professional, employers are also looking for people who are fluent in the language that is appropriate and needed for the job. A clear study by the American Council on Education (ACE) realized that it is the important things to talk another language so as to compete effectively within the worldwide economy. In this respect advancement of numerous language aptitudes hence makes a difference in financial alterations. For illustration, in Israel and Netherlands, information of either Hebrew or Dutch separately tends to constrain his or her instructive and business opportunities (B. R. Chiswick, P. W. Miller, 2007).

In maintaining their multilingual ability, participants did several ways including communication with native speaker in the language. Participants said that one way they do to maintain their language is to keep communicating and practicing with people who are involved in the language. Participants also said to keep their ethnic language by contacting their family and relatives to improve and practice the language. It also increase vocabulary or new things that they might have missed when they were in Banda Aceh. With respect to the relationship between language heritage maintenance and family, Tannenbaum and Howie (2002) examined the relationship between language maintenance and family components through a consider of Chinese immigrant children in Australia. In arrange to examine the relationship between language maintenance and family



relationship, they theorized that the more cohesive and near family connections were, the more effortlessly immigrant children would maintain their language heritage. So family and other relatives also play a very important role in maintaining their heritage language.

Another things that students often do to maintain their language is by reading or watching movies. As Participants argued that by often read novels or logbooks in Indonesian and other languages it will maintain their memory about the language. And they also said that often watch the film in English it improve their ability in that languages. As Goldstein & Driver (2014) stated that movies motivate the learners to learn English and the visuality helps the moderate learners progress their comprehension abilities. Movies are an ideal way to lock in understudies in doing cluster of errands in a moment language learning.

From the results of interviews, participants stated that they also use media such as online dictionaries and social media to help maintain their language. Social media that they often use such as Instagram, Twitter, TikTok, and also YouTube. Which this media really helps them to maintain as well as learn the sentence structure or vocabulary of the language. Sun and Yang (2015) in Sun et al (2017) utilized YouTube and Facebook to combine service-learning with an EFL speaking course and proclaimed the recognized picks up in talking and pronunciation and the improved confidence of students. In common, the utilize of social media as a learning stage might improve a stronger learning environment and help EFL students to be more confident and energetic to memorize English. According to Al Qahtani (2018), there are many applications or sites of social



media that are normally utilized by college EFL learners such as Facebook, WhatsApp, Twitter, and LinkedIn, etc, and the utilize of social media influences the way they search, oversee and utilize information.



## CHAPTER V

### CONCLUSION AND RECOMMENDATION

#### A. Conclusion

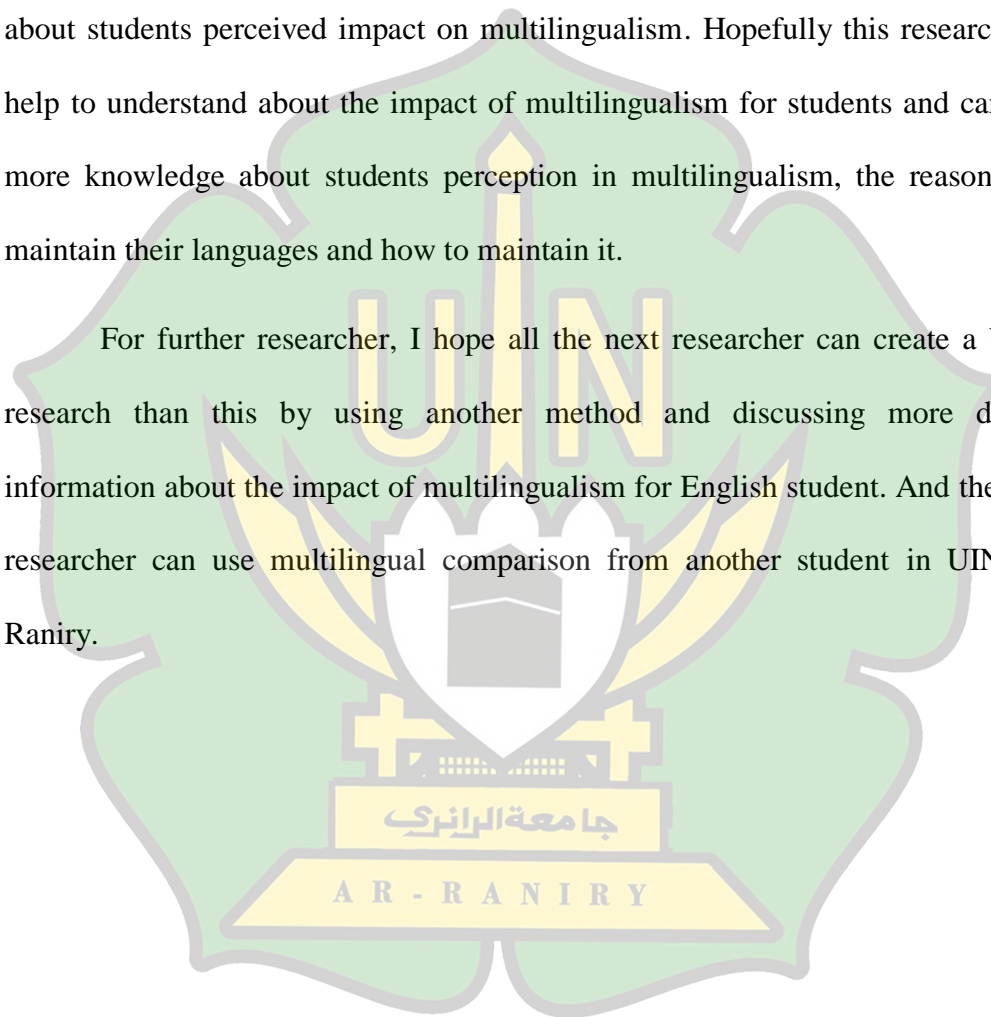
Based on the findings and discussion in the previous chapter, the researcher concluded that all participants had a positive perception of multilingualism. They said that there are many benefits that can be felt from multilingualism especially as students. Therefore, the participants said that multilingualism is an important thing for everyone to have, especially in this modern era. Where multilingualism is something that will be very helpful for future careers. And they also said that there are no disadvantages of multilingualism.

