

# Proceedings

## The 5th Annual INTERNATIONAL SEMINAR on Transformative Education and Educational Leadership

Theme : Education Innovation in Globalization Practice

22 September 2020  
Postgraduate School - Universitas Negeri Medan



Supported by :



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**Schedule of The 5<sup>th</sup> Annual Internatioanal Seminar on Transformative Education and Educational Leadership (AISTEEL) 2020**  
**Postgraduate School, Universitas Negeri Medan**

**22 September 2020**

(Indonesian time)	Activities	PIC/Moderator
07.00 – 08.30 (am)	Preliminaries	committee
08.30 - 08.45 (am)	<b>Opening Ceremony</b> 1. MC Speech 2. Indonesian National Anthem 3. Pray 4. Chairperson Report 5. Welcoming speech of Director of Postgraduate School 6. Welcoming speech and official opening of Rector of Universitas Negeri Medan 7. Photo session	MC (Dr. Anni Holila Pulungan, M.Hum & Sofianto Gultom, S.Pd)
08.45 – 09.25 (am)	Keynote Speech 1: <b>Prof. Dr. Syawal Gultom, M.Pd</b> (Universitas Negeri Medan– Indonesia)	Dr. Rahmad Husein, M.Ed
09.25 – 10.05 (am)	Keynote Speech 2 <b>Prof. Emmanuel Manalo</b> (Graduate School of Education, Kyoto University, Japan)	Prof. Amrin Saragih, PhD
10.05 – 10.45 (am)	Keynote Speech 3 <b>Dr. Susan Ledger</b> (Head of Education, Murdoch University - Australia)	
10.45 – 11.25 (am)	Keynote Speech 4 <b>Prof. Dr. Ekkarin Sungtong</b> (Dean of Faculty of Education Prince of Songkla University - Thailand)	Mangara Simanjorang, PhD
11.25 – 12.05 (am)	Keynote Speech 5 <b>Assoc. Prof. Yuri Uesaka</b> (The University of Tokyo - Japan)	
<b>12.05 – 13.30</b>	<b>Break</b>	
<b>13.30 – 15.30</b> (pm)	<b>Parallel Session 1</b> <b>(divided to 19 parallel rooms)</b>	Moderator/Operator
15.30 – 15.35 (pm)	Break	
15.35 – 17.00 (pm)	<b>Parallel Session 2</b> <b>(divide to 19 parallel rooms)</b>	Moderator/Operator
17.00 – 17.10 (pm)	Cloosing	committee

**Proceedings of the 5<sup>th</sup> Annual International Seminar on Transformative Education  
and Educational Leadership (AISTEEL 2020)**

**Preface**

The fifth Annual International Seminar on Transformative Education and Educational Leadership (AISTEEL 2020) was held by virtual seminar on 22 September 2020. This seminar is organized by Postgraduate School, Universitas Negeri Medan and become a routine agenda at Postgraduate program of Unimed now.

The AISTEEL is realized this year with various presenters, lecturers, researchers and students from universities both in and out of Indonesia participating in, the seminar with theme “Educational Innovation in Globalization Practice”.

The fifth AISTEEL presents 4 distinguished keynote speakers from Universitas Negeri Medan - Indonesia, Kyoto University - Japan, Murdoch University – Australia, Prince of Songkla University – Thailand and from The University of Tokyo - Japan. In addition, presenters of parallel sessions come from various Government and Private Universities, Institutions, Academy, and Schools. Some of them are those who have sat and will sit in the oral defence examination. The plenary speakers have been present topics covering multi disciplines. They have contributed many inspiring inputs on current trending educational research topics all over the world. The expectation is that all potential lecturers and students have shared their research findings for improving their teaching process and quality, and leadership.

There are 180 articles submitted to committee, some of which are presented orally in parallel sessions, and others are presented through posters. The articles have been reviewed by double blind reviewer and 104 of them were accepted for published by Atlantis Press indexed by International Indexation, while 54 papers are published by digital library indexed by google scholar.

The Committees of AISTEEL invest great efforts in reviewing the papers submitted to the conference and organizing the sessions to enable the participants to gain maximum benefit.

