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EDITORS’ NOTE

This international seminar on Language Maintenance and Shift IV (LAMAS IV for short) is a continuation of the previous international seminar with the same theme conducted by the Master Program in Linguistics, Diponegoro University on 18 November 2014.

We would like to extend our deepest gratitude to the seminar committee for putting together the seminar that gave rise to this collection of papers. Thanks also go to the Head and the Secretary of the Master Program in Linguistics Diponegoro University, without whom the seminar would not have been possible.

The table of contents lists all the papers presented at the seminar: The first four papers are those presented by invited keynote speakers. They are Dr. Sugiyono (Badan Pengembangan dan Pembinaan Bahasa, Jakarta, Indonesia), Dr. Zane Goebel (La Trobe University, Melbourne, Australia), Prof. Yudha Thianto, Ph.D. (Trinity Christian College, Illinois, USA), Dr. Deli Nirmala, M.Hum (Diponegoro University, Semarang, Indonesia).

In terms of the topic areas, there are 21 papers in applied linguistics, 20 papers in sociolinguistics, 14 papers in theoretical linguistics, 18 papers in discourse/pragmatics, and 13 papers (miscellaneous).

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	I Nyoman Udayana	INCHOATIVE VERBS IN INDOONESIAN			
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MAINTAINING FIRST LANGUAGE: BILINGUALS' VOICES**Mukhlash Abrar**Jambi University, Jambi
aabismyname@gmail.com**Abstract**

Indonesia is known as a multicultural country which has thousand different languages. Most of its citizens are believed to be able to communicate by using two or more languages. This qualitative research, by employing case study approach, was done with the purpose of figuring out and describing bilinguals' voices in maintaining their first language. The discussion centered on their ways to keep their first language. This research was conducted at Jambi University and ten participants took part in this case study. To get the data, the researcher distributed demographic questionnaires and interviewed the participants. Then, the researcher used within case and cross case displays and analysis (Miles and Huberman, 1994) to analyze the interview data. The findings showed that there were three major ways done by bilinguals to maintain their first language, among others; 1) Doing interaction, 2) The use of ICT, and 3) The use of books and songs

Key words: Maintenance, First Language, Bilinguals.

Introduction

Over the past years, 'bilinguals' term is still in controversy. Many experts express different ideas in relation to it. Bloomfield (1993), for example, defines bilingual as a speaker who is able to speak two languages fluently and equally or in other word 'like a native speaker'. This definition seems to be too extreme since it includes the phrase 'native-like' to be called a bilingual. A different idea is stated by Macnamara (1967a) as cited in Hamers & Blanc (2000). He posits a bilingual has minimum level of competencies, such as listening, speaking, reading, and writing. Baker also (2001, 2011) mentions a bilingual is the one who can communicate by using two or more languages. Moreover, Skutnabb-Kangas (1984a) assumes bilingual speaker as:

A bilingual speaker is someone who is able to function in two (or more) languages, either in monolingual or bilingual communities, in accordance with the sociocultural demands made of an individual's communicative and cognitive competence by these communities or by the individual herself, at the same level as native speakers, and who is able positively to identify with both (or all) language groups (and cultures) or parts of them (p.90).

The definition given by Skutnabb-Kangas above indicates that there are some factors in defining bilingual, such as origin of language, competence, level of proficiency, function, and also attitude. From the definitions above, it is obvious that a bilingual is an individual who has communicative skills to do interaction in two or more languages.

Bilingual speakers can be easily found in a multicultural country like Indonesia. It is believed that Indonesia is a multicultural country consisting more or less 500 tribes speaking over 1000 different languages and dialects. In this type of country, there is a high possibility that the speakers have ability to speak two languages or more. For them, particularly common issue or phenomenon is the process called process of language shift when they abandon their first or native language progressively and tend to use their second language often. When there is a process of language shift, the existence of the first language or native language might become endanger or even lose. To avoid this, bilingual speakers need to maintain the language in order not to lose it.

A number of studies on language maintenance have been carried out by some researchers. Nesteruk (2010), for instance, carried out a research on heritage language maintenance and loss of

Eastern European immigrant children in the USA. The finding indicated that parents play pivotal role in the process of heritage language maintenance by using the language for the communication in family. Da Silva (2014) on her work entitled '*Maintaining Brazilian Portuguese as a Heritage language in a Bilingual French-English Environment*' found the same finding as Nesteruk in which home is the appropriate place to maintain mother tongue. Similar idea was addressed by Park and Sarkar (2007) under the research entitle '*Parents' Attitudes Toward Heritage Language Maintenance for Their Children and Their Efforts to Help Their Children Maintain the Heritage Language: A Case Study of Korean-Canadian Immigrants*'. The result showed that parents efficiently give more opportunities for their children to communicate with their grandparents. Zhang (2004) on her project related to the maintenance of home language on second generation American Chinese children reported that parents and grandparents make an intense contact by using home language (Chinese), ask the children to read the book in home language, and also send the children to Chinese language school to maintain the heritage language. A quite different idea proposed by Pauwels (2005) on her research in Australia. She concluded the role of adolescents and ICT might be effective in maintaining community language.

