Students' Multilanguages Acquisition

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Abstract— **This study was students' multilanguages acquisition. The objective in this study to investigate the multilingualism aspects acquired by the students. The study was conducted by using descriptive qualitative design. The data were collected by using observation, questionnaires, interviews, and recording. The data were Indonesia language, Alas Language, and Gayo Language. The data were analyzed by using Miles, Hurberman & Saldana consist of data condensation, data display, and conclusion drawing. It found the multilingualism aspects acquired by the students there were multilingualism acquisition secluded, multilingualism acquisition two systems, and multilingualism acquisition simultaneously.**

Keywords— *multilanguages acquisition; multilingualism acquisition simultaneously*

I. INTRODUCTION

Multilingualism is one of the most relevant social phenomena of the present age and consequently it is an issue of utmost interest both in study and research, as seen in the proliferation of studies from different areas and disciplines [16]. Multilingualism is the study about communication in used languages that can be simultaneously to acquire multilanguages by having the factors in the society.

Language is a resource for making meaning [5]. Language is a social phenomenon [13]. Multilingualism is the study the languages had form flexible to acquire it and happened in society where multilingualism or multilanguages can be acquired through education, as directly in the society that can be started from family and around circle, that language is domain to have interaction with others.

In a multilingual science classroom, the inter language discourse receives an additional dimension due to the fact that some of the participants' mother tongue is different from the language of instruction [6]. The multilanguages acquisition would be acquired through education to develop their multilanguages in their community and their classroom. Multicompetence approaches to the development of language proficiency in multilingual education have turned out to cover a range of new perspectives in learning and teaching multiple languages [3]

In this study would be focused to study Aceh province could be feature to study the multilanguages had been phenomenon about their languages in the form Indonesia language, Alas language, and Gayo language. The researcher interested to study their ability to use multilanguages would be found in the form aspects of multilingualism acquisition there were multilingualism acquisition secluded, multilingualism acquisition two systems, and multilingualism acquisition simultaneously. Current multilingualism is experiencing are a reflection of the ever more complex realities of the new world and then constant and rapid transformations that our communities are living through [16].

In other hand, this study would be functioned to maintain affordance multilanguages in Aceh province of the current modern developing, which can be accessed by students, researchers and to give information in linguistics. The concept of theoretic linguistic tools reinforces the point that both theory and theorizing are expressed in languages [14]. In this study, the relevant studies study could be seen from some previous study as following from study about translanguaging practices where the students can be used multilingualism and she uses four languages, she experiences sheds light on how multilingual teens agentively choose to use languages other than English [5]. The finding could be feature to understand the aspects of multilingualism acquisition in the multilanguages acquisition there were Indonesia language, Alas language, and Gayo language.

The effects of learning more than one language at a young age, and of learning subjects through a language which is not the learner's first language [12]. In this study age would be one of factor of multilingualism acquisition to determine the multilanguages acquisition.

It can be seen the multilingualism explained the description of one of the main features of current multilingualism, complexity, through a selection of issues related to its role in second language acquisition, as the proper notion of multilingualism, multilingualism as a social phenomenon and multilingualism as a multidimensional phenomenon [16]. In my study would be used the current multilingualism would be discussed it in the form aspect of multilingualism acquisition two systems.

It could be showed the aspect of multilingualism acquisition secluded [1]. It had found the aspect of multilingualism acquisition secluded would be used in this study.

Therefore, the researcher would be found the aspects of multilingualism acquisition to relate the factors of multilingualism acquisition as discussion deeply. In this modern era language can be vanish current brought of the era development, so that to maintain the values of its languages the researcher chose to study acquired the multilanguages that values can maintain in the linguistics to give message to new generation and researchers about multilanguages acquisition. The aspects of multilanguages acquisition in its form there are multilingualism acquisition secluded (monolingualism, bilingualism, and multilingualism), multilingualism acquisition two systems (bilingualism, and multilingualism), and multilingualism acquisition simultaneously (multilingualism).

