ACEHNESE STUDENTS' PERCEPTIONS TOWARD EARLY CHILDHOOD MULTILINGUALISM

THESIS

Submitted by

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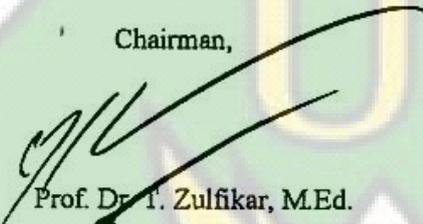for the Bachelor Degree of Education in English Language Teaching
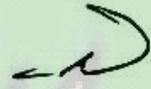
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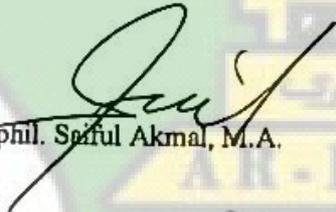In Darussalam, Banda Aceh

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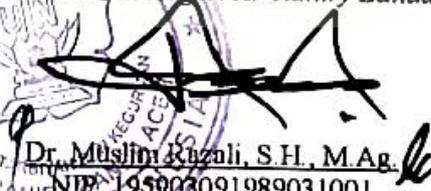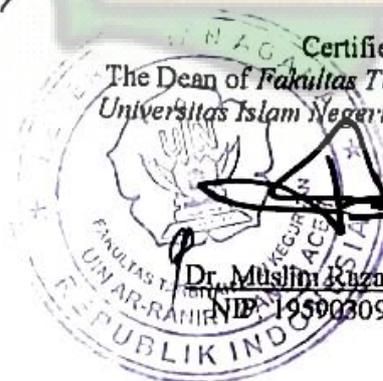Secretary,

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Acehnese Students' Perceptions toward Early Childhood 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 sebenar-benarnya.

Banda Aceh, 2 Juli 2022,

Saya yang membuat surat pernyataan,

Yayang Afrah Khairanizam

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Finally, I realize that this thesis is still far from perfect. Still need ideas that build and support the improvement of any shortcomings. However, I hope that this thesis is able to provide some benefits for readers and make a meaningful contribution to students and lecturers in the English education department at UIN Ar-Raniry Banda Aceh.

May Allah SWT always bless us.

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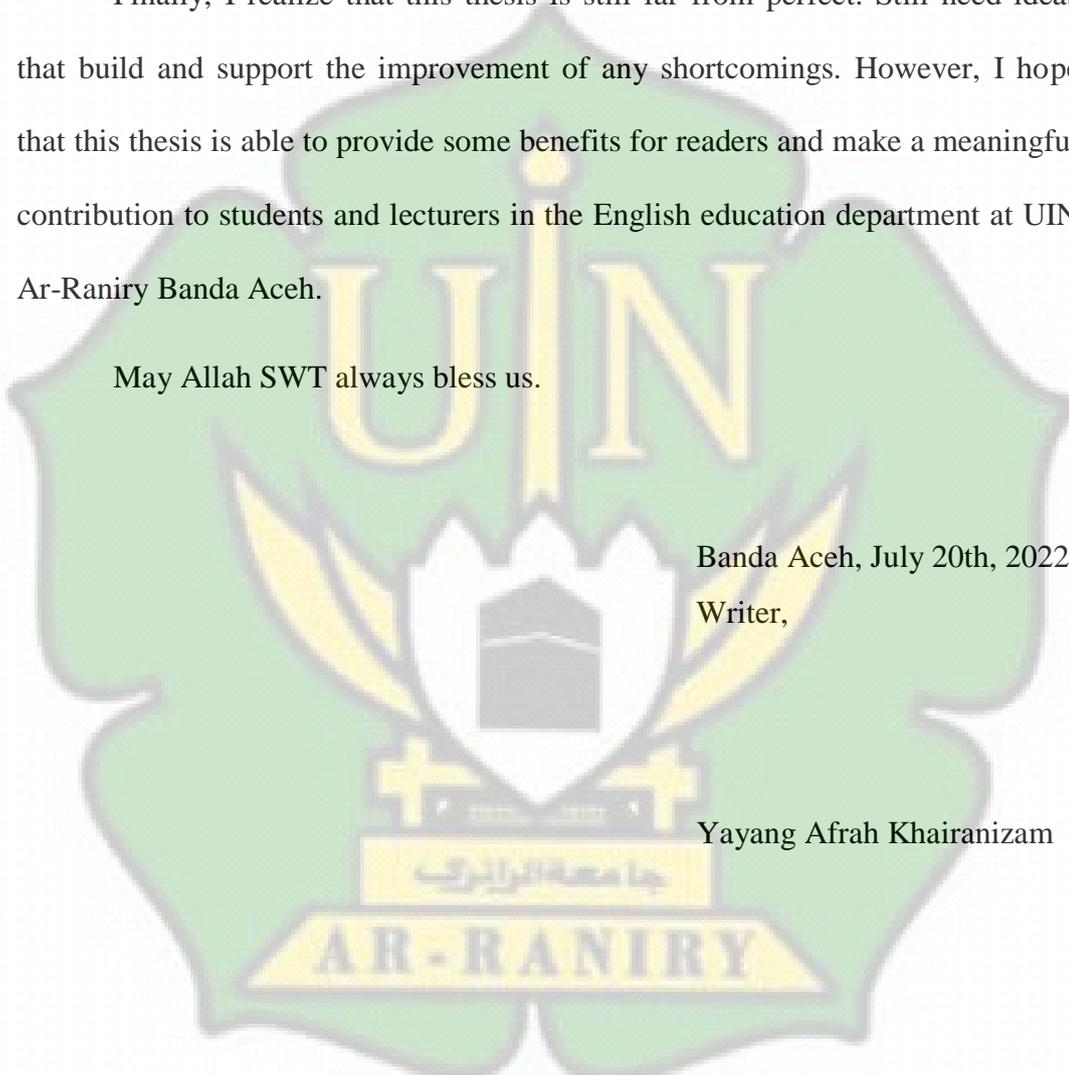
ABSTRACT

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This study is about the perception of Acehnese students towards early childhood multilingualism. This study uses a qualitative method with an ethnographic approach to obtain a comprehensive picture of the opinion of Acehnese students towards multilingualism from an early age and how they maintain their multilingual skills, with a focus on describing everyday individual experiences through interviews. Purposive sampling technique was used to recruit participants and collected the data through in-depth semi-structured interviews with six batch 2018 students of the Department of English Education at UIN Ar-Raniry Banda Aceh, with their multilingual ability, heritage language (one ethnic language or more), national language (Indonesian) and foreign languages (English, Arabic and or more). The results show that all Acehnese students view multilingualism from an early age as very beneficial for children to their adulthood. With multilingual ability they are easier to interact with many people, it also helps their development in academic matters. In order to maintain their multilingual ability, students use various ways to maintain their language skills. The most influential way is by communication. Communicating with relatives really helps students maintaining their multilingual skills. In addition, the environment greatly influences the development of language as well as maintains the language of students, both in the environment where students live or in the school environment.

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INTRODUCTION

A.   Background of Study

The ability to speak many languages has become common in society. It is obtained due to many influencing factors or reasons such as work and education (Phillips & Ehrenhofer, 2015). With increased mobility and the accompanying cross-language and cultural interactions, the ability to speak more than two languages is not only mastered by adults but also by many children who have the same abilities as adults. Many children grow up in families where two or more languages are spoken. Even children can speak more than two languages from a young age if they are exposed to more than two languages (Makarova, Terekhova, & Mousavi, 2019). Children in multilingual situations have the opportunity to understand what is being said in several languages, and to be able to use language appropriate to the interlocutor. This offers the intriguing prospect that early multilingual exposure might aid in the development of critical social-cognitive capabilities for communicating effectively (Fan, Liberman, Keysar, and Kinzler, 2015).

A child learns to distinguish and correct the differences between the language they speak and the language of those around them from an early age. Although children are taught many languages from an early age, families must continue to express their heritage language, interact with their children, etc. (Lee, 2013). It is a place for children's communication, social development, and

emotional growth. Language provides a means to connect us with our friends, community and mentors. This is important for the child's self-esteem (National Literacy Trust, 2022).

A study by Muhammad (2013) claims that children of Aceh-speaking parents can become bilingual or even multilingual if raised in a multicultural and multilingual country like Indonesia. However, in Indonesia, the continuous process of assimilation and acculturation causes the loss of heritage languages and a shift from regional to Indonesian and even foreign languages. According to McLeod, Harrison, Whiteford, & Walker (2016), there are no major issues with children becoming multilingual at a young age. When a child is 4-5 years old, parental attention to the child's speech and language skills is more important than the child's multilingual status.

In 2013 Aceh Province consisted of 18 regencies and five cities, 289 sub-districts, 779 mukims and 6,474 villages. The ethnic groups of Aceh Province have 13 indigenous tribes with 13 regional languages consisting of Acehnese, Tamiang, Gayo, Alas, Kluet, Julu, Pakpak, Jamee, Sigulai, Lekon, Devayan, Haloban and Nias Languages. With this diversity, it is not surprising that many children can speak more than two languages because of inter-ethnic marriages or different languages between parents and the environment in which they grow and develop (Aceh Information Management and Documentation Officer, 2022).

Looking at the variety of languages in Aceh, I believe many children in Aceh can speak many languages. With their multilingual skills, they are more capable of understanding more languages than people who only speak one

language. Besides being easier to learn many new languages, multilingual students are also superior in developing the field of education. In the study by Kieffer & Thompson (2018), The progress of multilingual students on ENAP increased two to three times more than the scores of monolingual students.

Therefore, I wanted to focus more on finding the Acehnese students' perception of their multilingualism from an early age. Multilingualism consists of the heritage language (one ethnic language or more), the national language (Bahasa Indonesia), the other foreign languages (English, Arabic, and or others) used in the environment where they live, and the language at school and in different languages they speak, by targeting Acehnese students of Ar-Raniry State Islamic University, who come from parts of Aceh and get exposure to many languages in their daily activities.

B.   Research Question

Based on the prior studies, this research will discuss:

1.   What are the perceptions of Acehnese students toward their early childhood multilingualism?

2.   How do the Acehnese students maintain their multilingualism?

C.   Research Aim

Based on the research question, the following are the objectives of this study:

1.   To find out Acehnese students' perception toward their early childhood multilingualism.

2.   To find out how the Acehnese students maintain their multilingualism.

D.   The Significance of the Study

This study's findings are projected to be both practical and theoretically beneficial. Theoretically, the value of this study is that it provides additional information and is a good reference for future researchers studying early childhood multilingualism. For the practical benefit of the readers, they will have a better understanding of early childhood multilingualism related to student perspective. To the other researchers, this study's findings can be used to reference other academics who want to research early childhood multilingualism or a similar issue.

E.   Research terminologies

1.   Acehnese Students

Acehnese students refer to students from various Aceh regions who study at Ar-Raniry State Islamic University. They include students from the first semester to the last semester. In this study, the researcher focused on students' batch 2018. These students have been exposed to more than two languages since they were young.

2.   Early Childhood

In the study, early childhood is defined as children between birth and eight, a period of tremendous growth, with brain development at its height. Children are heavily impacted by their surroundings and the people around them (UNESCO, 2021). The environment dramatically influences children's growth throughout this period, and that influence continues to significantly affect them for the rest of their lives (Aflatoun, 2019).

3.   Multilingualism

Multilingualism is a product of both significant and minor influences. The transfer of language from one linguistic community to another is aided by social, religious, and economic pressures. Language spreads through communities of people who share common interests (Maher, 2017: 21). Multilingualism here refers to those who are competent in more than one language or use more than one language (Clyne, 2017).
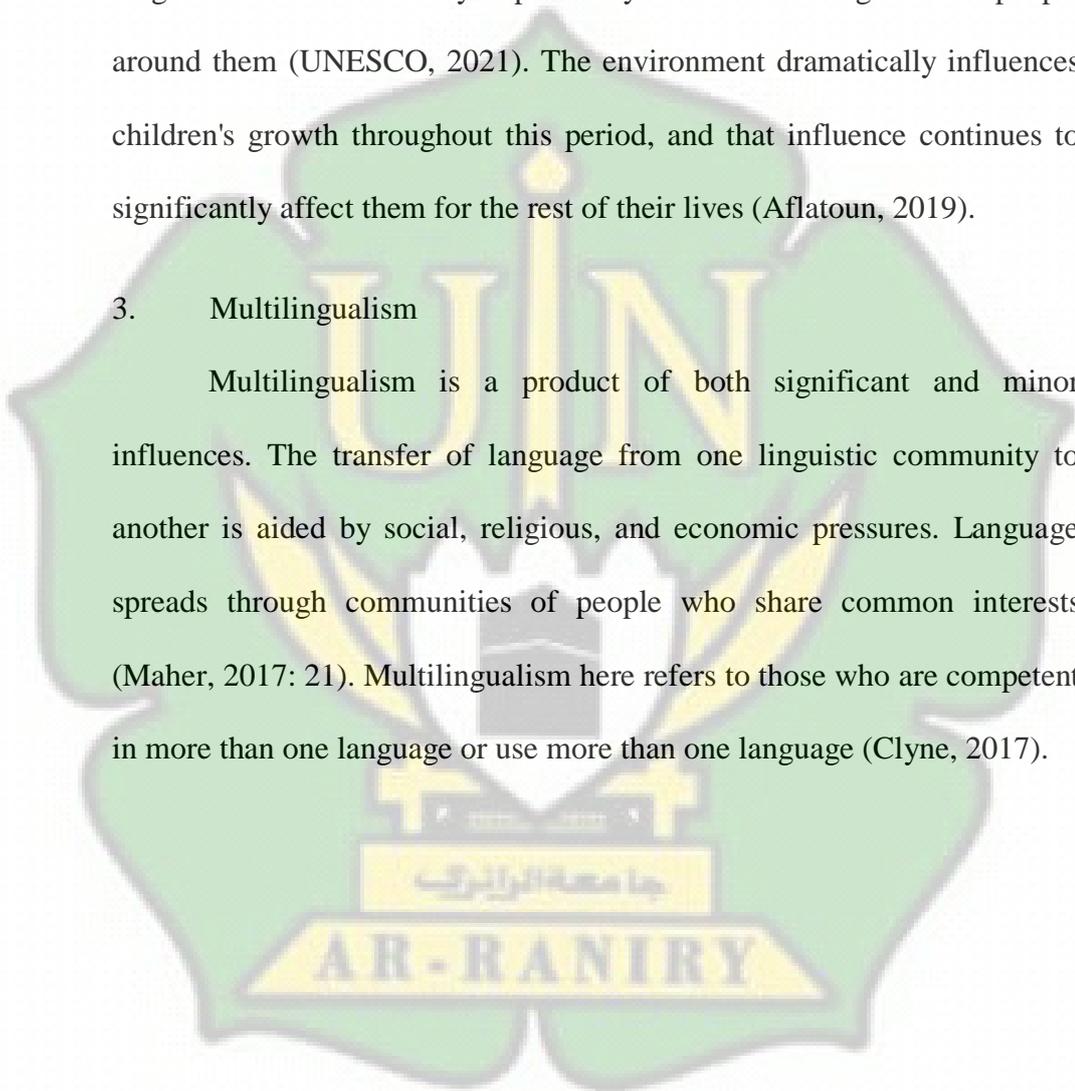
CHAPTER II
LITERATURE REVIEW

A.   Multilingualism

1.   *Definition of Multilingualism*

Multilingual is derived from the Latin word *multus,* which means many, and *lingua* means language. It is a social condition in which people or communities interact in more than one language, with varying degrees of ability, in addition to a national or standard language (Maher, 2017). Clyne (2017) states that the term "multilingualism" may refer to the use of language, individual abilities, or language contexts across countries or societies. Multilingualism also refers to the capacity of civilizations, institutions, groups, and people to utilize more than one language in their daily lives across geography and time.

According to Franceschini (2011), language is defined objectively as a variation a community confesses to utilizing as a standard communication code (regional languages and dialects are also included, such as sign languages). Okal (2014) defines multilingualism as a speaker's ability to express him or herself in multiple languages with the same capacity and fluency as native speakers. However, in written and verbal communicative practice, it has been discovered that proficiency in one language tends to dominate in multilingual environments.

