

PARENTS AND SURROUNDING INFLUENCE TO BE MULTILINGUAL

Restu Novi Sari Sudjarwo
SMP Negeri 22 Halmahera Utara
email
restusudjarwo262@gmail.com

Abstract

Nowadays inter-ethnic marriage has become a common thing happened in Indonesia. From the inter-ethnic marriage, there is an influence to children's language because parents will teach their children about their languages. In addition, children spend a lot of time to interact with surrounding where they live. For instance, if they live in Javanese surrounding which is known when they speak so it makes children know and follow the Javanese dialect, Another factor that influence a child to have capability to know many languages besides the two factors above are the child's intention to learn a new language and also the relation with their peers. The purpose of this research is to know what makes someone becomes multilingual and what factors that influence someone becomes multilingual are.

The methods used in data collection are simak method, recording techniques, and noted techniques. In analyzing the data, the author uses the social aspect as padan method. While in the data presentation, the author uses informal method. Based on the analysis of data, there are eight respondents become multilingual because the influence of parents and surrounding where they live. Two respondents become multilingual because the influence of surrounding where they live. The results of the study are ten respondents show that they becomes multilingual because they can speak two or more languages that they got from their parents and surrounding. Then, two respondents become multilingual by the influence of their surrounding where they live.

Keywords: Parents, Surroundings, Influence, Multilingual, Bilingual

1. Background of the Study

Language is a kind of signs that is produced by people, Sapir (1921:16) states language is primarily an auditory system of symbols. All animals can communicate, but only human beings have language. People have purpose in communicating to others. By using language, human beings are able to get along with the others in the society. They use language to convey their thought, ideas or anything that they want to tell. It shows

that language plays a very important role in the society where people cannot live and survive in the world without language because they need to deliver their needs and purposes by someone else help. In this case, language is a media of communication that allows people to share things one to another as well as to express their communicative needs (Wardhaugh, 2006:01). That is why language is important in human's daily communication.

When people know a language, they can speak and can be understood by others who know that language. To understand our humanity, we must understand the language that makes us human. Siahaan states that “language is a unique human inheritance that plays the very important role in human’s life, such as in thinking, communicating ideas, and negotiating with the others”(2008:1).

There are many kinds of languages in this world because each country has its own national language. Indonesia has many islands, many tribes and cultures and every island has its own regional language. Nowadays, many people get married with the other people from another tribe. From that marriage, some factors influence the children’s language such as they will know some languages that they get from their parents. Parents will teach the children about their languages, so that they have capability to speak their parent’s languages in their daily communication with people around them who are from the same tribes but they are still able to speak their mother tongue if they meet with plural society. Actually marriage of different tribes is not the only reason that make children can know many languages but there are some factors that

influence children to know many languages, those are the surrounding, the intention to learn language, and the group or friends. These factors really influence to children’s language, because they do conversation not only with their parents or family but also with the surrounding which gives big influence to children’s language. Children spend much time to do conversation with their surrounding like with their neighbors, their friends at school, or their relation with their peers so, they will know many languages that they get from their surroundings.

Children will have capability to speak different languages according to the surrounding they live. For instance, if they live in Javanese surrounding, automatically they must adapt to speak Javanese language. The surrounding demands them to speak Javanese language, so that they accustoms to speak Javanese language and makes their dialect become like Javanese’s. Children also can know many languages from their group or friends. For instance, if their group or friends speak English language in their daily communication, it automatically makes children must learn and speak English language too. Finally, they can know many languages that they get from

their surroundings, and they intend to learn about the new language and their group or friends that make them become multilingual. In this thesis, the writer would like to find some factors that influence children become multilingual from their parents and their surroundings.

The problems of this study are what makes someone becomes multilingual, and what factors influence someone becomes multilingual. So that the objectives are to identify what makes someone becomes multilingual and identify what factors that influence someone becomes multilingual.

2. Theoretical Frameworks

2.1 Language

Study about language is very important for us, because language is a tool of communication. Forwel states that “the form of language in use are a part of, as well as a consequence of, social process” (1979: 26). By studying a language of an area, we can do communication to others who live there, because without language, not all people can convey their feeling or thinking one to each other, so we can conclude that language and communication cannot be separated one to another. It is similar to Wilson and Sperber’s opinion that language and communication

are often seen like two sides of a single coin, which cannot be separated each other (1995: 173).

Therefore, it is very important to know the difference both of them before doing more observation about language. Bromly (1992: 15) explains that it is necessary to understand the difference between language and communication before learning how language is acquired and developed.

