
THE PARENTS' ROLE IN MAINTAINING GAYONESE LANGUAGE BY INTERMARRIAGE FAMILIES IN LANGSA

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ABSTRACT

The research problem of this research is divided into two: (1) how Gayonese language is maintained in intermarriage families in Langsa and (2) how the parents' roles are in maintaining Gayonese language in intermarriage families in Langsa. This study uses a qualitative descriptive method and the instrument of this research is observation and interview. Steps of collecting data include observing the location of the research, getting participants and then doing interviews to participants, which are four families. The family is intermarriage family that is marriage from one tribe to another tribe. In this research, Gayonese intermarriage families are as the subject of research. The results of the analysis show that there are four Gayonese intermarriage families in Gampong Serambi Indah that can inherit their Gayonese language to their children. Furthermore, based on factor and domain analysis affecting their language to be maintained is the role of parents to teach them Gayonese language. Then there are three domains also that influence gayonese language to be maintained to the second generation: environment, home, and school.

Keyword : Parents' role, language maintenance, Gayo language, Intermarriage families

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INTRODUCTION

Language is tool of communications that human use in interaction each other and many languages found in the world. Language is very vulnerable displaced under certain circumstances and a lot of effort as well as to preserve the language. According to Spolsky (1998, p.35), language is important to establish social identity, because language is a communication tool in the move and language is also a so tool in socialize. In language we learn about sociolinguistics in how language in our social live.

Based on Wardhaugh and Fuller (2015), sociolinguistics is the study of our everyday lives how language works in our casual conversations and the media we are exposed to, and the presence of societal norms, policies, and laws which address language, meanwhile, according to Georgieva (2014), sociolinguistics explores language in relation to society. This means that it is concerned with language as used for communication among different social groups of people in different social situations.

Many kinds of language that existed in Indonesia with same goal to socialize. Therefore, this study aims to provide an understanding of the importance of language maintenance to keep the identity as residents of Indonesia, and language can be maintained if the speaker of the language is still teach that language to next generation to avoid the shifting of language but in the society language can be shifted by intermarriage family and

when those mix marriage families live in the minority of language. In this case parent has an important role to inherit that language and as a main factor of maintaining the language.

Gayonese is one of an old ethnic in Aceh which has a Language called Gayonese language, many Gayonesenese migrant to other cities over the Indonesia and this research will discuss about Gayonesenese who intermarriage with other ethnics and how the effort and role of parents to teach their Gayonese Language to the next generation and to keep Gayonese language still maintenance in a family with the different ethnics and cultures of the parents, when the intermarriage of different ethnic especially Gayonese ethnic the parent must be really care with that language to keep that language even in minority areas to avoid shifting of language.

The other side in intermarriage and migrants among many people who even extinct language due to lack of the role of parents to inherit language to his child, the role parent is very influence in maintaining a language to the child. Hasimoto and Lee (2011) assert that parents hold a key to promote in motivating their language heritage to their children. Therefore, this study was made In this case Indonesia which has particularly the thousands of local languages in which every element of society is always using and maintaining the language in certain areas, but on also to determine the extent of the role of parents of intermarriage between

Gayonese tribe and another tribe in Serambi Indah, because Gayonese language is also one existed language in Aceh.

Based on what explained above, the problems of the study are: (1) How Gayonese language is maintained in intermarriage family in Langsa? (2) How are the parents' roles in maintaining Gayonese language in intermarriage families in Langsa?

LITERATURE REVIEW

Language Maintainance

According to Mestrihy (2011, p.330), language maintenanceas “the continuing use of a language in the face of competition from regionally and socially powerful or numerically stronger language”. Language maintainance and language shift is a dynamic phenomenon in the language community. “Language is preserved if the language speakers spread effectively to the next generation, just as it is the speaker of the parent who teaches and passes on the language to the next generation so that language can survive and language preservation is regarded as the survival of a language when the language is predicted to be threatened. The inheritance of language to children has some challenges that may hinder the process of inheriting the language to them when they encounter and learn several other languages in the region”.

Generalization of language maintenance , adults tend to focus on the use of existing language or commonly used among peers and even

older people, with such behavior their linguistic language will be marginally ignored if its not mother tongue in use with his peers.

The second generalization of the effective way to preserve the language of language maintenance can be success accomplished through the dynamics of the language but remains interactive with the arrival of other languages it does not deny them.

While in the third generalization language maintenance is not a case where a language always coexists with other languages and the language will always survive into the future, like a English islands and celtic islands, especially Welsh and Gaelic, different eras will find a resolution that varies, English has coexisted with other languages since the fifth century and then English is regarded as a language that needs protection in Ireland, Celtic refuses to use english next century english has dominated their language then the language is not in debate again for use again and dominate.