Grateful thanks to all of members of The 5<sup>th</sup> Annual International Seminar on Transformative Education and Educational Leadership (AISTEEL 2020) for their outstanding contributions. Thanks also given to Atlantis Press for producing this volume.

The Editors

**Bornok Sinaga  
Rahmad Husein  
Juniastel Rajagukguk**

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# Karonese Language Shift of Young Generation

Tita Nirmaliya Ginting  
English Applied Linguistics  
State University of Medan  
Medan, Indonesia  
titaginting24@gmail.com

Siti Aisyah Ginting  
English Applied Linguistics  
State University of Medan  
Medan, Indonesia

Anni Holila Pulungan  
English Applied Linguistics  
State University of Medan  
Medan, Indonesia

**Abstract**—Language shift is the process of replacement one language with other language in the linguistic repertoire of a community. Language shift can be influenced by various factors: social (interact, communicate in society), economic (obtaining work), politic (government policies concerning language and education) and demographic (migration, urbanization, intermarriage between groups), value (not highly valued the language), and attitude (attitude of the speaker in use the language). This study aims to describe, the factors of language shift among Karonese young generation. The subjects were 20 young generations of Karonese, from intramarriage family and intermarriage family. The ages range of the subjects were between 13-17 years old. There are six factors influenced Karonese language shift of young generation, such as; bilingualism, migration, social factors, political factor, demographic factors, and attitudes and values. The results of the study showed that political factor has the highest influence towards language shift is 100% and then followed by social factor 90 %, demographic factor 80%, migration is 60 %, bilingualism 46% and attitude and value 40%. Political factor like government policies concerning language and education is the main reason of language shift among Karonese young generation. Meanwhile attitude and value does not significantly effects the shift of Karonese language.

**Keywords**—Language shift, young generation, Karonese

## I. INTRODUCTION

Language shift is the process of replacement one language with other language in the linguistic repertoire of a community. Language shift as the change from the habitual use of one language to that of other. Language shift can be influenced by various factors: social (interact, communicate in society), economic (obtaining work), politic (government policies concerning language and education) and demographic (migration, urbanization, intermarriage between groups), value (not highly valued the language), and attitude (attitude of the speaker in use the language). The mentioned factors might influence the society to shift their native language with other than maintain the language to survive or success communication in society, especially in multilingual societies.

Language shifting can occur in bi or multilingualism society. One of them will be shift because rare used in a society, generally the society will use a dominant language for their communication, as Holmes (2013:58) says that the dominant language is used as a means of communication because of status, prestige, and social success. People need a language (status of the language is as lingua franca) to communicate in the wider society. If they can communicate by using the dominant language in the wider situation, they will get success or fit in the society. Edwards (1985:71-72) mention that there are some indications ongoing language shift. Firstly, the language is lost its basis of domain and the numbers of language users 'decrease. It means that the language no longer use in family domain as the basis domain. The languages users reduce in numbers less language users overcome the language. Secondly, the majority language become dominant on minority language and endanger on the minority language. Majority language or the dominant language replaces the minority language in every domain. The minority language no longer use and it gradually takes the loss of the minority language. Thirdly, the minority language is used only in the rural than in the urban area. The existence of language cannot be separated from human life. According to Holmes (1992), every language represents the temple in which the speaker's soul is his/her devotee. It seems that everything related to human life in the society involves language because it is through the language that interaction among tribes, ethnic groups, and religions can happen. Indonesia as an archipelago country consists of many tribes, ethnics, and religions. Every tribes and ethnics must be having their own vernacular. Vernacular in Indonesia is categorized as a mother tongue, since the born baby learns their first language from their mother that will lead them to use their vernacular as they growing up. The phenomenon of using vernacular are happened in human's daily activities such as at home, at school, at bus, in the office, traditional market etc. Indonesia consist of so many tribes which each tribe has its own native language, so it is not surprised if we can find people talk vernacular like Javanese, Bataknese, Karonese, etc everywhere and in every activities besides they talk in Bahasa Indonesia as the national language but unfortunately the using of them are not too dominant, as we know that we are in a modern era, the using of national language is more dominant in supporting to understand more about the technology development.

