

**LANGUAGE SHIFT OF ALAS LANGUAGE AMONG ALAS
KIDS IN SOUTHEAST ACEH**

SKRIPSI

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English Education Program*

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**FACULTY OF TEACHERS TRAINING AND EDUCATION
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ABSTRACT

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Alukh Nangke village kids often use mixed languages such as the Alas language with Indonesian. The objectives of this study are (1) to find out the use of the Alas language among kids in Alukh Nangke Village, Tanoh Alas Subdistrict (2) To know the factors that influence the shift in Alas language among kids Alukh Nangke Village in Tanoh Alas District. The method used is qualitative research. The research location was in Alukh Nangke Village, Tanoh Alas District, Southeast Aceh Regency. The subjects in this study were 5 kindergarten-level kids and 5 elementary school kids Alukh Nangke Village. The informants in this study were the headman, parents of kids, and the school teacher at Alukh Nangke kids. Data collection techniques used were observation, interviews, documentation. From this study found two factors that influence the shift of the Alas language to Indonesian, namely internal factors and external factors. Internal factors of parents / family and intermarriage factors where both of these can influence the language shift in the Alas language to Indonesian. While external factors are factors from outside these factors can also affect the shifting of the Alas language to Indonesian, where one of the factors is from education / school and the factor of interaction with friends and the surrounding environment.

Key words : Language Shift, Factors of Language Shift, Alas Language.

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CHAPTER 1

INTRODUCTION

A. Background of the Study

The intensity of the use of Alas language among children is lacking. But sometimes that is not realized by the user and can cause changes in the existence of the language itself. Therefore, language users play an important role in determining the existence of language in their community. In the context of Indonesian Indonesia or everyday language such as Alas, Javanese, Acehnese, Batak language, etc., it depends on the user as their mother tongue in their daily communication.

However, with the development of technology, users of regional languages are associated with other language users, such as Indonesia, Minang, Betawi, and others. This phenomenon can affect language choices based on language users. If they love culture and culture it means they maintain their mother tongue or their ethnic language. If their attitude shows ignorance of their language, that means their language will be shifted or shifted by another language. This condition indicates that there is language contact between mother tongue or the first language in another language. These contacts can cause several phenomena such as bilingualism, disruption, language maintenance, language shifts and so on.

Maintenance and language shift are categorized as linguistic phenomena. Language shifts make certain communities change their language to the dominant language used. Fasold (1984: 213) argues that "language shift refers to changes in

language use among a speaking community such as when a community begins to use other languages and changes in a number of language speakers. In language maintenance, the community collectively decided to continue using language in a previously shifted domain. If members of the community speak monolingual and do not collectively acquire other languages, they clearly maintain the pattern of use of Indonesian whose multilingual and multicultural conditions cannot avoid linguistic phenomena, especially language shifts among users of their language. Language shift occurs when a language cannot reject the first language and is replaced with language others so that certain communities change their language by using languages that are more dominated used in society.

The phenomenon of language shifting occurs in various regions in Indonesia. Special language shifts among children in Southeast Aceh can be found in the family and environment. As happened in the village of Alukh Nangke, Southeast Aceh Regency. In Alukh Nangke Village, Tanoh Alas District, inhabited by Alas ethnic communities. But their children use Indonesian as a tool to communicate with their environment. Based on this phenomenon, this study was interested in examining how the process of moving Alas language into Indonesian and why people taught their children to use second language while the environment was Alas ethnic.

Based on data that has been found, it is clear that the shift occurs in the factors of children from within the family, parents, especially mothers, with various languages in the environment that trigger parents to teach their children to use Indonesian as the first language taught to children - their child. besides that

economic development factors have triggered parents to teach children to switch languages. Based on the above phenomenon, it can be concluded that the shift in pedestrian language has shifted, especially pedestrian children, who tend to use Indonesian as a communication tool while their residence is the dominant base. So the researchers formulated the title of this study, namely "*Language Shift of Alas Language Among Alas Kids in Southeast Aceh*".

B. The Identification of Problems

The problem of this research can be identified as follows.

1. Language shift of Alas among kids Alas language at the kindergarten and elementary school levels in Alukh Nangke Village.
2. The use of Alas language for kids at the kindergarten and elementary schools levels in Alukh Nangke Village.
3. What the factors kids do not use Alas language in everyday life.

C. Scope and Limitation

The scope of the research is in the field of language shifts and is limited to factors that affect the shift of Alas language which shifts to Indonesian for kindergarten children especially in Alukh Nangke Village, Tanoh Alas Sub-District, Southeast Aceh .

D. The Formulation of the Problems

Based on the background, the problems in this study were formulated as follows:

1. What are the factors that affect kids of the kindergarten and elementary school do not use the Alas language?
2. How is the use of Alas language among kids in Alukh Nangke village, Southeast Aceh ?

E. The Objectives of the Study

Based on the formulation of the above problem can be know the objective of the study.

1. To find out the factors which can influence kids at the kindergarten and elementary school levels the ethnical do not use the Alas language.
2. To find out the use of Alas language among kids in Alukh Nangke village, Southeast Aceh..

F. The Significance of Study

The findings of this study are expected to be theoretically useful practical.

1. Theoretically, research findings and significance to provide information about language shifts, especially Alas language. And become a reference for further study.

2. Practically, the findings of this study will be useful for readers, are expected to give them clear information about the shift of Alas language in southeast Aceh, English teachers who are especially teach language change, can use this research as an ingredient in supporting teaching learning process, and Students, who are studying language changes, especially about language shift to enlarge their knowledge, the last is the government, with this research the government can pay attention to language shifts and may be able to appeal to families to want to use Alas language as a whole to teach it to children as the first language for children to always be able to maintain the Alas language.

CHAPTER II

THE REVIEW OF LITERATURE

A. Theoretical Framework

1. Language Shift

The first spoken language is called mother tongue, heritage language and native language. When people begin to use less of their mother tongue and more of other languages, they are deemed as having shifted from their language. According to Pauwels (2016: 18) The term language shift is used when the omission of one language for other language results in incomplete previous loss or death but only loss if it is from a particular speech community (or part thereof) who finds himself in a contact situation. Language shift refers to the process by which a language moves another in a linguistic list of a community. The result of this process of language shift refers to changes in language use among a speaking community, such as, when a community begins to use one dominant language and function in which its members previously use other languages and change in language use.

Language shift is language change or language death. Language shift happens when a speaker chooses to use another language, makes it as daily language and does not maintain the original language. Language shift means the process, or the event, in which a population changes from using one language to another. There are some explanations about language shift as follows: Language shift according to Holmes (2001) "Language shift is the process by which a new

language is acquired by new community usually resulting with the loss of the community's first language, and language maintenance refers to the situation where speech community continues to use its traditional language in the face of a host of condition that might foster a shift to another language. If language maintenance does not occur, there can be several results. One is language death, speakers become bilingual, younger speakers become dominant in another language and the language is said to die. The speakers or the community does not die, of course, they just become a subject of speakers of a another language. The end result is language shift for the population and if the language isn't spoken elsewhere it dies.