Multilanguages acquisition is focused on the psycholinguistics as the major discussion, where the psycholinguistics is the study of the languages through its structure, grammar, sound, and vocabulary as system of linguistics. To describe the multilanguages acquisition simultaneously that can be understood in the structure current of multilingualism acquisition. To understand the multilanguages acquisition in the society that can be learned through multilingualism acquisition is one of the ability someone to express the multilanguages simultaneously in the form vocabulary, clauses and its structure to realize in the form conversation, so that the process can be showed new phenomenon. Multilingualism is a phenomenon which touches upon different dimensions in societies: language education, language use, language teaching and learning, language acquisition, language practices, language policies [16]. Multilanguages acquisition simultaneously had related in multilingualism current by previous study that can be found the multilingualism acquisition in their aspects there are multilingualism acquisition secluded (monolingualism, bilingualism, multilingualism), multilingualism acquisition two systems (bilingualism, multilingualism) as general theory in multilingualism acquisition.

In this study, multilingualism acquisition would be focused to find the aspects of multilingualism acquisition to study the multilanguages can be used as interaction to others to speech by using as simultaneously in their expression to acquire multilanguages. Multilingualism is aspects to study the multilanguages acquisition in Aceh province is occurred currently by using multilanguages that had chance as multilingualism acquisition simultaneously. Indonesia country is one of state occurred multilanguages that can be seen of previous study the varieties of multilanguages had occurred in the whole state. Indonesia language as national language had functioned as language policy to unite the varieties of multilanguages in Indonesia.

The preliminary data in this study observed by researcher as follows in the Table I. Multilanguages Words.

TABLE I. MULTILANGUAGES WORDS

RW	Indonesia	Alas	Gayo	English
	Berlari	*Letun*	*Sangka*	Run
	The words identified as type multilingualism acquisition			

	simultaneously in the form multilingualism.			
GS	Indonesia	Alas	Gayo	English
	Berbicara	*Mencekhok*	*Becera*	Speak
	The words identified as type multilingualism acquisition simultaneously in the form multilingualism.			
AS	Indonesia	Alas	Gayo	English
	Cantik	*Majile*	*Jeroh*	Beautiful
	The words identified as type multilingualism acquisition simultaneously in the form multilingualism.			

In this study, the researcher would be focused by following the objective as this below:

1. To investigate the multilingualism aspects acquired by the students.

II. THEORETICAL REVIEW

Most researchers agree that multilinguals have special characteristics which are different from those of monolinguals or even bilinguals [16]. In other hand, the multilanguages acquisition had discussed in the aspects of the multilingualism acquisition there are multilingualism acquisition secluded, multilingualism acquisition two systems, and multilingualism acquisition simultaneously. Multilingual individuals and communities are multilingual in their own ways [2].

The expansion of multilingualism is attributed to the social, linguistic and cultural changes derived from globalization, geographical [16]. The linguistics and multilingualism are two aimed complementary in continuity to study languages in this world, where the linguistic is the first center to study the languages included multilingualism developing. In this study, the multilingualism acquisition simultaneously would be new concept in the linguistics. The consequences of multilingualism are numerous ranging from linguistics and socio-political [10]. The structures of Indonesia linguistics could be showed by following:

TABLE II. LINGUISTIC SITUATION IN INDONESIA

No	Linguistic Situation	Years	Typical Current
1	Establishment and Development of Indonesian	1920s – 1940s	Language Policy
2	Diffusion of Indonesian	1950s – 1980s	Multilingualism Diglossia
3	Post diffusion	1990s – 2000s	Language vitality
4	Long term outcome	Today & beyond	Stable multilingualism or language endangerment?

Indonesia linguistics will be developed based on the situation of era developing to study the languages developing, multilanguages developing, cultures developing, norms and values developing in the society. Indonesia is the country which has the fourth largest population in the world which occupies thousands of islands across the country [11]. Republic of Indonesia is the largest archipelago in the world which stretches from Sabang in the northern tip of Sumatra islands to Merauke in south-eastern Papua [11]. The

multilanguages acquisition in Indonesia could be a phenomenon where languages local would be interested something to study. Multilingualism is a phenomenon that has always existed; current multilingualism differs from that of the past [16].

In other hand, the multilingualism acquisition can be understood through current multilingualism to practice the multilanguages in society to study their developing through aspects of multilingualism acquisition there multilingualism acquisition secluded, multilingualism acquisition two systems, and multilingualism acquisition simultaneously.