## II. LITERATURE REVIEW

### A. Language Shift

The language shift usually occurs in bilingualism or multilingualism community. As Fishman (1991: 1) states 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. It is clear that the language shift can be seen by the less of users of the native language and it became less using in the next generation. Furthermore, Romaine (2000:49) says that this shift is unavoidable when 2 languages compete for use in the same domains. Whereas Holmes (2013:72) says that language shift generally refers to the process, by which one language displaces another in the linguistic repertoire of a community. A language shift means a shift or displace of one minority language mother tongue to a language of wider society. The other domains in which language shift occurs maybe differ for different individual and different groups, but gradually over time, the language of wider displaces the minority language mother tongue. According to Holmes (2013: 57), language shift often reflect the influence of political factors and economic factors, such as the need for work. People may shift both location and language because they are migrant minorities. When language shift occurs, it usually shifts towards the language of the dominant powerful group. A dominant group has no incentive to adopt the language of minority. The dominant language is associated with status, prestige, and social success. It is used in the glamour context in the wider society, for formal speech on ceremonial occasion, by news readers on television and radio, and by those whom young people admire pop stars, fashion models, and disc jockey. Based on all definition above we can conclude that language shift is a process by which a minority language in a certain community replaces or shifts to a dominant language. It is signed by the use of dominant language in almost every domain where the use of minority language used to and finally become dominant in family domain. The family domain represents the last defense against the influence of the language of the majority.

The concept of the language shift definition in this study is happening in a process of Karonese young generation in Medan where Karo language as the minority language replaced by Indonesia language as the dominant language. The process is occurring in Medan as the community. The shift is signed by the dominant use of Indonesia language in the family domains.

### B. Factors that Support Language Shift

Holmes (2013: 53) there are many factors influences language shift such as migration, social factors, economical factors, political factors, and attitude and values on the minority language. In addition, the most important factor is bilingualism. Fasold, (1984:213) states the bilingualism can ultimately lead to language shift in a society and is often marked by intergenerational switching of the languages. Beside bilingualism, many factors are also responsible for language shift. They are migration, social factors, and attitude and value factors. Those factors are describes in the following subtopics.

Weinrich (1968:1) offers one of the shortest definitions: "the practice of alternatively using two languages will be called bilingualism". Mackey in Chin & Wigglesworth (2007:5) also consider bilingualism as the alternatively use of two or more languages by the same individual. Whereas Robert Lado (1984:214) says that bilingualism is the ability to speak two languages with equal or nearly as good. Bilingualism is always a necessary precursor of language shift. Bilingualism does not always means language competence. The two languages are used freely. Bilinguals may choose the language they like. However, this situation cannot be performed for a long time. A certain language is gradually like in speech act, which are associated with majority language for instance religion and educational domain. In addition, vernacular language is often used in speech act, which are associated with minority language for instance in family and friendship domain.

The potential factor for language shift to occur among vernaculars in Medan is related to rural-urban migration that encourages the use of language of the wider society and the consequent loss in proficiency in the original mother tongue. Holmes (2013:54) states migrants are virtually monolingual in their mother tongue, their children become bilingual, but the grandchildren turn monolingual in the language of the host country. Karonese who migrate to Medan used to hear Indonesian language in shops, school, radio, market and many others public services. Therefore, many Karonese children in Medan prefer to speak Indonesia to other children, brothers and sister even with their parents. Finally, they become major in Indonesian language than in their vernaculars.

The social and economic goals of individuals in a community are very important in accounting for the speed of shift. Due to the economic value of Indonesian language as the official language, much emphasize is placed on encouraging people to master Indonesian language. Furthermore, Holmes (2013:60) also states that rapid occurs when people are anxious to 'get on' in a society where knowledge of the second language is a prerequisite for success.

Political factors impose on language shift in a multilingual country. The authority usually chooses one language as the lingua franca to unify various kinds of ethnic groups. Consequently, the number of ethnic language speakers decreases. Romain (2000:54) many factors are responsible for language shift for example government policies concerning language and education. Furthermore, Holmes (2013:61) explains that were a migrant minority group moves to a predominantly monolingual society dominated by one majority group language in all the major institutional domains-school, TV, radio, newspaper, government administration, court, language shift will be unavoidable. In addition, this is achieved primarily through the educational process. The education policy allows Indonesia language to be used as the medium of instruction for all subjects in schools.

