

Factors Influencing Language Shift in The Educational Domain Among International Class Students at *Yayasan Slukat* Learning Center

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ABSTRACT

The language shift could happen in the international class students when they interact with each other because English is not the only language the international class students are fluent in. This study aims to analyze the factors influencing the language shift in these international class students. This study used the international class students in Yayasan Slukat Learning Center as the data source. A questionnaire was administered to gather data from respondents. The questionnaire contained a set of questions designed to reveal the objectives of the study. To analyze the data, a mixed-method approach was applied in this research and presented using the informal and formal method. The research questions were addressed using the theory of factors of language shift proposed by Holmes. The findings reveal that participant, setting, topic, and function are key contributing factors to language shift, with topic identified as the most influential in this context.

Keywords: Education Domain, Factor, International Class, Language Shift, Yayasan Slukat Learning Center

1. Introduction

Language shift is a change of use of one language to another language. Weinreich (1953) defines language shift as a change from the frequent use of one language to another. Language shift can happen to individual speaker and a community speaker. Some factors that could influenced the language shift, such as the participants, the setting, the purpose, and other factors.

Globalization could have caused the language shift, because of the globalization interaction between people from different countries really possible to happen. In term of interaction between people from different countries, there are international language so people could understand one another. One of the international languages is English. As it is the international language, schools started to provide English as the compulsory subject, even as the language of instruction in the learning process in the class. This kind of class known as the international class.

This study analyzed the factors of the language shift in the international class students in education domain in a non-formal after school education namely *Yayasan Slukat* Learning Center and used the theory of factor of language shift proposed by Holmes (2013). There are numerous studies have examined about the factor of language shift. Some of the previous studies that are talking about language shift are a study by Koemba (2023) entitled Language Shift in Folkactive Instagram Comments, another study written by Kaban (2024) entitled The Shift of Karo Language to Indonesian among Karonese Family in Medan also analyzed about the factor of language shift. However, studies specifically addressing language shift within the international education domain remain limited and is fascinating to discuss. The international class students come from various linguistics background since they come from different areas, and English is not the only language they are fluent in. This various background leads to the language shift that caused by several factors.

2. Methods

The participants of this study were ten international class students at *Yayasan Slukat* Learning. A questionnaire was administered to gather data from respondents. The questionnaire contained a set of questions designed to reveal the objectives of the study. To analyze the data, a mixed-method approach combining quantitative and qualitative data analysis was applied in this research. The quantitative method used to interpret the data into table graphic and pie chart, meanwhile the qualitative method used to describe the data using words. In presenting the data, this study using the informal and formal method. The formal method used to present the data in the form of table and the informal method used to present the data narratively. Holmes's framework (2013) was used to categorize the data into four factors of language shift: participants, setting, topic, and function.

3. Findings and Discussion

This part aims to discover the factors that influenced the occurrence of the language shift in the international class students' education domain in *Yayasan Slukat* Learning Center. There are some factors that could influence the language shift in the international class, there are the participants that is about the speaker and the partner, the setting that is about the place where the speakers are speaking, the topic that is about what is being talked by the speakers, and the function that is about the aim of the interaction (Holmes, 2013).

To uncover the factors that influenced the language shift in this international class, a questionnaire was conducted and filled out by the international class students. The questionnaire consisted of sixteen main questions that were already grouped into each factor.

3.1 Question Related to the Participants Factor

This part showed the results of the questionnaire on every question related to the participant's factor. The participants factor, is the factor of language shift that is influenced by who is speaking and to whom they are speaking. The result is presented in the form of a table below:

Table 3.1 Result of Question Related to Participants Factor

Questions	Number of Respondents		
	Languages Used		
	English	Indonesian language	Balinese language
Do you use English to talk to your friend from different class?	10%	70%	20%
Do you use English to talk to the SLC's staffs?	0%	80%	20%
Do you use English to talk to the younger students from the lower-level class?	0%	100%	0%
Do you use English to talk to the older students from the higher-level class?	30%	70%	0%

The table above shows the four questions that indicate the language shift happened because of the participant factor. The first question's result, showed that English was used by 10% of the respondents to talk to their friend from a different class. The remaining of them, 90% answered that they did not use English when they talked to their friends from a different class and shifted to other languages. 70% of respondents answered no, shifted to the Indonesian language, meanwhile 20% of the respondents shifted to the Balinese language.