In the formulation of the definition of multilingualism, the identification of the variety of habits used is also intentionally given an "emic" component (a language group is taken seriously in its "right to self-determination" concerning its

codes) and thus contains identity aspects and attitudes as collectively traditionally shaped and can be politically co-determined (one thinks of, e.g., the South Slavic region with its new or retro definitions of varieties and languages). Attitudes are acknowledged as significant factors influencing the growth of multilingual language usage (e.g., negative attitudes can hamper language acquisition; power relations can influence individual opinions, and so on). As a result, attitudes must also be considered necessary (Jenkins, 2007).

Multilingual is the most commonly used term to describe or demonstrate someone who can speak or comprehend numerous languages, particularly someone who can speak many languages fluently. Multilingualism refers to more than one 'linguistic variety', i.e., the way a social circle communicates whether it is formally acknowledged as a language or not; in such settings, individuals may be monolingual, communicating just their own varieties (English, 2018).

Multilingual speakers have different characteristics from monolingual speakers. Multilingual speakers use their language as a source of communication, and because their repertoire is more expansive, they usually have more resources available than monolingual speakers. Multilingual speakers can read newspapers in one language but use another in technical reports. They can also look on the Internet in two languages depending on the speaker but watch movies only in one of those languages (Cenoz, 2013). It can be concluded that one's need to understand a new language or the exposure one receives to more than one language makes a person multilingual, whether planned or not.

2. *Multilingualism in Education*

The three main languages of guidance in multilingual education are the heritage language, the regional or national language, and the international language. The language of instruction refers to the language used to educate the educational system's entire curriculum. (UNESCO, 2013). The multilingual education system must pay attention to the languages spoken in the community and their connections to many facets of social and national life (Cenoz, 2010). Even though there is an official teaching language, pupils can adopt other familiar languages within the educational process. The implementation of bilingual education in Indonesia may be witnessed.

Using multilingualism in education, foreign languages should be introduced as general courses and or teaching media to teach specific disciplines. Learning this foreign language may not be difficult because it is helped by the knowledge gained from the first language. However, multilingualism in education must also be adapted to the local society and culture. When a foreign language and a native language are used together in multilingual practice in education, care should be taken not to force the language too much on the community because it is feared that it can cause tension between different ethnicities and or linguistic communities as well as the fear of causing the death of the heritage language. Therefore, multilingualism in education must include native, national, official, and foreign languages as equal partners in language and educational policy creation (Okal, 2014).

In many schools in Indonesia, the mother tongue is used as the language of instruction, especially in elementary schools. It is essential to high-quality education, especially in the early years. In an elementary school in Java, in the learning process, the teacher uses Indonesian. However, teachers use effective methods due to language limitations, namely code-mixing and code-switching. So, the teacher uses Javanese and Indonesian (Saddhono, 2014). Even though Indonesian is the official language of teaching, it cannot be denied that both teachers and students require the use of the mother tongue. It can be seen that the use of multilingualism will not work in schools where even the national language is still a little challenging to implement. It is essential to pay attention to the surrounding environment when implementing multilingualism.

B.   Early Childhood Multilingualism

1.   Definition of Childhood Multilingualism

Childhood Multilingualism refers to children learning two (or more) languages simultaneously and those learning a second language while continuing to develop their first (or mother tongue) language. Doing these two things is called Childhood Multilingualism. Children who have this ability will have the ability to remember and learn new things, especially in the field of language.

Multilingualism can be used in early childhood centers by developing multilingual curricula, which is one method that early childhood centers can give proper care while also being beneficial to children (Felix, 2018). Most young children acquire one or more languages due to their participation in their family,

community, and school environment, but other children require special assistance. (McLeod, et al, 2015). Because of their ability to converse effectively with people from many walks of life, multilingual children can be considered global citizens. (Felix, 2018)

2. *Second Language Acquisition*

SLA, or second language acquisition, has two meanings. In general, it refers to the process of learning a second language. More specifically, it is the name of the theory that describes the process by which we learn a second language. This is primarily a subconscious process that occurs while we concentrate on communication. It is comparable to second language learning, which describes how formal language education assists us in language learning through more conscious processes. (British Council, 2022). Based on communicative theory, second language learning involves knowledge of the linguistic structure and its functions in communicative settings.

Second language acquisition (also known as SLA) is the unconscious study by which a person acquires L2 or additional languages. It is sometimes used for different purposes and meanings, such as in second language acquisition (Khasinah, 2014). She further says that individual differences must be acknowledged as essential factors in SLA. Motivation, attitude, age, intelligence, aptitude, learning style, and personality, influence how learners encounter language learning and either hinder or help them master L2. Furthermore, these elements appear to be an essential part of the learning process, contributing to a second language learner's success or failure.

SLA is affected by age. The studies of age-related issues in SLA are broadly classified into two types: the presence and characteristics of barriers to maturity and determining Age of Acquisition (AoA), and differences in second or foreign language learning. It is a common belief that early exposure to a second language can often result in proficiency comparable to that of a native speaker (Rahman, 2017). Children learn languages more easily than adults (Hartshorne, 2018).

According to Chevalier (2012), *trilingual language acquisition* is defined as the language development of young children who have been exposed to three languages regularly in a non-formal setting before the start of formal schooling. The context of language acquisition was examined to determine the most important reasons for each child's level of active trilingualism. The language constellation in the family – specifically, the absence of the community language in the home – was the first contextual factor discussed. The findings of this study suggest that motivation, which is heavily influenced by the role of caregivers in interaction, affects the extent to which young children speak the languages to which they are exposed.

3. *Psycholinguistics*

Psycholinguistics, in Taringan's book (2014, p.3), is a combined approach between psychology and linguistics for the study or research of language, language in use, language change, and things related to it that are difficult to attain or approach using only one of the two disciplines science on its own or alone (Lado, 1976). Psycholinguistics is a study that studies how speakers or users of a

language actually generate, construct or understand sentences in that language. (Bach, 1964)

Psycholinguistics is defined simply as the study of the relationship between human language and the human mind (Maftoon and Shakouri, 2012). In summary, psycholinguistics investigates three important processes: (1) language production, (2) language comprehension, and (3) language acquisition (Purba, 2018).

C.   Factor in Influencing Childhood Multilingualism

1.   Exposure to the New Language

Exposure is the most crucial aspect when a child learns a new language. Learners are exposed to the language exclusively in the classroom or if they have native speakers in their family at home. It is much better if youngsters study and live in an area where their mother tongue is the language they are learning. Language exposure is vital in language acquisition since the learner is accountable for acquiring the language quickly and effectively. Because learning may occur everywhere and at any moment, exposure to a language is regarded as effective if the student can generate the language. Students concentrating primarily on classroom activities may fail to grasp a second or foreign language (Al Zoubi, 2018).

Hamayan (1986, as cited in Griva, 2012) states, early exposure to a second or foreign language increases children's creativity, and flexibility allows them to

broaden their thoughts and perceptions, acquire a holistic understanding, and expand their knowledge of the language as a phenomenon. It also gives them the ability to achieve a high level of linguistic competence, which is important when selecting highly qualified education and rehabilitation.

Every day, new learners will profit immensely from the opportunity to speak the language, listen to native speakers, and read and write in a new language. In his research, De Wilde (2020) found that most exposure to the new languages comes from music, TV, social media, and games. Because exposure to new languages can come from parents who are native speakers of the language, the number one component for language acquisition among children is maximizing exposure to new languages so that children can grasp and understand quickly.

Another research from Akmal, et.al (2022) found that the use of social media in Acehnese students (Gen-Z) formed their identity based on the pattern of language usage that was often used in the community. The use of code switching and code mixing in social media and slang words is a part of language creativity and the newly formed social status for Acehnese students themselves.

2. Learning Age

The age at which children begin learning strongly affects their capacity to grasp a new language. The sooner a youngster start learning a new language, the faster and more fully they can master speaking, writing, and reading. Mastering a new language like a native speaker might be more difficult for adults than for

children, so it is essential to start early and continue with it. Two-year-old and even younger children can adapt language to events or people and switch between them seamlessly. Even four-month-olds may identify a familiar language and behave differently based on the language spoken to them (Paradowski, 2016).

Pamessangi (2020) states that every child has internal potential, which, accompanied by environmental factors that support their growth and development, will enable them to synergize their intelligence and potential. Therefore, the ability factor and language and communication skills are crucial to consider and instil in students early.

Multilingual children, particularly those whose parents stated their age of speech and language skills, showed lower English receptive vocabulary (PPVT-III) and more behavioural difficulties than their English-only peers at the age of 4-5 years. On school readiness assessments, multilingual children perform as well as or better than their English-only peers. However, this gap ends when children are 6-7 and 8-9. (Mc.Leod, et.al., 2015)

3. *Parents Heritage Language*

The child's native language will be crucial in learning their new language. The acquisition process will be substantially faster if the learner's mother tongue is from a related language family. For example, learning English will be simpler if the learner's parents speak English. If a youngster wishes to learn Acehnese, it will be much easier if his mother or father is fluent. Parents and extended families play a crucial role in helping children learn and practice their heritage language

(Meddegama, 2018). Even if children use a new language at school, at play or other places, they still use their native language at home.

Many standard language abilities, such as grammar and syntax, may be transmitted between languages. As a result, the better the learner's knowledge of their native language, the faster they will gain mastery of a new language (Bekrieva-Grannis, 2004). When a kid is learning a new language for the first time, it is frequently beneficial to incorporate information about standard language abilities in their mother tongue and how those skills translate to the new language. It aids children's comprehension (Franceschini, 2011).

In term of parent's role in maintaining heritage language, a study from Brown (2011) found that parents expressed a strong desire for their children to develop and maintain heritage language, and their collective views clearly resonated in their children's beliefs about heritage language maintenance. However, student interviews revealed that parents did not always seem to put their beliefs into action. There is a clear difference between parents' expressed desire to preserve heritage language and their actual child-rearing practices at home.

4.   *Motivation*

Like any other educational activity, motivation is critical to their study. Learning a new language may be both entertaining and necessary. As a result, harnessing motivation is an effective method to boost language development in children. In Japan, the Ministry of Education is now pushing notions of interest and motivation in learning a foreign language in primary schools focusing on

communication and games; the Course of Studies explicitly refers to encouraging interest, behavior, and motivation (MEXT (2008) as cited in Oga, 2017).

Children who reside in their native country but are learning a new language will be more successful if they are taught by a favorite instructor who makes the learning environment exciting. Teachers can act as social agents, influencing students' cognitive and socioemotional experiences by designing classroom environments that promote student learning and motivation (Koca, 2016). Creating a good and pleasurable learning environment is critical to success.

If children have migrated to a new nation and must learn a new language out of necessity, this may be a powerful motivator to succeed. If the rest of the kids at school interact and play games in the new language, the learners will be much more encouraged to join in and develop their language abilities. Similarly, suppose the learner's everyday toys, food, and television reveal that he or she had experience in a new language. In that case, there is an innate demand for learning that can significantly impact (Cycyk, 2020).
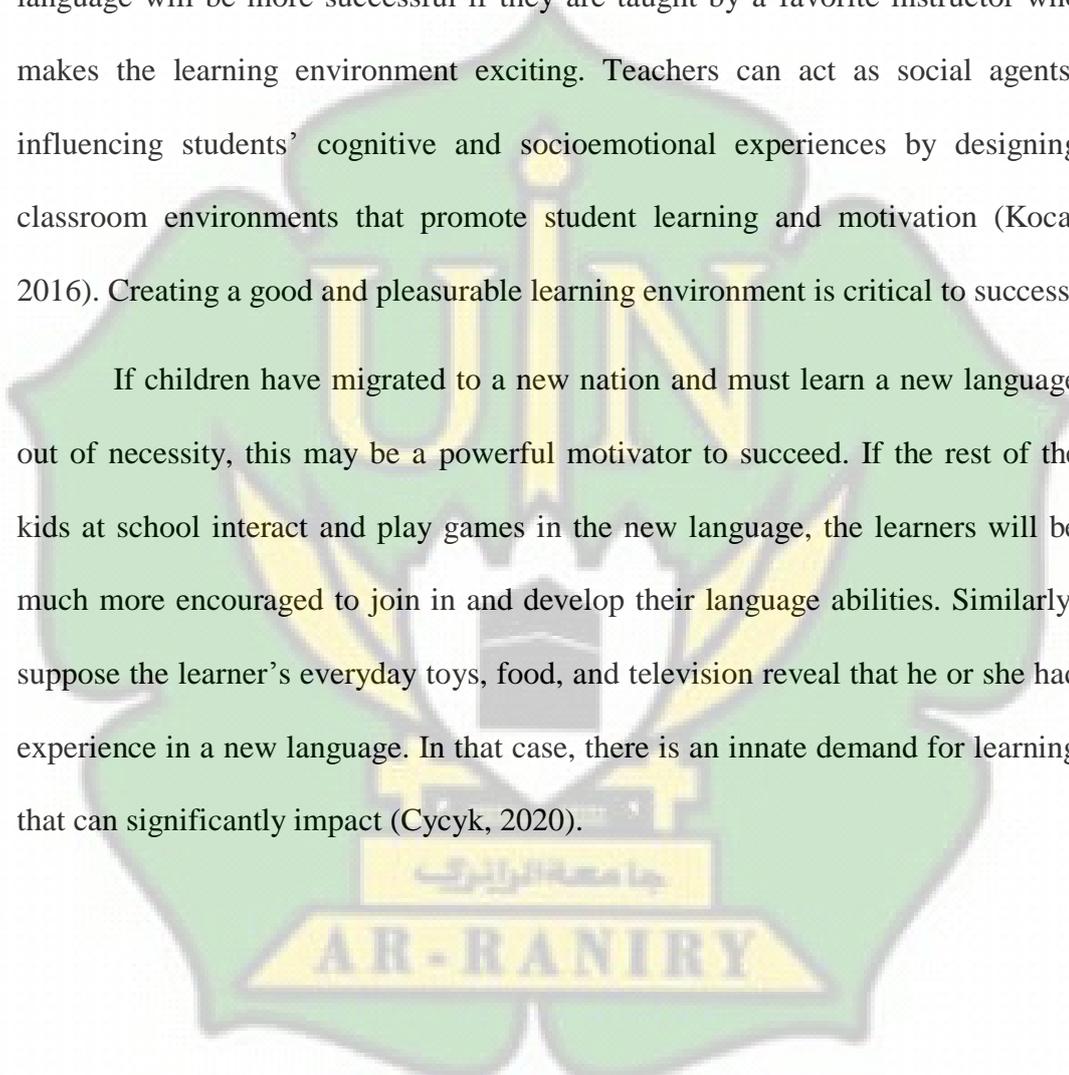
CHAPTER III
RESEARCH METHODOLOGY

A. Research Design

This research used qualitative design to find the Acehnese students' perception towards their early childhood multilingualism. Qualitative research is a method for investigating and comprehending the meanings individuals or groups ascribe to social or human problems. The research process contains several questions that are asked using a selected technique in data collection that adapt to each participant's abilities. In-depth interview is used in this study to capture the overall picture and reveal how participants describe and structure their world. The structure of the final written report can be adapted to the research results. Those interested in this type of inquiry advocate for looking at research that respects the inductive approach, focuses on personal meaning and emphasizes the significance of reporting on the complexities of events (Creswell, 2018:41).

B. Population and Sample

According to Morissan (2012: 19), the population is a collection of subjects, variables, concepts, or phenomena. Each population member can be examined by determining the nature of the population in question. The population of this research is all English Department students at Ar-Raniry State Islamic University who come from various regions in Aceh. Therefore, the research sample should be deliberately collected and relatively small. In this study, I selected students based on their multilingual abilities.

The sampling technique used in this research is purposive sampling. This technique was chosen to make it easier for researchers to determine samples that are in accordance with the objectives of this study. In addition, purposive sampling reduces the number of research objects and participants drawn from the population (Palys, 2008).

The sample for this study consisted of six students from the English Education Department at the State Islamic University of Ar-Raniry Banda Aceh from batch 2018. They were selected for the study based on their ability to speak more than two languages (the heritage language, national language, and other foreign language) from an early age, were born from Acehnese parents, lived in Aceh for the whole life, and had never been overseas.

The six participants are described in the table below:

Table 3. 1 Data Participants

No.	Name	Address	Department	Multilingual Ability
1.	BM	Bener Meriah	English Education/ 2018	Acehnese, as her mother tongue. Indonesian, since 3 years old. Gayonese and Javanese, language which are the languages used in her neighborhood English and Arabic, she gets from her interest in the language, supported by her family and also from the language

lessons she attended.