Multilingualism is the ability of someone who masters more than two languages which they use two or more languages in their daily life and use in communicating. Participants said that they became multilingualism because of the influence of their parents, environment, and also their own desire to learn the language. The reasons why they want to maintain the languages because they want to preserve the relationship with many people, especially with their family and relatives. They also want to preserve the language that they already have. And they think that being multilingual is a privilege that must be preserved.

## B. Recommendation

This research is focused on students perception about multilingualism and the impact of multilingualism for student. Based on the results of this research, the researcher offers some recommendations for readers who are finding or studying about students perceived impact on multilingualism. Hopefully this research can help to understand about the impact of multilingualism for students and can add more knowledge about students perception in multilingualism, the reason they maintain their languages and how to maintain it.

For further researcher, I hope all the next researcher can create a better research than this by using another method and discussing more deeply information about the impact of multilingualism for English student. And the next researcher can use multilingual comparison from another student in UIN Ar-Raniry.



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## Appendix A

**SURAT KEPUTUSAN DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY**  
**Nomor : B-5697/UN.08/FTK/KP.07.6/04/2022**

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

**DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY**

**Menimbang :**

- 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 diuangkan dalam Surat Keputusan Dekan;
- bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.

**Mengingat :**

- Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
- Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
- Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
- Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
- Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
- Peraturan Presiden RI Nomor 64 Tahun 2013, tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
- Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
- Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
- Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
- 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;
- 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 28 Maret 2022

**MEMUTUSKAN**

**Menetapkan PERTAMA :**

Menunjuk Saudara:

- Dr.phil. Saiful Akmal, M.A,
- Drs. Amiruddin, M.Pd,

Untuk membimbing Skripsi :

Nama : Fuja Anda Salsi  
NIM : 180203049  
Program Studi : Pendidikan Bahasa Inggris  
Judul Skripsi : Students Perceived Impact on Multilingualism

Sebagai Pembimbing Pertama  
Sebagai Pembimbing Kedua

**KEDUA :** Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor: SP DIPA. 025.04.2.423925/2022, tanggal 17 November 2021.

**KETIGA :** Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2022/2023

**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.

**جامعة الرانيري**  
**AR - RANIRY**

Ditetapkan di: Banda Aceh  
Pada Tanggal: 25 April 2022  
Dekan,

  
Muslim Razali

**Tembusan**

- Rektor UIN Ar-Raniry (sebagai laporan);
- Kem Prodi PBI Fak. Tarbiyah dan Keguruan;
- Pembimbing yang bersangkutan untuk dimaklumi dan didokumentasi;
- Mahasiswa yang bersangkutan;
- Arif.

## Appendix B



KEMENTERIAN AGAMA  
UNIVERSITAS ISLAM NEGERI AR-RANIRY  
FAKULTAS TARBIYAH DAN KEGURUAN  
Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh  
Telepon : 0651- 7557321, Email : uin@ar-raniry.ac.id

Nomor : B-8814/Un.08/FTK.1/TL.00/07/2022  
Lamp : -  
Hal : **Penelitian Ilmiah Mahasiswa**

Kepada Yth,  
Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry

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

Nama/NIM : **FUJA ANANDA SALZI / 180203049**  
Semester/Jurusan : VIII / Pendidikan Bahasa Inggris  
Alamat sekarang : Gampoeng Rukoh, Kec. Syiah Kuala Banda Aceh

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul ***Students Perceived Impact on Multilingualism***

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

Banda Aceh, 28 Juli 2022  
an. Dekan  
Wakil Dekan Bidang Akademik dan  
Kelembagaan,



Berlaku sampai : 28 Agustus  
2022

Dr. M. Chalis, M.Ag.

AR - RANIRY

## Appendix C

### INTERVIEW PROTOCOL

**Project : Students Perceived Impact on Multilingualism**

**Time of interview : -**

**Date : -**

**Place : -**

**Interviewer : Fuja Ananda Salzi**

This research is about Students Perceived Impact on Multilingualism. The aims of the research are to find out english student perception about multilingualism and the impact of multilingualism for English student. The data is collected through an in-depth interview which is recorded and only used for the research purpose to protect participants confidentiality based on the informed consent. The interview took about 30-40 minutes.

#### Interview Questions:

What are students perception about multilingualism?

1. What is your perception about multilingualism?
2. Do you think that being multilingual is important? Why?
3. How could you speak more than two languages?
4. Why do you learn and adapt new language?
5. Do you think that your parents background who create you to be multiingual or do you become multilingual by yourself caused environmental factor?
6. What language do you use most in daily? Why?

What are the impacts of multilingualism for english students in UIN Ar-Raniry?

1. What challenges do you face when being multiingual?
2. What do you do to balance your language?
3. What is the advantages of being multiingual?
4. Is there a disadvantage to being a multilingual person? Why?
5. What are the reasons you maintain your multilingual?
6. Do you think students need to be multilingual or not? Why?