According to Meyerhoff (2006, p.53) stated that language attitudes refer to people's feelings about their own language or the language of others. Generally, the majority of Chinese parents, the value of their heritage language are so well-kept, who lead them to make great efforts to preserve their language heritage. Positive attitudes toward heritage languages come from different sources though. Some parents consider the language of their home / heritage as an

important source that children have to take advantage of their academic progress and their career future.

Other parents see the heritage language that is closely related to their ethnic identity, an important link that connects second generation children to their home country and culture. Many parents still see this hereditary language as an important family relationship that strengthens family ties and contributes to family cohesion. It should be noted that certain parents may appreciate their heritage language from a combination of different motifs.

Maintaining a Language in a Family

According to Spolsky (2004, p.54) The family is an important domain in maintaining language policy both to understand how the influence of language influences from outside, with family policy in addressing the language in which the children will grow in line with the development of language based on the learning.

Parents who play an important role in efforts to learn the language by teaching and practicing the language to their next generation. According to Fishman (1972) the domain without regard to their numbers is the term of institutional context or socio-ecological existence and they all form the main cluster of interaction situations present in certain multilingual settings. In other studies the presence of significant grandparents or elders is often associated with the language care of an immigrant because parents tend to spend more time

at home which on the other hand can teach his cultural heritage to his grandchildren to avoid a shift in language.

Parents' Roles in Maintaining a Language

Many researchers stated the fact that there is consistent evidence that the use of mother tongue by parents at home is an important factor in improving language care and inheritance to their children. Parental involvement is considered the most important and vital factor affecting language care, parental involvement is more important than schools to remind children of the importance of mother tongue.

But parents may switch to a second language because of insufficient language skills, which may end with the loss of language, as well as the fact that immigrant parents highly appreciate the language of heritage or mother tongue but rarely to practice it because the parents see not much of a profit in the future when living in a minority environment,

RESEARCH METHODOLOGY

Research Design

This research is a descriptive study. For this reason, the qualitative method is very closely related to the interview, as a reinforcement step and meeting with a wider scale. After obtaining the data completion procedure it will be taken step analysis of

procedures that will support data analysis using this method. The author wants to examine the role of parents in Gayo language from intermarriage families as a minority language in the city of Langsa.

The instruments of this research were observation and interview the first thing to do to collect the data is observation. Observation means the collection of data directly from the field the data in the observation can be a description of attitudes, behaviors, actions. The process of observation begins with identifying the place to be in carefully. The process of observation begins by identifying the place to be carefully, after that in continue with the mapping, so that obtained the general description about target of the research.

Subject of Study

The subject of this research were 4 parents and one child from each families observed and interviewed, aged 16 -23 years old who come from intermarriage families in Gampong Serambi Indah subdistrict of Langsa Barat, Langsa town. The subject were selected purposively, they were who could still use Gayo language actively.

FINDINGS AND DISCUSSION

This section tells about the explanation about the results of the research, based on the problems on how Gayonese Language can be maintained in mix marriage in family and what parent's role in maintaining Gayonese Language in Langsa. The researcher find out the different ways how Gayonese Language can be maintained

in mix family. As known Langsa is the minority region for Gayo community surely it must be challenged for the parent and each families to inherit the local language. Based on the researcher observation there were Gayo people migrated to Langsa and get married in Langsa including of the research village conducted, but in each family only a few familiy who can inherit Gayonese Language to the child.

In this research the researcher find out 4 families whose children still can speak Gayonese Language even they lived in Langsa for a long time. There are many aspects influence how Gayonese Language can be maintained in mix marriage. Significantly the parent's roles are really influence the maintaining of language and the creativity of the parent to make a child like the language and enjoyed in learning Gayo language.

Besides the parent's roles the researcher find out in each families there were different ways how the Gayonese Language can be maintained. Most of the parents teach the child Gayonese Language when the child was child and the researcher assume that this the main point in inherit the language in minority region because the child only get learning language from the parent.

The case would be different if the family live in majority region, the children surely can speak the local language even the parent do not teach them the language because they can learn from people around them at such

as environment, school, government and institutions as according to Appel and Muysken (2005, p.35). Here, researcher will deliver how the language can be maintained in mix marriage and what the parent's roles are in maintaining a language.

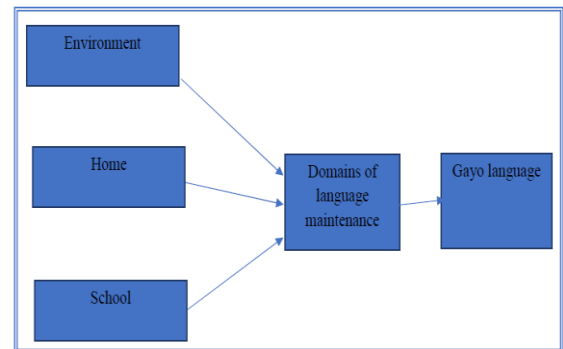
The ways of maintaining Gayonese Language in mix marriage families

Based on the transcriptions that the researcher analysed about the factors how Gayonese Language can be maintained in mix marriage and the parents' roles in maintaining Gayonese Language there are some processes in maintaining a local language, such as school, environment, governmental like a view of Appel and Myusken (2005, p.35).