2.	YF	South Aceh	English Education/ 2018	Acehnese, as her first language. Indonesian, the language she got when she started elementary school, English and Arabic, she got from the tutoring site / TPA).
3.	IM	Banda Aceh	English Education/ 2018	Indonesian as her first language. Acehnese, when she was an elementary school student because of her environment and family. English, which she got also in elementary school as one of the compulsory subjects. Arabic, in boarding school since junior high school.
4.	FA	South Aceh	English Education/ 2018	Jameenese as her first language. Acehnese, at almost the same time as Jameenese (2 years old). Indonesian, since 1st grade elementary school. English because of the subjects at school and the

No.	Name	Origin	Major/Year	Language Background
				English lessons she takes. Arabic, she started learning when she was in junior high school.
5.	DL	Lhokseumawe	English Education/ 2018	Acehnese as her first language. Indonesian at almost the same time as Acehnese (2 years old). English and Arabic since she was 7 years old because of the lessons at school and also the language course she took
6.	PZ	Lhokseumawe	English Education/ 2018	Indonesian as her first language. Acehnese since she was 5 years old because her family and environment used Acehnese. English and Arabic since she was 9 years old due to her education factor. Korean, since she was 12 years old. Japanese since she was 14 years old.

C.   **Method of Data Collection**

In collecting data, I used in-depth interview techniques. An in-depth interview is a method of gathering information for research objectives through face-to-face interviews between interviewers and interviewees, with or without using interview rules, and between interviewers and informants who are active in social life. In-depth interviews are often extended and performed to achieve a specific aim (Showkat & Parveen, 2017). The researcher allowed the subjects to express themselves freely in each interview response. Interviews were conducted with students to explicitly inquire about their multilingualism.

In addition, I collected data using a digital voice recorder. The interview lasts for 30-40 minutes for each participant, and participants may talk in the language with which they feel most comfortable throughout the interview. This implies that the researcher allows individuals to provide their answers in Indonesian or English. It is simpler to obtain more specific information about their experience if they use the familiar language.

D.   **Method of Data Analysis**

According to Lambert (2012), data analysis in descriptive qualitative research is data-driven and does not employ methodologies based on pre-existing philosophical or epistemological perspectives. The research aims to define the analytical technique, and because qualitative descriptive research is often exploratory, an inductive approach is usually required, while a deductive approach can also be utilized (Kim et al., 2017). Inductive research is generally used by

qualitative researchers, who build patterns, categories, and themes from the ground up by arranging data into progressively abstract pieces of information (Creswell, 2018:257). An inductive data analysis approach is used in this study. This inductive method depicts researchers switching back and forth between topics and databases until they have identified a comprehensive collection of themes (Creswell, 2018:257).

According to Business Research Methodology (2022), the three actions listed below can be used to examine qualitative data:

Step 1: Codes developed and implemented. All participants in this study are referred as students. There are student-1 until student-6. Interview data from all students were then made in written form or transcripts. From this transcript, data categorization was carried out. This categorization is done based on the code; the code can be a single word or short phrase that expresses a topic or idea. Codes can also represent events, behaviors, activities, meanings, and other non-quantifying features. Based on students' statement that answer the research questions.

Step 2: Identify the themes, patterns, and correlations. At this stage, the transcripts that have been categorized are then arranged based on the theme, and then the writing patterns and correlations between each theme are also arranged in order to produce good writing. This can be clarified by a comparison of the findings and information from the theory.

Step 3:   Compile the data. At this point, the study findings must connect to the
research purpose and objectives. While writing the data analysis chapter,
I used significant sentences from the transcript to show significant
themes within the results and potential conflicts.

CHAPTER IV
FINDINGS AND DISCUSSIONS

A.   Findings

This chapter intends to find out Acehnese students' perception of their multilingualism from an early age and how they maintain their multilingualism, and semi-structured interviews were conducted. There were six (6) Acehnese multilingual students from batch 2018 English Education UIN Ar-Raniry in this study. They were given 15 questions to express their perceptions and ways of maintaining their multilingualism. Each participant takes approximately 30 minutes to answer these questions. Participants in this study were marked as Student-1, Student-2, Student-3, Student-4, Student-5, and Student-6. The interview data were coded and categorized into several themes. The result is shown below:

1.   Acehnese Students' Perception of Early Childhood Multilingualism

1.1.   Acehnese Student's Multilingual Fluency

a.   Heritage Language Fluency

Parents usually teach heritage language or ethnic language to their children as their mother tongue. So, in general, children have mastered their ethnic language since they were young and will continue to master the language into adulthood.

Student-4 said that:

> Since I was very young, the language at home has been mixed because **my parents are from Aceh but different ethnic groups. My father usually spoke Jameness, and my mother usually spoke Acehnese.** But with my neighbors we usually use Acehnese. When talking to my father's family, I use Jameness, and my mother's family uses Acehnese. [FA]

Student-1 also said that:

> **Acehnese is my mother tongue. I can speak Javanese because my neighbors are originally from Java, and Gayoness is because I live in a gayo environment.** For Indonesian, I studied at school. English is because I take lessons, my father also provides some English videos, and my aunty often buys English books for me. [BM]

Apart from other students who use Acehnese as their L1, Student-3 and Student-6 use Acehnese as their L2. They are not fluent in Acehnese. Even so, they said that their parents still asked that their children be able to speak the ethnic language.

Student-6 also said that:

> **My parents speak Acehnese, but my mother tongue is Bahasa Indonesia.** They talk in Bahasa Indonesia to their children. But when I grew up, my parents started to mix between Bahasa Indonesia and Acehnese in the hope that I would not forget my heritage language. **[PZ]**

We can see the importance of regional languages because our heritage language is our identity. However, it is regrettable that some students begin to forget their ethnic language, which is rarely used later because they are exposed to foreign languages.

b.   National Language Fluency

As an Indonesian citizen, all participants stated that they were fluent in Indonesian, and the majority got Indonesian because of their education and environment.

Student-5 said:

> ...Meanwhile, **I got Indonesian from the environment, for example, school and friends around the house. [DL]**

In addition, even though all of the participants are Acehnese, 2 participants used Indonesian as their L1.

Student-3 whose L1 is Indonesian, said:

> Indonesian of course because of the environment, **we can't choose what language our L1 is. So, my L1 is Indonesian.** If the Acehnese language is pure because it is exposed to the environment."[IM]

Student-6 added:

> **In my home I use Indonesian,** but my parent can speak Acehnese. In my environment, when I was a child, I talked in Indonesian with my friends. Some of my friends spoke in Acehnese and my parents sometimes talked in Acehnese too. **My mother tongue is Indonesian.** [PZ]

Because both students use Indonesian as their first language, it is easier for them to master more Indonesian without needing specific learning. It makes them more fluent in Indonesian than other students.

c.   Foreign Language Fluency

The interview results found that all participants knew foreign languages since childhood but not very fluent, especially English as an international language. The languages are obtained in various ways. The most common are school and tutoring factors. Due to foreign language subjects at school, children begin to recognize foreign languages. Some are becoming increasingly interested in learning a foreign language, but some are learning more because their parents ask them to.

Student-3:

> I started learning English **in elementary school** because there are subjects in grade 2 or 3, so **it's still not fluent**. It's still like I you they we, and the names of things. I **started more fluent in middle school**. There I began to take part in competitions such as English speech contests. Then there is also a little bit of Arabic in elementary school. [IM]

Student-5:

> **I started learning English in elementary school, because there were English lessons at school,** so to increase my grades, **I also had time to take courses**. In the past, I didn't study English too deeply because I didn't know the importance of English, so I just obeyed my father's request to study. [DL]

Of all the languages mastered by the participants, 5 students stated that the most fluent and most frequently used language was Indonesian, and only student-1 said that she was the most fluent and most commonly used Acehnese.

1.2. Acehnese Student's Multilingual Factors

a. Students Desire

The results found that some participants began to explore the language because of their interest in a language until they began to master it. Each participant felt they got something from the language, with different goals. They began to learn the language by starting from their desires.

Student-1:

> **My desire. I want to be cool.** When you can speak Indonesian well, you are cool. Being able to speak English as a child is even cooler because there were rarely children who could speak English when I was little, especially since I live in the village, so only a few can speak English. From my motivation, I want to be cool, which tracks me to learn a language. For other regional languages, it's because I like their culture. [BM]

Furthermore, Student-5 said that:

> In the past, it was probably because of my parent's wishes when I was in elementary school**. But since I know that it is essential to learn English and Arabic, this has become my desire to be able to master English and Arabic.** Then I started to learn those languages from my motivation, no longer because my parents told me to. [DL]

The two answers above express the desire of students to learn a new language, but both have differences in the beginning of their language introduction. There are students who initially have a personal interest in learning a language and also gain interest after being introduced to the language in depth.

b. **Parent's Motivation and Influence/Family Role**

Being multilingual from an early age cannot be separated from the role of parents. Some children are made multilingual by their parents, and some parents see their children's potential and then facilitate them.

Student-1 said that:

> My parents, especially my father, have a desire that his children should be able to speak many languages. He thinks that when you master many languages, you can learn about their culture (native speakers) and they can accept you well when you meet them. He also said that "my child must be good at Javanese language because we live in an environment where there are Javanese people and my child must be good at gayoness, because this is also an area of gayo people. [BM]

Student-5 added:

> Since my father decided **to take me to English lessons** and go to **Islamic boarding schools**. My father often said that I had to learn English. So that not only Acehnese and Indonesian could be mastered. Yes, it's a form that dad wants me to be multilingual. [DL]

From the two answers above, some parents fully support their children's being multilingual by facilitating a multilingual environment and choosing a place to learn a new language.

Other participants said that their parents did not ask them to be multilingual. Still, they were directed to be bilingual (Indonesian and their heritage language) with the purpose that they would not forget their heritage language.

Student-6:

> Yes, **my parents influence my language skills, and it is just two languages, Indonesian and Acehnese.** For my English and Arabic skill, I achieved them in school. [PZ]

Student-3 also argued:

> **I think it's not multilingual, but bilingual**. In the past, I could only speak Indonesian. When I returned home, I was told to speak Acehnese. [IM]

As a result of being able to speak only Indonesian since early age, these two students said that their parents focused more on learning the Acehnese language rather than adding a new language.

c. **Environmental Influence**

5 out of 6 participants said that the environment influenced their multilingual acquisition. The environment is one aspect that influences language. Because an environment must have its own language, if we are in a certain environment, we inevitably have to master the language so that we don't have difficulty communicating.

As stated by Student-4:

> ...Because, like it or not, **you must adapt to the language when you are in an environment**. For example, I use the Jameenese at home, but when I go to Abdya I meet my mother's family. I automatically have to use the Acehnese language because the environment there uses the Acehnese language. [FA]

Student-3 added:

> **When it comes to English, I used to go to a boarding school where the environment encouraged me to use English.** Then, I also like to learn English. So, because of my desire and support from the environment. If it's Indonesian, of course because of the environment, we can't choose what language our L1 is. So, my L1 is Indonesian. **If the Acehnese language is pure because it is exposed to the environment. I often hear people speaking the language at the market, friends speaking Acehnese, or when I go home to my parent's village. I also learned Arabic a bit because when I was in a boarding school,** I learned something like nahwu and sharaf. In high school, I also had time to learn Arabic during the Nisa Fiqh lessons, whose books were full of Arabic. [IM]

Coming from a family of different ethnicities requires student-4 to master both the ethnic languages of her parents. As she said whether she wants it or not, she must master it so that she can communicate with her two families.

In another interview question, Student-3 added:

> I think **all factors matter**. From families who introduced L1 and a few of Acehnese. The environment also influences the Acehnese and English. [IM]

Student-3 stated that all factors affect the students' language, their wishes and the family's role can help them improve their language skills. Their environment also affects the language they use, their friendships, the school environment or the environment in which they live.

1.3. Benefit of Being Multilingualism

a. Getting a lot of Friends

By mastering several languages, students find this very helpful in terms of their friendship. The students stated that they found it easier to understand and communicate with more people, so that with their language skills, it was easier for them to make many friends.

Student-1 said:

> **I got a lot of friends, easy to understand what people are saying and many other advantages. [BM]**

Not only in terms of regional languages, but this multilingual ability also helps students get friends to communicate from abroad.

As stated by Student-6:

> Based on my experience, **I can speak with people from many races and countries with the language I have learned.** When I talk with my friends from Malaysia, Korea and Australia, I talk in English with them. **I can speak Acehnese with Acehnese people.** [PZ]

According to Student-6's statement, she can make friends from abroad and communicate with them easily with her multilingual ability. In addition, with their multilingual ability, the students can adapt their language to their interlocutor.

b.   **Support Communication Skills**

The students said their multilingual skills helped them in communicating. They can use language depending on the language used by the interlocutors.

Student-2 said that:

> So, the benefit I think I got in the case of Acehnese, I can communicate with the Acehnese people. Indonesian, I can properly understand what is taught in the school and communicate with other people. For English, which is my intention to learn English, I can talk to other people and join some English competitions. [YF]

Student-3 added:

> **First, it's easy to communicate.** When PPL, the children listen more if we use the Acehnese language. So there, I use my Acehnese language even though it's not that good. Then when shopping at traditional markets, sometimes use the Acehnese language. When I was in 6th grade, I had a foreign friend, so we spoke English. In high school, you can also communicate in English with the teachers. And now you can also chat with people not from Indonesia using English. **I can write captions also in English.** As for Arabic, when I read the Qur'an sometimes, it seems like I understand better, that's why sometimes I come across words that are a bit familiar. [IM]]

From their statements, the students said it was easier to communicate with many people, especially as they grew older. They are more able to adapt the language to the surrounding environment. Even student-2 stated that it was easier for her to participate in English competitions because of her interest in language.

c.   **Ease of Use of Technology**

In today's era where technology is used in everyday life. The language settings of the technology also vary. For example, English as the default language. By understanding the language, students find it easier to use technology.

Student-5 said:

> Ease of communication, **ease of using technology that uses English,** also gets wider job opportunities. For example, we can speak Arabic, so we can teach Arabic. [DL]

Student-4 said:

> In the case of English**, what I feel is the ease of using technology**. I can understand if something uses English, such as applications on cellphones today that use English a lot. [FA]

One technology that is facilitated is cellphones, lots of notifications or cellphone settings that use English. By understanding the language, students find it easier to operate their cell phones.

1.4.   **Challenges in Learning New Languages**

a.   **Language Structure**

Every language has its sentence structure. Some languages have different wording. This becomes a challenge for students in conveying something or writing something. Students are confused about how to arrange the words to become the right sentences.

Student-3 stated:

> The challenge is more to **the structure of the language**. Arabic is quite new for me personally, so in terms of the structure of the language, it is a lot. In English and Indonesian, there are only 2, she and he. In Arabic, there are many pronouns, up to 14. And then the verb follows that pronoun, and it's quite complicated for me. [IM]

Student-5 also stated:

> The challenge is in **how to arrange the words**. Because **every language has its sentence structure and it's different,** this is one of the challenges for me in learning languages. Learning a language is not just about vocab, so arranging words is challenging for me. [DL]

The different structure of each language makes students confused to arrage the words to explain something.

b.   Sudden Blank of Ideas

When we are talking about something suddenly, we forget what we want to say, in the case of multilingualism this happens because students forget how to convey it in a language.

Student-6 said that:

> I think the most difficult one is speaking in a language, **but suddenly I just forgot what I want to say in that language.** For example, as an Indonesian who can speak English, I forget the Indonesian word when I want to talk about something. I used code-mixing or code-switching at that time. Also, when someone talks in one language to me, but they forgot to switch the language, I don't understand what he is saying about. [PZ]

Student-4 also said that:

> In the context of its use. For example, you cannot use the word 'you' in Indonesian to an older person. But in English, we can use the word 'you' to anyone, whether it's older than us. **Sometimes it's hard to synchronize the context of use.** So, when I use the word 'you' to an older person, I feel like it's impolite, even though the word 'you' in English can be used for anyone. Sometimes I mixed the languages, for example, when I speak Acehnese but use Jameenese vocabularies. [FA]

Every word has a context in which it is used. However, due to forgetting how to convey it in a language, students automatically translate what they want to convey to a language that is easier for them to understand. This also creates problems, because it's the same as their interlocutor does not necessarily understand what is being said in another language.

c.   **Lack of Vocabularies**

In communicating, vocabulary is very helpful in every sentence, so if there is a lack of vocabularies, communication will also be hampered.