Weinreich (1968:106) defines "language shift as a change from the habitual use of one language to another". This shift according to crystal (1997: 215) "can be a gradual or sudden transfer from one language to another". and, Romaine (2000-49) also explains that "this change cannot be avoided when two competing languages for use in the same dominant as language shifts that occur in family and community may be interpreted as natural phenomena that do not need to be considered or studied in terms of causes and the consequences. Language shift is describing a gradual and progressive transition from one language to another, and a shift may occur over several generations, along with the gradual shrinking of the social spheres or domains in which the language was originally used (Thomason 1988, 100).

Everyone will always need language for the purpose of communication and if they replace one language with another language that serves their needs

better, then that will be a pragmatic decision. Besides being as a medium of communities it is also a basic tool for people to maintain contact and express solidarity with their ethnic groups. Language shifts usually occur in the community of bilingualism or multilingualism because of many factors such as bilingualism, migration, economic and social factors, school factors, values and attitudes of language users.

Language shifts usually occur in communities of bilingualism or multilingual because of many factors such as bilingualism, migration, economic and social factors, school/education factors, values and attitudes of language users. Language shifts are very different from language changes. As a Fishman (1991:1) claims that language shift typically occurs in speech communities whose native languages are threatened because their intergenerational continuity is proceeding negatively, with fewer and fewer users or uses every generation.

According to Holmes (2001 65), the fewer domains of language use, the greater the language shift occurs, on the contrary more and more domains use language. maintenance of more potential languages As Fasold (1984) argues that “language maintenance and language shift are similar to two sides of a coin that cannot be shared with one another”. He added that language change means that a community surrenders its language fully to support others. The community decided to continue using language in domains that were previously in language maintenance. Language shifts are very different from language changes. Language shift is the transfer from a particular language to the dominant language. Language change is a method that involves phonetic syntax, morphology,

semantics, and other characteristics of a language is a modification from time to time, it is a topic addressed by historical linguists who look at the state of a language and try to explain how things now out.

Language shift according to Fishman (1964) argues that “The study of language maintenance and language shift is concerned with the relationship between change or stability in habitual language use, on the one hand, and ongoing psychological, social or cultural processes, on the other hand, when population differing in language are in contact with each other”.

Language shift according to Holmes (2001) define that “Language shift is the process by which a new language is acquired by new community usually resulting with the loss of the community’s first language, and language maintenance refers to the situation where speech community continues to use its traditional language in the face of a host of condition that might foster a shift to another language. If language maintenance does not occur, there can be several results. One is language death, speakers become bilingual, younger speakers become dominant in another language and the language is said to die. The speakers or the community does not die, of course, they just become a subject of speakers of a another language.

Based on some observations according to the experts above, it can be concluded that language shifts occur because community-specific languages turn to other languages and most language shifts occur because they are included from factors that affect the language shift.

Penelitian yang dilakukan oleh Sulis Triyono (2006) yang menjelaskan bahwa pergeseran bahasa daerah akibat kontak bahasa melalui pembauran. Tulisan ini membahas tentang empat hal permasalahan, yaitu (1) situasi kebahasaan dan pergeseran *mother language* „bahasa ibu“ warga transmigran asal Jawa yang bermukim di desa Sukamaju, Luwu Timur; (2) faktor yang berpengaruh terhadap pergeseran bahasa di kalangan masyarakat transmigran; (3) perbedaan pergeseran bahasa antara wilayah permukiman yang homogen dan heterogen; dan (4) faktor yang dominan berpengaruh terhadap pergeseran bahasa.

2. The Process of Language Shifts

The process of language shifting is not a well-understood phenomenon. This can be explained or seen as an example of language changes that are socially motivated. When language shifts occur, usually a shift towards dominant language. As what Holmes (2001: 56) explains that "the dominant language is associated with status, prestige and social. Usually, this language shift is applied in the context of luxury in the wider community, applying language when formal events such as festival ceremonies, by news readers on television and radio. Further, Lucas (2001: 47) clarifies that language shift occurs when speakers of a community stop using in their language and start using other languages instead, which is the implication for many minorities. The process of language shifting is a process in which language is more prestigious so that people adopt other languages into the realm of their environment to achieve social success.

3. Factors Influence of Language shifts

Language that survives or extinct is not determined by a single factor as what Dorian in Sumarsono (2004), explain but many factors that are mutually chain and chain occur occasionally in a long history. These factors can be sourced from within the community itself or from outside. Similarly Grimes (2002) describes that language shift factor, among others, caused by (1) parents who force their children to learn languages that are considered prestigious with the idea that a child is only able to learn languages well, (2) the use of a second language as the language of instruction in schools, (3) national language policies that tend to cause some speakers to choose to use national languages which are likely to cause some speakers choose to use national language as mother tongue and (4) industrialization, economic change, and government.

In order to understand the phenomenon of shift, most sociolinguistic studies of language shift have focused on identifying its probable causes and factors most associated with promoting or hindering the process. Indeed, various models have been developed in an attempt to isolate a specific set of sociolinguistic and linguistic factors that can be used to predict the occurrence of language shift, incorporating such variables as age, gender, language attitudes, community size, the cultural distance between the majority and minority language and societal language policy (Romaine, 1989). There are some factors of language shift according to Holmes (2001) as follows :

3.1 Parents/family

This factor often occurs in families where parents force their children to learn languages that are considered prestigious with the idea that a child is only able to learn languages well. Where parents teach their kids to use Indonesian from childhood on the grounds so as not to be out of date and more advanced thinking among other kids.

3.2 Education/school

Schools are often accused of being a factor in the shifting of students' mother tongue because schools usually teach their national language to kids. This also sometimes causes a shift in the position of regional languages. In Indonesian for example, parents are reluctant to teach their children regional languages because they think that their children will find it difficult to understand the subjects delivered by their teacher using Indonesian. As a result, the child is unable to speak on the basis or at least the child can only understand the base language but is unable to say it.

3.3 Intermarriage

This often happens in an intermarriage community between tribes where husband and wife have different tribes. So that they use the Indonesian language as a communication tool in their household, therefore their children use Indonesian as the first language of their parents, this phenomenon makes children unable to use their mother tongue.