The second question's result showed that 0% of the respondents used English when they were talking to the SLC's staff. All of the respondents answered no to this question, which means the whole class did not use English when talking to the SLC's staff and used other

language rather than English to talk to the SLC's staff. 20% of the respondents, shifted to the Balinese language when they talked to SLC's staff and 80% of the respondents shifted to the Indonesian language.

The third question's result uncovered that all the respondents did not use English when they talked to the younger students from the lower-level class. All of the respondents answered no and shifted to the Indonesian language for this question.

The last question in this participant's factor uncovered that 30% of the respondents answered that they used English when they were talking to the older students from the higher-level class. Meanwhile, 70% of the students answered that they did not use English when they were talking to the older students from the higher-level class and shifted to the Indonesian language.

Based on the result of the four questions that indicated the language shift caused by the participants factor, it showed that this factor is one of the factors that caused the language shift in the international class students in the education domain in *Yayasan Slukat* Learning Center. From four questions that belong to this factor, only two questions have the answer yes in terms of using English from the respondents, and the respondents who answered yes are below 50%, which means overall the respondents are shifted to other language. The remaining two questions that were asked showed that all the respondents answered no in terms of using English to talk to people in the *Yayasan Slukat* Learning Center and shifted to other languages.

3.2 Result of Question Related to Setting Factor

This part contains the questions related to the setting factor. The setting factor, also known as the social context factor, is the same as the place where the speakers are speaking. In this part, four questions were uncovered to determine if this factor was considered one factor that caused the language shift in these international class students. The result is presented in the form of a table below:

Table 3.2 Result of Question Related to Setting Factor

Questions	Number of Respondents		
	Languages Used		
	English	Indonesian language	Balinese language
Do you use English to talk to your teacher outside the classroom?	100%	0%	0%

Do you use English to talk to your classmates in the parking area?	10%	60%	30%
Do you use English to talk to your classmates in the canteen?	0%	70%	30%
Do you use English to talk to your classmates in the students' gather centre?	50%	40%	10%

The table above contains the four questions that determined if the setting factor is one of the factors that caused the language shift in this international class. The first question showed a result of 100% of the respondents chose yes in answered the question and used English to talk to their teacher outside the classroom, that means for this question all the students did not shift to another language.

The second question showed that 10% of the respondents answered yes, they used English when talking to their classmates in the parking area. Meanwhile, 90% of the respondents answered no to this question. The 60% of the respondents shifted to Indonesian language and the rest of the respondents shifted to Balinese language.

The third question was answered no by all the respondents, meaning ten out of ten students did not use English when they were talking to each other in the canteen area. Seven of the respondents, shifted to the Indonesian language and three of the respondents shifted to Balinese language.

The fourth question, also the last question in this part revealed that 50% of the respondents were choosing yes in terms of using English in the students' gather area and the other 50% of the respondents answered no to this question. Of those 50% of respondents that answered no, 40% of them shifted to the Indonesian language and 10% of them shifted to the Balinese language.

In conclusion, based on the results of the four questions related to the setting factor, this factor is one of the factors that caused the language shift in the international class students in *Yayasan Shukat* Learning Center. It is shown from the result of the questionnaire, from four questions in the questionnaire related to this factor, only in one question all the respondents choose yes and used English, in two questions the respondents shifted into other languages and in one question the result is balanced because 50% of the respondents answered yes and used English and other 50% chose no and used other languages.

3.3 Result of Question Related to Topic Factor

Questions related to the topic factor are contained in this part. The topic factor is the factor that relates to what is being discussed by the speakers. This part aims to show the questionnaire results from four questions related to the topic factor. The result is shown in the form of a table below:

Table 3.3 Result of Question Related to Topic Factor

Questions	Number of Respondents		
	Languages Used		
	English	Indonesian language	Balinese language
Do you use English when you are talking about the material after the class?	70%	30%	0%
Do you use English to talk about the local wisdom class?	30%	50%	20%
Do you use English to talk about SLC's holiday?	0%	80%	20%
Do you use English to talk about topic that is not related to SLC?	10%	80%	10%

There are four questions in this part related to the topic factor. The first question's result was 70% of the respondents answered yes, which means they used English when they were talking about the material after class. For 30% of the respondents, chose no and shifted to the Indonesian language.