Demographic factors play the role in the process of language shift. Holmes (2013:61-62), there are three demographic factors which are relevant in accelerating of language shift such as urbanization. Urbanization tends to make language shift be faster. Improved roads, buses, TV, hand

phone, internet are agents of language shift. Secondly is the size of community of speakers. If there are a large numbers of speakers of the minority language in a community, language shift is slowest. Thirdly is intercultural marriage or different ethnic marriage. This is also supported by Romaine (1994:54) that extent of exogamous marriage is a factor of language shift.

Positive attitudes support efforts to use the minority language in a variety of domains, and this helps people resist the pressure from the majority group to switch their language. There are certain social factors which seem to retard whole sale language shift for a minority language group, at least for a time. The negative attitudes and values towards the language can also accelerate language shift. It occurs where the ethnic language is not highly valued and is not seen as a symbol of identity. Holmes (2013:63) pointed out, some aspects contribute language shift not highly valued of the language, and the language is not seen as the symbol of ethnic identity.

### *C. Karonese and Karo Language*

Karo language is an Austronesia language that is spoken in Indonesia. Around 600,000 people in the central and northern part of Sumatra island of Indonesia archipelago use it. Karonese uses it daily. The area of the language users is unlimited of time and space.

The native Karo language users have a high loyalty in using Karo language wherever they are. Sembiring (2009:12), the native Karo language users often do code switching when they interact. If Karonese interact in the community of non-Karonese, they will use Indonesia language. However, if the Karonese gather, they will speak Karo language. Karonese recognize their language as a symbol of their ethnic identity. Karo language users usually say Karo language as Cakap Karo. Karonese in their origin country is dominantly a farmer.

According to the area of live, Karo language divide into two dialects. The first is Karo Gugung dialect, which is used by Karonese people who live upland in Karo district, and the second is Karo Jahe dialect which is used by Karonese people who live in lowland around Langkat district and Deli Serdang district. All the Karonese in Medan actually derives from those three districts. They migrate to Medan for some reason such as, economic factors, trade, and education.

Many Karonese migrants are priory traders, selling their vegetables, fruits and other consumer items in the markets to support their families' income when they moved to Medan. In order to get success in the traders they have to major in Indonesia. Recently many members of young generation of Karonese in Medan are highly educated and professionals. Many are today teachers, lawyers and doctors. These jobs require them to speak both the Indonesian language and international language. Indonesian language gradually not only use in the work domain but also friendship domain. They shift into Indonesian language as a mean of communication.

## III. METHOD

This study is conducted in qualitative research design in order to describe Karo language shift phenomena. Bogdan and

Biklen (1992:31) in qualitative research, the researcher is the key instrument. Qualitative researcher has the natural setting as the direct source of the data and the researcher is the key instrument. It means that everything was controlled by the researcher. The instruments of data collection used to get information based on the purpose of the research. The instruments of data collection were observation, and questionnaire.

As the subject of this study are 20 young generations of Karonese in Jalan Bahagia Padang Bulan Medan. There are many young generations of Karonese from different ages but these 20 young generations are chosen to represent the young Karonese in Jalan Bahagia based on their ages. The choice of the subjects' ages based on the theory of Rice 2008 adolescence can be divided into early adolescence (13-16 or 17 years old) and late adolescence (up 16-17 years old). The average ages of the subjects that used are about 13-17 years old. Since on that age the subjects understand the purposes of the research and can give the variant answers. The subjects were selected based on their Parents background, whether they come from same tribe or different tribe, there are 10 subjects whose children of Karonese father and Karonese mother, and 10 subjects whose children of Karonese father and Non Karonese Mother.

In analyzing the data, the researcher uses interactive model of Miles, Huberman and Saldana (2014:33). Miles, Huberman and Saldana elaborate several steps of analyzing data, they are: (1) data collection (2) data condensation, (3) data display and (4) data conclusion/verification

### *A. Data collection*

Data collection is process of collecting the data. Data collection suggested by Bogdan and Biklen (1992:64) can be done by likert scale or questionnaire, and participant observation.