## Appendix D

### PARTICIPANTS PROFILE

No	Name	Nim	Age	Region	Linguistic Score	Multilingual Ability
1.	MD	180203062	22	Aceh Barat	A	<p>1. Indonesian since childhood because it is the first language.</p> <p>2. Aceh language since the age of 6 years due to environmental factors of parents.</p> <p>3. English since 5th grade because it is a subject at school.</p>
2.	IM	180203265	21	Banda Aceh	A	<p>1. Indonesian since childhood because it is the first language.</p> <p>2. The Aceh language is due to the influence of the family environment since childhood.</p> <p>3. English and Arabic are appropriate for elementary school because they are subjects.</p>
3.	BM	180203256	22	Bener Meriah	A-	<p>1. Aceh language since childhood because of the mother tongue.</p> <p>2. Indonesian since the age of 2/3 years due to environmental factors.</p> <p>3. Gayo language since elementary school because there are mulok lessons at school.</p> <p>4. English since elementary school because of the lessons and the influence of parents</p>
4.	YA	180203248	22	South Aceh	A-	<p>1. Jame's language since childhood because of the first language.</p> <p>2. Indonesian since childhood because there are families who speak Indonesian and at school</p>



						<p>and in the environment use Indonesian.</p> <p>3. English since junior high school because of lessons at school.</p> <p>4. Arabic since junior high school and in the dormitory, he uses Arabic for his daily life.</p>
5.	DP	180203138	22	Banda Aceh	A	<p>1. Indonesian since childhood and became the first language.</p> <p>2. Aceh language since childhood because of the influence of the Acehnese-speaking environment.</p> <p>3. English since elementary school because it is a subject at school.</p> <p>4. Arabic (passive) since elementary school because it is a subject at school.</p> <p>5. Spanish (passive) since entering college because he is interested in the culture.</p> <p>6. German (passive) since 2020 because he likes and is interested in the language and joins the German language community.</p>
6.	HR	180203156	22	Meulaboh	RA	<p>1. Aceh language from childhood due to the influence of the family environment.</p> <p>2. Indonesian from childhood because of the influence of parents and family environment.</p> <p>3. English since elementary school because it is a subject at school.</p> <p>4. Arabic (passive) since junior high school because there are</p>



						subjects at school.
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## INTERVIEW TRANSCRIPT

### Participant-1

**Interviewee** : MD  
**Time of Interview** : 11.00  
**Date of Interview** : June, 20th 2022  
**Place** : Banda Aceh  
**Position of Interviewee** : UIN Ar-Raniry

1. What is your perception about multilingualism?

A: In my opinion, multilingualism is the ability of someone who masters more than 2 languages which they use 2 or more languages in their daily life and use in communicating.

2. Do you think that being multilingual is important? Why?

A: I think it's important, even very important. Because when we become multilingual, we can use the language when we meet foreigners or people from the same area but the language is different. As we know that in aceh it has various languages and not just the aceh language so when we meet these people we can communicate with them well. Because in learning the language we do not only learn the language but also the culture, ethics in the language, etc. So when we meet someone we can understand. And in the world of education it is also very important because we as students can help in broadening our horizons and potential to develop for the better. And it can help someone become more advanced and make it easier to continue their education in the future, especially if they want to go abroad.

3. How could you speak more than two languages?

A: Since childhood, my first language was Indonesian and my parents taught me too. Then, as the age of elementary school progressed, if I'm not mistaken, I can already speak Acehnese because my family background is also dominant in using the Acehnese language. So what we call children hearing the conversation so we know a little bit and are taught too. Then I met brothers and sisters who also speak Aceh as their first language, so indirectly I also learn from there and that is their second language. And for the English language itself, actually I have learned from elementary school but have not mastered it, just learned the vocab and learned intensely from MAN. and I was also boarding before so I used English as well in daily conversation.

4. Why do you learn and adapt new language?

A: The main thing, of course, is that language is a means of communicating with people, so I want to keep the relationship with my family and that's also the main reason why I became multilingual. In addition, when we talk to other people, especially as students, we meet people from different regions. For example, from aceh pidie, their aceh language is different from my aceh language which is rougher, so when I meet them, even though they understand my aceh language, to maintain and be more connected, I definitely use Indonesian as a way of good communication.

5. Do you think that your parents background who create you to be multiingual or do you become multilingual by yourself caused environmental factor?

A: In my opinion, all of these factors have a role in my multilingualism, I get from my parents, because my first and second languages are due to my parents and family environment. Then apart from parents there are also environmental factors such as in schools that learn English. Because at school, like it or not, we have to learn the language and I got the basics there from where I became interested and deepened the language.

6. What language do you use most in daily? Why?

A: The language most often I used is Indonesian, although there are occasional aceh languages at home, but the dominant language is Indonesian because that's the first language and since childhood I communicated with my parents using Indonesian and I met friends using Indonesian. Especially when in Banda Aceh, I meet friends who come from different areas, and use different languages such as Gayo language, Jame language, etc. I definitely use Indonesian which is easy to understand.

7. What challenges do you face when being multiingual?

A: One of the challenges is how to learn a grammatical language. Especially in English and Arabic, such as the subject and the verb that will change. Then when we meet people who are more senior or higher-ups, it's impossible for us to use informal language, we have to adjust it by using polite and more formal language. The choice of words and diction is also a challenge in being multilingual. From the environment, it's more of a cultural background, because they come from different cultural backgrounds, so they have their own way of communicating. So when we want to communicate with that person, of course we have to understand the context of the language and I can't just be careless.

8. What do you do to balance your language?

A: definitely practice because language is a skill, so if we don't hone it, it will become duller. The way to hone it is to use it often, even if there are no friends or other people, try practicing yourself in front of the mirror to deepen and be able to master it more so that the existing potential is not lost and is growing. Because if we do not practice the basics that have been learned will be lost. So the point is always practice. Apart from practicing at home, I must often communicate with people who speak the same language. Like telephone calls to parents, there is also a mixture of one or two words in the Acehese language, relatives' telephones, etc. that use the Acehese language. In English, I often read journals, especially now I'm writing a thesis, etc.

9. What is the advantages of being multilingual?

A: There are many advantages, one of which is that we can know someone's background and culture because we learn the language automatically, we also learn the culture. Continuing to be multilingual, it becomes the capital to develop and continue education abroad, build a work business. Open and add insight. We become more able to respect someone where we value their language and culture, our minds become more open minded too.