Actually, language is not just a tool to express our feeling but by using language, we can mold our values, beliefs, and our behavioral patterns for posterity. Anderson (1996: 6) notes that “language is a tool and it is arguably the most important, used by people to mold and store their values, beliefs, attitudes, and behavioral patterns for posterity.”

Now we are going to discuss about communication. If language is a tool, so communication is an activity because by using a language, we can communicate with the others. Gumperz (1982:1) points out that communication is a social activity, which required coordinated efforts of two or more individuals. Thus, language and communication are a unity that cannot be separated each other. After we understand

about language, we have to know what the scientific study of the language is.

2.2 Linguistics

Humans as a social life cannot avoid using language. Human needs another people to complete his or her needs, so he or she must do a communication to make him or her survive in the world. It plays very important role in our life, so that people always need it to interact with other people. Siahaan (2008:1) states that “language is a unique human inheritance that plays the very important role in human’s life, such as in thinking, communicating ideas, and negotiating with others”.

The word communication comes from Latin verb *communicate* meaning to talk together, to confer discourse and to consult one with another. Besides the statement, all people should learn language deeply and scientifically. In related to know deeply, all people need to learn about linguistics because linguistics studies about languages and the part of it. Gray confirms that:

Linguistics (science of language) deals with the history and scientific investigation of language whether one studies a phenomenon common to all mankind, or examines the resemblances and differences between languages belonging to a given linguistic family, or to sub-groups of such a family, or investigates an individual

language or one or more of its dialects (1939: 1)

Linguistics is divided into many branches such as :

a) General linguistics

It describes the concepts and categories of a particular language or among all language. It also provides the analysis theory of the language.

b) Descriptive linguistics

It gives the data to confirm or refute the theory of particular language explained generally.

c) Micro Linguistic

It is concerned with the internal view of language itself (structure of language system) without related to other sciences and without related how to apply it in daily life. There are some fields of micro linguistics:

1. Phonetics studies about physical properties of sound of human language.
2. Phonology studies about sounds as discrete, abstract elements in the speaker’ mind that distinguishes meaning.
3. Morphology studies about internal structure of words and how they can be modified.

4. Syntax studies about how words combine to form grammatical sentences.
5. Semantics studies about meaning of words (lexical semantic) and fixed word combination (phraseology), and how these combine to form the meanings of the sentences.
For example:
“Dutch auction” is composed of the word Dutch of or pertaining to the Netherlands and auction a public sale in which goods are sold to the highest bidder, but its meaning is not a sale in the Netherlands where goods are sold to the highest bidder. Instead, the phrase has meaning referring to any auction where, instead of rising, the prices fall.
6. Pragmatics studies about how utterances are used (literally, figuratively, or otherwise) in communicative acts.
7. Discourse analysis studies about analysis of a language used in texts (spoken, written, or signed)
8. Applied linguistics studies about branch of linguistics that is most concerned with the application of the

concepts in everyday life, including language teaching.

d) Macro linguistics

It is the broadest view of language. It concerns external view of language related to other sciences and how to apply it in daily life. Some fields of macro linguistics are:

- a. Stylistics: studies about linguistic factors that place a discourse in a context.
- b. Developmental linguistics: studies about development of linguistic ability in an individual, particularly the acquisition of language in childhood.
- c. Historical or Diachronic linguistics: studies about language changes.
- d. Language geography: studies about spatial patterns of languages.
- e. Evolutionary linguistics: studies about origin and subsequent development of a language.
- f. Psycholinguistics: studies about cognitive processes and representations underlying the language use.
- g. Sociolinguistics: studies about social patterns and norms of linguistics variability.

- h. Clinical linguistics: studies about application of linguistics theory to the area of speech-language pathology.
- i. Neurolinguistics: studies about brain networks that underline grammar and communication.
- j. Biolinguistics: studies about natural as well as human-taught communication system in animal compared to human language.

2.3 Sociolinguistics

Sociolinguistics is the study of the relationship between language and society. Sociolinguistics help us to understand why we speak differently in various social contexts and help uncover the social relationship in a community. Examining the way people use language in different social context provides a wealth of information about the way language works, as well as about the social relationship in a community, and as the signal aspects of their social identity through their language.

Sociolinguistics is an attempt to find correlations between social structure and linguistic structure and to observe any changes that occur (Gumperz, 1971: 223). Sociolinguistics is the study of the social uses of language, and the most productive studies in the four decades of sociolinguistic

research have emanated from determining the social evaluation of linguistic variants (Chambers, 2002: 3). Holmes (1992: 16) says that ‘the sociolinguist’s aim is to move towards a theory which provides a motivated account of the way language used in a community, and the choice of people when they use language.