Student-2 stated that:

> To speak or understand the language, we have to have many vocabularies. So, compiling or getting more vocabularies requires consistency. If we want to speak, we need vocabularies, and if we want to understand something by listening, we also need vocabularies. **Compiling more**

vocabularies or memorizing it that is the challenge I think." [YF]

Student-4 also stated that:

> Another challenge is **the difficulty of memorizing vocabulary because there are so many**. Sometimes I also mixed the languages, for example, when I speak Acehnese but use Jameenese vocabularies. [FA]

Difficulties influence lack of vocabulary words in memorizing and remembering a lot of vocabulary. This is also influenced by memorizing many vocabs in several languages simultaneously, causing confusion and difficulty in memorizing well.

d.   Pronunciation

Difficulty conveying something in a language is also affected by difficult pronunciation. In addition to being difficult, this may also be influenced by the use of different accents, so the pronunciation of a word can vary from ethnic to ethnic.

Student-1 argued:

> From a theoretical point of view, there are no significant problems, but in **pronunciation**, when I say some words in javaness and gayoness, sometimes there are errors in the sounds of a, e, and o, based on the proper use. Then sometimes, there is a situation where we do not say a word or sentence correctly, and then someone reprimands us to correct it uncomfortably. Sometimes we become embarrassed and make our self-confidence decrease. In case of English, sometimes when we try to speak English, there will be people who make fun of us; it can make us less confident. **[BM]**

Student-5 added:

> In terms of **pronunciation** too. Moreover, in English, there are words whose pronunciation is similar. Sometimes, some words misheard because we don't know how to pronounce them properly. [DL]

From the results of interviews, students sometimes have difficulty understanding what native speakers are saying, usually because native speakers are too fluent in their language also the similarities of some words, students have difficulty understanding the meaning of the sentences.

2. **Acehnese Students Practice on Maintaining their Multilingual**

2.1. Reason for Maintaining

From the previous answers, it is known that students still have multilingualism, even if they add several new languages as they age. It has intentionally or unintentionally made them maintain their multilingual abilities until now. The reasons why each student maintains their language are also different, as explained below:

a. **Source of Pride**

They are mastering a language and using it as self-identity is a matter of pride for students. People can tell someone's origin or ethnicity from their language.

Student-3 said:

> ... Being able to speak English and Arabic is cool. **I think even using the Acehnese language is cool, like local pride**. [IM]

Following student-3's statement, even though she does not use the Acehnese language daily, she still feels that mastering the Acehnese language is a pride for her as an Acehnese.

Student-4 also said:

> It can also be an advantage that **I can be proud of because I can master several languages.** Then, because I always use these languages with family, friends or relatives, like it or not, I have to be able to keep in touch with them. [FA]

Apart from being proud of ethnic origin identity, student-4 stated that her pride in being multilingual is a pride for herself because she can talk to many people who use different languages.

b.   Future needs

Future needs are one of the strong reasons for maintaining multilingual abilities. This is because the times that require us to better prepare for what will happen in the future.

Student-2 stated that:

> So, I maintain my multilingual because I think it will benefit me **now and in the future.** Research has also found that language can shape our brain to understand many things better. Sometimes the benefit for us if we go for some competition or probably if you want to apply for a master's degree and also for future jobs, people with multilingualism can use it as a great opportunity for them

for their future later both for their professional plan for the future or maybe for academic plan later on. [YF]

As stated by student-2, she thinks that people with multilingual abilities will find it easier to pursue further education or find a job. Because language skills are one of the advantages that are needed.

c.   **Preserve the Languages**

Learning a new language is sometimes not as difficult as maintaining it. Because language is a means of communication which, if not used it will be forgotten. Students do not want their language achievements to be forgotten in vain.

Student-1 said:

> **Because I want to preserve the things in me, if I don't maintain them properly, the vocabs that I know will be lost.** If the language is not used, it will be easy to forget, that's why I often ask my friends to speak English. I also like to talk with my friends who can speak Arabic. If I don't maintain it, the language will be lost. Then when I need to speak spontaneously, I will be confused about what to say. That's why I need to maintain my multilingual skills. [BM]

Student-5 also said:

> I can already communicate using English or Arabic, so if I don't maintain my language, I feel at a loss for what I've achieved. [DL]

From these answers, students who already have multilingual abilities do not want what they have learned to be in

vain. They have studied hard, so they want to maintain the results according to their hard work in learning those languages.

2.2. Practice on Maintaining Multilingualism

Participants defend their language in different ways to maintain their languages according to their personality and environment.

a. Being Able to Communicate with Relatives

Relatives are one reason for maintaining language; in trying to maintain it, communicating with relatives is also key. The language that is most dominantly maintained with relatives is the language of heritage. As Acehnese, not all of them are proficient in Indonesian, there are still relatives who use the heritage language in their daily lives. Therefore, maintaining the heritage language with the family is one effective way. Besides heritage languages, relatives who live outside Aceh generally use Indonesian, and communicating with them can also help maintain students' Indonesian language skills.

Student-2 explained:

> Yes, **communicating with relatives is also one of my ways to maintain my multilingualism** because my relatives are the closest to the ones who speak the same language as me. Like I said that I can speak Acehnese, Indonesian, and English and I also understand jameenese, now, I am communicating with them in different languages. I interact with different people and different mother tongue from themselves. This is one of my ways to maintain my multilingualism. [YF]

Student-1 added:

> My grandfather married a Javanese, and they used to speak javaness sometimes. When he spoke to me, he spoke mixed Javanese and Gayo. My family also really supports me in mastering many languages. [BM]

Maintaining relationships with relatives also maintains language, because family is one of the closest, even though they live far away. Relatives with a different mother tongue make it easier for students to maintain their language. Moreover, families who also support students' language development. It makes it easier for students to maintain their multilingual skills.

b.   Communicate with Native Speaker

One of the advantages of having a native speaker of the language we speak around us. With them, we can evaluate our language's ability and communicate with them can be very helpful in maintaining multilingual skills.

Student-4 said:

> The most dominant practice I maintain multilingualism is **communicating with people who speak the same language.** So, things we forgot can be refreshed or things we didn't know can come to know. [FA]

Student-6 also said:

> I usually talk to many people. When I want to learn Acehnese, I speak Acehnese everyday with my friends, sisters, and brothers. If you want to learn Acehnese, **I think**

the most effective way is to talk with the real Acehnese (native speakers). [PZ]

The students maintain their multilingual skills by communicating with native speakers. So that, they can recall forgotten words or even get additional new words. For example, in an effort to maintain the Acehnese language and improve the Acehnese language, students choose to speak with native Acehnese speakers. Because of course they are more fluent and understand the context of words in Acehnese language better.

c.   Making Friends

One of the ways that students apply is to expand their friendship. Having friends who speak different languages will make it easier to maintain their language skills and add new languages.

Student-1:

> **Make friends as much as I can**. When I don't know what to do at home, I visit friends who speak Javanese. They will talk to me in Javanese even though I don't understand what they are talking about, but I will still listen as much as possible. Even to my neighbors who are Javanese, I said "talk to me in Javanese" so they will speak Javanese to me. Mostly my current friends are Javaness, and when I meet them, I use Javanese. [BM]

Student-6:

> ... **I also text with my overseas friends. [PZ]**

Not only local or Indonesian friends, but students are also looking for friends from abroad to maintain and improve their foreign language skills.

d. **Joining a particular favorite School / Course / University / Department**

Joining a school that uses multilingualism can help students in maintaining their languages.

Student-2 explained:

> Graduated from elementary school, I went to boarding school which in the school that it is only allowed to speak in Arabic and English, and it is like a must for us to talk in those languages. I intend that I can speak fluently Arabic and English. So, **I searched for a school that could support me in learning languages.** Graduated from junior high school, I join for boarding school again is my intention join that school was to join the debate club, the English debate club. I maintain my language by joining the debate club, which is my best practice. Every time we practice, we will argue about specific topics, so it's not only like maintaining daily activity but also talking about something with crucial things. That is in my purpose how to maintain my language. For Arabic, I speak that language with my friends in school and then graduating from the senior high school, I went here I am now English department because I love English. [YF]

Student-5:

> Yes, that's one way I maintain multilingualism. Learning English is my desire. At least, I should be able to communicate well. So, around the 6th semester when it was still Covid-19 pandemic, **I took an online course to improve my speaking and maintain my English.** [DL]

As a child, students' schools are determined by their parent which is also one reason they are multilingual. As they grow, they begin to love the language and decide for themselves where to cultivate the language again. By choosing a boarding-based school, where they use a foreign language, Arabic or English, in their daily life. And choose to join course which also supports them in their efforts to maintain multilingualism.

e.   **Engaged in the Language Learning Community**

Join people who share a common language interest. Learning together in improving language skills and maintaining what has been learned. This method is a fun way to maintain language.

Student-3 said:

> **I used to join the KOPLO community**, and it helps. [IM]

Student-1 added:

> Yes, of course, **I joined KOPLO community.** It helps my multilingualism maintenance. I can explain something in English. Besides that, I used to join a group chat with people from abroad. [BM]

Some students join KOPLO Community, which is an English community. In this community activity, they discuss topics that are happening in English. Everyone is free to express their opinion. In this way students can hone their language as well as

their knowledge. In addition to face-to-face communities such as KOPLO, students also join online communities that reach members overseas so that the language acquired varies. This creates more interest in the students toward language.

f. **Using Media/Social Media and Watching/Listening Foreign Movies/Songs**

Maintaining language can also be through things like entertainment that we enjoy or always use. Like social media that is used every day, or books that are read and even movies or songs that are heard.

Student-2 explained:

> I used books, movies and social media to maintain my multilingualism. **I read books in English.** I love reading novels and poetry so it will benefit me**. I watch movies in English.** Sometimes, **I listening to a song and find the meaning of vocabualries** that I never heard before. I also watch Korean dramas and reality shows in Korean or other languages but use English subtitles, which may add extra ability to my reading comprehension. **I also use social media** like Instagram to communicate with people or to read some captions from other people, which is the newest slang word or another word currently popular in communication. So, I use social media to maintain my multilingualism." [YF]

Student-1 also explained:

> **I use several media to maintain my languages. Social media is the top one and the second; I read books sometimes.** I also study the language when I want to study the content in a book. For example, when I wanted to read the book "Seni Bersikap Bodo Amat" I bought the English

version because I wanted to learn English too. I'm also getting used to watching dramas with English subtitles. Social media such as youtube, Instagram, and TikTok help me maintain my language. There I watch content in the language that I want to maintain. [BM]

This method is used by students according to their hobbies and interests. Students, who like to read, choose books in English print or books that contain elements of the English language. Likewise, students who like to watch, they watch English films or films in other languages with English subtitles. The most widely used is social media. Everyday students surf on social media, so they take advantage of this media to maintain their multilingual skills.

2.3. Influential Factors in Maintaining Languages

a. Environment and Educational Environment Influence

The environment influences language both in language development and in maintaining language. Having a developmentally supportive environment is a privilege for language learners.

Student-3 said that:

> **First, Environment**. The environment here includes our friends and what language they use. I went to a boarding school, and I was exposed to the same language in that environment. **Second education.** For example, in class during college, I always used English, so it made me quite fluent. [IM]

Student-6 also said that:

> It is my **educational environment,** so I maintain my multilingual (From school). I learn many languages. I learn Indonesian from school, English and Arabic also from school. I learned four languages, three of which I got from school. [PZ]

The environment of the students helps them in maintaining their multilingual skills. One of them is from friends who use different languages. The language used in schools, both in the classroom and outside the classroom also helps students maintain their multilingualism. Even though there is an element of compulsion, the obligation from the school becomes very helpful for students in maintaining their multilingualism.

b.   Strong Native Speakers at the Neighborhood/ Surrounding

Having native language speakers goes a long way in maintaining multilingualism. They can help language learners improve and maintain their language skills.

Student-4 stated that:

> **Always communicate with people who understand the language**. As long as I'm an English student, I feel like my English is improving. But in terms of using English in speaking, it's lacking. In the past, from semester one until I was still studying online, English was still often used in class even though it was still not good. [FA]

Students realize that their language skills are not really fluent in various aspects. But by communicating with native speakers, it really helps them in improving their language skills and maintaining what they have learned.

c.   **Watching Online Videos**

In this age of technology, getting content from different countries is very easy. Especially with the use of social media almost every day, it easier for students to learn new things from it. Watching online videos is one of the conveniences that students get.

Student-5 said that:

> As I explained earlier, that is **watching Tedtalk videos**. [DL]

The students stated that social media lately has really helped them maintain their language skills. Social media applications that provide video features are very helpful. For example, YouTube. YouTube provides a lot of video content from various countries in the world. This makes it easier for language learners to dig deeper into the language they want. From their hobby of viewing social media, they can also improve their language skills and maintain what they have learned.

B.   Discussions

This section describes the research findings that I obtained from the interviews. Research conducted on English students at UIN Ar-Raniry Banda Aceh has provided some information about Acehnese students' perceptions of multilingualism from an early age and how to maintain the language they have mastered based on their experience. Based on the interview data, the researcher elaborated the responses into several themes to answer the research questions.

1.   Acehnese   student's   perceptions   toward   early   childhood   multilingualism

The first research question aims to find out the opinions or perceptions of Acehnese students towards multilingualism from an early age, in terms of the factors that cause them to become multilingual, their language fluency, the benefits they get and the challenges they face in becoming multilingual. From the results obtained, all participants stated that being multilingual from an early age positively impacted them as adults. Many factors cause participants to become multilingual. One of the most influential factors is education. In accordance with Unesco (2013), the three main guiding languages in multilingual-based education are heritage languages, regional or national languages, and international languages. The results found that the participants in their educational environment used these three languages. Not only in education, but even these three languages are used in other environments or daily lives.

As the Acehnese people, the Acehnese language is a regional language that must be preserved. Using Acehnese as the first language is one way to keep it. However, from the results of this study, two of the six participants did not use Acehnese as their first language. Due to the location where the majority of them used Indonesian as their daily language, as well as the wishes of their parents who wanted their children to start their language in Indonesian. Even so, all participants stated that their families still taught them the Acehnese language, but they were still asked to understand their heritage language. So, this language will not become extinct in the future. In addition to the Acehnese language, some students also master other ethnic languages. Student-4 mastered the Jameenese because of her parents' different ethnic marriages, and student-1 mastered Gayonese and Javanese, these languages she got from her grandfather's ethnic marriage and her environment. She lives in the gayo area with several neighbors from Java. Regarding maintaining these heritage or regional languages, parents and families have an essential role in helping their children learn and practice their heritage language (Maddegama, 2018).

Indonesian is used by all students as the language of instruction in schools. According to UNESCO (2013), the language of instruction refers to the language used to educate the entire curriculum of the education system. With the dominant use of Indonesian in teaching at school, students stated that they were starting to become fluent in the use of Indonesian. Since childhood, Indonesian has been used in schools as the primary language of instruction and with friends or relatives who have different regional languages. Growing up, Indonesian became more

frequently used by students than their native language because they met more people from various ethnic groups, so Indonesian was a unifying language in communication.

Most Acehnese children have become bilingual early, but not infrequently. Some become multilingual with the addition of the foreign language they are learning. All participants in this study were exposed to foreign languages early. Al Zoubi (2018) says that learners are exposed to language exclusively in the classroom. Following Al Zoubi's statement, most participants received exposure in this study from schools because foreign language subjects were taught, such as English and Arabic. The participants began exploring their interest in a new language, and some took lessons while others learned from books or other media.

Of all the languages mastered by all participants, some languages are used the most and rarely used. Of the six participants, only student-1 said that Acehnese was the language she used most often. The rest answered that Indonesian was the one they used the most. From this answer, we can see that the Acehnese language has begun to erode little by little. Therefore, the Acehnese language as our identity should be maintained. Similar statement from Brown (2011) that parents with heritage language affirm the belief that heritage language is the essence of who they are. While the language was used the least, student-1 answered Javanese, student-3 answered Acehnese, student-4 answered English, and the rest answered Arabic. From these answers, most of the least used languages are foreign. As an English education student, one of the students responded that she rarely used English. The reason is that she only used English in

education, not in her daily life. Two other languages that are rarely used are regional languages, where Javanese and Acehnese are the languages that the two students get minor exposure. They even claim that they are more proficient in English than Acehnese or Javanese.