3.4 Economic and Social Factors

Economic change is one of the factors causing a language shift. Economic development sometimes increases the position of a particular language to become a language that has high economic value. To get a job is the most important reason for learning another language. According to Holmes (2001) so far the most prominent of the factors that lead to shifts. In general, language shifts occur in a country or region which offers a better socio-economic life. Such are the leading immigrants to come. In many countries, modernization, industrialization, and urbanization often leads bilingualism in regional languages. Majority languages are most likely very it is important to learn to achieve better social and economic problems. An economic development sometimes raises the position of a particular language to become a language that has a high economic value. Obtaining work is the most obvious economic reason for learning another language. There they work with others from their own ethnic group and so they can use their ethnic language in the work domain too.

3.5 Demographic Factors

Apart from the absolute numbers, or proportions of speakers of dominated language to dominating language, the distribution of speakers is of some significance. The urban area tends to force people to shift more than in rural area. It is because the rural groups tend to be isolated from the centre of political power for longer, and they can meet most of their social needs in the ethnic or minority language. In other word, a group who lived out of town tends to maintain the language more than those who live in town. For an immigrant group, endogamy

(i.e. marriage restricted to within the group). Therefore this condition often occurs in communities where urban areas tend to have greater language shifts than in rural areas. That's because rural groups tend to be isolated from the center of political power longer, and they can fulfill most of their social needs in ethnic or minority languages. In other words, groups living outside the city (rural areas) tend to maintain their ethnic language is more than those who live in the city.

3.6 Bilingualism Factors

Bilingualism is always the necessary determinant of language shifting because interacting languages, in culture, are unequal strengths, therefore the weak ones become bilingualism which is not physically and demographically not always in language competence. Both languages are used freely. Bilinguals can choose the language they like. But this situation cannot be done for a long time. According to Haugen (1961) knowing two or more languages means bilingual.

3.7 Attitudes and Values

Attitudes and values are also factors that influence the shift in language. In addition, Crystal (1992) defines language attitudes as the feelings people have about their own language or the languages of others. Several aspects that contribute to language shift, not too much language, and language does not soar as a symbol of ethnic identity. Language is an important marker of ethnic identity. Ethnic identity is a way of expression through certain languages. A positive attitude supports efforts to be used minority languages in various domains, and this helps people resist pressure from the majority group to switch to their language. A good attitude like pride Their ethnic and linguistic identities are also

important to provide by society. Minor languages are not adapted to too much modern life it seems that their speakers are not in accordance with the traditions and values of their community hang out with their language.

When the minority language is highly value, shift tends to be slower and maintained longer. When the language is seen as an important symbol of ethnic identity, it is generally maintained longer. Positive attitudes support efforts to use the minority language in variety domains, and this helps people resist the pressure from the majority group to switch to their language. Good attitude like pride of their ethnic identity and language are also important to be provided by the community. Minor language are not adapted to modern life which too many of their speakers seems incompatible with the traditions and community values they associate with their language. Such attitudes find expression in the belief that a language itself is a territory that must be protected against invasion by other languages in the form of borrowing and other ways of language mixing which are seen as a step toward impending language shift. In immigration factors Chaer (2004) said that language shift is the problem of language used by community and society that happens because of the movement of one community to another place or language shift occur because one community is influenced by people who come to their community. It has two possibilities. First, a small group migrated to other country or region that obviously led their mother language to be useless in the new place. Second, a large group migrated and overwhelmed small regions with few residents that cause the local residents split and replace its original language.

4. Kids of Alas Language

Language has an important role in human life. Besides as a medium for action, language also functions as a reflection of the culture of the speaker. Language can control behavior, realize actions, and change situations. Likewise the role of language for kids. Kids face a myriad of challenges when learning their first language, from extracting meaningful units from noisy speech flows, attaching labels to changing preferences and mastering the various syntax and morphology inherent in more than 7000 languages used in the world today.

Language is an important marker of ethnic identity. Ethnic identity is the way in which expressions through certain languages. Love for language is as strong as people perceive themselves as social groups, which are largely influenced by how larger societies perceive them, negative ethnic identities contribute to the low caring of the ethnic groups. That makes the language of ethnic groups not valuable because the status of their language is a minority language in various dominant, it shifts to a more prestigious language and a high-value positive attitude in the use of language from the loyalty of users of mother tongue greatly influences the existence of mother tongue in communication it is difficult to shift in society (maintenance of language) and vice versa, the loyalty of users about the potential of language.

The researcher observes that many Alas communities in Southeast Aceh were still proud of their ethnicity by teaching their children to use the language Alas and in the school also using Alas language. But there were also many Alas

communities who lacked awareness of efforts to maintain Alas language so that they did not teach children to use Alas language in communicating.

In conclusion, there are seven factors that affect Alas language shift (1) parents who force their children to learn languages that are considered prestigious with the idea that a child is only able to learn languages well, (2) education/school use of a second language as the language of instruction in schools, (3) marriage is of a different tribe, this often occurs in a married community between tribes where between husbands and wives have different tribes (4) national language policies that tend to cause some speakers to choose national languages that are likely causing some speakers to choose to use national language as mother tongue and (5) Social and economic individuals in society are very important factors in calculating the speed of language shift (6) bilingualism is always the necessary determinant of language shifting because interacting languages, in culture, are unequal strengths (7) attitude and values.

B. Relevant Studies

There some studies that related to this research had been conducted before This research was carried out in a thesis by Abdul Rohman in the title: Facts and Language Shift Factors by Speakers of Javanese Language in the Banyumas Dialect on Diponegoro University Campus. January 2015. What is learned is the transfer of language from Javanese to Indonesian. The researcher limits this research by using Undip students from native Javanese Banyumasan languages along with the environment, campus life. To analyze data, the author uses the

method introduced by Sudaryanto. This method is used to determine the facts of language shift. Meanwhile, to find out the background factors of the author using Rokhman's contextual analysis method. The factors that make lay learners do language shifts are five factors. From the speaker there are two, namely bilingual language and loyalty. While external factors are government language policies, economic and socio-cultural factors.

The next is conducted in the journal by Masruddin on his title : Influenced Factors Towards The Language Shift Phenomenon Wotunese. December 2013. This study was carried out in two villages namely Lampenai Village and Bawalipu Village, Wotu District, East Luwu Regency. The method used was field survey by distributing questionnaire, interviewing and direct observation for 400 Wotunese. The results show that the determinant factors influence significantly on language shift of Wotunese are age, mobilization, bilingualism and language attitude. Then, the government and the wotunese should do some real actions to save Wotu language from the death language phenomenon.

C. Conceptual Framework

Based on the above definition it can be concluded that language shift occurs when the language user community chooses a new language to replace the previous language. In other words, language shifting occurs because certain language communities turn to other languages, usually dominant and prestigious languages, then used in the old domains of language use. The result of this process of language shifts refers to changes in language use among a speaking community

such as when a community begins to use one dominant language and a function in which its members previously use other languages and changes in language speakers.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The research design of this study is carried out in a qualitative descriptive manner using a case study approach. Descriptive research is a research method that tries to describe and interpret objects according to the situation. Ary (1979) defines "that descriptive studies are to obtain certain information about certain phenomena that occur when a study is conducted". It also aims to describe the actual variables that occur in certain situations.