Sociolinguistics is the descriptive study of the effect from any and all aspects of society, including cultural norms, expectations, and context, or the way language is used, and the effects of language which is used in the society.

Sociolinguistics is that part of linguistics which is concerned with language as a social and cultural phenomenon (Peter Trudgill, 1983). Sociolinguistics is concerned with investigating the relationships between language and society with the goal of a better understanding of the structure of language and how language functions in communication. (Ronald Wardhaugh, 1986). Sociolinguistics is the field that studies the relation between language and society, between the uses of language and the social structures in which the users of language live. (Bernard Spolsky, 1998).

The explanation above tells us that sociolinguistics is concerned with

investigating the relationship between language and society with the goal is being better understanding of the structure of language and how language function in communication. Therefore, the equivalent goal in language is trying to discover how social structure which can be better understood through the study of language, for instance how certain features serve to characterize particular social arrangements. They are interested in explaining why we speak differently in different social context, and they are concerned with identifying the social functions of language and the ways it is used to convey social meaning. In examining the way of people use language in different social context provides a wealth of information about the way language works, as well as about the social relationship in a community, and how the way people maintain some signal aspects of their social identity through their language.

2.4 Bilingualism

Bilingualism is a worldwide phenomenon. Most nations have speakers of more than one language. Hundreds of million people in the world routinely uses two, three or four languages in their daily lives. Furthermore, monolingualism routinely switch from one language variety-

a regional dialect, the standard language, a formal or informal style, and so on to another in the course of their daily interactions (Mc Kay, 1996: 47).

Bilingualism's term usually is used as a habit to use two languages, in fact, the terms is used for two interrelated conceptions but different. Actually, it is the ability and the habit of using two languages in speech community. Bilingualism studies level of domination each language skills that is mastered in speaking, listening, writing, or reading. So, it will be obtained proficiency profile which is usually different for two languages that is mastered by someone who does bilingualism.

Nababan also explains in his book that there are two types of bilingualism: individual and societal bilingualism (Nababan, 1991: 29). Individual bilingualism has been described above. Meanwhile, societal bilingualism can happen if two languages are used by a society. It means that the group of bilingual community forms a bilingual community where the inhabitants use two languages.

"Bilingualism is the practice of alternately using two languages presents another definition of bilingualism" (Weinrich, 1953: 1). It is an ability to

produce a perfect meaningful utterance in other language. Otherwise, bilingual according to him is a person who is able to produce meaningful sentences in second language.

Bloomfield in Umar and Napitulu (1993: 7) states that bilingual is mastery of two languages in balance, like the mastery of language by a native speaker. The other opinion is from Bloomfield (1993: 56) that defines bilingualism as native-like control of two languages. He suggests an ideal concept in which bilingual has total native-like command of two languages. Therefore, someone is bilingual if he is able to use his second language as well as his mother tongue.

Furthermore, Rahardi argues that bilingualism is a mastery of at least the first language and second language, even though the mastery of the second language is the lowest level (2001: 14). Adding opinion is from Haugen (in Rahardi, 2001: 15), he says, "Bilingualism can be defined as just knowing the second language"

Children can also become bilingual if their parents speak more than one language to them, or if some other significant persons in their life (such as a grandparent or caretaker) speak to them consistently in

another language. Sometimes a child will grow up in a household in which each parent speaks a different language; in that case, the child may learn to speak to each parent in that parent's language. In short, a young child who is regularly exposed to two languages from an early age will most likely become a fluent native speaker of both languages even more. The exposure must involve interaction, It is also possible to learn a second language some-time after early childhood, but the older you get, the harder it is to learn to speak a new language as well as a native speaker.

Many linguists believe there is a 'critical period' (lasting roughly from birth until puberty) in which a child can easily acquire any language that he or she is regularly exposed to. Under this view, the structure of the brain changes at puberty, and after that it becomes harder to learn a new language. This means that it is much easier to learn a second language during childhood than as an adult.

2.5 Multilingualism

The term of multilingualism that has been used interchangeably in the literature refers to the knowledge or uses of more than one language by an individual or a community. Multilingualism can be, and has

been, studied both as an individual and as a societal phenomenon. When it is viewed as an individual phenomenon, issues such as how one acquires two or more languages in childhood or later, how these languages are represented in the mind, and how they are accessed for speaking and writing for comprehension become central. When it is viewed as a societal phenomenon, one is concerned with its institutional dimensions, that is, with issues such as the status and roles of the languages in given society, attitudes toward languages, determinants of language choice, the symbolic and practical uses of the languages, and the correlations between language use and social factors such as ethnicity, religion, and class.