Students' level of multilingual proficiency from childhood is not fluent, but they can at least communicate with other people even with their broken languages. Of course, they have received many benefits from that little ability and its development. All participants stated that mastering several languages would make it easier for them to communicate. According to Cenoz (2013), mastering multiple languages can make communication easier because multilingual speakers use their language as a source of communication because they commonly have more resources available than monolingual speakers. By times, getting foreign languages also makes it easier for them in terms of technology and education. Some students also stated that learning a new language can hone and improve brain intelligence. This statement is in accordance with Vallance (2015), she found that the maintenance of heritage language is critical for the psychological, cognitive, linguistic, social, and academic success of English language learners.

Apart from the benefits received, all participants also feel obstacles. A study from Nor-ain (2021) on how multilingual students from Bangsamono (a region in the Philippines) have difficulty with becoming multilingualism, according to his findings there are five difficulties experienced, namely, negative attitudes and rule complication in phonology, student's lack of background in word stratification in morphology, lack of sentence construction due to rule

complication in syntax, and word recognition and correct use in semantics. Her findings quite similar with the challenges or difficulties experienced by Acehnese students in becoming multilingual in this study. The majority of Acehnese students in this study said that the problem was grammar because the grammar in each language they studied was different, so sometimes they were confused about the placement. Then pronunciation, errors in pronouncing a word or sentence impacts its meaning. Students sometimes have difficulty pronouncing or understanding a word because articulation sometimes feels difficult. Another obstacle is the misuse of words in sentences or errors in the use of the language itself. Like student-4's statement, when she is speaking in Acehnese but forgets a word in Acehnese, she will automatically convey it in jameenese, which makes the other person not understand what she means.

In addition, most Acehnese students in this study only realized that they were multilingual since junior high school. They have learned several languages since childhood, but they do not know they can become multilingual with that. Some students think that learning a language is part of their obligation. Since they realize the importance of learning a language, they start trying to maintain and improve their language skills. The use of language and the language attitude of those who speak that language play a large role in its preservation (Suek, 2014).

2. **Methods used by Acehnese students to maintain their multilingual skills**

Understanding and even mastering several languages from early age, there is an effort to maintain the language that has been learned. Following the second research question, this section will answer what methods or ways. Acehnese students use it to maintain their multilingual abilities. From the answers obtained, the students want to maintain their multilingual ability for various reasons. The majority said that the primary language they wanted to maintain was Acehnese. Because even though they came from Aceh, many students began to forget their Acehnese. As stated by Student-4, *Since childhood, I have mastered the Acehnese language simultaneously with the Jameenese, but lately, I have rarely used the Acehnese, so many words have been forgotten".* Then foreign languages, students who have studied foreign languages since childhood want to maintain the foreign languages they have mastered while improving their abilities. They feel that their foreign language skills since childhood have not been excellent and have rarely been used in the past. Because they think they will need a foreign language in the future, the students begin to retain what they have learned while improving their foreign language skills for convenience. As for Indonesian, none of them talks about maintaining Indonesian because they feel Indonesian is a language used in everyday life, so there is no need for extra effort to maintain it while they are still living in Indonesia.

In an effort to maintain it, the participants do many ways or things. The most widely used is to keep in touch with relatives. Maintain good

communication with families who still use the local language -or other languages that they want to maintain- in their daily activities. By communicating with relatives, we can recall almost or even forgotten words. According to the results of Babee (2014), on the Iranian community in Canada, students can communicate with their families, community members, and relatives in Farsi which is maintained as a heritage language. Students also reported using the Internet to communicate with relatives in Iran, such as aunts and uncles, in Farsi. In other words, maintaining heritage language strengthens the social and family bonds of students.

The second most widely used way is through the media. Both print media and online media. Social media is one of them, and all participants stated that with social media, they could maintain the language they have learned or mastered by continuing to view content in the language they want to maintain. In addition, it can also improve their language skills. These results are in line with the findings of De Wilde (2020) that exposure to media such as music, TV, social media and games can affect students' language skills. Some applications that help students a lot are YouTube (from certain content, students can improve their languages while maintaining the language they already master), Instagram and Twitter (they can upload or search for certain content tailored to their needs). Many other apps are helpful, but these 3 are the most used.

Movies, dramas and even variety shows are also beneficial for students. In watching these types of shows (generally in English, Japanese and Korean), 5 out of 6 participants said they watched them with English subtitles. This helps them to

improve their listening and reading comprehension skills. Then songs, two (2) students stated that by listening to songs, they could use it to maintain and improve their language skills, especially English. Regarding technology, four (4) students use English as the setting language on their cellphones. With print media, books are also beneficial, especially for students with a hobby of reading. Reading novels and other types of books in English helps students in retaining their language.

Building relationships or making friends as a way to maintain their language because if language is not used it will be forgotten. Therefore, increasing the number of native speakers of a language will make it easier to improve and maintain a language. According to Babee (2014), community members, socioeconomic and educational status, as well as language ideology or attitude, can influence language maintenance and loss of their children, as well as language revitalization efforts to save threatened languages.

Furthermore, making friends, enrolling in a particular school, and becoming a member of a community allow us to meet people who share the same language interests, even if they are not native speakers. By working together, we can improve our language skills and preserve the existing language. According to Koca (2016), creating a positive and enjoyable learning environment is critical for success. He also stated that children who live in their home country but are learning a new language will be more successful if they are taught by a favorite teacher who makes the learning environment interesting. Teachers can act as social agents, influencing students' cognitive and socioemotional experiences by

creating learning and motivational environments in the classroom (Portolés, 2020).

CHAPTER V
CONCLUSIONS AND RECOMMENDATIONS

A.   Conclusions

From the analysis of this study, all participants positively declared multilingualism from an early age. They claimed that being multilingual is nothing to lose and even brings many benefits, especially in today's modern era. Learning many languages from an early age can improve brain performance, supported by a high interest in learning and the memory of children at that time is still very strong. Therefore, all participants declared multilingualism from an early age as a necessity that will help them in the future. Starting from the regional language as the language of identity, followed by Indonesian as the national language, the unifying language of various ethnic groups in Indonesia, and foreign languages, especially English as an international language and Arabic, which is also needed as the identity of Muslims.

By becoming multilingual from an early age, it is necessary to maintain that ability until the students become adults because if it is not maintained, the language will be easily forgotten. The data found the most effective way to maintain language is through communication. Keeping in touch with native speakers of the language you want to maintain is helpful in maintaining a language and recalling forgotten words, both from heritage and national languages and even foreign languages. Another way that is most widely used is the use of social media. Students use the content on social media that matches their interests

to maintain and improve their multilingual skills. By taking advantage of something they enjoy, students do not feel burdened by efforts to maintain and strengthen their multilingual skills.

In addition, even though the students have never been abroad before. With the presence of social media, students can see the world only through a small screen, thus making students more solid in their intention to learn many languages. Part of the reason is to take advanced studies abroad, expand relations with foreigners and travel abroad. Families and a supportive environment will significantly assist students in becoming multilingual and maintaining their multilingual abilities.

B.   Recommendations

Based on the results of this study, I provide recommendations for readers who are studying or finding information about early childhood multilingualism as well as for the future researchers. For readers who are looking for information about early childhood multilingualism, hopefully this research can help to understand more about early childhood multilingualism related to the perception of students who are multilingual from an early age as well as additional knowledge about how they maintain their language skills from the past until now.

To further researcher, I hope that the next researcher can design better research than this by discussing more deeply about early childhood multilingualism. Future researchers can use multilingual comparisons from an

early age for children whose childhood was outside the country with those whose

childhood was in Aceh.

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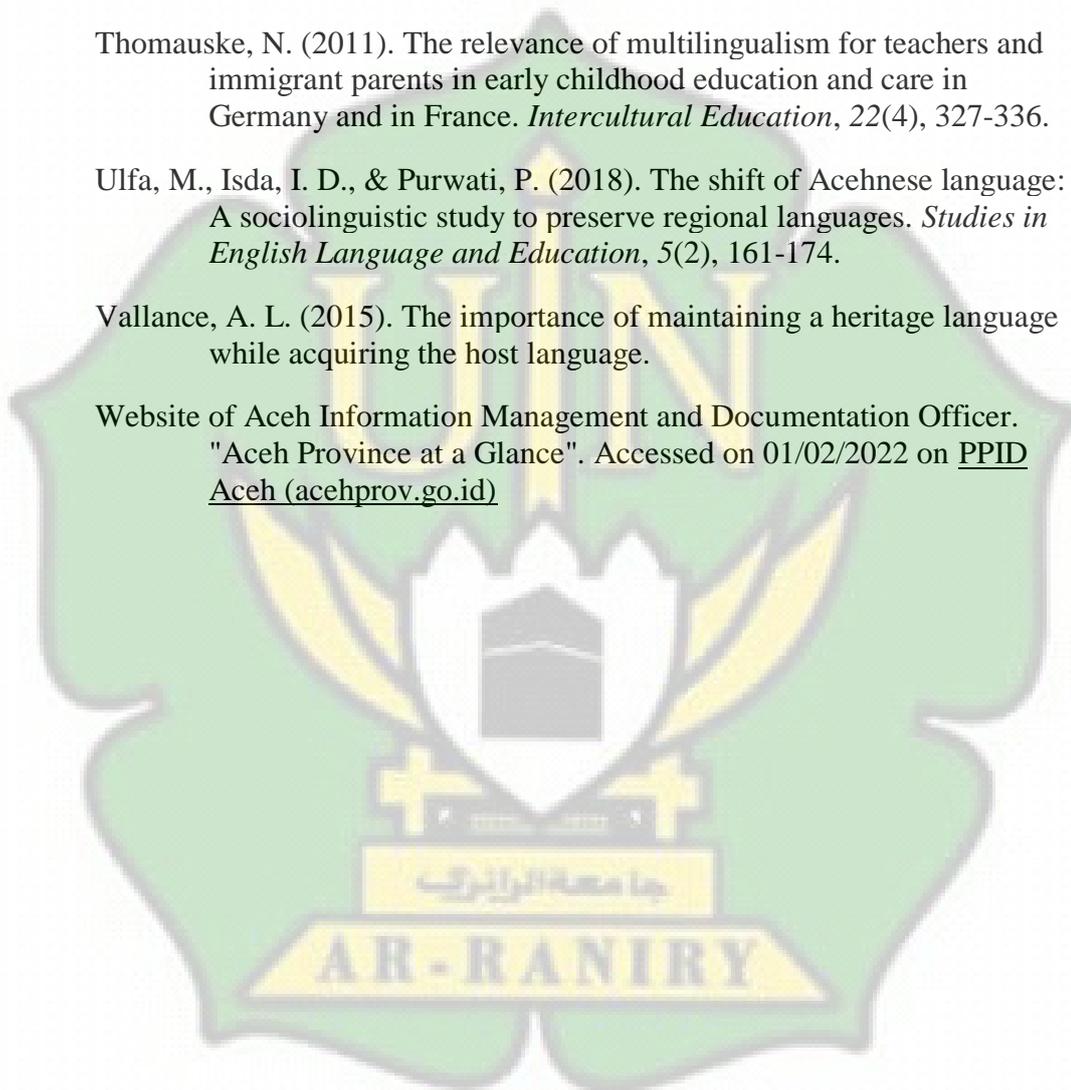
SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B-5698/UN.08/FTK/KP.07.6/04/2022

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

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

Menimbang	a.	bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
	b.	bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi

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1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional.
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen.
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi.
4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum.
5. Peraturan Pemerintah Nomor 4 Tahun 2014 tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi.
6. Peraturan Presiden RI Nomor 64 Tahun 2013 tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh.
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014 tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh.
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015 tentang Statuta UIN Ar-Raniry.
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia.
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11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015 tentang Pendelegasian Wewenang Kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh.

Memperhatikan : Keputusan Sidang Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 28 Maret 2022.

MEMUTUSKAN

Menetapkan
PERTAMA : Menunjuk Saudara
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2. Dr. phil. Saiful Akmal, M.A   Sebagai Pembimbing Kedua
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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

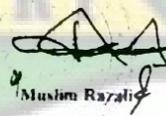KEEMPAT : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

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

Muslim Razali

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

KEMENTERIAN AGAMA
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Nomor : B-8144/Un.08/FTK-I/TL.00/07/2022
Lamp : -
Hal   : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,
Prodi Pendidikan Bahasa Inggris

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

Nama/NIM   : **Yayang afrah khairanizam / 180203248**
Semester/Jurusan : VIII / Pendidikan Bahasa Inggris
Alamat sekarang   : Lamcot, Aceh Besar

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 *Acehnese Students' Perceptions toward Early Childhood Multilingualism*

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

Banda Aceh, 18 Juli 2022
an. Dekan
Wakil Dekan Bidang Akademik dan
Kelembagaan,

Berlaku sampai : 31 Agustus 2022

Dr. M. Chalis, M.Ag.

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
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SURAT KETERANGAN
Nomor: B-15/Un.08/PBI/TL.00/07/2022

Sehubungan dengan surat An. Dekan, Wakil Dekan Bidang Akademik dan Kelembagaan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry, Nomor: B-8144/Un.08/FTK.I/TL.00/07/2022 tanggal 18 Juli 2022, Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang namanya tersebut di bawah ini:

Nama   : Yayang Afrah Khairanizam
NIM   : 180203248
Fak/Prodi : FTK/Pendidikan Bahasa Inggris

Benar telah melakukan penelitian dan mengumpulkan data pada mahasiswa Prodi Pendidikan Bahasa Inggris dalam rangka penyusunan Skripsi yang berjudul:

"Acehnese Students Perceptions toward Early Childhood Multilingualism "

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 18 Juli 2022
a.n Ketua Prodi Pendidikan Bahasa Inggris,
Sekretaris Prodi,

Syarifah Dahliana

INTERVIEW PROTOCOL

Project: Acehnese Students' Perceptions toward Early Childhood Multilingualism

Time of interview : -

Date : -

Place : -

Interviewer : **Yayang Afrah Khairanizam**

This research study is about the perception of Acehnese students towards early childhood multilingualism. The aims of the study are to find out the perception of Acehnese students toward early childhood multilingualism and how they maintain their multilingual ability. The data is collected through an in-depth interview which is recorded and only used for the research purpose to protect the correspondent's confidentiality based on the informed consent. The interview took about 30-40 minutes.

Questions:

What are the perceptions of Acehnese students toward their early childhood multilingualism? (RQ 1)

1. When and where did you get your multilingualism?
2. Do you think your parents shape you being a multilingual?
3. Do you become multilingual by yourself or caused by environmental factor?
4. Is being multilingual really your desire or because of your family and your environment? Why?
5. What language do you use the most? Why?
6. What language do you use the least? Why?
7. In your opinion, is it important for young children learn languages from early age?
8. Is there any challenges do you get when learning a new language?
9. What are benefits that you get in learning many languages?