A. Multilingualism Acquisition

Multilingualism acquisition raises a related issue in multilingual acquisition, namely whether languages develop in a separate or unified manner in a simultaneous multilingual [16]. Multilingualism acquisition had specific ways to acquire in the form multilingualism acquisition there are multilingualism acquisition one system (monolinguals, bilingualism, and multilingualism), multilingualism acquisition two systems (bilingualism, and multilingualism), and multilingualism acquisition simultaneously (multilingualism). The other native languages are just acquired especially at the rural homes where cosmopolitan atmosphere does not tend to interfere with the native language acquisition [10]. A point of departure in the current trend of multilingual acquisition is the premise that acquiring two, three, four or more languages that cannot be considered the sum of acquiring one language and then another language and another, in a consecutive and additive process of acquisition [16]. To understand the multilingualism that can be seen through current languages in society in the multilanguages acquisition. Multilingualism acquisition is the way to acquire more than one language to be multilanguages to study their acquisition through aspects of multilingualism acquisition.

B. Theoretical Multilingualism Acquisition

Most researchers agree that multilingualism have special characteristics which are different from those of monolinguals or even bilinguals [16]. The concept of theoretical multilingualism acquisition that related in this study in the aspects of multilingualism acquisition there are multilingualism acquisition secluded (monolinguals, bilingualism, multilingualism), multilingualism acquisition two systems (bilingualism, multilingualism), and multilingualism acquisition simultaneously (multilingualism). The theoretical multilingualism acquisition can be showed in the (Table III Theoretical Combined Multilingualism Acquisition).

TABLE III. THEORETICAL COMBINED MULTILINGUALISM ACQUISITION

No	Theoretical Multilingualism	Types Multilingualism Acquisition	Methodology	Theories
1	Multilingualism Acquisition Secluded	Monolingualism	Dominant Language Constellation	Aronin & Singleton 2012, Aronin
		Bilingualism		
		Multilingualism		

				2017)
2	Multilingualism Acquisition Two Systems	Bilingualism	Two Languages & Multilingualism	(Chan 2014, Zarobe 2015)
		Multilingualism		
3	Multilingualism Acquisition Simultaneously	Multilingualism	Multilingualism simultaneously	(2019 New Type)

Theoretical combined multilingualism acquisition could be given the aspects of multilingualism acquisition to explain their concept based on the developing in the linguistics.
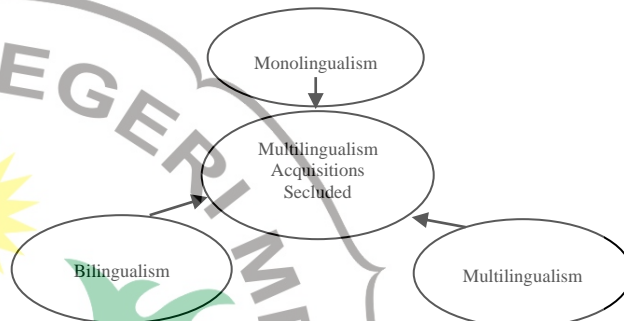

Fig.1 Multilingualism Acquisition Secluded Aronin (2019)

Theoretical multilingualism acquisition secluded is the aspects of multilingualism acquisition one by one with process monolinguals, bilingualism, and multilingualism with analysis technique to determine the dominant of multilanguages acquisition. Further examples of phenomena are the shifts in norms from an openly monolingual ideal to bilingual and multilingual norms [2].
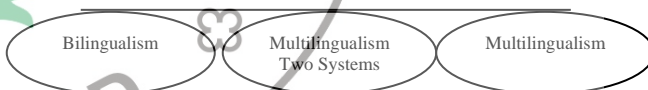

Fig. 2 Multilingualism Acquisitions Two Systems Zarobe (2015)

Theoretical multilingualism acquisition two systems are the aspects to get the multilanguages in the form bilingualism acquisition and then get multilingualism acquisition. Multilingualism creates an aspect of diglossia whereby when there are two official languages, there is always one language that tends to dominate the other which is generally referred to as subordinate [10].
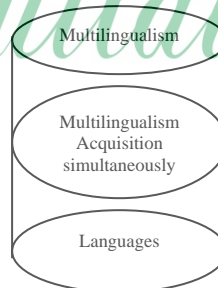

Fig. 3 Multilingualism Acquisition Simultaneously

Theoretical multilingualism acquisition simultaneously is the new aspect in the multilingualism acquisition to explain the phenomenon in the multilanguages acquisition as

simultaneously. Multilingualism is considered a specific phenomenon with its own particular characteristics research, but rather as an asset [16]. The diverse methodological approaches should not be viewed as a hindrance to the development of multilingual [16]. In Weick's theory explained theory can involve the elaboration of the classical scholarship, observations, formulae and speculations through concepts, conceptual frameworks, principles and models that are constituents of theory, as is disciplined imagination [14]. The philosophical conceptualization is distinct from other research methods in its scope and ways of research [3].