A person who speaks more than two languages is called “multilingual” (although the term “bilingualism” can be used for both situations). Multilingualism is not unusual; in fact, it is the norm for most of the world's societies. It is possible for a person to know and use three, four, or even more languages fluently, (Betty Birner 1999: 125).

Multilingualism is the natural potential available to every normal human being rather than an unusual exception; it is only the environmental factors which may fail to

monolingual speaker. (Michal B. Paradowski, 2007: 11-13)

Multilingualism is a condition when people use more than two languages to interact with other people by turns (Chaer and Agustina, 2004: 85). The explanation above tells us that multilingualism is about a person who can speak more than two languages to interact with other people. It is also possible for a person to know and use three, four, or even more languages fluently.

3. Research Methods

The research design that is used by the writer is qualitative method. The writer uses questionnaires to get the valid data. The writer uses technique of collecting data from Sudaryanto (1993: 133-135) who explains the three steps of collecting data in the research. The first step is *simak* method, a method which is performed when the researcher has a conversation with the object. In practicing *simak* method the writer uses method of tapping or *penyadapan*. The researcher only listens what the speaker says. The second step is technique of data recording which means a technique that uses tape-recorder in order to get the data. According to Sudaryanto (1993:135) when the first and the second technique are used,

data recording can be done as well with tape-recorder as a tool. The last step is technique of note taking. The technique of note taking can be defined as an activity to write the data that had been recorded.

In analyzing the data, the writer analyzes her data that she gets from observation, interview, and introspective. The writer decides to use *padan method*. *Padan Method* is a method of data analysis by using a determining tool, which is out of language. In this research, the writer uses *padan* sociolinguistics method and the determining tool is a social aspect.

The results of the study are presented in two ways, namely formal method and informal method (Mashun, 2007: 116). Formal method is formulating the rules by using the sign and symbol. Signs that are used like a plus sign (+), minus (-), asterisk (*), the arrow (→), parentheses (()), braces ({}), square brackets ([]), etc. Besides the uses of the signs, formal method also uses symbol as adverb, adjective and others. Informal method is to present the results of data analysis into words. In presenting the data analysis in this research, the writer uses informal methods. Moreover, the presentation of the results of data analysis is

an informal presentation by using ordinary words.

4. Hasil dan Pembahasan

Data 1

Conversation between the researcher and the respondent

Researcher: Berta bahasa apa yang kamu gunakan ketika kamu berbicara dengan keluarga kamu?

Berta : Bahasa Dayak dan bahasa Indonesia.

Researcher : Kenapa kamu memilih bahasa Dayak dan bahasa Indonesia?

Berta : Karena sehari-hari orangtua lebih menggunakan bahasa Dayak dan bahasa Indonesia.

Researcher : Bapak kamu berasal dari mana?

Berta : Dari Medan.

Researcher : Ibu kamu berasal dari mana?

Berta : Dari Pontianak.

Researcher : Dimana kamu di besarkan?

Berta : Di Pontianak.

Researcher: Bahasa apa yang kamu gunakan ketika berbicara dengan tetangga kamu?

Berta : Bahasa Dayak dan bahasa Batak.

Researcher : Apakah tetangga kamu orang Dayak dan orang Batak semua?

Berta : Campuran, tidak semua orang Dayak dan orang Batak. Jadi,kalau berbicara dengan

orang Dayak saya menggunakan bahasa Dayak, kalau berbicara dengan orang Batak saya menggunakan bahasa Batak. Kalau dengan orang dari luar pulau selain orang Dayak dan Medan saya menggunakan bahasa Indonesia.

Researcher : Apakah orang Batak bisa berbahasa Dayak?

Berta : Bisa tapi tidak semuanya.

Researcher : Bahasa apa yang kamu gunakan ketika kamu berbicara dengan teman-teman kamu di sekolah?

Berta : Kalau dengan teman-teman orang Dayak saya menggunakan bahasa Dayak tapi, kalau dengan teman-teman dari luar pulau saya menggunakan bahasa Indonesia.

Researcher : Apakah teman-teman di sekolah orang Dayak semua atau campuran?

Berta : mm..campuran.

Researcher : Kamu bisa berbahasa apa saja?

Berta : Bahasa Dayak, bahasa Batak, dan bahasa Indonesia.

Researcher: Boleh berikan contoh bahasa Dayak itu seperti apa?

Berta : Misalkan bilang makan itu “*man*”, mandi itu “*mamu*”.

Researcher : Contoh dalam kalimat seperti apa?