How do the Acehnese students maintain their Multilingualism? (RQ 2)

10. What are the reasons you maintain your multilingual?
11. What are your practice to maintain your multilingualism?
12. Is there any media (books, movies, social media and else) you use to maintain your multilingualism?
13. Is joining a community one of the way to maintain your multilingualism?
14. Is communicating with relatives one of the ways to maintain your multilingualism?
15. What is the most influential factor in maintaining your multilingual? Why?
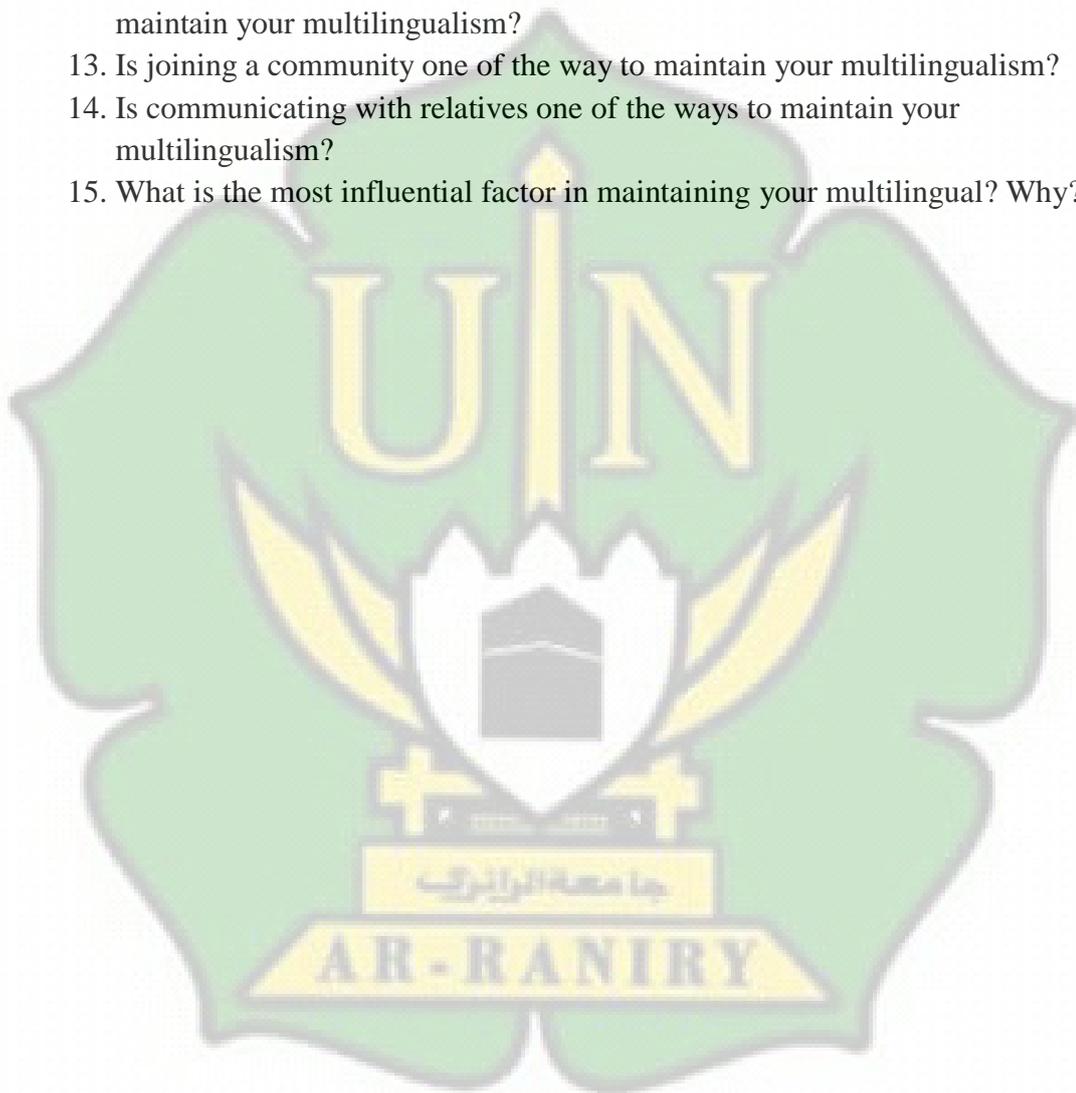
INTERVIEW TRANSCRIPT

Participant 1
Interviewee   : BM
Time of Interview   : 14.00
Date of Interview   : June, 8th 2022
Place   : Banda Aceh
Position of Interviewee   : Interviewee's house

1. When and where did you get your multilingualism?

   A : I can speak several languages because there are many factors, some of those are my environment, my parents and my own interests, when I was little I wondered how people can speak in different languages, how can they understand different languages. Because of supportive environment, my parents also want their children to be able to speak many languages. So, with the interest and support, I wanted to learn other languages.

   I mastered those languages because people around me speak different languages. When I met my grandmother, even though she is originally from Aceh, some Javaness talk to my grandma with Javanese language and I used to listen for Javanese vocabularies. So I can understand. Then Acehnese language is my mother tongue, Indonesian I studied at school, English is because I take tutoring, and my father provides some English videos and I listen to the video and my aunty often buys English books also.

2. Do you think that your parents shape you being multilingual?

A : My parents especially my father has a desire that his children should be able to speak many languages, because he think that when you can master many languages, you can learn about their culture (native speakers) and they can accept you well when you meet them. He also said that "my child must be good at Javanese language because we live in an environment where there are Javanese people", "my child must be good at gayoness, because this is also an area of gayo people".

I got Indonesian language from school and in my parents' perception, children don't need to be taught Indonesian because they will get used to it over time. My parents also want me to be able to speak English or other foreign languages, not just the local language. Because we know English is an international language. Like it or not, you have to study, so my mom and dad provide me with tutoring, it's a form of support from my parents.

3. Do you become multilingual by yourself caused by environmental factor? Why?

A : In terms of my environment, some of my friends come from java and gayo, so when I was young--- example they have a fight I can understand what they are talking about. Then also canteen guards and staff at schools mostly javaness, and my teachers are gayoness. There are mulok subjects at school, we learn about gayoness. The teacher gave us Gayo language, so we can speak Gayo more.

4. Is being multilingual really your desire or is this created because of your family and or your environment? Why?

A : My desire and my father is my role model. My father is a selesman and the customers come from many walks of life. I often see my father can speak the language depending on who he is talking to. I want to be cool, when you speak Indonesian well, you are cool. Being able to speak English as a child is even cooler because there are rarely children who can speak English when I was little, especially since I live in the village so only a few can speak English. From my motivation, I want to be cool, that's what tracks me to learn a language. For other regional languages, it's because I like their culture.

5. What language do you use the most? Why?

A : The first one is Acehnese, because it's my daily language, the second one is Indonesian because I used it at school. I speak English if I find a suitable partner, for example like my aunt, my English teacher and my tutor friends, we will speak English even though maybe the level of confident is less, but we just try to say something.

6. What language do you use the least? Why?

A : Javanness, because in my environment the level of gayoness is higher than Javanese. I rarely speak Javanese because I rarely meet Javanese people.

7. In your opinion, is it necessary/important for young children to learn languages from an early age?

A : In my opinion it is very important. When we are young, our memory is strong and our enthusiasm for learning is passionate, we don't seem to be afraid of what we face. Moreover, we are supported by parents, tutors. Then we can learn a lot from learning many languages. Besides being useful in society, you will also understand the culture and when we already have the basics at a young age, when we learn English again at an adult age, it is easier for us to understand things,-- especially English has many idioms. If you understand the message, you will understand the whole thing. With other languages that exist in this world, it is easier for us to build relationships with people. When you can speak someone's language, it means you can appreciate them (native speakr) well. Being multilingualism is nothing to lose and you can adapt to the diversity of the world.

8. Is there any challenges do you get when learning a new language?

A : From a theoretical point of view, there are no significant problems, but in pronunciation, when I say some words in javaness and gayoness, sometimes there are errors in the sounds of a, e, and o, based on the right use. Then sometimes when there is a situation where we have not said a word or sentence correctly ae reprimands us to correct it in an uncomfortable way, sometimes we become embarrassed and make our self-confidence decrease. In the case of English, sometimes when we try to speak English, there will be people who make fun of us; it can make us less confident.

9. What benefit that you get in learning many languages?

   A : I got a lot of friends, understand what people say and many other advantages.

10. What are the reasons you maintain your multilingual?

    A : Because I want to preserve the things in me, if I don't maintain them properly, the vocabs that I know will be lost. If the language is not used, it will be easy to forget, that's why I often ask my friends to speak English. I also like to talk with my friends who can speak Arabic. If I don't maintain it, the language will be lost. Then when I need to speak spontaneously, I will be confused about what to say. That's why I need to maintain my multilingual skills.

11. What are your practice to maintain your multilingualism?

    A : Make friends as much as I can. When I don't know what to do at home, I go to friends who speak Javanese and they will definitely talk to me in Javanese even I don't really understand what they are talking about but I will still listen as much as I can, even to my neighbors who is Javanese, I said "talk to me in Javanese" so they will speak Javanese to me. Mostly my current friends are Javaness, when I see them I use Javanese. When I feel I'm short of vocab in English I will watch YouTube or read a book or listen to the music-- but if it's a local language, I go back to their area and talk to them, if I don't understand something I will ask them.

Fortunately, my father is fluent in javaness and gayoness, so I will ask my father about the meaning of the words that I don't understan so that the vocabularies I receive is not lost. I use acehnese with family.

12. Is there any media (books, movies, social media and else) you use to maintain your multilingualism?

A : I use several media to maintain my languages. Social media is the top one and the second; I read books sometimes. I also study the language when I want to study the content in a book. For example, when I wanted to read the book "Seni Bersikap Bodo Amat" I bought the English version because I wanted to learn English too. I'm also getting used to watching dramas with English subtitles. Social media such as youtube, Instagram, and TikTok help me maintain my language. There I watch content in the language that I want to maintain.

13. Is joining a community one of the way to maintain your multilingualism?

A : Yes, of course, I joined KOPLO community. It helps my multilingualism maintenance. I can explain something in English. Besides that, I used to join a group chat with people from abroad.

14. Is communicating with relatives one of the ways to maintain your multilingualism?

A : My grandfather married a Javanese, and they used to speak javaness sometimes. When he spoke to me, he spoke mixed Javanese and Gayo. My family also really supports me in mastering many languages

15. What is the most influential factor that you apply to maintain your multilingual? Why?

A : My desire, because when it comes to language, if we don't speak first, people won't attach that we can speak the language. But when we can speak a language and we show it, people will invite us to speak in that language. Language is a tool of communication, right? So if you don't want to start talking from yourself, there won't be an environment where you can defend your language. So, whether you want to force yourself or not, the goal is to maintain language, increase vocabulary, increase relationships. The way is to just talk even though you are not fluent, as long as you are confident.

16. What benefit that you get in learning many languages?

A : I got a lot of friends, understand what people say and many other advantages.
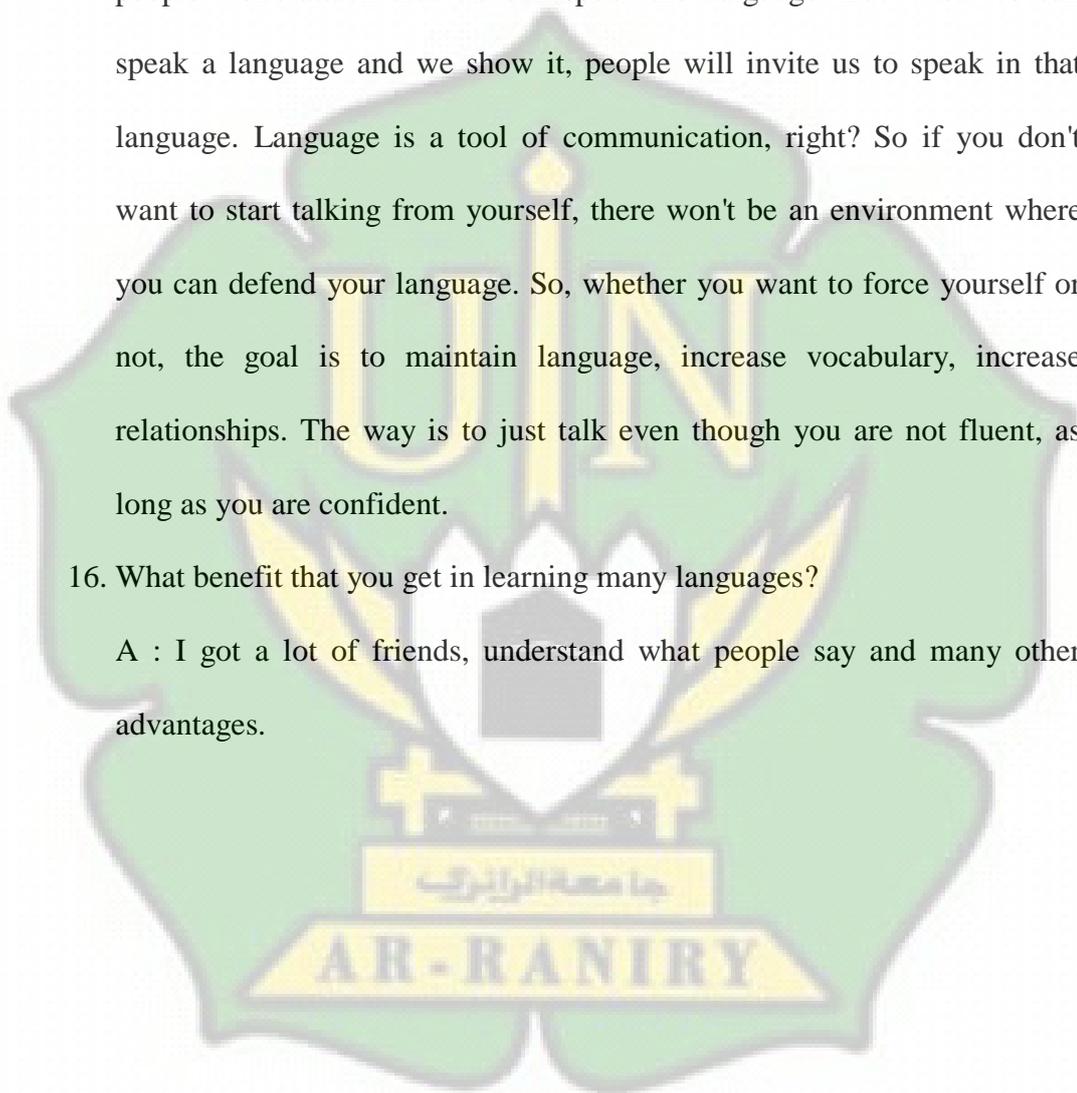
Participant 2
Interviewee   : YF
Time of Interview   : 09.00
Date of Interview   : June, 16th 2022
Place   : Banda Aceh
Position of Interviewee   : Library

1. When and where did you get your multilingualism?

    A : Acehnese I got from my parents because since I was a baby and growing up, I learned that from my family and my parents, so it is my mother tongue. Indonesian is because some of my family are talk in Indonesian so I can like switching between Indonesia and Acehnese and then English, I learn English by purpose I learned it from course when I was in elementary school and it's also taught in school but only like number or a b c d or introductions and also like mention the name of the things inside the house or classroom so yeah that's where I got my English for the first time from my school and I so— sometimes practice it with my father, but only like reviewing what I got from my course. So, English I got it for purpose because I learn. And Jemeeness because I was involved in jamee community which they speak in jameness and I get accustomed to listen to them but I only pasif, I can speak jameenes but I'm not confident becuse it is strange for me because it is totally different with Acehnese yeah but somehow basically less or more I can understand what people are talking about in Jameeness. Last one Arabic, I   was thought in TPA

about basic Arabic when I was in elementary school. So, the two

English and Arabic I learn by purpose in TPA, only basic yaa.

2. Do you think that your parents create you being multilingual?

   A : I'm not really sure if my parents create me in multilingual person, in multilingualism kinda mentioned but because like I leave in Aceh and my mother tongue is Acehnese, growing up I also involved in Indonesian and jamee language which is, is not taught by purpose by my parent but we are living in that kind of community where we speak that language. Arabic and English is not also by the purpose that my parents are intend to create me as multilingual but because it is taught in the school. They think it's important for me to learn about those languages maybe for Academy things because I assssumed that they see me loving English so much, like listening to music so yeah, you know I learn English because it is important. I don't think they are intentt to create me to be multilingual person.

3. Do you become multilingual by yourself caused by environmental factor?

   A : I learned English and Arabic in TPA, it just like my purpose.

4. Is being multilingual really your desire or is this created because of your family and or your environment? Why?

   A : Being multilingual is my desire. I relized it when I was in junior high school not in elementary school. I didn't know like multilingual but I want to be fluent in both English and Arabic (she wants it from

childhood but doesn't know what is it). So when I was in elementaryy school I learn English because I want to understand what miss is talking about in the class and I want to understand the lyrics of the Song that we are going to perform. I love to sing. At that time I just like the melody because it's also foreign language for me and also Justin Bieber song 'Baby Baby' so I have to understand that song and also 'someone like you' and I really have to Translate it one by one by myself. Because I want to understand what they're talking about maybe literally the defenition, the meaning. So I start learn English because of my couriousity. Unintentionally my parents help me in learning languages. They help me in reviewing my lesson by talk to me in English.

5. What language do you use the most?

A : what language I use the most are Indonesian and Acehnesee because Acehnese is my mother tongue and Indonesian is my second language, sometimes me and my siblings talk in Indonesian depends on to whom I speak but mostly Acehnese.