C. Factors of Multilingualism Acquisition

The factors of multilingualism acquisition would be functioned to determine their ability to mastery the multilanguages acquisition in the aspects of multilingualism acquisition. In this study, the researcher would be used the factors of multilingualism acquisition simultaneously to measure their ability in the multilanguages acquisition. There are several factors which affect multilingual acquisition, such as age, exposure to languages, the way in which the languages are used; duration of contact and frequency of use, these factors can be combined thus giving rise to a complex interplay of variables [16]. A fundamental issue in multilingual acquisition studies is the context of multilingual language acquisition; that is to say, the environment where individuals acquire and are exposed to more than two languages in their daily lives: family, school, community, working environment, residence in a foreign country and the domains where the language is used: tourism, business, education and others [16]. Therefore, the multilingualism acquisition simultaneously can be following:

1) Natural Factor. Natural factor is the part of the role to acquire languages automatically to children where they are not need stimulated to mastery multilanguages acquisition of their process to get the factor of multilingualism acquisition simultaneously.

2) Age Factor. Age factor is one of the factors in multilingualism acquisition simultaneously because age could be measured ability to express the multilingualism acquisition simultaneously.

3) Family Factor. Family factor is the important factor to get the factor of multilingualism acquisition simultaneously where the family as existence place to acquire the languages, so that it could be applied to family to factor of multilanguages acquisition.

4) Daily Speech Factor. Daily speech factor is speech to practice aspect of multilingualism acquisition simultaneously to their community to their colleagues by using multilanguages so that they will be improved fluency to maintain their ability.

5) Environment Factor. Environment factor is around environment that supports to apply the aspect of multilingualism acquisition simultaneously to whomever meet during get the languages.

6) School Factor. School factor is one of factor to get the multilanguages acquisition trough formal education to speech to their friends by using mix languages to give the translate of their multilingualism so that can be understood and this is as the form its developing to acquire the aspect of multilingualism acquisition simultaneously.

III. METHOD

This study was conducted by using descriptive qualitative design. Descriptive qualitative will be used to study the multilanguages acquisition especially languages local as feature in this study as seen it goes without saying that both Indonesian and local languages will only be maintained if a significant part of the population remains bilingualism or multilingual [4].

A. Data and Source of Data

The data of this study would be used utterance multilanguages by using students' daily conversation and questionnaires of multilanguages acquisition at Cinta Damai, Bambel, Aceh Tenggara Regency at SMP NEGERI 1 BAMBEL. To know their daily conversation and questionnaires of multilanguages acquisition in the aspects of multilingualism acquisition by using Indonesia language as nationalism language or language policy to get the data in the form clauses and field notes to find the multilanguages acquired by students. Indonesia language or national language was included in multilanguages acquisition in this study. The researcher had chosen the students could be practiced the multilanguages there were Indonesia, Alas, and Gayo.

B. Data Technique of Data Collection

Data collection in this study would be used observation students' daily conversation in the form clauses by using Indonesia language as language policy to measure their multilanguages that could be showed their process used multilanguages in the aspects of multilingualism acquisition and would be used questionnaires, interviews, and recording to find the aspects of multilingualism acquisition in the multilanguages acquisition.

C. Data Technique of Data Analysis

In this study, the researcher used theory Miles; Hurberman & Saldana to analysis the data there were data condensation, data display, and conclusion drawing [9].
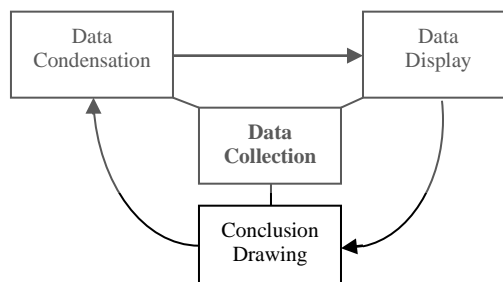
Fig. 4 Data Analysis Miles; Hurberman & Saldana (2014)