Berta : Misalnya saya ingin mandi “*ku i’ra mamu.*”

Researcher : Kalo contoh bahasa Batak seperti apa?

Berta : “*Ku ja atendu*” artinya kamu mau kemana.

Researcher : Dimana kamu tinggal sekarang?

Berta : Di Semarang.

Researcher : Bahasa apa yang kamu gunakan ketika berbicara dengan teman-teman di kampus?

Berta : Saya menggunakan bahasa Dayak kalau berbicara dengan teman-teman sesama orang Dayak tapi, kalau sama teman-teman dari luar pulau saya menggunakan bahasa Indonesia.

Researcher : Terima kasih Berta.

Berta : Sama-sama.

Berta chooses Indonesian and Dayak Language when she speaks to her parents because everyday her father and mother speak Indonesian and Dayak language. Berta was born and raised in Pontianak and lives in Dayaknese surrounding. She applies Dayak language when she speaks to her Dayaknese fellows and applies Batak language when she speaks to her Bataknese fellows. She applies Indonesian language when she speaks to her neighbours who come from other cities. She applies Dayak language when she speaks to her Dayaknese fellow friends at school and she speaks Indonesian language to her friends at her school who come from other cities. She can speak Dayak language and Batak language as well. For example, eat in Dayak language is “*man*” and take a bath in Dayak language is “*mamu*”. For example in a clause about “I want to take a bath” in Dayak language is “*ku i’ra mamu*”. She also knows about Batak language, for example “Where are you going” in Batak language is “*ku ja atendu*”. She lives and studies in Semarang this moment and still applies

Dayak language when she speaks to Dayak people. She applies Indonesian language when she speaks to her friends from other cities who cannot speak Dayak language. This proves that her language is influenced by her parents and surrounding where she lives.

Data 2

Conversation between the researcher and the respondent

Researcher : Delwis bahasa apa yang kamu gunakan ketika kamu berbicara dengan keluarga kamu?

Delwis : Bahasa Indonesia.

Researcher : Kenapa kamu memilih bahasa Indonesia?

Delwis : Karena bapak saya tidak mengerti bahasa Batak sebaliknya ibu saya juga tidak mengerti bahasa Toraja, jadi kami menggunakan bahasa Indonesia. Tapi ibu mengajarkan saya bahasa Batak.

Researcher : Bapak kamu berasal dari mana?

Delwi : Bapak saya dari Toraja.

Researcher : Ibu kamu berasal dari mana?

Delwis : Ibu saya dari Medan.

Researcher : Dimana kamu dibesarkan?

Delwis : Di Bengkulu.

Researcher : Bahasa apa yang kamu gunakan ketika kamu berbicara dengan tetangga kamu?

Delwis : Bahasa Indonesia dan bahasa Bengkulu.

Researcher: Kenapa kamu menggunakan bahasa Indonesia dan bahasa Bengkulu?

Delwis : Karena tidak semua tetangga saya orang Bengkulu tapi campur dengan pulau lain.

Researcher : Bahasa apa yang kamu gunakan ketika kamu berbicara dengan teman-teman kamu di sekolah?

Delwis : Bahasa Indonesia dan bahasa Bengkulu.

Researcher: Dimana kamu tinggal sekarang?

Delwis : Di Semarang.

Researcher : Bahasa apa yang kamu gunakan ketika kamu

berbicara dengan teman-teman di kampus?

Delwis : Saya menggunakan bahasa Indonesia ketika berbicara dengan teman-teman dari luar pulau dan saya menggunakan bahasa Batak ketika berbicara dengan teman-teman orang Batak.

Researcher: Bahasa apa saja yang kamu bisa?

Delwis : Bahasa Indonesia, bahasa Batak, dan bahasa Bengkulu.

Researcher : Bisa berikan contoh bahasa Batak itu seperti apa?

Delwis : *“Na lagi didia ho nuaing”* artinya kamu lagi dimana sekarang.

Researcher : Kalau contoh bahasa Bengkulu seperti apa?

Delwis : *“Apo lakak sanak”* artinya apa kabar.

Researcher : Terima kasih Delwis.

Delwis : Sama-sama.