The second question showed that 30% of the respondents answered yes to this question, and they used English when they were talking about the local wisdom class. For the rest of the respondents, 50% of them shifted to the Indonesian language and 20% of them shifted to the Balinese language.

The third question that related to the topic factor revealed that none of the respondents chose yes to answer the question, all of the respondents shifted to other languages. Two of the

respondents or 20% of them shifted to Balinese language and the rest 80% of the respondents or eight of them shifted to Indonesian language.

The fourth question in this part showed that respondent 10% of the respondents, chose to answer yes in terms of using English to talk about a topic unrelated to the *Yayasan Slukat* Learning Center. The rest 90% respondents answered no and shifted to other languages.

In conclusion, based on the results of the questionnaire, from four questions that were asked related to the topic factor, there are three questions that showed the respondents or the students shifted to another language rather than using English. There is only one question with 70% of the respondents answered yes and used English, even there are still 30% of the respondents answered no to that question and inserted another language. From those results, it means that this factor is considered as one of the factors that caused the language shift in the international class students in *Yayasan Slukat* Learning Center.

3.4 Result of Question Related to Function Factor

This part presented the results of the questionnaire that related to the function factor. The function factor is about the purpose of the interaction; it is about for what did the speakers speak. For the function factor, there are four questions included in the questionnaire and the results are presented in the table below:

Table 3.4 Result of Question Related to Function Factor

Questions	Number of Respondents		
	Languages Used		
	English	Indonesian language	Balinese language
Do you use English to greet one another?	30%	40%	30%
Do you use English to relay back the information from the staffs?	0%	90%	10%
Do you use English in the organization's discussion or meeting?	20%	80%	0%
Do you use English when you need to lead other students?	0%	100%	0%

The table above showed the questions that are related to the function factor. There are four questions in the questionnaire related to this factor. The first question functions as a greeting. When the participants greeted one another, 30% of them answered yes and used English to greet one another. Meanwhile, 40% of the respondents answered no and shifted to the Indonesian language. Then, 30% of the respondents answered no and shifted to the Balinese language.

The second question functions as a means of conveying information. This question uncovered none of the respondents answered yes to this question. Instead, all of the respondents shifted to other languages. 90% of them shifted to the Indonesian language and 10% of the respondents shifted to the Balinese language in terms of conveying information.

The third question functions as a means of formal language in the discussion or meeting. For this question, 20% of the respondents answered yes and used English when they were in an organization discussion or meeting. Then, 80% of the respondents answered no and shifted to the Indonesian language when they were in the organization discussion or meeting.

The last question in this part functions as a leader in the SLC's area. The result of this question is, that 100% of the respondents answered no and shifted to the Indonesian language when they needed to lead other students.

For this topic, factor it also concluded as one of the factors that caused the language shift in this international class in *Yayasan Slukat Learning Center*. From the four questions included in the questionnaire, two questions showed that all the participants answered no in terms of using English and shifted to other languages they were fluent in. For the other two questions, the number of participants who answered yes and used English is less than 50% of the respondents, which means that overall, the respondents are shifted to other language.

Based on the result of the questions from every factor that caused the language shift, the topic factor influenced the most in this international class. From four questions asked, in three questions the respondents are totally shifted to other languages. This showed that most of the students shifted to their other languages based on the topic they are talking about. The language used found in this international class are English, Indonesian, and Balinese.

4. Conclusion

Language shift is a shift in the dominant use of one language to another. Language shift can happen to individual speakers and a speech community. In terms of the international class, the language shift could happen because of some factors such as the participants, the setting, the purpose, and other factors. In this study, the factor that caused the language shift in the international class students in the education domain in *Yayasan Slukat Learning Center* analyzed using the theory proposed by Holmes (2013).

Through the study of the language shift, especially the factor that caused it, provides insight into the multilingualism in the international class. Language shift can be influenced by the diversity of backgrounds and the multilingualism in an international classroom. Knowing the factor of the language shift helped to understand why and when the students shift their languages.

As an extension, the study of language shift, especially the factor of language shift, remains an important field to explore. Future studies could analyze the factors of the language shift in different domains with different age range. The study in the different domains with different age range could give a deeper understanding of why and when people shift their language in various domains and may offer alternative insights across domains.

5. References

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