6. What language do you use the least? Why?

A : Arabic, because --- wait is that Arabic or jamenes, so.. the language I use the least is Jameness because I rarely speak in Jameness, I always listen to what they talk about but I replay it in indonesian but Arabic because because I'm leaving in boarding

school and then I have a lot of friends with speak Arabic too so I get used to talk in Arabic too so yeah.

7. In your opinion, is it necessary/important for young children to learn languages from an early age?

A : I think it's this is necessary because it will help them to understand much more and it will help them in academic things, we support them and they can also reach a lot of people to interact or something that they want. And they can understand many materials in internet or everything which is more exittable(?) in English even though there are alot of tools can help them to translate it, but being good at one or more languages, especially English can help them to have kind of skill and more of opportunities require someone can talk to one or more languages, especially English. So maybe it will support them to get a better or proper or reach their dream. Or maybe going to study abroad which also requires the ability to speak languages especially English. In this case i talk alot about English.

8. Is there any challenges do you get when learning a new language?

A : There are alot of challenges that I find in learning a new language, because it is new things and in order to speak in language or to understand language we have to have like vocabularies so compiling or getting more vocabularies require consistency. So I mean like the process of compiling all or memorizing all the

voccabularies that we can memorize and which one is important is the best challenges because that's where we can understand the language. I mean if we want to speak we need vocabularies if you we to understand something by listening we also need vocabularies. Compiling more vocabularies the space of memorizing tthat is is the challange I think.

9. What benefit that you get in learning many languages?

A : So the benefit I think I got in casee of Acehnese I can communicate along with the Acehhnese person. Indonesian I I can properly understand what is being taught in the school and communicate with other people. For English which is my intention to learn English I can talk to other people and also join some competitions related to English.

10. What are the reasons you maintain your multilingual?

A : So the reason I maintain my multilingual is because I think it will benefit me right now and in the future. Research has also found that language can shape our brain to understand many things better. Sometimes the benefit for us if we go for some competition or probably if you want to apply for a master degree and also for future jobs, people with multilingualism can use it as a great opportunity for them for their future later both for their professional plan for the future or maybe for academic plan later on.

11. What are your practice to maintain your multilingualism?

A : Graduated from elementary school I join to boarding school which in the school that it is only allowed to speak in Arabic and English which is supported(?) and it is like a must for us to talk in those languages. So my intention that iI can speak fluently Arabic and English and it support by the school so I searched for the school which-- which menampung, mewadahi keinginan aku untuk belajar banyak bahasa. Graduated from junior high school I join for the boardiing school again which is my intention to join that school is to join debate club, English debate club. O I maintain my language by join the debate club which is for me is the best the practice because every time we practice we are going to make an argument about certain topics, so it's not only this like maintaing for a daily activity but also talking about something with crucial things, that is in my purpose how to maintain my language. For Arabic, I also speak like daily life for maintain that I can speak that with my friend in school and then graduating from the the senior high school I went to here I am now, English departement, because I love English.

12. Is there any media (books, movies, social media and else) you use to maintain your multilingualism?

A :   I used books, movies and social media to maintain my multilingualism. I read a book in English. I love reading novels and poetry so it will benefit me. I watch a movie in English. I also watch Korean dramas and reality shows in Korean or other languages but use

English subtitles, which may add extra ability to my reading comprehension. I also use social media like Instagram to communicate with people or to read some captions from other people, which is the newest slang word or another word currently popular in communication. So, I use social media to maintain my multilingualism. I use 3 of them in a tiny moment of each media.

13. Is joining a community one of the way to maintain your multilingualism?

A : Yes, because I realized that by joining commmunity we can practice our multilingualism with people who are interest in languages. This is one way to maintain my multilingualism

14. Is communicating with relatives one of the ways to maintain your multilingualism?

A : Yes, communicating with relatives is also one of my ways to maintain my multilingualism because my relatives are the closest to the ones who speak the same language as me and me. Like I said that I can speak Acehnese, Indonesian, and English and I also understand jameenese, now, I am communicating with them in different languages. I interact with different people and different mother tongue from themselves. This is one of my way to maintain my multilingualism

15. What is the most influential factor that you apply to maintain your multilingual? Why?

A : Oh on how do I maintain my multilingual is that I practice it with my friends and then practice. Only prectice, because practice like sticks and it's like recalling the learning that we have learned and the vocabularies that me memorize back then. In this case English and Arabic which is I learn by purpose. But, Indonesian, Accehnese and Jameness I not learned it but it is like naturally which is it's not something I maintain, I speak that every day but English and Arabic and maintain them.
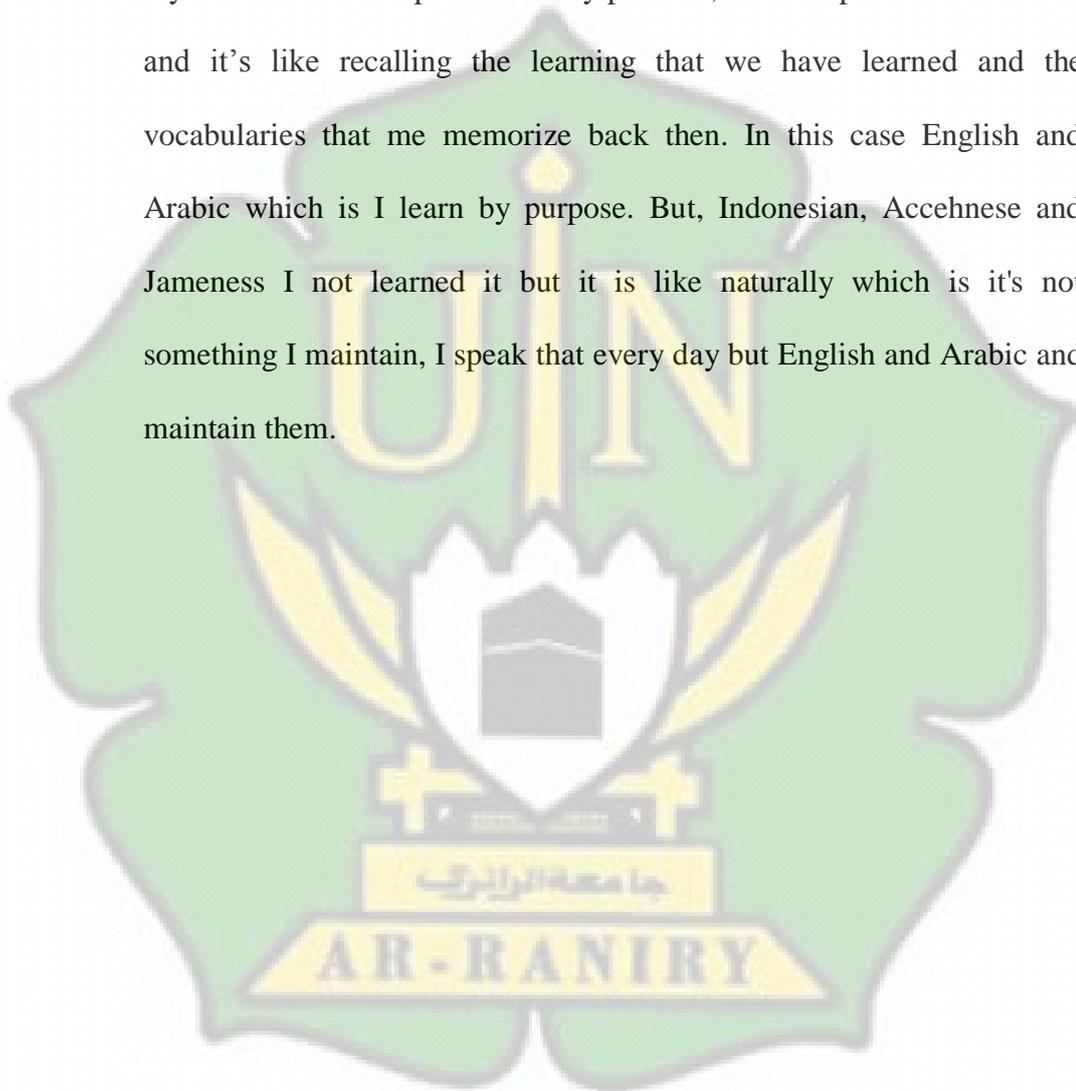
Participant 3

Interviewee   : IM
Time of Interview   : 14.00
Date of Interview   : June, 16th 2022
Place   : Banda Aceh
Position of Interviewee : Interviewee's house

1. When and where did you get your multilingualism?

   A : My first language is Indonesian. Then I started to learn the Acehnese language because I started hanging out with complex friends, then my reading friends and school friends gradually used the Acehnese language. Also because I often hear my grandmother speak Acehnese with our older relatives, but we still use Indonesian. Then when I return home, I am often exposed to the Acehnese language. I started learning English in elementary school, because there are subjects in grade 2 or 3, so it's still not fluent, it's still like I you they we, and the names of things. I started more fluent in middle school. There I started to take part in competitions such as English speech contest. Then there is also a little bit of Arabic in elementary school.

2. Do you think your parents shaped you being a multilingual?

   A : In my opinion, it's not multilingual, but bilingual. In the past, I could only speak Indonesian. When I returned home, I was told to speak Acehnese. Then from the parents, they just said to learn the Acehnese language, not to be given tutoring or anything like that. But in terms of English, I like the English language.

3. Do you become multilingual by yourself caused by environmental factor?

A : When it comes to English, I used to go to a boarding school where the environment encouraged me to use English. Then, I also like to learn English. So because of my desire and support from the environment. Indonesian of course because of the environment, we can't choose what language our L1 is. So my L1 is Indonesian. If the Acehnese language is pure because it is exposed to the environment. I often hear people speaking the language at the market, friends speaking Acehnese, or when I go home to my parent's village. I also learned Arabic a bit because when I was in a boarding school, I learned something like nahwu and sharaf. In high school, I also had time to learn Arabic during the Nisa Fiqh lessons, whose books were full of Arabic.

4. Is being multilingual really your desire or because of your family and your environment? Why?

A : I think it all matters. Ffamily who introduced L1 and the Acehnese language. Then the environment also affects the Acehnese and English languages. Especially in English because I really like it.

5. What language do you use the most? Why?

A : Indonesian, of course. Because I speak Indonesian with my friends, and with my family too, yeah... in my daily life I use Indonesian.

6. What language do you use the least? Why?

A : Acehnese. I use English more often than Acehnese. Because I think my Indonesian and English skills are not too different. I am also a student of English Education and International class Law whose language of instruction is English, so I use English quite often. In fact, sometimes there are words that I don't know in Indonesian but know English, for example, 'it's worth it'. So I often use English in the academic section, with friends seldom. The last time I spoke Acehnese was during PPL because there were many students who spoke Acehnese. The ability to speak Arabic is lower than my Acehnese.

7. In your opinion, is it important for young children learn languages from early age?

A : It's important. The first important thing is the heritage nguage. Even though I'm a passive user of Acehnese, I'm actually fluent in Acehnese and I also understand when people speak Acehnese. It's just because it's rarely used, so my pronunciation in Acehnese isn't very good. So it's important to preserve the heritage language so that it doesn't disappear and as our identity. As for English, it has become an international language and for education it is very important. So children need to be taught English. In my opinion, it is better if the children are taught L1 in the local language. As time goes by, he will be able to learn Indonesian by himself. It is also important to teach English, for example, in schools where there is no English, the children should be given tutoring. because children's

education becomes easier if for example they use English, more materials can be accessed, can communicate with many people, especially in this era of globalization, anyone can do that. And for children, it's not just from tutoring, you can also learn it from fun ways, such as games. Arabic is also important because we are Muslims and also speak Arabic in the world. And then Mandarin, because if you can speak many languages, it can be a privilege for the child himself. Moreover, the fact is that Mandarin is difficult and as we know Chinese people are strong businesses, so getting the opportunity to have a good job is very-- very promising. Now in Indonesia there are also many international schools that teach Mandarin. In Australia there are also schools that teach Mandarin. It means that Mandarin is as global as it is now.

8. Is there any challenges do you get when learning a new language?

A : The challenge is more to the structure of the language. Arabic is quite new for me personally, so in terms of the structure of the language, it is a lot. In English and Indonesian, there are only 2, she and he. In Arabic, there are many pronouns, up to 14. And then the verb follows that pronoun, and it's quite complicated for me.

9. What benefit that you get in learning many languages?

A : First, it's easy to communicate. When PPL, the children listen more if we use the Acehnese language. So there, I use my Acehnese language even though it's not that good. Then when shopping at traditional markets, sometimes use the Acehnese language. In terms of English, I can expand

my network. When I was in 6th grade, I also had a foreign friend, so we spoke English. In high school, you can also communicate in English with the teachers. And now you can also chat with people not from Indonesia using English. I can write captions also in English. As for Arabic, when I read the Qur'an sometimes, it seems like I understand better, that's why sometimes I come across words that are a bit familiar. Second, it is useful in terms of education. I often use English because we are PBI students, and in FH I am also in an international class, where almost all assignments are in English. Sometimes the discussion uses English and a script as well. The Arabic language is only used in middle and high school Islamic boarding schools.

10. What are the reason you maintain your multilingual?

A : Because I think being multilingual can affect brain work, I heard this when I watched a video on YouTube. make communication easier. And in English education, it is very useful. And it's cool, being able to use English and Arabic is cool. Even using the Acehnese language is cool, like local pride.

11. Is there any media you use to maintain your multilingualism?

A : First, Environment. The environment here includes our friends and what language they use. I went to a boarding school, and I was exposed to the same language in that environment. Second education. For example, in class during college, I always used English, so it made me quite fluent.

12. .Is taking a private course one of your ways to maintain your multilingualism? A : I used to take English lessons, but not because I wanted to. From FH we are required to take this course for 4 semesters. The lessons are to discuss writing, Teofl, Ielts. I feel that the lessons help improve my language skills.

13. Is joining a community one of the way to maintain your multilingualism?

    A : I used to join the KOPLO community, and it helps

14. Is communicating with relatives one of the ways to maintain your multilingualism?

    A : yes, but I rarely do it, in the case of Acehnese language. Because I just back to hometown once a year. So only there I practice the Acehnese language.

15. What is the most influential factor that you apply to maintain your multilingual?

    A : First, Environment. The environment here includes our friends and what language they use. I went to a boarding school, and I was exposed to the same language in that environment. Second education. For example, in class during college, I always used English, so it made me quite fluent.

Participant 4
Interviewee : FA
Time of Interview : 20.00
Date of Interview : June, 17th 2022
Place : Banda Aceh
Position of Interviewee : Interviewee's house

1. When and where did you get your multilingualism?

   A : Since I was very young, the language at home has been mixed because my parents are from Aceh but different ethnic groups. My father usually spoke Jameness, and my mother usually spoke Acehnese. But with my neighbours we usually use Acehnese. When talking to my father's family, I use Jameness, and my mother's family uses Acehnese. At school, only Indonesian and English are used. Since childhood, I have mastered the Acehnese language simultaneously with the Jameenese, but lately, I have rarely used the Acehnese, so many words have been forgotten

2. Do you think your parents shaped you being a multilingual?

   A : Yes, since I couldn't speak and my parents taught me to talk. The language they use when they talk to me shapes my language."

3. Do you become multilingual by yourself caused by environmental factor?

   A : Yes, because of environmental factors. Like it or not, my language changes according to its environment.

4. Is being multilingual really your desire or because of your family and your environment? Why?

   A : More because of environmental factors. Because, like it or not, when you are in an environment, you must adapt to the language. For example, I

use the Jameenese at home, but when I go to Abdya I meet my mother's family. I automatically have to use the Acehnese language because the environment there uses the Acehnese language.

5. What language do you use the most? Why?

A : Jamu and Indonesian, because mamak always speaks Jamu, so do my brother and friends.

6. What language do you use the least? Why?

A : English, because I use English only in the class and even only with the lecturer. With my fellow students in the English department, they still use Indonesian. Actually, I want to be able to speak English actively, but I don't know who to talk to. The point is I don't have a partner to talk to in English.

7. In your opinion, is it important for young children learn languages from early age?

A : Very important. Especially when they are children, their memory is still very fresh and strong, so mastering many languages is still very easy and this is also very necessary when they are adults where they can communicate more effectively.