Delwis chooses Indonesian language when she speaks to her parents because her father cannot speak the mother

language of his wife, whereas her mother cannot speak her father mother language, so she applies Indonesian language. Delwis was born and raised in Bengkulu that is why she understands about Bengkulu language. She applies Indonesian language when she speaks to her friends from other cities who cannot speak Bengkulu language and applies Bengkulu language when she speaks to her fellows of Bengkulu. She applies Indonesian language when she speaks to her neighbours from other cities and applies Bengkulu language when she speaks to her Bengkulu neighbours. She lives and studies in Semarang. This moment she applies Indonesian language when she speaks to her friends from other cities and applies Batak language when she speaks to her Batak fellows. She can speak Batak language because her mother tongue is Batak language. The example of Batak language is like *“Na lagi didia ho nuaing”* which means where are you. The example of Bengkulu language is like *“Apo lakak sanak”* that means how are you. She can speak Indonesian language, Batak language, and Bengkulu language. This proves that her language

is influenced by her parents and surrounding where she lives.

Data 3

Conversation between the researcher and the respondent

Researcher : Desy bahasa apa yang kamu gunakan ketika kamu berbicara dengankeluarga kamu?

Desy : Kalau di rumah saya menggunakan bahasa Indonesia tapi kalau berbicara dengan keluarga ibu saya menggunakan bahasa Minang.

Researcher :Kenapa kamu memilih bahasa Indonesia ketika kamu berbicara dengan orang tua kamu?

Desy :Karena bapak saya tidak mengerti bahasa Minang tapi ibu saya mengerti jadi kami menggunakan bahasa Indonesia.Saya hanya menggunakan bahasa Minang dengan ibu ketika berbicara hal-hal yang penting.

Researcher : Bapak kamu berasal dari mana?

Desy : Bapak saya dari Nias.

Researcher : Ibu kamu berasal dari mana?

Desy: Ibu saya dari Padang.

Researcher : Dimana kamu dibesarkan?

Desy : Di Padang.

Researcher :Bahasa apayang kamu gunakan ketika berbicara dengan tetangga kamu?

Desy : Bahasa Minang.

Researcher : Apakah tetangga kamu semua orang Minang?

Desy : Iya.

Researcher : Bahasa apa yang kamu gunakan ketika kamu berbicara dengan teman-teman kamu di sekolah?

Desy : Saya menggunakan bahasa Cina Padang yang merupakan perpaduan antara bahasa Indonesia tapi dengan menggunakan dialek Cina.

Researcher : Bisa berikan contoh bahasa Cina Padang dan bahasa Minang itu seperti apa?

Desy :Kalau bahasa Minang kan "*nak kamano*", kalau

bahasa Cina Padangnya "*pai kamalu*" gitu.

Researcher : Dimana kamu tinggal sekarang?

Desy : Di Semarang.

Researcher :Bahasa apa yang kamu gunakan ketika kamu berbicara dengan teman-teman di kampus?

Desy :Bahasa Indonesia tapi terkadang menggunakan bahasa Inggris karena saya sangat suka dengan bahasa Inggris dan saya memiliki keinginan untuk mempelajarinya.

Researcher : Bahasa apa saja yang kamu bisa?

Desy : Bahasa Minang, bahasa Cina Padang, dan bahasa Inggris.

Researcher : Terima kasih Desy.

Desy : Oke.

Desy chooses Indonesian language when she speaks to her parents because her father cannot speak Minang language whereas her mother cannot speak Nias language she prefers to apply Indonesian language. Desy only speaks

Minang language when she speaks an important thing to her mother. She was born and raised in Padang. She applies Minang language when she speaks to her neighbours because her neighbours speak Minang language. The example of Minang language is like “*nak kamano*”, that means where are you going. She applies Padang Chinese language especially in Minang dialect when she speaks to her friends at her school because she has many Chinese friends. The example of Padang Chinese language is like “*pai kamalu*”, that means where are you going. She lives and studies in Semarang this moment and applies Indonesian and sometimes applies English to her friend who can speak English too. She can speak English from her intention to learn it. She can speak Minang language, Chinese Padang language, and English language. This proves that her language is influenced by parents and surrounding where she lives.

Data 4

Conversation between the researcher and the respondent

Researcher : Elisa bahasa apa yang kamu gunakan ketika kamu berbicara dengan keluarga kamu?

Elisa : Bahasa Indonesia.

Researcher : Kenapa kamu memilih bahasa Indonesia?

Elisa : Karena didikan dari kecil menggunakan bahasa Indonesia.

Researcher : Dimana kamu dibesarkan?

Elisa : Di Palangkaraya.

Researcher : Bapak kamu berasal dari mana?

Elisa : Bapak dari Jawa.

Researcher : Ibu kamu berasal dari mana?

Elisa : Ibu dari Palangkaraya.

Researcher : Bahasa apa yang kamu gunakan ketika kamu berbicara dengan tetangga kamu?

Elisa : Bahasa Jawa dan bahasa Dayak.