Related reviews above concern the language maintenance on family or society level, but this paper presents the discussion more on individual level. The finding of this research might be useful for the readers to identify the ways bilingual keep their first language. It also becomes the related-topic reference and fills gap that might exist in previous studies.

Methodology

Design of Research

This research aimed at finding out and describing the ways on how bilinguals maintain their first language. Therefore, it seemed appropriate with the purpose of research that the researcher used qualitative study by employing case study approach. According to Creswell (1998, 2011), case study is a one of qualitative traditions in the form of a programme, an activity or individual. Furthermore, Christenson and Johnson (2008) say a case study centers on each case as a whole unit as it occurs in real-life content.

Research Site, Sampling Procedures, and Participants

This research was conducted in one of public universities in Jambi province, Indonesia. In choosing the research site, the researcher employed purposive sampling. He, at first, did an observation to some institutions to find out the possibility of sample. After doing that, he came into conclusion that this site was the best site to conduct the research. Another reason of choosing or selecting this university as the site was his accessibility to the university in which the participants were willing to participate in this study.

In choosing the participants of this research, the researcher also applied purposive sampling. It is a common sampling strategy used in qualitative research (Creswell, 2011) which means a sample that taken with the purpose answer research problems (Charles Teddlie & Fen Yu, 2007). In this research, the participants were ten university students in language programme at the research site. The process of choosing the participants was based on the necessary information of the research and the data from demographic questionnaire. In this research, the name of university and participants were pseudonyms.

Table 1
Summary of Participants

Participants	Name	Age	Gender	First Language
1	Shelly	19	F	Jambi Malay
2	Wilson	20	M	Jambi Malay
3	Tiffany	19	F	Jambi Malay

4	Dani	21	M	Jambi Malay
5	Wati	20	F	Javanese
6	Yuliska	20	F	Jambi Malay
7	Adha	19	M	Jambi Malay
8	Grace	20	F	Bahasa
9	Wiwik	20	F	Javanese
10	Laras	21	F	Jambi Malay

Data Collection and Analysis

In order to gain the necessary data to answer the research problem, the present study was done with the help of two methods of data collection that were demographic questionnaire and interview. Demographic questionnaire was the first step in collecting data. It was used to select the participants naturally as well as to get the participants' profile. Then, the selected participants were interviewed. The process of interview was guided with the interview protocol constructed from theories. The interview was in English and, if necessary, in bahasa and approximately lasted for about 20-30 minutes depending on the participants' answer. It was also completed with the audio recording to not miss the collected data.

In analyzing the data, the researcher employed within case and cross case displays and analysis as suggested by Miles and Huberman (1994). After transcribing the interview and doing member checking for the valid data, he did coding process in which the data are put into some categories with an intention to find out themes and sub-themes under the research question. In the process of coding, he marked the data from the interview into specific categories and, if it was needed, he reduced the data into the meaningful ones. Then, he compared and correlated the findings and the theories and previous studies.

Ethical Consideration and Trustworthiness

This qualitative research relied on human beings as the main source of the research data. Considering this fact, the researcher applied ethical research such as giving inform consent to sign as an agreement for voluntary participation, using pseudonyms for the participants, and research site to protect his participants participating in this study. Then, to establish the trustworthiness or to validate the data (Lincoln and Guba, 1985), the researcher did member checking procedures. He transcribed the interview and gave it back to the participants to make sure what they said matched the transcription.

Finding and Discussion

The interview was done to get richer data and deeper information about the ways bilinguals maintain their first language. There was only one major question of this research: What do bilinguals do to maintain their first language? In answering the research problem, the researcher constructed some questions in relation to strategies to support language maintenance by adapting them from some research findings (Nesteruk, 2010; Park & Sarkar, 2007; Pauwels, 2005; Zhang, 2004). From the result of interview, three salient themes were found. These represent common perspectives of bilinguals on their efforts to maintain the native language and they can be seen in the following table:

Table 2
Summary of Findings

Theme	Sub-themes
Doing Interaction	<ul style="list-style-type: none"> • Interacting with family members and relatives • Interacting with friends who share the same language
The Use of ICT	<ul style="list-style-type: none"> • Watching TV programmes in first language. • Listening to radio programmes in first language.
The Use of Books and Songs	<ul style="list-style-type: none"> • Reading book in first language • Singing first language songs.