Additionally to Spolsky (2004, p.54), stated that "The family is an important domain in maintaining language and tounderstand how the influence of language influences from outside, with family policy in addressing the language in which the children will grow in line with the development of language based on the learning".

According to the statement of the experts above, the researcher found the factors of the maintaining Gayonese Language in family are in line the experts stated. Here is a figure created by the researcher based on the findings, which is then it would be explained in the sentences.

The domains considered influenced language maintenance directly as is represented in the following figure:



The figure shown above explained that there are three domains influencing the language maintenance on Gayonese Language.

1. Environment

In the first child was interviewed, the child get learning not only from the parents, he also learn about Gayonese Language from the people around him. In Langsa itself perhaps the the population of Gayonese is not as many as other town in Aceh, but they also has a community or family in Langsa. Therefore, in the first family, the factor that Gayonese Language is maintained for the child because they have other relatives in Langsa and Tamiang, the child has a cousins who live around langsa too, causing of child have ever taught Gayonese Language by parent when he was child that is why he has a Gayonese Language basically, then the child practice Gayonese Language to his cousins frequently when they come to their house in Langsa, moreover the child is very interesting of Gayonese Language he

stated that language is as an identity and so does he.

Participant: "Saya sering berbahasa gayo dengan sepupu atau teman karena sepupu saya ada juga yang di Langsa dan sering berjumpa dan juga dengan kawan yang orang Gayo". ["I often speaking in gayo with my causin and my friends arround me we frequently meet each otherand so do with my friends of gayonese"]

The researcher find out other factor about how language can be maintained the researcher found that envirointment is also of influential the reason how langugage maintenance. The researcher find in third family that besides the child was taught the Gayonese Language by parent before, child is also learned in environment but the child learn from his environment since he lived in Gayo when he was 1 until 10 years old. Although the envirointment that influence him can speak Gayo is not in Langsa, but it also reason why he can speak Gayo in this time, but since they moved to Langsa the parent still speak Gayonese to the child until now and it has become a habitual at home.

Participant: "ketika saya masih SD kami masih tinggal di Gayo dan ketika itu saya juga banyak belajar dari kawan di sekitar rumah atau tetangga. sejak itu saya sering berbicara bahasa gayo bahasa gayo". ["since i was in elementary school my family lived in Gayo and since that i learned more gayo from my friends around and my neighbour. Since that time I frequently speaking in gayo"]].

2. Home

The second the researcher find any factor different with before. Based on the interviewe the researcher found the factor of language maintenance is

still on family who still speak Gayonese Language. In this research, the researcher find that on one part family who live in the same home is probably influence the language maintenance. in this research, the researcher find that in the family live a grandfather who is a native Gayonese. furthemore, the grandfather always try to speak Gayonese to the child and the child was interested. Finally when child was growing up they were used to be speak Gayonese, eventhough between child and and the parents speak Indonesia routinely now. The child still can speak Gayonese because he always speak Gayo to his grandfather causing of the grandfather can speak Indonesia well. it is often occure to the old man in Gayo who come from the village and it is exactly happend in the second family that the data collected.

Participant: "saya sering dulu ajarkan anak saya bahasa gayo,pas dia kecil ajarkan dia kata per kata , pas udah mulai sekolah saya suruh belajar sama kakeknya, kawannya juga sering ke rumah, kalau kawannya ke rumah saya ajak bahasa Gayo supaya sama sama lebih aktif pakai bahasa Gayo". [" i often teach my child Gayonese Language word by word, when he got to shool i asked him to learn with his grandfather, his gayonese friendsalso often come to my house, and we speaking in gayo together"].

When the people get marriage with different tribe and live in the minority region they must be have a challenged in how the language can be inherited to the child, many people love their mother tounge and still use their local language when they meet people in the same tribe and so do Gayonese, but only several people who can inherit

the language to the next generation. In the case of the research the researcher find that if when the parents teach their children in a language it would be nonsense if the language never to be practiced and use the language at home.

The researcher find in the first family that the child often practice Gayonese Language with the mother at home, but they still practice and the child often practice to speak Gayo to the cousin who often come to their house, it also happened in the second family that the child always speak Gayonese Language and practice it frequently to the grandfather, his grand father lives with his family together so this is also one factor and the main factor he can speak Gayonese Language until this time, for this time he continuously speak Gayo with grandfather and rarely speak Gayo with the parent.