Researcher: Apakah tetangga kamu semua orang Kalimantan?

Elisa : Campuran ada yang dari Jawa, ada yang dari Kalimantan jadi saya menggunakan bahasa Jawa

ketika berbicara dengan tetangga orang Jawa dan saya menggunakan bahasa Dayak ketika berbicara dengan tetangga orang Dayak.

Researcher : Bisa berikan contoh bahasa Dayak dan bahasa Jawa itu seperti apa?

Elisa : Kalau bahasa Dayak itu seperti "*Ikau handak ka kueh*" artinya kamu mau kemana. Kalau bahasa Jawa itu seperti "*wis suwe aku ngenteni kowe.*"

Researcher : Dimana kamu tinggal sekarang?

Elisa : Di Semarang.

Researcher : Apakah semua teman-teman kamu di Semarang orang Kalimantan?

Elisa : Tidak semua orang Kalimantan tapi campur dengan pulau lain.

Researcher : Bahasa apa yang kamu gunakan ketika kamu berbicara dengan teman-teman kamu di kampus?

Elisa : Saya menggunakan bahasa Indonesia ketika berbicara dengan teman-teman dari luar pulau dan saya menggunakan bahasa Dayak ketika berbicara dengan teman-teman orang Dayak.

Researcher : Bahasa apa saja yang kamu bisa?

Elisa : Bahasa Dayak dan bahasa Indonesia, dan bahasa Jawa.

Researcher : Terima kasih.

Elisa : Sama-sama

Elisa chooses Indonesian language when she speaks to her parents because her parents taught her Indonesian language from she was a child so, she applies Indonesian language to communicate with her parents. She applies Javanese language when she speaks to her Javanese neighbours and applies Dayak language when she speaks to her Dayaknese neighbours. She was born and raised in Palangkaraya that is why she can speak Dayak language. The example of Dayak language is like "*ikau handak ka kueh*", that means where are you going. The example of Javanese

language is like “*wis suwe aku ngenteni kowe*” which means I have been waiting you for a long time. She lives in Semarang this moment, and she applies Indonesian language as a tool in communication to her friends from other cities who cannot speak Dayak language. She applies Dayak language when she speaks to her Dayaknese fellows. This proves that her language is influenced by her parents and surrounding where she lives.

Data 5

Conversation between the researcher and the respondent

Researcher : Jeje bahasa apa yang kamu gunakan ketika kamu berbicara dengan keluarga kamu?

Jeje : Bahasa Indonesia.

Researcher : Kenapa kamu memilih bahasa Indonesia?

Jeje : Karena bapak dan ibu menggunakan bahasa Indonesia.

Researcher : Bapak kamu berasal dari mana?

Jeje : Bapak dari Jawa.

Researcher: Ibu kamu berasal dari mana?

Jeje : Ibu dari Manado.

Researcher : Dimana kamu dibesarkan?

Jeje : Di Bali.

Researcher : Bahasa apa yang kamu gunakan ketika kamu berbicara dengan tetangga kamu?

Jeje : Saya menggunakan bahasa Indonesia ketika berbicara dengan tetangga dari luar pulau dan saya menggunakan bahasa Bali ketika berbicara dengan tetangga orang Bali.

Researcher : Bahasa apa yang kamu gunakan ketika kamu berbicara dengan teman-teman kamu di sekolah?

Jeje : Bahasa Indonesia tapi sedikit-sedikit campur dengan bahasa Bali.

Researcher: Apakah teman-teman kamu di sekolah semua orang Bali?

Jeje : Sebagian besar orang Bali tapi orang yang dari luar pulau juga sudah bisa berbahasa Bali.

Researcher : Dimana kamu tinggal sekarang?

Jeje : Di Semarang.

Researcher : Bahasa apa yang kamu gunakan ketika berbicara dengan teman-teman di kampus?

Jeje : Saya menggunakan bahasa Indonesia ketika berbicara dengan teman-teman dari luar pulau dan saya juga menggunakan bahasa Inggris ketika berbicara dengan teman-teman satu jurusan karena saya kuliah ambil jurusan sastra Inggris dan saya mempunyai keinginan besar untuk mempelajari bahasa Inggris.

Researcher : Bahasa apa saja yang kamu bisa?

Jeje : Bahasa Indonesia, bahasa Bali, dan bahasa Inggris.

Researcher : Bisa berikan contoh bahasa Bali itu seperti apa?

Jeje : "*Sira pesengan ragane*" artinya siapa nama kamu.

Researcher : Terima kasih Jeje.

Jeje : Iya sama-sama.