### *B. Data condensation*

Data condensation refers to the process of selecting, focusing, simplifying, abstracting, and/or transforming the data that appear in the full body (corpus) of written up field notes, interview, transcripts, documents, and other empirical materials ( Miles & Huberman, and Saldana 2014)

### *C. Data display*

Miles and Huberman argue that data display refers to a group of information which can be used as the guidance for the researchers to make a conclusion and as the base to take a further action. Generally, the utterances that had been condensed were displayed.

### *D. Data conclusion/verification*

The data should be concluded and verified after reducing and displaying it. All the data that had been collected on the observation, recording and interview needed to be verified before the researcher took the final conclusion.

#### IV. RESULT AND DISCUSSION

The data in this study were got from questionnaire and participant observation of Karonese young generations. The data were analyzed by applying four phases of interactive models.

The data were collected by using questionnaire, and participant observation. Questionnaire were used to find out the factors that affecting language shift in Karonese young generation in family domain. Meanwhile, participant observation were done by recording the young generation speaking performance when they do interaction with their friends or family member.

The next step was condensation by selecting the data. The data were selected from the questionnaire of 20 young generation subjects of Karonese from intramarriage and intermarriage family, from the data displayed the researcher selected them to answer the research questions about factors influence Karonese language shift. Then, the questionnaires used to count the percentage of the subjects' answers about factors affected Karonese language shift.

The last step of data analysis were drawing conclusions that can be seen in the findings of the study about the factors of language shift.

After analyzing the data of the questionnaires from twenty subjects of Karonese young generations, it can be seen that there are six factors which influence language shift among young generations of Karonese, namely bilingualism, migration, social factor, political factor, demographic factor, and value and attitude. Those factors are elaborated as the following.

Bilingualism is one of the factors, which affects language shift among young generations. Almost all of the subjects dominantly use Indonesian language. The subjects become monolingual in Indonesian language for they use it in their daily life and because they are lack of knowledge in Karo language.

Migration also play rules in influencing the language shift of Karonese young generations in Padang Bulan. Since Karonese who migrate to Medan used to hear Indonesian language rather than when they still live in their original hometown.

Social factors is one of the crucial factor, which affects language shift among young generations. All of the subjects assume that Indonesian language make them easily interacting with their friends. They speak Indonesian language because their friends come from other ethnic and can't speak or understand Karo language. This reason appears in both groups, intramarriage and intermarriage family.

Political factor is one of the factors that influences language shift among young generations. The following conversation from the interview showed that the institution influence the use of language, the reason is because

Indonesian language is the official language and it is use in many institutions to avoid misunderstanding one each other.

R : Kalau di sekolah adek menggunakan bahasa apa berbicara dengan teman-teman?

( when you are at school, what language do you use to talk to your friends?)

S : bahasa Indonesia  
(Indonesian language)

R : Kenapa menggunakan bahasa itu dek?  
(why do you use that language?)

S : Karena diwajibkan berbahasa Indonesia di sekolah  
(Because Indonesian language is an official language at school)

There are two points of demographic factor that concern in this research. They are the frequency of language use and intercultural marriage or different ethnic marriage. From the data analysis, all the subjects of young generation from intra and intermarriage family experience this factor. The data describe that demographic factor influence more than half of the subjects of young generation from intra and intermarriage family to shift into Indonesian language. The case is not different in both groups. More than half of Karonese young generation from intra and intermarriage family seldom use KL in Padang Bulan. It is only 10 % of each group which is still use Karo language in their daily conversation. Although both father and mother are Karonese but mostly Karonese young generation from intramarriage family use Indonesian language to interact with their parents. They tend to use Indonesian language in communicate one each other to avoid misunderstanding.

Attitudes and values also play an important role in influencing the shift of the language. The young generation of Karonese from intra and intermarriage family has experienced a change. They still have a positive attitudes and values to Karonese language but they have a negative attitudes and value as well or their loyalty of using Karo language reduces.