Data has been collected in various ways, such as observations, interviews, and tape recordings. While Rogdan (1992) explains "that case studies are detailed checks of one setting or one single subject". One subject of document storage or one particular event. This is also done to determine the condition of something and why it happened. This is in line with the object of this study, namely to observe factors, processes, and reasons for language shift.

So descriptive qualitative is research that aims to describe things that occur in the field that want to describe, record, analyze and interpret phenomena to obtain information about the real conditions that are happening. In connection with this study, the factors that influence the shift of Alas language are in kids in Alukh Nangke Village at Southeast Aceh.

B. Source of the Data

Sources of research data obtained from observations and interviews with subjects and informants in this study. Subjects in this study were Alukh Nangke Village kids. The subjects of this study were children who were still in kindergarten and elementary school in the village of Alukh Nangke in Southeast Aceh. Data is taken from conversations between children who have a disability from language shifts in their family and environment. The data consisted of 35 children. While the researchers obtained informants from 35 kids' parents from the Alas community who experienced language changes in the village of Alukh Nangke, in Southeast Aceh. The results of the data can be in the form of text from interviews obtained through interviews with informants used as research samples.

Subjects of Research

The subjects in this study were the kids of Alukh Nangke Village who experienced a shift in the language of Alas in everyday life. The number of research subjects during the study was collected by ten people, five from Kindergarten and five from Elementary School. This research is intended to obtain data that is indeed needed in this study. The following is a list of subjects in this study:

2.1. Subjects of Research

The subjects in this study were the kids of Alukh Nangke Village who experienced a shift in the language of Alas in everyday life. The number of research subjects during the study was collected by ten people, five from

Kindergarten and five from Elementary School. This research is intended to obtain data that is indeed needed in this study. The following is a list of subjects in this study:

Table 3.1. The Description of the Subjects

No	Name	Gender	Age	Education
1	Adinda	F	5	Kindergarten
2	Zahara	F	5	Kindergarten
3	Al-azizi	M	6	Elementary school
4	Lembut	F	5	Kindergarten

By the data above, the kids of Alukh Nangke Village are the subjects in this study. Look closely at these kids. The reason for choosing the kids above as the main informants is because they are native to Alukh Nangke Village. Informants are randomly obtained and selected kids who have started losing the language Alas. The subject of this research can provide information related to the use of the Alas language currently used by the kids of Alukh Nangke Village who are educating.

2.2. Informants

Researchers get informants from informants who help researchers find out about living systems, customs, and local culture. The informants of this study were the subject and parents of the 4 children. Informants can provide information about the condition of the Alas language shift, but it also can provide a general

picture of the lives of children. Informants are chosen and can be trusted so that it helps provide the information needed by researchers in this study. The researcher wants to see firsthand the factors that influence the shift in Alas Language that is used among the children of Alukh Nangke Village today, through conducting interviews with children and parents of kids so that researchers can find out what factors influence the Alas language shift. Alas, the language is Indonesian now. in the village of Alukh Nangke.

C. The Techniques for Collecting Data

There some steps in collecting data. The steps as follows:

3.1. Observation

This study used direct observation with the researcher making observations directly on the subject under study. The author plunged directly into the study site to carry out observations and data collection on the research object. The object of this research is the children of Alukh Nangke Village, Tanoh Alas District, Southeast Aceh Regency. This observation was carried out to reveal how the Alas language shifted in the form of kids in Alukh Nangke Village, Tanoh Alas District.

3.2. Interviews

To obtain data to fit the subject matter raised, interview guides are used in the interview, which are questions related to research. This is done to avoid widespread answers. Questions are made based on the problem points in the study so that interviews can be carried out systematically.

3.3.Documentation

Researchers conducted a documentation study as a complement to the use of observation and interview methods. Documents related to this study such as pictures during interviews and field observations.

D. The Technique of Data Analysis

The research of the theory proposed by Kothari (2004) that produces of the technique of analyzing data are.

1. Collecting the results of observations and interviews.
2. Classifying the Alas language in kids which is included in the language shift.
3. Analyzing the factors that influence the Alas used by kids language shifts in Southeast Aceh.
4. Describing the factors that influence the language shifts in used the kids Alas language.

CHAPTER IV

FINDING AND DISCUSSION

A. Research Finding

According to the results of interviews and observations conducted by the researcher, the village of Alukh Nangke was once a village whose inhabitants came from the Alas tribe. But over time many generations of native Alas tribes experienced marriages with other tribes such as the Alas tribes married to the Gayo tribe and settled in Alukh Nangke Village. on the contrary, the woman was Alas and married a Javanese man and settled in Alukh Nangke Village. and some are married to Alas tribal men. But in Alukh Nangke Village, they no longer teach children the Alas language, they switch to Indonesian. Because most of the Alukh Nangke village is undergoing mixed marriages. So they teach their children to use Indonesian as a daily language. In addition to the environment, school/education, and parents are factors that influence the shift in the Alas language to Indonesia in the form of usage in language shifting.

B. Discussion

Research data were collected from observations made by researchers. Of the 4 kids who experience language shifts in their daily lives, namely the Alas language shift to Indonesian in the kids in Alukh Nangke Village. By observing kids while interacting with parents and in their neighborhood. taken from the results of interview transcripts conducted by researchers to parents and teachers in their schools as informants in this study. The researcher presents the research

findings which consist of two things. The first is the discovery of factors that affect language shifts in kids and the second is in the form of language shifts in kids.

After identifying the data, the factors of language shift in kids in Alukh Nangke Village are classified according to factors language shift by Holmes (2001). And the form of language shifting in kids is classified based on the form of language shift by Weinrich (1968).

1. The use of Alas Language Among Kids

Tanoh Alas Subdistrict is an area whose majority are ethnic Alas so that the language used in the community is the Alas language. The Alas Language is a communication tool in daily interactions with the village community. The Alas language is known as the language of unity in the village of Alukh Nangke. But along with the development of the Alas people many who married into different tribes (intermarriage) besides the occurrence of intermarriage, the people there also felt better and cooler to teach their kids to use Indonesian than their mother tongue. Therefore, researchers found the use of the Alas language among kids in Alukh Nangke Village when interacting with friends in their neighborhood, at school and when interacting with their parents at home. Here are the results of his observations:

1.1. The use of Alas language when interactions with friends

Data 1

This data is the use of the Alas language among kids in the village of Alukh Nangke when interacting with friends as the data found below:

Lembut: *Pinjam* be lelomu? (can I borrow your toy?)