10. Is there a disadvantage to being a multilingual person? Why?

A: There is no disadvantages of multilingualism. There are only challenges that we face. Because in my opinion there is no negative effect from learning many languages, it is actually very good as long as we are able to learn it. Because even though it is rarely used, of course, the language is very important, especially when you want to learn about the culture of the origin of the language and certainly add insight as well.

11. What are the reasons you maintain your multilingual?

A: Because I want to keep the language I already know because it is very useful and it is one of the skills that I have. by maintaining the language that I have, I can still communicate with my family, relatives and friends from different areas.

12. Do you think students needs to be multilingual or not? Why?

A: I think it is very important for students, because language is actually one of the capitals to be able to develop even more rapidly, for example we can study and work abroad. Most people want to be successful. So language is the main capital not only for studying or traveling abroad but can build further relationships such as business etc. For example, if we want to expand our business with outsiders, what we need is language. So

it is very important especially for students where we are sharpening ourselves and the potential to explore the world of work in the future. As we know the world of work is now increasingly competitive, of course, the potential of this language is a supporting factor for someone to be more successful in the future.





## **Participant-2**

**Interviewee** : IM  
**Time of Interview** : 13.30  
**Date of Interview** : June, 21th 2022  
**Place** : Banda Aceh  
**Position of Interviewee** : UIN Ar-Raniry

1. What is your perception about multilingualism?

A: In my opinion, multilingualism is a person's ability where he can master either as an active user or a passive user of more than two languages.

2. Do you think that being multilingual is important? Why?

A: For me it's important. Because the first is my environment, where many people speak Indonesian and some speak Acehnese a little bit. Because I also study English and it is a must for me to be able to speak English. For Indonesian and Acehnese, it's more like I can adjust the use of language based on the people I meet and communicate with. So I followed the language they used. For example, the vegetable seller usually uses the Acehnese language, so I adjusted the use of the Acehnese language and during college I was able to adjust the use of English. I think it's more of a claim. So it's not important whether it's important to go back to the person he needs or not.

3. How could you speak more than two languages?

A: I can speak more than two languages since elementary school, but it's really passive. My first language is Indonesian and I can speak Acehnese because of my environment. Like when I came to my village, I spoke aceh, and my playmates also spoke aceh, so i often heard it and finally I could. I learn English and Arabic when I was in elementary school. I started learning English but it was still very basic, still basic vocabulary and still learning the present tense, it was like fifth grade. And for Arabic I forgot if I'm not mistaken it's 4th grade. And when I was in 6th grade, I started learning fiil madhi fiil muzarik and others, but it was complicated, especially since I was young and didn't really understand it. I started to understand it when I was in middle school.

4. Why do you learn and adapt new language?

A: The first is because of my environment and it's an obligation, because we go to school and there are subjects that we have to master. Then, in middle school, there are exams and other things about the language, so



whether we want it or not, we have to be able to do that. That's a claim. Then the second because I like it, so first there are demands and obligations, and after a while I get used to it and over time I understand that this is good and important.

5. Do you think that your parents background who create you to be multiingual or do you become multilingual by yourself caused environmental factor?

A: Actually, there are many factors, and these three factors have an effect. In the first place, my parents influenced my Indonesian, which introduced me to Indonesian as my L1. And the family who influenced my aceh language where when I returned to my village they taught me the aceh language, and I started to adapt even though it wasn't long but a week or two was enough for me to understand what they were saying. So when I was a child, the environment greatly influenced my language skills. While English and Arabic are more for education. Where I go to school and enter a boarding school is the environment and demands for education as well. And my entry into school was not influenced by my family, not because my parents forced me to enter a boarding school so that I could not speak the language, but it was my own choice. So since junior high I have chosen my own school. Middle school, high school and college are purely my own choice.

6. What language do you use most in daily? Why?

A: The language I use most often is Indonesian because I speak Indonesian at home, and I often speak Indonesian with my friends. If only daily conversations are in Indonesian, but if daily life includes learning activities in college and the like, it is English. Because we write thesis, do assignments and so on, mostly what I use in my daily activities for 24 hours is Indonesian and English.

7. What challenges do you face when being multiingual?

A: The challenge that I feel like I can speak Acehnese but because I rarely use it so my pronunciation in Acehnese is not good, so if I speak Acehnese even though what I say is correct in language but the pronunciation is bad, so it affects my confidence in the aceh language. Because my pronunciation is not good even though I can speak. It's like we speak English, we speak in English but there are still things that are wrong but we are not too embarrassed to say it because we are in an environment that doesn't really have a problem with the pronunciation because we are not native speakers, so let's teach it. Meanwhile, when I speak in Acehnese with inappropriate pronunciation, we are native here and immediately

point out if we are wrong. In Arabic, it's a little difficult for me to adjust, because in Arabic, we have to adjust the subject and the verb, right. For example, subject and the verb for you will change later when I change to be she or he, it will be different, so I'm having a little trouble.

8. What do you do to balance your language?

A: To balance it, of course I communicate in Indonesian with my family, and I often use English when studying. I also often watch the film in English and most of the films I like are in English. Then for the use of the aceh language, I rarely use it but for daily use it is also available when I am asked to shop. Even though I use Indonesian with the seller and the person understands, I try to use the Acehnese language because the seller can't possibly laugh at my wrong pronunciation, so I speak in Acehnese language with the sellers.

9. What is the advantages of being multiingual?

A: The first reason is definitely communication where I can adjust to the same language as the other person. What language are you comfortable speaking, Indonesian or Acehnese or English. Then I also feel that when I become multilingual it is easier for me to access lecture materials in English or at the law faculty because I also study there. So a lot of material in Indonesian is limited but in English it's wider in scope and that's very easy too. Then I also feel when I master many languages, I can communicate with many people. When I go out like I've been to Singapore and Arab then I can use the language there and when we can use the language in its original place it has its own pride for me even though the pronunciation is not good but I can practice in the original place, it's more about my own satisfaction. in the academic section when I want to submit opinions or answer questions from lecturers, I am more confident when speaking English because we are all learning and I don't need to be ashamed if I make mistakes, especially since my background is from a boarding school that has used that language and I am able to speak England. Because I think it's different when we learn English since we were little, we remember more than we learn now.