IV. FINDING AND DISCUSSION

A. Aspects of multilingualism Acquisition

It found the aspects of multilingualism acquisition in the multilanguages acquisition by using the data students' daily conversation, students' answers of the questionnaires of multilanguages acquisition, and answers of interview guide to know their factors of multilingualism acquisition. It was found the multilanguages acquisition in the aspects of multilingualism acquisition there were multilingualism acquisition secluded, multilingualism acquisition two systems, and multilingualism acquisition simultaneously. The data could be analyzed the data students' daily conversation and questionnaires of multilanguages acquisition in the form clauses could be seen in this below:

"Multilanguages Dialogue Asking Assignment"

RW : *Selamat sore Gusud. Bagaimana tugas Speaking, "Introduce Yourself"?* "Good afternoon Gusud. How about your Speaking, "Introduce Yourself" assignment? The clause identified Indonesia language as language policy.

GS : *Yo sen Riwa. Tugasku nge mari, ko kune nge ke siep?* "Good afternoon too Riwa. I have finished, how about you?" The clause identified Gayo language.

RW : *Aku peh nge siep. Ta lohen I kumpulen tugas te ni?* "I already too. When do we collect our assignment?". The clause identified Gayo language.

GS : *Saya tidak tahu Riwa, coba tanyakan sama Assari dia pasti tahu.* "I don't know Riwa, let's you try to ask Assari He certainly know about that". The clause identified Indonesia language as language policy.

RW : *Ok berijin Gusud. Assari. Lohen tugas Speaking, "introduce yourself" i kumpulen?* "Okay thanks Gusud. When do we collect our assignment?". The clause identified Gayo language.

AS : *tugas kita dikumpul besok hari kamis. Kune enggo kin siap tugasmu?* "Our assignment will be collecting Thursday tomorrow. How about your assignment?". The clause identified combining Indonesia language as language policy and the Alas language.

RW : *Aku enggo siap. Mekhijin na infone Assari.* "I have finished. Thank you for your information". The clause identified Alas language.

AS : *We Riwa khut.* "You are welcome". The clause identified Alas language.

RW : *Gusud tugas Speaking, "introduce yourself" kita dikempul besok pada hari kamis.* "Gusud Our assignment will be collecting Thursday tomorrow". The clause identified Indonesia language as language policy.

GS : *We mekhijin Riwa. Khut te pagi laus me sekolah nu.* "Thanks Riwa. How if we are go to school tomorrow together". The clause identified Alas language.

RW : *Ok siap Gusud.* "Alright Gusud". The clause identified Indonesia language as language policy.

TABLE IV. QUESTIONNAIRES OF MULTILANGUAGES ACQUISITION

RW	Indonesia	Alas	Gayo	English
	Saya berlari setiap hari	*Aku letun jep wakhi*	*Aku sangka jep lo*	I run every day
Data code, "RW" could be used Multilanguages				
GS	Indonesia	Alas	Gayo	English
	Andi berbicara di depan kelas	-	*Andi becerak arap kelas*	Andi speaks in front of the class
Data Code, "GS" can be used the Indonesia language and Gayo language.				
AS	Indonesia	Alas	Gayo	English
	Saya berlari setiap hari	*Aku letun jep wakhi*	*Aku sangka jep lo*	I run every day
Data Code, "AS" can be used multilanguages				
RW	Indonesia	Alas	Gayo	English
	Bunga di halaman rumah terlihat cantik	*Bunge muke ni khumah tekhidah mejile*	*Bunge I arap umah telas jeroh*	Flowers on the yard look beautiful
Data code, "RW" can be used multilanguages				

Based on the data above, it found the aspects of multilingualism acquisition in the multilanguages acquisition of the data students' daily conversation and answers of questionnaires of multilanguages acquisition. It found the aspects of multilingualism acquisition in multilanguages acquisition there were Indonesia language, Alas language, and Gayo language. In this study, it found the aspects acquired by the students there were multilingualism acquisition secluded, multilingualism acquisition two systems, and multilingualism acquisition simultaneously.

B. Multilingualism Acquisition Secluded

It found the aspect of the multilingualism acquisition in the multilanguages acquisition there were Indonesia language, Alas language, Gayo language. It could be analyzed the aspect of the data from the data students' daily conversation, students' answers of the questionnaires of multilanguages acquisition as data code below:

Data code, "RW" it could be used the multilanguages there were Indonesia language, Alas language, Gayo language. It had interviewed that found his ability in multilanguages acquisition was influenced by factors of multilingualism acquisition there were natural factor, age factor, family factor, daily speech factor, environment factor, and school factor.