From the above data utterance that the shift in the base language to Indonesian in the word *borrow* because the word *borrow* is Indonesian using Indonesian not using the Alas language as the next word using Alas. therefore it is called a language shift.

Data 3

Adinda: *duri itu nanti* kelohok kau (thorn that will later choke you)

From the words above, disturbances have the form of word usage that occurs shifting the word *thorn, that, later* because of the word thorn, that later will be Indonesian. the utterance is not following the structure of the Alas language.

Data 39

Zahara : edi *kucingmu* khut kau kin *tidur*? (does your cat sleep with you)

The sentence above utterance that the shift occurs in the word *your cat* and *sleep*. In the word, your cat is in the middle of the sentence and the word sleep at the end of the sentence. The language shift occurs in the middle and end of a sentence.

The above is the result of observations made by researchers about the use of the Alas language among children in the village of Alukh Nangke. from the above data, it can be seen that the use of the Alas language among children when

interacting with friends in their environment experiences changes where more children use Indonesian when interacting with their friends than using the Alas language.

1.2. The Use of Alas Language when Interactions with Mother (parents)

Below this conversation kids with his mother experienced a shift in language.

Data 63

Adinda : *gak mau aku mak, aku ni mau main-main ni sama kawanku* (No mom, I want to play with my friends)

The sentence in italics above shows a shift in language. In the conversation above, from sentence No mom, I want to play with my friends it can be found that when his mother used Indonesian mixed language with Alas language answered in full Indonesian when speaking with his mother. Making the Alas language begin to shift to Indonesian. The children of Alukh Nangke village often use Indonesian because it has become their habit to use Indonesian.

Data 69

Lembut: *we mak e bentar lagi* (Yes mom in a minute)

In the above data, kids use the Alas language only when saying the words *yes mom*, they use the Alas language while the next word uses Indonesian. There was a shift when mixing Alas with Indonesian.

Data 80

Azizi: *mak dimana buku ngajiku, aku tidak menemukannya?* (mom where is my Koran book, I am not find it)

Utterances above show that there is a shift in the sentence *mom where is my Koran book, I am not find it* where in the sentence kids use full Indonesian when asking something to their mother.

Data 88

Zahara : *sukhuh buk guru berdoa dan buka buku terus kamipun belajar mak*
(teacher asked us to read a prayer and opened the book. Then we studied, mom)

Shift occurs in the utterance above is *teacher asked us to read a prayer and opened the book. Then we studied, mom* where the words use the Alas language mixed with Indonesian.

2. Factors influencing language shifts

After an analyzing the data language shift among Alas kids Alukh Nangke village. This research focused analyzing language shift through language use among Alas kids. Viewed from it is found the factors influencing language shift are according to Holmes (2001) they are they are internal factors and external factors.

2.1. Internal Factors

The internal factor in question is the cause of the shift in the language of the Alas by kids that occurs in the environment of Alukh Nangke Village, Tanoh Alas District, Southeast Aceh District.

2.1.1. Parents of Factor

To be able to use language, one must first engage in social interactions or relationships with others. From these social relations, it is usually the one that

influences the use of the Alas Language that fades. A child knows that the first time an interaction is a parent (family). Parents usually teach kids with Indonesian, this is because kids make it easy to communicate with others. Education in the family is the first thing that is accepted by the kid. parents are the first agents of socialization. parents introduce speech and language to their children. The family of Alukh Nangke Village now teaches a lot about the national language so that it will be smoother when entering the realm of education, so many kids now can not speak Alas as before.

Data 5

Saya tidak bisa menggunakan bahasa Alas, karena dirumah orangtua saya selalu menggunakan bahasa Indonesia ketika berbicara dengan kami anak-anaknya dirumah. (AD 5 years)

(I can not use the Alas language, because my parent always use Indonesia language when talking to us at home).

Based on the above interview results it can be explained that when in the home environment using Indonesian, but when interacting with people who use the Alas language he understands but cannot pronounce it.

2.1.2. Intermarriage Factor

This often happens in an intermarriage community between tribes where husband and wife have different tribes. So that they use the Indonesian language as a communication tool in their household, therefore their children use Indonesian as the first language of their parents, this phenomenon makes children unable to use their mother tongue. As revealed by Azizi 6 years as follows:

Data 31

Karena ayahku orang jawa jadi kami dirumah menggunakan bahasa indonesia sama mamak dan ayah dirumah. (Az 6 years)

Because my father is a Javanese, we use the Indonesia language with my father and mother at home.

2.2. External factor

The external factor in question is the cause of the change in the language of the Alas done by kids that occurs outside the environment of Alukh Nangke Village, Tanoh Alas District, Southeast Aceh Regency.

1.2.1. Education factor

In general, school or education is often also the cause of language shifts, because schools always introduce second languages to students who were originally monolingual, become bilingual and eventually leave or shift the first language.

Data 39

Kalau sama guru disekolah saya menggunakan bahasa Indonesia, dan Ketika ada teman-teman yang menggunakan bahasa Alas maka saya juga berbahasa Alas, tetapi ketika ada yang menggunakan bahasa indonesia saya akan berbahasa indonesia juga disekolah. . (Lb 5 years)

If with the teachers at school I use Indonesia language. And when my friends use the Alas language then I also use the Alas language. But when someone uses Indonesia language, I will speak Indonesia language too at school.

The interview results above show that kids are able to use two languages when someone invites them to use Indonesian, then he will use Indonesian and vice versa when someone asks him to speak because he also uses the language Alas.

1.2.2. Interaction Factors with Friends and the Surrounding Environment

Social environment factors not only affect the development of children's attitudes but also affect the shift in Alas Language among kids in Alukh Nangke Village. The use of language commonly used in association makes the language of teen kids familiar with the language. kids begin to experience a shift in the language of Alas when hanging out with friends. The use of the Alas language in kids when hanging out with friends does indeed have an Alas accent but has experienced a mixture of other languages. The area of Alukh Nangke is a society that has a variety of languages so that the language used by children there uses Indonesian as a tool to communicate. Below is the language used by kids when interaction with their friends.

Data 31

Zahara : *apakah kamu bisa menggambar bintang?* (do you can draw a stars?)