10. Is there a disadvantage to being a multilingual person? Why?

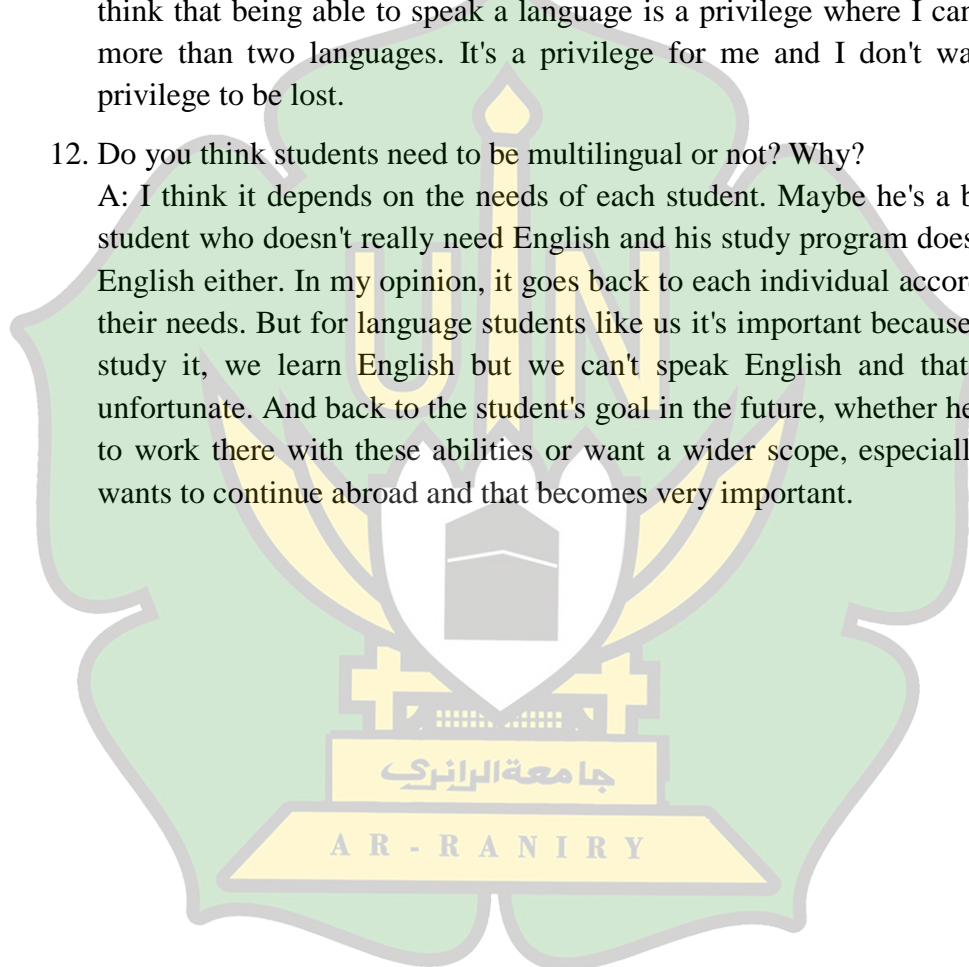
A: There are no disadvantages from multilingualism, at least there are a few language shifts, for example, when I speak Indonesian I am called defend, worthy, etc. Anyway, there is a language in English but I forget what Indonesian is, but I didn't realize it was mixed up by myself. It's like when I speak Acehnese, even though it's an Indonesian word, but I put it in when I speak Acehnese.

11. What are the reasons you maintain your multilingual?

A: Because I think Language skills are an asset and I have to preserve it. The first is because it's an asset, the second is a distinct advantage when I can adjust the language I use with people, and the third, as far as I know, is multilingual, it affects how our brains work, I forget the details but I've read about it in journals or watched YouTube videos. who said that the more languages we master, the more it affects our brain and there are medical benefits too, the benefits are to defend dementia and such. Also, I think that being able to speak a language is a privilege where I can speak more than two languages. It's a privilege for me and I don't want this privilege to be lost.

12. Do you think students need to be multilingual or not? Why?

A: I think it depends on the needs of each student. Maybe he's a biology student who doesn't really need English and his study program doesn't use English either. In my opinion, it goes back to each individual according to their needs. But for language students like us it's important because we do study it, we learn English but we can't speak English and that's very unfortunate. And back to the student's goal in the future, whether he wants to work there with these abilities or want a wider scope, especially if he wants to continue abroad and that becomes very important.



### **Participant-3**

**Interviewee** : BM  
**Time of Interview** : 20.00  
**Date of Interview** : June, 23th 2022  
**Place** : Banda Aceh  
**Position of Interviewee** : Interviewee's house

1. What is your perception about multilingualism?

A: in my opinion multilingualism is an ability possessed by someone who can master multiple languages or more than one language, and the multilingualism factor consists of several things, both internally from their family or the encouragement around them.

2. Do you think that being multilingual is important? Why?

A: I think it's very important because as students where we will meet more people, meet people from various ethnic groups, maybe Indonesian, English and Acehnese have become our personal languages, but if we are to meet friends who are really language is different from ours like jame's language, so we can add new knowledge or add new vocabulary to know a new language and can also learn a new culture. because by learning a foreign language, we want to quickly learn a foreign culture, so if we familiarize ourselves with things that are multilingual means we are ready to learn multicultural too.