The using of Gayonese continuously is also found in the third family of the child. The child speak Gayonese Language actively with his parent at home and wherever. This is the best idea of the parent to inherit the language to the next generation that researcher found. In this family researcher concluded that the child got other learning of Gayonese Language from his friend when he was elementary by his parent. When they moved to Langsa the language is can be shifted in him without practicing. Therefore the parent assume that local language is very important in life as an identity the father always speak Gayo to the child in daily until now, so they use two

languages at home as tool in communication. There are Indonesian language and Gayonese Language that they used, the child speak Indonesian with mother because the mother is Javanese and the child always speak Gayonese Language with the father actively.

Participant : “saya sering dulu ajarkan dia bahasa gayo, pas dia kecil ajarkan dia kata per kata , pas udah mulai sekolah saya suruh belajar sama kakeknya, kawannya juga sering ke rumah, kalau kawannya ke rumah saya ajak bahasa Gayo supaya sama sama lebih aktif pakai bahasa Gayo”. [“ i often teach him Gayonese Language word by word, when he got to school i asked him to learn with his grandfather, his gayonese friends also often come to my house, and we speaking in gayo together “]

3. School

The next factor that researcher found of influencing maintaining a language especially Gayonese Language in this research is school. As a result of analysis that in fourth family is also has good practicing of Gayonese Language to maintain the language.

The child was practicing Gayonese Language with her friends actively when she was in boarding school, even she never speak Gayo unless with her mother out of home, The child got more learning of Gayonese Language from her friends. The child got less learning Gayonese Language from the parent even she taught about it but by practicing the language to the friends in boarding school she could speak Gayo fluently in this time.

The researcher get the influential factor of language maintenance from the data explained is by practicing what language that we learn and we like. Most of the child love Gayonese Language as their mother tongue it is a good start to learn any languages, not only in Gayonese Language when we learn other language as the second language. Firstly, we must like the language we learn as a basic capital in learning. Then we need to practice and practice again the language continuously.

Transcription: "Saya mengajar kan dia bahasa gayo tapi tidak terlalu banyak, tapi dia masih bisa bahasa gayo karena saya masukan dia ke pesantren dan di sana dia bertemu dengan beberapa orang gayo asli dari kawannya itu dia banyak belajar, jadi sekarang kadang kadang aja kami ngomong gayo". ["I taught her Gayonese Language only as a basic it was not to concern in teaching her, but why she can speak gayo until now I entered her to boarding school and there she found some friends native gayonese, she learned a lot from her friends in there, so sometimes we speak gayo at home each other"].

4.2.2 The parents' roles in maintaining a language

Hashimoto and Lee (2011) asserted that parents hold a key role to promote in motivating their language heritage to their children. From the analysis the researcher find out main factor in how language can be

maintained in mix marriage family and in minority is the parent's role. Most of the parents of participants were taught their children Gayonese Language as the minority in Langsa.

The case is extremely different if the the mix marriage family lives in Gayo lues or the majority of Gayo. The parents do not need teach the child Gayonese Language because the child can still speak Gayo by learning from the environment and neighbourhood. That is why in maintaining a language in mix marriage family who live as a minority, the parent must have an effort or find any way in how to inherit the language.

From the data collected is explained in the first until the fourth family are already teach the language to the child. In the way to teach every parents have a different way and similarity. In the first family explained that the parent taught the the child language by given some simple base words such as, makan (mangan), tidur (nume), mandi(niri) etc. The parent taught the Gayonese Language in order to the child can inherit the language. Besides the parent also practice the language to the child, so do in the second family the parent plays an important role to teach language to the child earlier.

In the third family the role of parent was very effective and very influential, the parent effort to inherit the language to the child by teaching him the language continuously and the the good effort from the parent is by

practicing the language in daily, the parent thought that just teaching is not enough because they do not have any friend to practice Gayonese Language that is why the parent always speak Gayo to the child until now and until the child get the college.

In the fourth family also has a similarity. Parent taught the language to the child earlier but parent do not teach the child until the child get old. Brown (2001 cited from Spolsky 2004) stated that "parents acculturate a strong desire for their children to develop and maintain their language heritage, apart from the efforts of parents to defend their language heritage to their children the lack of social support and external education is perceived as a barrier to achieving that goal".

CONCLUSION

Based on the research that researcher conducted in Gampong Serami Indah Langsa town how language maintained in intermarriage family and how the parents' role in maintaining Gayonese language. Therefore, the researcher concluded that in generally I found many intermarriage families in Langsa but only some families who can inherit the language.

Indeed four families of the participants inherit the language to the next generation and they have a difference ways in it. Based on the analysis of how the Gayonese language can survive in a mixed Gayonese family. Researcher found 3 domains

that influence Gayonese language maintenance of children: environment, home and school.

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