Data code, "GS" it could be used the multilanguages from the data students' daily conversation. However, in the data of questionnaires of multilanguages acquisition just used the Indonesia language and Gayo language. It could be not used the Alas language, but it included in the multilanguages acquisition because he could be used the multilanguages acquisition in the data students' daily conversation. It had interviewed that found his ability in the multilanguages acquisition was influenced by factors of multilingualism acquisition there were natural factor, family factor, environment factor, and school factor.

Data code, "AS" it could be used the multilanguages there were Indonesia language, Alas language, Gayo language. It had interviewed that found his ability in multilanguages acquisition was influenced by factors of multilingualism acquisition there were natural factor, age factor, family factor, daily speech factor, environment factor, and school factor.

In data analyzing of multilingualism acquisition secluded, it found the multilanguages acquisition there were Indonesia language, Alas language, and Gayo language. The aspect of multilingualism acquisition secluded used the methodology of Dominant Language Constellation to get the dominant of multilanguages acquisition. The researcher assumed this methodology had effective to get findings of multilanguages acquisition by using dominant feature to determine its findings.

C. Multilingualism Acquisition Two Systems

In this aspect, it found the multilingualism acquisition in the multilanguages acquisition there were Indonesia language, Alas language, Gayo language. It found the aspect in the multilanguages acquisition by using data students' daily conversation, and answers of questionnaires of multilanguages acquisition as data code below:

Data code, "RW" it found the multilanguages acquisition in the data there were Indonesia language, Alas language, Gayo language. In data code, "RW" It found the factors of multilingualism acquisition there were natural factor, age factor, family factor, daily speech factor, environment factor, and school factor.

Data code, "GS" it found the multilanguages acquisition in the data students' daily conversation there were Indonesia language, Alas language, Gayo language. It just found the Indonesia language and Gayo language in his answers of the questionnaires of multilanguages acquisition. It could be not showed the Alas language, but his ability included in the mulltilanguages acquisition because he could be used the multilanguages acquisition in the data students' daily conversation. That was occurred by comparing his ability in the multilanguages acquisition in the factors of the multilingualism acquisition, it just had the factors were natural factor, family factor, environment factor, and school factor.

Data code, "AS" it found the multilanguages acquisition in the data there were Indonesia language, Alas language, Gayo language. In analyzing data, "AS" It found the factors of multilingualism acquisition there were natural factor, age factor, family factor, daily speech factor, environment factor, and school factor.

The analyzing data of multilingualism acquisition two systems, it could be used the multilanguages acquisition there were Indonesia language, Alas language, and Gayo language. The aspect of multilingualism acquisition two systems had methodology to analysis the data where the students would be used their ability to get the multilanguages acquisition in the form two systems there are two languages & multilingualism. It means their ability acquired multilanguages in the form bilingualism directly and then would be developed in the form multilingualism. The researcher assumed the multilingualism acquisition two systems must be mastery two languages directly and then develop their ability to be multilingualism.

D. Multilingualism Acquisition Simultaneously

In data analyzing in the aspect of multilingualism acquisition simultaneously, it could be focused by using factors of multilingualism acquisition simultaneously to determine the findings. In this study, the factors of multilingualism acquisition simultaneously there were natural factor, age factor, family factor, daily speech factor, environment factor, and school factor. The data analyzing, it could be found in this data code below:

Data code, "RW" it included in the multilingualism acquisition simultaneously where his ability could be used the multilanguages acquisition there were Indonesia language, Alas language, Gayo language. The informant data given the answers were supported to get multilanguages acquisition by using factors of multilingualism acquisition simultaneously there were natural factor, age factor, family factor, daily speech factor, environment factor, and school factor.

Data code, "AS" it included in the multilingualism acquisition simultaneously, it analyzed data as before it could be used the multilanguages acquisition there were Indonesia language, Alas language, Gayo language. It was interviewed the informant had given the factors of multilingualism acquisition simultaneously there were natural factor, age factor, family factor, daily speech factor, environment factor, and school factor. The factors in the multilingualism acquisition simultaneously were very important to determine the multilanguages acquisition in this aspect.