3. How could you speak more than two languages?

A: When I was in elementary school and my school environment was mostly Gayonese and Javanese and also Acehnese but some of the school staff were Javanese and Gayonese, so they used to speak their language until I was familiar with that. My parents taught aceh language and I familiar to use aceh language since childhood. Then I continue to study Indonesian language and there is one lesson in school called mulok lesson we use to learn about gayoness and javanese just a little bit about acehnese because most of people in the village is gayonese and javanese, so we are familiar in terms of the song, the culture, the language especially. For English, maybe since I was little, my parents have provided English lessons and my father allowed me to buy English books. I also bought English books for children and children's stories in English. My father often shows them on TV in which they explain something. English and in the morning I watch metro TV in English and I see the presenter deliberately the news by English language.



4. Why do you learn and adapt new language?

A: because I think multilingualism is very urgent where we can join all circles because we understand what they are saying. If we can understand the world's languages, it's cooler because even though English has a big influence, not everyone can speak English. And for local languages, because I want to have many friends and we can adapt to the language, especially where I live. If in some places for example buying goods but using aceh or Indonesian the price may be expensive but when you use their language they will give a big discount. Maybe this seems like a discriminative but this is actually profitable need to adapt the languages in which we live, so if I live in Labuhanhaji I would speak aneuk jamee too.

5. Do you think that your parents background who create you to be multiingual or do you become multilingual by yourself caused environmental factor?

A: maybe defend what language. Indonesian and English and Acehnese, the three languages that my parents provided so I could, they provided all the facilities so I could use English, Acehnese or Indonesian. If the regional languages are from the environment that treats me like that, for example, I met Javanese grandmothers and I asked to Javanese because I wanted to learn Javanese. And my father also told me you live in an area like this so make sure you have to learn many languages and my father never forbid me to make friends with anyone.

6. What language do you use most in daily? Why?

A: We used to speak acehnese, because if we are with an aceh language family and only occasionally speak Indonesian because my parents only speak aceh, the children speak aceh, if they are with college friends, they like to speak english mixed with Indonesian.

7. What challenges do you face when being multiingual?

A: Maybe the challenge I face is that I forget what the meaning of the languages. So sometimes if I haven't interacted with that person for a long time, I have to recall it again to know what it means or what is the vocab. Because I don't remember and I can't speak the language, it also depends on how often I use it the vocab, but if I rarely use it, I forget it. The challenge is because I forget, the pronunciation is wrong too, sometimes the concept also likes to be different.

8. What do you do to balance your language?

A: I often read novels or logbooks in Indonesian. because sometimes multilingualism is our brain bugs, we know what English vocab but forget what the vocab in Indonesian, and if I want to maintain English I use to

watch youtube and language subtitles especially English so it enriches the vocab and also maintaining vocabularies that doesn't seem to last long in my memory. but I often repeat it several times so it will stick in my head too, then if for example for Arabic, every time I meet my boarding friend and I will speak Arabic. For Javanese and Gayonese, I like to explore the surroundings, I like to go to their residential areas and later I will hear what they are saying, I listen, occasionally I answer if I understand, the important thing is that even if I don't know what it means, I can understand things new and also refresh my memory with that vocabulary.

9. What is the advantages of being multiingual?

A: One of them can understand other people's languages, after that we feel more accepted in social circles because we don't live only in the same ethnic group, so that's very beneficial for us. For example, if we can speak English, we can operate the technology because more of it is in English. After that, because I think it's cool.

10. Is there a disadvantage to being a multilingual person? Why?

A: There are no disadvantages of multilingualism or being multilingual, it's just that we feel arrogant and we can't help it, so we don't want to learn or improve anymore.

11. What are the reasons you maintain your multilingual?

A: It's because I want to keep the existing language or culture. as we know that language is one of the identities that we have and I want to keep those languages and I also want to explore and learn other languages.

12. Do you think students need to be multilingual or not? Why?

A: I think it's still necessary. Because it can make it easier, meaning to make it easier in the sense of living in the future where we have to be ready to meet anyone, if we have a good language debriefing it can help us too.



#### **Participant-4**

**Interviewee** : YA  
**Time of Interview** : 20.00  
**Date of Interview** : June, 25th 2022  
**Place** : Banda Aceh  
**Position of Interviewee** : Interviewee's house

1. What is your perception about multilingualism?

A: I think multilingualism in general is a person's ability to speak several languages.

2. Do you think that being multilingual is important? Why?

A: I think it is important for students, especially in today's era. In this modern era and technology it is needed in the world of work so that they can be more prepared for the world of work later. For foreign languages, the most important thing now is English because using applications, the default is usually in English, so if we can speak English, it can make it easier for us in terms of education, work and can add relationships too by being able to speak English. For other languages such as Arabic, it is also important, maybe for daily life now I feel it is not as important as English, I mean, because the major is English so it is very important, for Arabic, for example, for our identity as Muslims, there are many words in Arabic. because we are Muslims and we have to learn it too.

3. How could you speak more than two languages?

A: Jame's language is indeed the language that I use or the first language, for Indonesian, some of my family speak Indonesian. At school and in the neighborhood with friends I also use Indonesian, for English starting in junior high school. So from junior high school I started to be interested in English and started learning English and also coincidentally now studying at PBI is so much deeper into English and has always liked English. For Arabic, I also learned from junior high school because I used to be in a dormitory, so I studied Arabic and also used it daily, so it was pretty normal, for the Acehnese language skills, it was slightly different from Korean. So the Acehnese language is rather passive, meaning that if you talk long, I can't get the point. And for Koreans because I often watch Korean dramas, so I can and understand if the person is talking but it's still basic.

4. Why do you learn and adapt new language?

A: I start learning Jame's language since childhood, it's my mother tongue. so I don't need to learn, because it's my first language that is taught. Indonesian is almost the same as Jame's language, then the aceh language began to be learned in first or second grade elementary school because there were mulok subjects (local content) so I started learning. then for elementary school English, it's not too serious to learn, but starting to really learn it is first grade junior high school and for Arabic it's the same, if for Korean you started learning more or less since 2018

5. Do you think that your parents background who create you to be multiingual or do you become multilingual by yourself caused environmental factor?