In the conversation above, it can be found that they use full Indonesian when talking to their friends, which is done by the children of Alukh Nangke village, making Alas language begin to shift into Indonesian. Alukh Nangke village kids often use Indonesian because it has become their habit to use Indonesian.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Having analyzed the data, the conclusion are drawn as the following:

1. Kids in Alukh Nangke Village, Tanoh Alas District, Southeast Aceh. There are two factors that influence the shifting of the Alas language to Indonesian, namely internal factors and external factors. Internal factors are factors of family and parents' children that occur intermarriage can cause a shift in the Alas language to Indonesian. External factors are external factors, namely education / school factors and interaction factors with friends in the neighborhood. Some of these factors are factors that have caused the shift in the Alas language to Indonesian. Where parents teach their children to use Indonesian from childhood on the grounds so as not to be out of date and more advanced thinking among other children. In addition, school is also one of the factors that causes Alas to switch to Indonesian because every school uses Indonesian for communication tools in schools and teachers. In addition, Indonesian is the language of unity in Indonesia. So that Indonesian people have their own subject matter at school.
2. The use of Alas Language by the kids in Alukh Nangke Village has shifted, the shift is caused by teenagers in Alukh Nangke Village who have used standard Indonesian that is obtained while at school. Kids Alukh Nangke

Village also lacks education in the use of the Alas Language in both the school and the community. In this case there are factors that influence it, namely (1) the lack of intensity factor in the use of Alas Language (2) the socialization factor in the use of Alas Language.

B. Suggestion

Based on the above conclusion, the suggestions of this research are put forward as follow :

For the people of Alukh Nangke, Tanoh Alas District to participate in preserving the Alas language especially for parents by teaching kids to use the Alas language as their first language and to use the Alas language in communicating their daily lives. Because with language there is a cultural identity so that culture can be distinguished from one another. So be proud of your own culture by maintaining the Alas language (mother tongue) so it doesn't disappear and shift to another language.

For the Southeast Aceh district government to advise the people of Kutacane especially Alukh Nangke Village to teach their kids to use the Alas language in their daily lives. So that the Alas language will be maintained until the next generation.

The other researchers to be more concerned on the research about Alas Language shift among Alas kids.

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Medan, September 2019

Researcher,

Risnawati

APPENDIX 1

1. Lembut : pinjam be lelomu
2. Zahara : edi duri itu buangkan dia
3. Dinda : duri itu nanti kelohok kau
4. Zahara : buetken enggo minum
5. Adinda : buangkan
6. Adinda : eh fahrul, zahara kutangkap nanti hape kalian tu
7. Fahrul : kakak aku pun ku simpan
8. Adinda : iya fahrul
9. Lembut : kan enggak ku telankan, aaaa tengok tu
10. Adinda : idih jangan telankan
11. Lembut : sengaja kutelanken ha
12. Zahara : ise pebual masuk neraka ha,
13. Zahara : eh bali khut sepatu
14. Lembut : eh, kak al tadi lewat
15. Adinda : siapapun gitu sepatunya, idih kalo taunya kita tenggonya
kita tadi tu, kalian gak taunya nama kalian
16. Zahara : aku udah taunya Zahra
17. Adinda : kita belajar matematika, mana bukumu
18. Zahara : aku tinggal
19. Fahrul : aku juga tinggal
20. Adinda : besok bawak bukunya ya, besok-besok gak usah bawak
bawak hapenya nanti ibuk tangkap

21. Adinda : udah udah hapus?
22. Lembut : udah
23. Adinda : sini ada lah ide ku, sini ku bikinkan
24. Lembut : udah
25. Adinda : udah, sini kubuat bintang
26. Zahara : emang bisa kau buat bintang dinda?
27. Adinda : bisa,
28. Zahara : itu awo ku lewat
29. Adinda : belum
30. Zahara : tengok nanti lewat kak wo ku
31. Adinda : takut dia sama kucing
32. Lembut : eh, oyek ku cebiakhi da hahaha
33. Adinda : lembut ada kunampak kucing begitu dirumahku
34. Lembut : cepat
35. Adinda : gak maunya kin ni di hapus
36. Lembut : ende ne
37. Zahara : kucing awo mu ndape mbut?
38. Lembut : malet kutoh
39. Zahara : edi kucingmu khut kau kin tidur
40. Lembut : idih gat gedi gat da
41. Adinda : gak apa- apa biar Nampak macam diatas langit tu
42. Zahara : gendeken kucing mu di, kaeken sayangken ye, kucing awo mu ndape kandang ne?

43. Lembut : kucing ku ende jahat
44. Zahara : kheken tule me fahrul tule
45. Lembut : go mengket ye kerumah ne
46. Zahara : aku ulang mbut na
47. Adinda : tapi gak ada lagi kau takut kucing
48. Lembut : hahahaha
49. Zahara : gak ada aku lagi takut kucing, sayangken kucing
mu di, ndak so lepasken ye mbiakh aku
50. Adinda : mbiakh dia lembut ni pun
51. Zahara : edi ye ge hahaha
52. Lembut : zahira sebut me fahrul aku malet ande cebunik
53. Adinda : fahrul gak ada lagi kucing tadi
54. Zahara : iya gak ada lagi kucing tadi
55. Adinda : burung kakak tua itu,
56. Lembut : atas bikin,
57. Adinda : ye dadadada burung dada
58. Zahara : tempat airnya ape?
59. Adinda : sarangnya tu di bikin nek kuh mu
60. Lembut : we kukuhku mahannya
61. Zahara : ambilkan dia

Percakapan antara ibu dengan anak

- | | | |
|-----|--------|---|
| 62. | Mother | : dinda jage adek mu |
| 63. | Adinda | : gak ku mau, aku ni mau main-main ni sama kawanku |
| 64. | Mother | : iyah, ikutnya kau tu |
| 65. | Adinda | : mamak ni da adek tu ganggunya aku nanti main-main |
| 66. | Mother | : bawak adekmu pun ikut main cepat |
| 67. | Adinda | : sini dek entah apa ikut-ikut aku main lah |
| 68. | Mother | : simpan baju sekolah mu e mbut |
| 69. | Lembut | : we mak e bentar lagi |
| 70. | Mother | : lot kin ge ne di antar ganti baju sekolahmu mbut |
| 71. | Lembut | : yoh iya iya mak. |
| 72. | Mother | : ulang ndak megeken cekhok da mbut |
| 73. | Lembut | : oke boss. |
| 74. | Mother | : zi belajar apa kau tadi sekolah nakku? |
| 75. | Azizi | : belajar alif ba ta mak |
| 76. | Mother | : apa bilang guru mu tadi sama mu? |
| 77. | Azizi | : disuruh kerjakan PR |
| 78. | Mother | : hem, iya udah ganti baju sana nak, nanti jam dua jangan lupa pergi ngaji kau ya |
| 79. | Azizi | : iya mak e. |
| 80. | Azizi | : mak mana kin buku ngajiku mak gak ada ku liat |
| 81. | Mother | : di kamarnya mamak letak coba tengok situ |
| 82. | Azizi | : gak ada lah mak e |