#### V. CONCLUSION

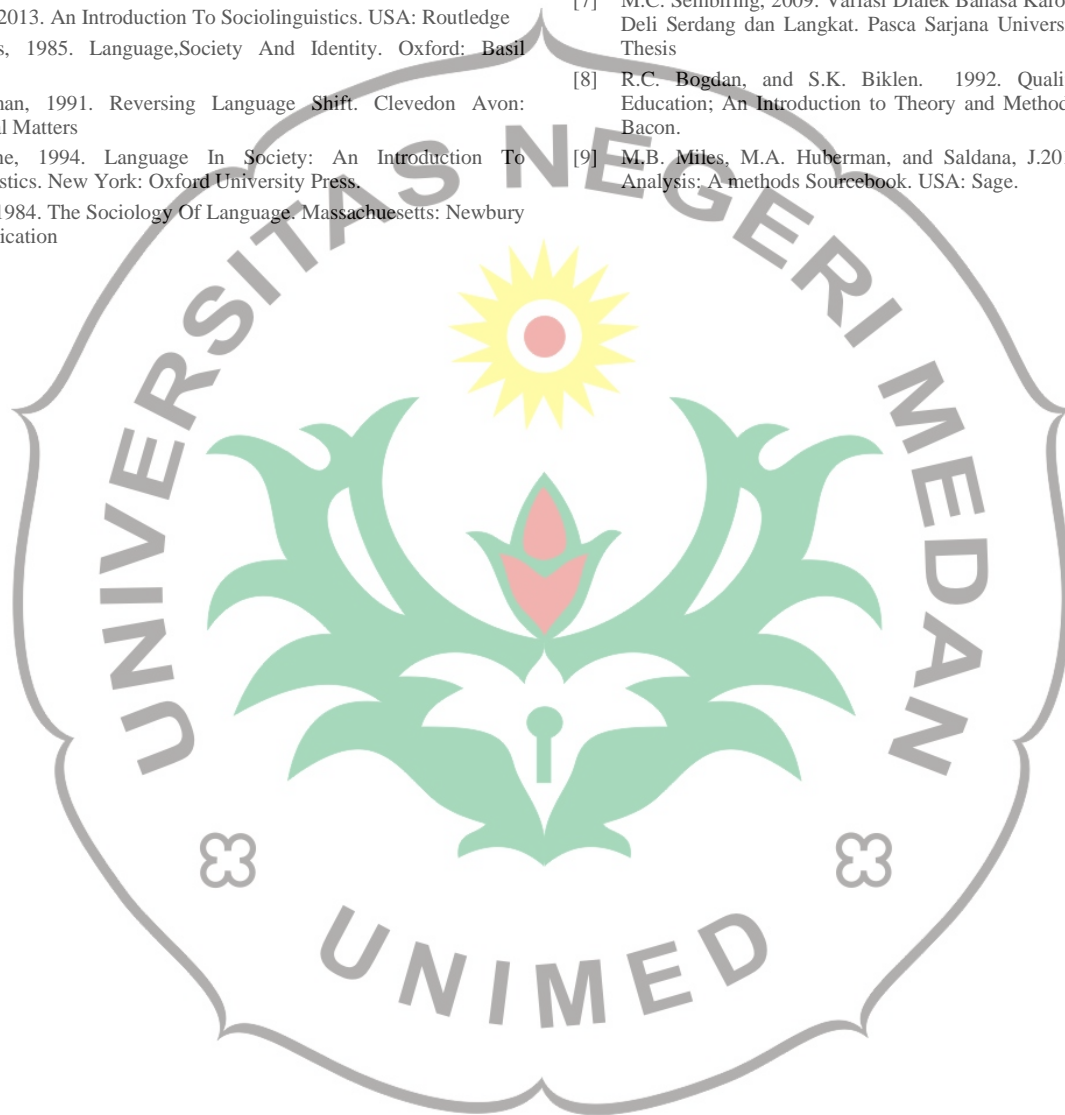
The shift of language occurs when the mother tongue began to be abandoned by the native speakers and collectively to use dominant language.

There are several factors that cause a shift of Karonese Language among Young Generation Language such as: bilingualism, migration, social factors, political factor, demographic factors and also attitudes and values.