8. Is there any challenges do you get when learning a new language?

A : In the context of its use. For example, you cannot use the word 'you' in Indonesian to an older person. But in English, we can use the word 'you' to anyone, whether it's older than us. Sometimes it's hard to synchronize the

context of use. So when I use the word 'you' to an older person, I feel like it's impolite, even though the word 'you' in English can be used for anyone. Another challenge is the difficulty of memorizing vocabulary because there are so many. Sometimes I also mixed the languages, for example, when I speak Acehnese but use Jameenese vocabularies.

9. What benefit that you get in learning many languages?

A : One of them was when I was in elementary school. There is one teacher who speaks in Jameenese. I understand what he says, while others do not. They will ask me about what the teacher said earlier. So I feel like --Waahhh--- it's cool to be able to speak Jameeness in an Acehnese environment. In Labuhanhaji, where I live. Some villages use the Jameenese, some villages use the Acehnese. So I can communicate easily with people in the two kinds of villages. Then also communicate with anyone to be more effective. By understanding other languages, we are not easily tricked or made fun of or ridiculed by others. In the case of English, what I feel is the ease of using technology. I Can understand if something uses English, such as applications on cellphones today that use English a lot. In the past, I could only read novels in Indonesian, now, I can also read novels in English.

10. What are the reason you maintain your multilingual?

A : Of course, because this can make it easier for me to communicate with anyone. Then it can also be an advantage that I can be proud of because I can master several languages. Then, because I always use these languages

with family, friends or relatives, like it or not, I have to be able to keep in touch with them

11. What are your practice to maintain your multilingualism?

A : The most dominant practice I maintain multilingualism is communicating with people who speak the same language. So things we forgot can be refreshed, or things we didn't know can come to know

12. Is taking a private course one of your ways to maintain your multilingualism?

A : Since elementary school, I have been taking English lessons. Then when MTsN also took English lessons facilitated by the school.

13. Is joining a community one of the way to maintain your multilingualism?

A : Yes, because in a community where people who speak the same language can be a place to chat and hone our language. I have joined the English community but forgot the name of the community

14. Is communicating with relatives one of the ways to maintain your multilingualism?

A : Yes, because communicating with them can remind me if there are one or two words that I forgot

15. What is the most influential factor that you apply to maintain your multilingual? Why?

A : Always communicate with people who understand the language, except for English because it is rarely used. As long as I'm an English student, I feel like my English is improving. But in terms of using English

in speaking, it's lacking. In the past, from semester one until I was still studying online, English was still often used in class even though it was still not good. But now it's no longer used because I don't know who to talk to.

16. Is there any media you use to maintain your multilingualism?

A : For Acehnese, Jameenese, and Indonesian, I consider them fluent. I use media such as setting my phone in English to deepen English. Use the u-dictionary application to improve English pronunciation because there is a British or American accent there.
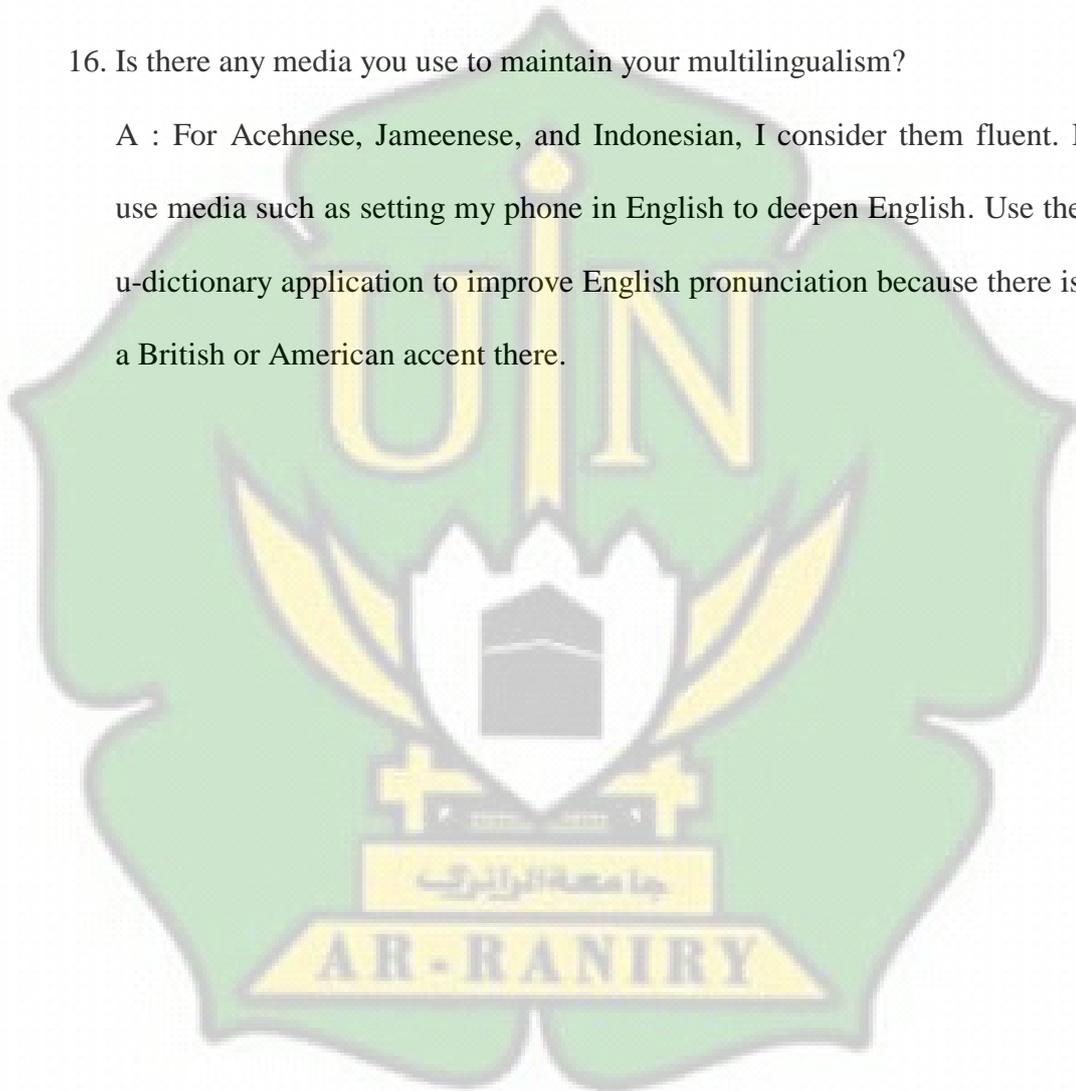
Participant 5
Interviewee   : DL
Time of Interview   : 20.00
Date of Interview   : June, 18th 2022
Place   : Banda Aceh
Position of Interviewee   : Interviewee's house

1. When and where did you get your multilingualism?

    A : Since childhood, I can speak Acehnese and Indonesian. Since junior high school, new languages have been added because, in junior high school I went to islamic boarding schools where we were required to speak in English and Arabic. Acehnese is my mother tongue because I usually speak in Acehnese at home. Meanwhile, I got Indonesian from the environment, for example, school and friends around the house. I started learning English from elementary school, because there were English lessons at school, so to increase my grades, I also had time to take courses. In the past, I didn't study English too deeply because I didn't know the importance of English, so I just obeyed my father's request to study.

2. Do you think your parents shaped you being a multilingual?

    A : Yes,Since my father decided to tell me to take English lessons and go to Islamic boarding schools. My father also often said that I had to learn English so that not only Acehnese and Indonesian could be mastered. Yes, it's a form that dad wants me to be multilingual.

3. Do you become multilingual by yourself caused by environmental factor?

    A : Yes. Because when I was in junior high school, I entered a boarding school, so the environmental factor is the necessity that we have to speak

two languages, which is the main reason why I learned languages so that I became multilingual. Besides that, from my environment, I also see that people who speak English seem to find things easier. For example when they are in class, they are easier and can answer questions in English.".

4. Is being multilingual really your desire or because of your family and your environment? Why?

A : In the past, it was probably because of my parents' wishes when I was in elementary school. But since I know that it is essential to learn English and Arabic, this has become my desire to be able to master English and Arabic. Then I started to learn those languages from my motivation, no longer because my parents told me to.

5. What language do you use the most? Why?

A : Indonesian. Especially now that I live in Banda, so the Indonesian language is often used.

6. What language do you use the least? Why?

A : Arabic. Because now I'm an English Education student, I don't study Arabic anymore. Also, I don't really like Arabic. Last time I studied because it is a must at school.

7. In your opinion, is it important for young children learn languages from early age?

A : It's important, because I've learned that learning many languages can improve brain performance, our memorization becomes faster and our memory becomes stronger. It's also important because by being able to

speak many languages, we are not afraid if we want to speak in that language, we can be braver and more confident, that's how it is.

8. Is there any challenges do you get when learning a new language?

A : The challenge is in how to arrange the words. Because every language has its sentence structure and it's different, this is one of the challenges for me in learning languages. Learning a language is not just about vocab, so arranging words is challenging for me. In terms of pronunciation too. Moreover, in English, there are words whose pronunciation is similar. Sometimes some words misheard because we don't know how to pronounce them properly.

9. What benefit that you get in learning many languages?

A : Ease of communication, ease of using technology that uses English, also gets wider job opportunities. For example, we can speak Arabic, so we can teach Arabic.

10. What are the reason you maintain your multilingual?

A : I can already communicate using English or Arabic, so if I don't maintain my language, I feel at a loss for what I've achieved.

11. Is being an English student a way for you to maintain your English?

A : No, in my opinion, maintaining language is not based on the course we take, but the practice we do. Indeed, it's okay for us to use English, even in the final project we also use English, but that doesn't guarantee that we don't practice English. Taking courses can indeed improve English but not to maintain.

12. Is taking a private course one of your ways to maintain your multilingualism?

A : Yes, that's one way I maintain multilingualism. Learning English is my desire. At least, I should be able to communicate well. So, around the 6th semester when it was still Covid-19 pandemic, I took an online course to improve my speaking and maintain my English.

13. Is there any media you use to maintain your multilingualism?

A : I often watch Tedtalk, watch English movies too. I use English subtitles for the video, so I'll look for the meaning when I find a vocab that I don't know what it means. So that's one way I maintain English. In terms of technology, I use my cellphone using full English settings.

14. Is joining a community one of the way to maintain your multilingualism?

A : I myself have never joined a language community, for fear that there will be no friends in that community.

15. Is communicating with relatives one of the ways to maintain your multilingualism?

A : Yes. I live in an area that predominantly speaks Acehnese, so communicating with relatives helps me maintain multilingualism

16. What is the most influential factor that you apply to maintain your multilingual? Why?

A : As I explained earlier, that is watching Tedtalk videos. It only lasted about a month. But the impact I get is bigger than when I took lessons

Participant 6
Interviewee   : PZ
Time of Interview   : 14.00
Date of Interview   : June, 23th 2022
Place   : Banda Aceh
Position of Interviewee   : Interviewee's house

1. When and where did you get your multilingualism?

   A : I got my multilingualism early, in the first grade of elementary school, because I learned about English and Arabic. In my home I use Indonesian but my parent can speak Acehnese. In my environment, when I was a child, I talked in Indonesian with my friends. Some of my friends talked in Acehnese and my parents sometimes talked in Acehnese too. My mother tongue is Indonesian.

2. Do you think your parents shape you being a multilingual?

   A : Yes, my parents influence my language skills, and it is just two languages, Indonesian and Acehnese. For my English and Arabic skill, I achieved them in school.

3. Do you become multilingual by yourself or caused by environmental factor?

   A : I--- For myself, I like to learn a new language. So I think it's because of myself I want to learn a lot of languages. Still, my parents and environment are the influencers of why I want to learn, not only because of my parents and environment but because I actually love learning new languages."

4. Is being multilingual really your desire or because of your family and your environment? Why?

A : It is because of my desire, not my family. I learned it because I love languages.

5. What language do you use the most? Why?

A : Language that I use the most is Bahasa Indonesia. The whole of my life I used bahasa Indonesia the most. I use bahasa Indonesia in my daily life.

6. What language do you use the least? Why?

A : Arabic, because the last time I used Arabic in Ma'had UIN Ar-Raniry. Now I already forgot some vocabularies.

7. In your opinion, is it important for young children learn languages from early age?

A : Oh yes it is very important and essential for young children to learn language from early age because it's there effective Brains it's their time to learn about---about many languages and others because it's time when brains are actually just develop anything so what they want to learn what they want to remember it will stay in their brains as long as they learned from the young age.

8. Is there any challenges do you get when learning a new language?

A : I think the most difficult one is speaking in a language, but suddenly I just forgot what I want to say in that language. For example, as an Indonesian who can speak English, I forget the Indonesian word when I

want to talk about something. I used code-mixing or code-switching at that time. Also, when someone talks in one language to me, but they forgot to switch the language, I don't understand what he is saying about..

9. What are benefits that you get in learning many languages?

A : Based on my experience, I can speak with people from many races and countries with the language I have learned. When I talk with my friends from Malaysia, Korea and Australia, I talk in English with them. I can speak Acehnese with Acehnese people. I proud that I can speak Acehnese from my parent. When I signed up for some scholarships, which is like the exchange program, it's a benefit for me because of my experience, I have applied to the Australian and Indonesian Exchange youth program, and I passed the 1, 2 and 3 step because of my English skill. Still, I do not pass in the last step. So, it proves that English, Acehenese, Indonesian and Arabic really benefit me.

10. You have friends from abroad, how you know those friends?

A : I actually can reach them from social media, from internet, most of them are from twitter and instagram. Sometimes I reach it from an application or software called 'ablo'. In ablo we have a chance to learn about new languages. I have a friend-Gary, she want to learn English and I want to learn Korean, So, we just change our informations. The application has many advantages.

11. What are the reasons you maintain your multilingual?

A : I want to be multilingual because it has many benefits, more languages you can speak, the more knowledge you will gain. The reason I want to maintain my Acehnese is that I want to talk with Acehnese people. It is required me to learn Acehnese because it has alot of benefits. When I was in elementary school there was a subject 'Bahasa Daerah' that's the first reason why I had to learn Acehnese.

12. What are your practice to maintain your multilingualism?

A : I usually talk to many people. When I want to learn Acehnese, I speak Acehenese everyday with my friends, sisters, and brothers. If you want to learn Acehnese, I think the most effective way is to talk with the real Acehnese (native speakers.

When I want to learn English, I search for many vocabularies on Google. I watched a YouTube video of Gordon Ramsay about cooking and then learned about the speech on YouTube. I like Obama's speech. I also text with my overseas friends.

It is actually from my elementary school. Iwanna learn more about Islam and it is from Al-quran and Hadist. So, when I want to learn Arabic, I do the practice by reading the translation of Al-quran and hadist and also I learn it in my MIN, MTsN until SMA and when I in Ma'had Uin Ar-Raniry, I learn more about Arabic.

13. Is there any media (books, movies, social media and else) you use to maintain your multilingualism?

A : I watched YouTube videos of Gordon Ramsay about cooking, and then I learned about the speech from YouTube. I like Obama's speech. I am also texting with my overseas friends. From the book, I learned my English from the Sherlock Holmes novel. I love detective books then I read an accurate translation from Japan to English in Detective Conan and One Piece. When you want to learn from a media, you have to know the most interesting genre to learn the target language and if you want to learn English decides what kind of genre of book, movies, or social media you like. If you like Instagram, you scroll Instagram for the knowledge. From the Arabic movie I like Omar movie, I watched it on my Facebook years ago and social media that most effective to maintain my language is twitter.

14. Is joining a community one of the way to maintain your multilingualism?

A : Yes, but I don't join any Community related to English or polyglot. I only join Indonesian community like environmental community.Or anything like that I don't join I didn't join a lot of them but it just like the environmental Community.

15. Is communicating with relatives one of the ways to maintain your multilingualism?

A : Yes it is when we talk in real life when we talk to our relatives, it is the effective way before watching from social media or anything like.

16. What is the most influential factor in maintaining your multilingual? Why?

A : It is my educational environment, so I maintain my multilingual (From school). I learn many languages. I learn Indonesian from school, English and Arabic also from school. I learned four languages, three of which I got from school."

17. Is being English Education Student is one of the way you choose to maintain your multilingualism?

A : SWhen we took a college it is actually about our future. I want to engaged in my career. English department is the most purposeful to keep my language skill still goes on, so I think it's a yes.