83.	Mother	: masak gak ada
84.	Azizi	: iya memang gak ada
85.	Mother	: iya iya nanti mamak carikan ya
86.	Azizi	: emm.
87.	Mother	: ngapain kalian di sekolah tadi nak?
88.	Zahara	: suruh ibuk guru baca doa dan buka buku terus kamipun belajar mak
89.	Mother	: terus ngapain lagi nak?
90.	Zahara	: main masak-masak an terus diajari nyanyi sama buk guru mak
91.	Mother	: itu aja nak ?
92.	Zahara	: gak hapal ABC lagi kami tadi abis tu main-main lagi

No	Hasil wawancara dengan anak-anak desa Alukh Nangke
	Research : dinda kenapa kau kalau bicara pakek bahasa indonesia
	Adinda : takut aku bahasa Alas, gak bisa aku bahasa alas bahasa indonesia Cuma bisa aku
	Research : disekolah pakek bahasa apa ?
	Adinda : disekolah bahasa indonesia
	Research : sama kawanmu bahasa apa kau dek?
	Adinda : kawanku pakek bahasa Alas aku sendiri pakek bahasa indonesia
	Research : hemmm, jadi bagaimana kau ngomong sama

	<p>kawanmu kau ngerti bahasa Alas?</p> <p>Adinda : ngerti aku bahasa Alas tapi gak pande aku ngomongkannya</p> <p>Researcher : hemmm, terus dirumah pakek bahasa apa kau dek?</p> <p>Adinda : Bahasa indonesia, kami selalu menggunakan bahasa indonesia ketika berbicara sama ayah dan mamak dirumah.</p>
	<p>Researcher : siapa namamu dek?</p> <p>Zahara : Dwi zahara</p> <p>Researcher : dirumah pakek bahasa apa kau dek?</p> <p>Zahara : bahasa indonesia</p> <p>Researcher : jadi disekolah pakek bahasa apa kau dek?</p> <p>Zahara : bahasa indonesia</p> <p>Researcher : terus kalo ngomong sama ayahmu dan nenek, kakekmu pakek bahasa apa kau dek?</p> <p>Zahara : bahasa indonesia juga</p> <p>Researcher : kau pande gak bahasa Alas?</p> <p>Zahara : enggak kak</p> <p>Researcher : hem, iya iya terimakasih ya dek</p>
	<p>Researcher : siapa namamu dek?</p> <p>Azizi : azizi</p>

<p>Researcher : kau kalau dirumah pakek bahasa apa dek?</p> <p>Azizi : pakek bahasa indonesia</p> <p>Researcher : kenapa pakek bahasa indoensia?</p> <p>Azizi: : karena dirumah aku udah pakek bahasa indonesia diajari mamakku</p> <p>Researcher : owh, jadi dirumah kalian pakek bahasa indonesia ya?</p> <p>Azizi : iya kak</p> <p>Researcher : kenapa mamakmu ngajarin pakek bahasa indonesia kenapa gak bahasa alas aja?</p> <p>Azizi : karena ayahku orang jawa jadi kami dirumah pakek bahasa indonesia sama mamak dan ayahku kak.</p> <p>Researcher : oh gitu ya dek, Terima kasih ya dek</p> <p>Azizi : iya kak sama-sama.</p>
<p>Researcher : siapa namamu dek?</p> <p>Lembut : lembut</p> <p>Researcher : dirumah pakek bahasa apa kau dek?</p> <p>Lembut : kadang bahasa Alas kadang bahasa indonesia</p> <p>Researcher : jadi disekolah pakek bahasa apa kau dek?</p> <p>Lembut : kalo ada yang ngajak bahasa Alas bahasa alas akupun kalo orang pakek bahasa indonesia bahasa indonesia akupun kak</p> <p>Researcher : terus ngomong sama mamakmu dirumah pakek</p>

	<p>bahasa apa?</p> <p>Lembut : mamak dan ayahku sering pakek bahasa alas begitu juga kalo ngomong sama ku kak sering pakek bahasa alas juga.</p>
--	--

APPENDIX 2





MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

Form : K - 1

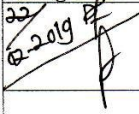

Kepada Yth: Bapak Ketua & Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Perihal : **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan hormat yang bertanda tangan di bawah ini:

Nama Mahasiswa : Risnawati
NPM : 1502050023
Prog. Studi : Pendidikan Bahasa Inggris
Kredit Kumulatif : 156 SKS

IPK= 3,30

Persetujuan Ket./Sekret. Prog. Studi	Judul yang Diajukan	Disahkan oleh Dekan Fakultas
	The Factors Affecting the Shifts of Kids Language Alas Language of Southeast Aceh	
	The Impact of the Variety of Language in Miscommunication between Society at Desa Lawe Maklum in Southeast Aceh	
	An Analysis of Metaphor the Tangis Dillo the Used of Wedding Ceremony in Southeast Aceh	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak saya ucapkan terima kasih.

Medan, 23 Februari 2019
Hormat Pemohon,


Risnawati

Keterangan:

- Dibuat rangkap 3 : - Untuk Dekan/Fakultas
- Untuk Ketua/Sekretaris Program Studi
- Untuk Mahasiswa yang bersangkutan



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

Form K-2

Kepada : Yth. Bapak Ketua/Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Assalamu 'alaikum Wr, Wb

Dengan hormat, yang bertanda tangan dibawah ini:

Nama Mahasiswa : Risnawati
NPM : 1502050023
Prog. Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/risalah/makalah/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut:

The Factors Affecting the Shifts of Kids Alas Language
in Aceh Tenggara

Sekaligus saya mengusulkan/ menunjuk Bapak/ Ibu:

1. Drs. Ali Amran, M.Hum

Acc 26/04-2019

Sebagai Dosen Pembimbing Proposal/Risalah/Makalah/Skripsi saya.

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/ Ibu saya ucapkan terima kasih.

Medan, 01 April 2019
Hormat Pemohon,

Risnawati

Keterangan

Dibuat rangkap 3 :

- Untuk Dekan / Fakultas
- Untuk Ketua / Sekretaris Prog. Studi
- Untuk Mahasiswa yang Bersangkutan



FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
Jln. Mukhtar Basri BA No. 3 Telp. 6622400 Medan 20217 Form : K3

Nomor : 1005 /II.3/UMSU-02/F/2019
Lamp : ---
Hal : Pengesahan Proyek Proposal
Dan Dosen Pembimbing

Assalamu'alaikum Warahmatullahi Wabarakaatuh

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan proyek proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini :

Nama : Risnawati
N P M : 1502050023
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : The Factors Affecting the Shifts of Kids Alas Language in Aceh Tenggara.
Pembimbing : Drs. Ali Amran, M.Hum

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :

1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan BATAL apabila tidak selesai pada waktu yang telah ditentukan
3. Masa kadaluarsa tanggal : 26 April 2020

Wa'alaikumssalam Warahmatullahi Wabarakatuh.