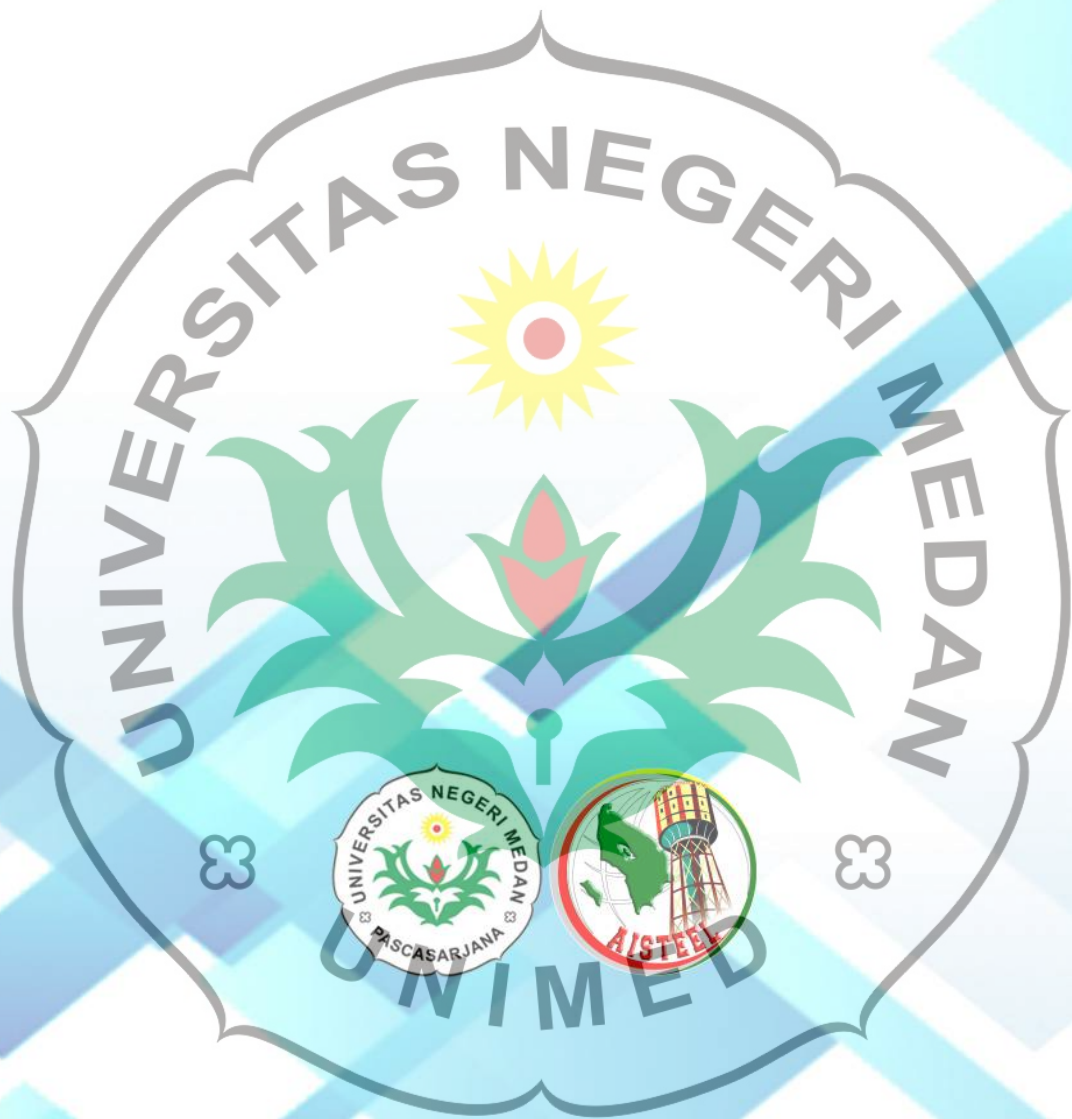
The result of this research shows that political factor has the highest influence towards Karonese language shift then followed by social factor and demographic factor. Meanwhile, attitude and value does not significantly effects the shift of Karonese language.

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