Doing Interaction

Interaction is generally defined as an activity involving two or more people to interact or communicate with one another. This way is mostly used by people to share opinions and ideas as well as to maintain one's native language. Based on the interview result, the researcher found that this became the major theme. Within the theme, the participants revealed interacting with family members, relatives, and also friends were their efforts to maintain their first language.

Interacting with Family Members and Relatives

Family plays an important role in humans' lives because it is the first community they interact with. All participants in this research confessed that one of their ways to maintain first language is talking to family members. With regard to this issue, some participants stated this explicitly and implicitly.

"To maintain the language, I often talk to my family members by using Jambi Malay, especially father and my siblings. I also sometimes speak the language to my mom because she tends to mix the language with Bahasa" (Dani)

"When I am at home, I always speak Jambinese with my mother and my father".
(Shelly)

"Well, Javanese is not the language people use in Jambi, so I communicate it at home with my parents and sister" (Wiwik)

"I learned Javanese at home for the first time and I mostly use the language at home"
(Wati)

Some participants also mentioned similar ways to maintain the language, but in a wider scope of family. They did not only mention the intended family members to communicate with, but also their relatives such as grandparents, uncles, aunts, and also cousins.

"Beside my mom and dad, I speak the language with my other family members such as my grandmother, uncle, and aunt. (Grace)

"My grandfather is good at speaking the language, so I also talk to him often"
(Wati)

It is obvious that family might be the first place to study the first language and is a central foundation in maintaining the language. This is in line with the finding found by Da Silva (2014), Nesteruk (2010), Park and Sarkar (2007), and also Zang (2004) in their studies that family is a significant factor in the process of maintaining immigrants' heritage language.

Interacting with Friends who Shared the Same Language

Aside from family, friends and acquaintances are also the ones people communicate with. Some participants explained that they communicate the language with friends who understand the language. For example,

"Not many people speak Javanese here, beside my family I talk to my Javanese friends or the ones who understand it" (Wiwik)

"I speak my first language with friends at this time because my parents are not here"
(Wilson)

The interview data showed that friends also help participants to keep their first language. This way might be best for those who live far away from parents and for those whose first language is not commonly used in the area.

The Use of ICT

Related to this theme, the finding showed (*see table 2*) there were two sub-themes found by researchers after the process of interview, such as watching TV programme in first language, and listening to radio programme in first language.

Watching TV Programme in First Language

The role of television is to share the information to the wider public. However, some people take another advantage of this media by watching the programme in first language with the purpose of maintaining the language. The following extracts reflect the idea.

"I often watch TV programme in Jambinese. The one that I like very much is "Dobrak"
(Laras)

"I watch Jambi TV with the program "Dobrak" in Jambinese (Yuliska)

The finding of this study indicated that watching might be used as one of effective options for the people who want to keep their first language. Both participants believed that this way, at least, help them in their first language maintenance though in indirect way.

Listening to the Radio in First Language

Another media which might be popular for teenagers and students is radio. Its function is the same as television that is to share information. The clear cut different of it from TV is the visualization in which radio has only sound, but no picture. Aside from information, the listener can also keep their native language by listening to the programmes in first language. Some participants shared the opinion in the following extracts, for example,

"My another way to keep my first language is by listening to radio programme in Jambinese (Adha).

"There is a program in Javanese in EB radio, so I like listening to it because I can practice the language (Wati).

The transcripts of the interviews from two sub-themes above demonstrated that the use of ICT both by watching television and by listening to the radio seem quite effective to be used as a way to keep someone's first language. These findings support the idea suggested by Pauwels (2005) which mentions the role of ICT might give a positive effect on community language.

The Use of Book and Song

Few participants revealed that they do some other efforts like reading textbook and singing songs to keep the existence of their first language. The following quotes represent the theme, for example.

"You know, I like reading textbook in Jambinese, especially about the history in Jambi. I did it often when I was at senior high for drama, but now I rarely read it (Adha).

"If I have time, I like to spend my time to sing Jambinese song (Tiffany)

Although these ways are not done by the majority of the participants, but they still give contribution to the process of language maintenance. In relation to reading a book, this matches Zang (2004) finding in which it is one of the American Chinese ways to keep their home language.

Conclusion

The above discussion portrays the bilinguals' perspectives in maintaining their first language. In general, there are many ways bilinguals can do in keeping the language, among others: by interacting to the others, using the ICT, reading book, and also singing.

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