A: There is no parental background. because both of my parents use the jame language, and the environment around the house also uses the jame language, no one uses the aceh language. Even those who use the Acehnese language, they can speak Jame language, so they speak Jame language, but for multilingualism, I think it's more about the school and my own desires. So I started to get to know multilingualism from the school, because I was really interested in language, so I started learning and practicing, so being multilingual is more about the environment and myself.

6. What language do you use most in daily? Why?

A: For the most common, Jame and Indonesian are used because I speak Indonesian language with their friends and talk to my family in Jamee's language.

7. What challenges do you face when being multiingual?

A: What happens most often is the placement of the language and vocabulary, for example when I talk to my friend in Jame's language and it mix with English, sometimes there is a lack of vocabularies. For example, when you want to say something in Indonesian but you forget what it, so you use English and mix it up. For foreign languages, it's more about grammar, so when you speak quickly the grammar is wrong

8. What do you do to balance your language?

A: For the language that I master, I think the most important thing is practice. because language is a means of communication, so if we don't communicate with it, we will forget it because we never speak that language. for Arabic now it has started to be passive if it used to be active because it often communicates, if not now, because no one is forced to speak in Arabic. Why English is more fluent now because as a child In

English, we speak English, write in English and so on, so to maintain and improve it is by speaking.

9. What is the advantages of being multiingual?

A: The advantages that I feel are that it makes communication easier, for example we can talk to friends who are at the Islamic boarding school using Arabic so if we want to talk but other people can't know what we are talking about using Arabic, if in English we can add relationships and communicate with anyone and also add knowledge. And also if English on social media can know the meaning and not be confused anymore. For long-term advantages are for the world of work, for example, we have the advantage of being able to speak many languages, so we can do better than other people, usually there are more pluses.

10. Is there a disadvantage to being a multilingual person? Why?

A: I don't think so, as long as we are smart in placement and smart in using it, there is no problem. Being multilingual doesn't make us lose because that way we are even one step ahead of others.

11. What are the reasons you maintain your multilingual?

A: For Jame and Indonesian, I don't need to study anymore because I can do it since childhood. For Acehnese and others, I still need to learn. First, the aceh language, starting to be interested in learning the Acehnese language when I was in high school because I felt that my friends could speak Acehnese and we as Acehnese but couldn't speak the Acehnese language, how did it turn out, that's our heritage language and our identity as Acehnese people, so I started to learn the Acehnese language. Then for English, English is already an interest, English and Arabic are studied at the same time during junior high school because in boarding schools it is mandatory, For Korean language itself, the first time was because I often watched it so I was interested in the language and the language. It's also easy to learn, so I really like learning languages, that's why I'm interested in learning new languages and want to keep the languages.

12. Do you think students need to be multilingual or not? Why?

A: If you say it's for everyone, I can say no. I mean if you can Alhamdulillah, if you can't, that's okay because the most important thing is that people who become multilingual are people who are in education. because in education, not only in one country, there are many countries and each country uses English, there are even countries that use their own country's language. And people who are in education need to be multilingualism, and need a foreign language, work with technology is also necessary, depending on their respective fields.

### **Participant-5**

**Interviewee** : DP  
**Time of Interview** : 16.00  
**Date of Interview** : June, 27th 2022  
**Place** : Banda Aceh  
**Position of Interviewee** : Bakso Nanggroe

1. What is your perception about multilingualism?

A: I think multilingualism is a condition where a person or group of people can master more than one language, even three and so on. So multilingualism is a person's ability to master three or more languages actively or passively.

2. Do you think that being multilingual is important? Why?

A: I think it's important, especially since we live in a geographical condition that can be said to be strategic, so there's a lot of mixing of languages that gives birth to many languages, so I think it's important that we know how to blend in with the community, how we socialize and most importantly It is important how we study the environment around us, because what we learn is how to talk to people.

3. How could you speak more than two languages?

A: The first language is Indonesian and the second language is acehnese, because I lives in banda aceh and if I want to practice the acehnese, I have to go to my village, because parents at home also use Indonesian. so the first one was indeed the environmental conditions that required to be able to speak aceh and also speak Indonesian, besides that after entering PBI it was demanded to be able to master English, even though at school I had learned English but here it was emphasized so that passively became active language English, because there is a partner to talk to and there is an accommodation to speak English. For Arabic, I have previously studied in school but have not been very active. As for German, I've taken a course for about two months but only learned simple vocabs, for Spanish because I'm interested, I think learning one language will open the door to learning another language.

4. Why do you learn and adapt new language?

A: For English because of the demands of work, before entering the world of work we are required to pass English or TOEFL with that score, as well as the world of work. For Spanish because the language is widely studied



in the world, I am also interested in learning Spanish, besides liking the culture.

5. Do you think that your parents background who create you to be multiingual or do you become multilingual by yourself caused environmental factor?

A: First, parents because my parents come from different regions in Aceh. And we use Indonesian at home and that makes us become bilingual. Plus external factors such as job demands, demands for college, so because of that it becomes learning several languages. In addition, because there is encouragement from myself to learn languages, if only parents influence to learn a language it is not enough but the environment must also be supportive. So there are internal factors and external factors, if internal factors are ourselves and our families while external factors are friends and the environment.

6. What language do you use most in daily? Why?

A: The most frequently used language is Indonesian and the second language is English.

7. What challenges do you face when being multiingual?

A: The challenge is when talking to different people, so the speech must also be different, therefore we have to adjust between one person and another person so that the communication runs smoothly. If I speak Acehnese at home, it's enough but when I get to the village I can't, people will laugh at me because they think it's Acehnese with a Javanese accent. So it must be adjusted, first related to the accent and expression of the language. Another challenge is related to certain terms in English and verb conjugation.