Jeje chooses Indonesian language when she speaks to her parents because her father and mother speak Indonesian language. That is why she applies Indonesian language too. She has grown up in Bali. She speaks Indonesian language to her neighbours who come from other cities and speaks in Bali language to her Balinese neighbours. She applies Indonesian language but sometimes mixes with Bali language when she speaks to her friends at her school because not all of her friends at school are Balinese but mix with other cities. The example of Bali language is like "*Sira pesengan ragane*" that means what is your name. She lives and studies in Semarang this moment and applies Indonesian language when she speaks to her friends from other cities. She also applies English when she speaks to her friends from the same faculty of Language and Literature. She has big intention to learn English that is why she studies English. She can speak Indonesian language, Bali language, and English. This proves that her language is influenced by her parents and surrounding where she lives.

5. Conclusions and Suggestions

There are 5 data and the respondents are taken from ten students of Aki University who are multilingual. The data show that there is influence of parents and surrounding in making ones becomes multilingual. In addition, there are also some factors that makes someone becomes multilingual.

From the results of the data on the previous chapters and discussion, it can be concluded as follows :

- a) Ten respondents show that they becomes multilingual because they can speak two or more languages that they got from their parents and surrounding.
- b) Two respondents become multilingual by the influence of their surrounding where they live.

6. References

- Anderson, Edmud A. 1974. "Sosiolinguistik" dalam Sumarsono dan Partana Paina (Ed) 2002.
- Arikunto, Suharsimi. 2006. *Prosedur penelitian*. Jakarta: Rineka Cipta.
- Bloomfield, Leonard. 1933. *Language*. New York: Holt, Reinhart, and Winston.
- Chambers, J. K. (2002). *Studying Language Variation: An Informal Epistemology*. In Chambers.
- Djajasudarma, T. Fatimah. 1993. *Metode Linguistik: Ancangan Metode Penelitian Dan Kajian*. Bandung : PT Eresco
- Gumperz, J. J. 1982. *Language and Social Identity*. Cambridge: Cambridge University Press.
- Hadi, Sutrisno. 1981. *Metodologi Research*. Yogyakarta: ANDI
- H.Gray, Louis. 1938. *Foundations of Language*. New York: The Macmillan Company.
- Holmes, J.(1992). *An Introduction to Sociolinguistics*. London: Longman.
- Jendara, Made Iwan Indrawan. 2010. *Sociolinguistics: The Study of Societies' Language*. Yogyakarta: Graha Ilmu.
- Mahsun. 2007. *Metode Penelitian Bahasa: Tahapan, Strategi, Metode, dan Tekniknya*. Jakarta: Raja Grafindo Persada.
- Marzuki. 1993. *Metodologi Riset*. Yogyakarta: FE UII
- McKay, S. L. 1996. *Sociolinguistics and Language Teaching*. Cambridge: Cambridge University Press.
- Muhammad. 2011. *Metode Penelitian Bahasa*. Jogjakarta: Ar-ruzz Media.
- Nababan, PWJ. 1991. *Sosiolinguistik Suatu Pengantar*. Jakarta: P.T Gramedia Pustaka Utama.
- Nasution, S. 1996. *Metode Research (Penelitian Ilmiah)*. Jakarta: Bumi Aksara.

- Nawawi, Hadari. 1993. *Metode Penelitian Sosial*. Yogyakarta : Gajah Mada University Press.
- Paradowski, Michał B. 2007. *A Study of Polish EFL Learners*. New York: Institute of English Studies, University of Warsaw.
- Prof. Dr. Sugiyono. 2010. *Metode Penelitian Pendidikan*. Bandung: CU. Alfabeta.
- Ramelan. 1991. *Introduction to Linguistics Analysis*. Semarang: Ikip Semarang Press.
- Sapir, E. 1921. *Language: An Introduction to the Study of Speech*. New York: Harcourt Brace.
- Semi, Atar. 1993. *Metode Penelitian Sastra*. Bandung: Angkasa Bandung.
- Siahaan, Sanggam. 2008. *Issues in Linguistics*. Yogyakarta: Graha Ilmu.
- Sudaryanto. 1993. *Metode dan Aneka Teknik Analisa Bahasa*. Yogyakarta: Duta Wacana University Press.
- Sumarsono dan Partana Paina. 2002. *Sosiolinguistik*. Yogyakarta: SABDA dan Pustaka Pelajar.
- Usman, Husaini. 2003. *Metodologi Penelitian Sosial*. Jakarta: Bumi Aksara.
- Wardhaugh, Ronald. 2006. *An Introduction to Sociolinguistics*. United Kingdom: Blackwell Publishing.