In aspect of multilingualism acquisition simultaneously that has not analyzed the informant of the data code; "GS" because the informant did not use all the factors of multilingualism acquisition simultaneously so that the data code; "GS" is not included in the multilingualism acquisition simultaneously. The researcher assumed the aspect of multilingualism acquisition simultaneously is the phenomenon in multilanguages acquisition where the students would be had

their ability to acquire and mastery the multilanguages acquisition more than acquired two languages directly would be used and mastery the multilanguages acquisition as simultaneously. The aspect of multilingualism acquisition simultaneously would be combined the factors of multilingualism acquisition simultaneously to determine the students can be mastered in the multilanguages acquisition as simultaneously.

After analyzing the data, the researcher can be concluded the aspects of multilingualism acquisition in the multilanguages acquisition in this study there were multilingualism acquisition secluded, multilingualism acquisition two systems, and multilingualism acquisition simultaneously.

The aspect of multilingualism acquisition secluded, it found the multilanguages acquisition there were Indonesia language, Alas language, and Gayo language. The data analyzing had related in the factors of multilingualism acquisition in the multilanguages acquisition, it showed the factors of multilingualism acquisition in the data coded, "RW" data code, "AS" there were natural factor, age factor, family factor, daily speech factor, environment factor, and school factor. Meanwhile, it showed the factors of multilingualism acquisition in the data coded; "GS" there were natural factor, family factor, environment factor, and school factor.

The aspect of multilingualism acquisition two systems, it found the multilanguages acquisition there were Indonesia language, Alas language, and Gayo language. In data analyzing, it found the factors of multilingualism acquisition in the multilanguages acquisition could be seen the factors of multilingualism acquisition in the data code, "RW" and data code, "AS" there were natural factor, age factor, family factor, daily speech factor, environment factor, and school factor. It could be seen the factors of multilingualism acquisition in the data code; "GS" there were natural factor, family factor, environment factor, and school factor.

The aspect of multilingualism acquisition simultaneously, it found the multilanguages acquisition there were Indonesia language, Alas language, and Gayo language. Based on the data analyzing, it found the factors of multilingualism acquisition simultaneously there were natural factor, age factor, family factor, daily speech factor, environment factor, and school factor. Its factors could be analyzed in the data code; "RW", and data code "AS".

In this study, the contrast could be seen from the study Language Use in a Multilingual Class: a Study of the Relation between Bilingual Students' Languages and Their Meaning-Making in Science [15]. It found designing and conducting science lessons in a multilingual class is discussed; the class was multilingual with students' bilingual in different minority languages and the teacher monolingual understanding. Meanwhile, in this study found the aspect of multilingualism acquisition while multilanguages had done in the class and the

bilingualism was one of discussed in the multilingualism acquisition secluded (monolingualism, bilingualism, and multilingualism), multilingualism acquisition two systems (bilingualism, and multilingualism).

The other contrast in this study could be seen from the study Multilingual Students in Greek Schools: Teachers' Views and Teaching Practices [8]. In the study explored multilingual students and the teaching practices to investigate the teachers' view, questionnaire as instruments data collection with design quantitative. In this study questionnaire is one of to find the aspect of multilingualism acquisition where multilanguages acquisition found the Indonesia language, Alas language, and Gayo language.

The multilingualism had discussed from study Teachers' beliefs about multilingualism: findings from Q method research Teachers' beliefs about multilingualism: findings from Q method research [7]. It found multilingualism interaction in the class, with purpose to support a better-informed discussion about teachers' decision making in linguistically diverse classrooms; this study contributes to an open debate about benefits and challenges of current multilingualism in education. In my study, it discussed the multilanguages acquisition and had found the new theory in the multilingualism acquisition in the form aspect of multilingualism acquisition simultaneously.

The aspects of multilingualism acquisition in the multilanguages acquisition could be seen in the Chart IV.1 Aspects of Multilingualism Acquisition.
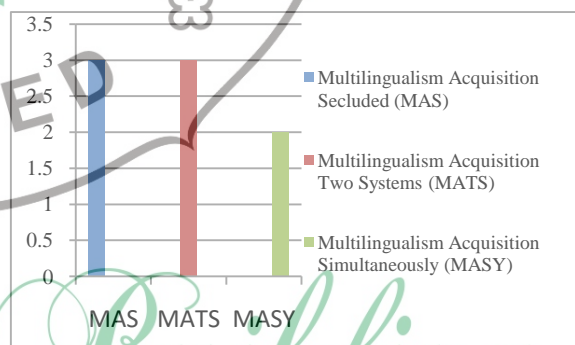

Fig.5. Aspects of Multilingualism Acquisition.

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