Medan, 21 Sya'ban 1440 H
26 April 2019 M

Dekan


Dr. H. Elfianto Nst, S.Pd, M.Pd, A
NIDN : 0115057302

Dibuat rangkap 4 (empat) :

1. Fakultas (Dekan)
2. Ketua Program Studi
3. Pembimbing
4. Mahasiswa yang bersangkutan :
WAJIB MENGIKUTI SEMINAR



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext. 22, 23, 30
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id



LEMBAR PENGESAHAN PROPOSAL

Proposal yang diajukan oleh mahasiswa di bawah ini:

Nama Lengkap : Risnawati
N.P.M : 1502050023
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : The Factors Affecting the Shifts of Kids Alas Language in Aceh Tenggara

Sudah layak diseminarkan.

Medan, April 2019

Disetujui oleh
Pembimbing

Drs. Ali Amran, M.Hum



**UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jalan Kapten Mochtar Basri, BA No.3 Medan Telp. (061) 661905 Ext. 22, 23, 30
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

Kepada: Yth. Bapak Ketua/Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Perihal : **Permohonan Perubahan Judul Skripsi**

Bismillahirrahmanirrahim
Assalamu'alaikum Wr. Wb

Dengan hormat, yang bertanda tangan di bawah ini:

Nama Lengkap : Risnawati
N.P.M : 1502050023
Program Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan perubahan judul Skripsi, sebagai mana tercantum di bawah ini:

The Factors Affecting the Shifts of Kids Alas Language in Aceh Tenggara

Menjadi:

Language Shift of Alas Language among Alas Kids in Aceh Tenggara

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya.
Akhirnya atas perhatian dan kesediaan Bapak saya ucapkan terima kasih.

Medan, Mei 2019

Ketua Program Studi
Pendidikan Bahasa Inggris

Mandra Saragih, S.Pd, M.Hum

Hormat Pemohon

Risnawati

Diketahui Oleh :

Dosen Pembahas

Mandra Saragih, S.Pd, M.Hum

Dosen Pembimbing

Drs. Ali Amran, M.Hum.



Unggul, Cerdas & Terpercaya

Bila menjawab surat ini agar disebutkan nomor dan tanggalnya

MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jalan Kapten Mochtar Basri No. 3 Medan 20238 Telp. (061) 6622400 Fax. (061) 6625474 - 6631003
Website: <http://fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

Nomor : 2252 /II.3/UMSU-02/F/2019
Lamp : ---
Hal : Mohon Izin Riset

Medan, 12 Ramadhan 1440 H
17 Mei 2019 M

Kepada Yth. Bapak Kepala Desa
Alukh Nangke Kec. Tanoh Alas
Kab. Aceh Tenggara
di-
Tempat

Assalamu'alaikum Warahmatullahi Wabarakatuh

Wa ba'du, semoga kita semua sehat wal'afiat dalam melaksanakan kegiatan-aktifitas sehari-hari, sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk pembuatan skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak/Ibu Memberikan izin kepada mahasiswa untuk melakukan penelitian/riset di Desa Bapak pimpin. Adapun data mahasiswa kami tersebut sebagai berikut :

Nama : Risnawati
N P M : 1402050023
Program Studi : Pendidikan Bahasa Inggris
Judul Penilitia : Language Shift of Alas Language Among Alas Kids in Aceh Tenggara.

Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih.

Wa'alaikumssalam Warahmatullahi Wabarakatuh.


Dekan
Dr. H. Ehrianto Nst, S.Pd, M.Pd.
NIDN. 0115057302

** Pertinggal **



PEMERINTAH KABUPATEN ACEH TENGGARA
KEPALA DESA
DESA ALUKH NANGKE
KECAMATAN TANOAH ALAS
Jln. Ngkeran salim pipit - kode pos 24661

SURAT KETERANGAN IZIN RISET

NOMOR:2019

Yang bertanda tangan dibawah ini:

Nama : Aliman
NIP : -
Jabatan : Kepala Desa Alukh Nangke

Bertindak atas nama Kepala Desa Alukh Nangke, memperhatikan Surat Universitas Muhammadiyah Sumatera Utara Nomor 2253/IL.3/UMSU-02/F/2019 dengan ini memberikan izin riset/mencari data instansi dan lapangan kepada :

Nama : Risnawati
NIM : 1502050023
Pekerjaan : Pelajar/Mahasiswa
Jurusan : Pendidikan Bahasa Inggris
Judul Penelitian : Language Shift of Alas Language Among Alas Kids in Aceh Tenggara
Lokasi Kegiatan : Desa Alukh Nangke Kecamatan Tanoh Alas

Izin ini diberikan dengan ketentuan sebagai berikut :

1. Izin ini diberikan untuk kegiatan mencari data atau bahan penulisan skripsi
2. Mentaati ketentuan yang berlaku
3. Setelah tiba dilokasi dan sebelum melaksanakan penelitian harus melaporkan diri terlebih dahulu ke Kepala Desa setempat
4. Harus memperhatikan keamanan dan ketertiban umum selama kegiatan berlangsung
5. Harus memperhatikan adat istiadat setempat
6. Izin ini berlaku hingga selesai dilaksanakan penelitian
7. Setelah melaksanakan kegiatan penelitian agar melaporkan hasilnya kepada Kepala Desa Alukh Nangke.

Demikian surat izin riset ini kami berikan kepada yang bersangkutan sebagaimana mestinya dan pihak yang bersangkutan dengan kegiatan ini agar dapat memberikan bantuan seperlunya untuk kelancaran kegiatan dimaksud. -





PEMERINTAH KABUPATEN ACEH TENGGARA
KEPALA DESA
DESA ALUKH NANGKE
KECAMATAN TANOAH ALAS
Jln. Ngkeran salim pipit - kode pos 24661

SURAT KETERANGAN RISET

NOMOR: 71/SKR/PAU.....2019

Saya yang bertanda tangan dibawah ini adalah Kepala Desa Alukh Nangke, menerangkan bahwa mahasiswa Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara :

Nama : Risnawati
NIM : 1502050023
Pekerjaan : Pelajar/Mahasiswa
Jurusan : Pendidikan Bahasa Inggris
Lokasi Kegiatan : Desa Alukh Nangke Kecamatan Tanoh Alas

Benar-benar telah melakukan penelitian mulai dari tanggal 10-30 Juni 2019 di Desa Alukh nangke Kecamatan tanoh Alas untuk menyusun skripsi dengan judul **Language Shift of Alas Language Among Alas Kids in Aceh Tenggara**

Demikian surat keterangan riset ini dibuat, agar dapat dipergunakan sebagaimana semestinya.