8. What do you do to balance your language?

A: How I balance it is I find the right partner to maintain the language. I also use applications to help me maintain it. And my Instagram was set to the language that I wanted to learn, so it's a totality. It's okay to be confused, the term is like people Those who can't swim yet but are immediately thrown into the water will inevitably have to survive and it's an on process.

9. What is the advantages of being multiingual?

A: First, we are more open minded and more open to new things so that we can broaden our horizons, such as for jobs that require us to be able to speak English. Because we have English skills, our opportunities are more open, then we can also adapt to other cultures even if indirectly, but we

can understand a little. And finally, we are more aware that everyone is different and knows how to adapt, and has a higher tolerance for different things.

10. Is there a disadvantage to being a multilingual person? Why?

A: so far there is none, if you look at it it is difficult, but difficult is not part of the drawbacks but rather it is a challenge and a challenge to be one step ahead, so so far there are no drawbacks

11. What are the reasons you maintain your multilingual?

A: To maintain the language that is mastered, the portion remains appropriate and there must also be adjustments, because every language has its own place as the saying goes where the earth is stepped on, there is the earth upheld.

12. Do you think students need to be multilingual or not? Why?

A: Yes they do. And very important. As I said before, we become more open minded and more open about new things, thus bringing new opportunities. And also get to know a new world and don't feel like living in one country or in one era. because of my background English education so that they are encouraged to be able to speak English, but out there such as majors in biology, medicine, computer engineering, mechanical engineering, they need English or other languages to learn, for example medical children and law children are more identical with books in English , if the computer engineering student or information technology student is usually a foreign language programming language, so multilingualism is very important to make it easier for students.

جامعة الرانيري

A R - R A N I R Y



## **Participant-6**

**Interviewee** : HR  
**Time of Interview** : 17.15  
**Date of Interview** : June, 27th 2022  
**Place** : Banda Aceh  
**Position of Interviewee** : Bakso Nanggroe

1. What is your perception about multilingualism?

A: We live in Aceh, and aceh is synonymous with more than one language, multilingualism is someone who speaks more than two languages. I am a student studying a foreign language, so the concept of multilingualism stuck with me.

2. Do you think that being multilingual is important? Why?

A: Of course very important, because as I explained earlier. Indonesian children can't just depend on one language, by becoming multilingualism we can feel the variety of languages, the beauty of the language, and the pleasures of learning the language, we get many advantages, such as we can get to know the culture more broadly, then we can move more to the point other than our language skills. Language is a way of human interaction with other humans. With me learning many languages, I can interact easily without any sign language, even though I'm not fluent. At least I know the area is familiar with using the language.

3. How could you speak more than two languages?

A: Based on my experience, the first one automatically moves from the family environment, because my family still has mixed conversations, so from my family I have applied two languages. In my environment the majority speak Acehnese while at home, my parents speak Indonesian. But when we visit our family's house or return to our grandmother's house we use the Acehnese language, so we are already familiar with the Acehnese language, so we are used the two languages. Then I learned another language because when I was in elementary school I was taught foreign languages such as Arabic and English. My parents also enrolled me in private English lessons. Then for Arabic I deepened it during MTsN because the school demanded to speak Arabic by applying for a language week. Continuing to high school, I was at a boarding school so I was used to speaking foreign languages, but it took a year to go back to a regular school. So now the Arabic language is passive.

4. Why do you learn and adapt new language?

A: Because we can't just use one language. Today's children who can only speak one language are gone, there is Indonesian and Acehnese and our own country, Indonesia, has demanded that their children not only speak one language. Because if you can't speak English, it's considered not modern and also like language illiteracy. so children in Indonesia are used to two languages, because in their area there is not only one language, there are many and varied.

5. Do you think that your parents background who create you to be multiingual or do you become multilingual by yourself caused environmental factor?

A: It can be said that it is all a combination of self factors, environmental factors and parents, because parents are the second factor after ourselves. If there is no intention to learn, our parents tell us not to start learning. So with our intentions and encouragement from parents, as well as community environmental factors, all of that will make the foundation for us to learn more.

6. What language do you use most in daily? Why?

A: The language that is often used is Indonesian because my parents also use Indonesian, I also use Acehnese when I go to a neighbor's house, but sometimes the language is mixed because I use Indonesian more often.

7. What challenges do you face when being multiingual?

A: In my opinion, the challenge is finding the right person to communicate with and appropriate, so that there are no complaints from the speaking partner and can adjust the context.

8. What do you do to balance your language?

A: Having to meet the target speaker of the language more often. When I was in high school, I joined the English community. In that community we often held tours to public places and also to tourist attractions and interacted with tourists. In a week there are three tours, so we can choose the day.

9. What is the advantages of being multiingual?

A: a lot of advantages, like I can interact with many people, can master other languages, and we also learn the culture and the accents they use, that is a big advantages that I feel. If this can be seen from the world of work that requires more than two languages, because Indonesian children no longer only master one language, English is now no longer a foreign

language but has become a necessity. So if you can speak in a foreign language, you can open up more job opportunities.

10. Is there a disadvantage to being a multilingual person? Why?

A: Being multilingual has many advantages, because there are no disadvantages if we master languages, learning more than one language is very beneficial and there is no disadvantages of it.

11. What are the reasons you maintain your multilingual?

A: The reason is because it can make it easier for me to interact with many people especially my family, and also because the world is wide and we will meet a lot of people so we don't always meet the same person, that's the reason why I studied and always use it. Learning a foreign language is not only for me but all of them. I learn other languages so that I can interact and broaden my horizons. Then the other reason is to familiarize yourself with other languages.

12. Do you think students need to be multilingual or not? Why?

A: Yes, everyone especially students should being multilingualism, because language is a tool for interacting one person with another. If we master many languages it can help us in any situation.

