

The Diversity Of Multilingual Communities: A Case Study In Eight Regions In Indonesia

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Abstract

Research on the diversity of multilingual societies: this case study held in eight regions in Indonesia is a study of language attitudes and accommodations. Research data retrieval utilizes a questionnaire that has been prepared. The next step is distributing questionnaires and interviews with native speakers, both regional and Indonesian, in the Special Region of Yogyakarta, DKI Jakarta, Bandung (West Java), Bangka Belitung, South Sumatra, Bali, Lampung, and Banten. The data collection object is speakers of regional and Indonesian languages from academic circles. This diversity research utilizes the theory of attitude and language accommodation, which is implemented from sociolinguistics and pragmatics. The number of respondents in each research area ranges from 20-50 respondents. The research analysis method is descriptive qualitative, and quantitative. The results of the research on the multilingual societies diversity in eight regions in Indonesia show from the qualitative and quantitative analysis that language speakers in eight regions in Indonesia are positive and mutually accommodating between speakers of languages, both using regional languages and Indonesian. The research result is shown qualitatively. For example, Javanese speakers at D.I. Yogyakarta can switch codes or mix codes using Sundanese, Betawi Malay, Madurese, Palembang, Papuan, and other languages . The results of the quantitative analysis also show a very accommodative attitude because it shows a percentage between 41% -62% agree and strongly agree. This diversity research also recommends follow-up research. The correlation test results show that speakers, both local and Indonesian languages, have a moderate correlation of significance—so low that local content education based on regional

languages and Indonesian is needed regarding the importance of understanding diversity in a multilingual society. In Indonesia, it can stop the intolerant attitude between language speakers, and even the danger of spreading is the nation's disintegration.

Keywords: Diversity, Multilingualism, Language Attitude and Accommodation, and Indonesia.

Introduction

According to the KBBI, diversity has a fairly simple meaning: variety. Multilingual, according to the KBBI has two meanings, namely (1) being able to use more than two languages and (2) being concerned with more than two languages. The subject of the study, "multilingual community diversity: case studies in eight regions in Indonesia," will be an initial study to thoroughly and thoroughly examine diversity issues with various strategies to produce useful and dignified studies.

Background

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According to the KBBI, diversity has a fairly simple meaning: variety. According to the KBBI, Multilingual also has two implications, namely (1) being able to use more than two languages and (2) being concerned with more than two languages. The subject of the study, "the diversity of multilingual communities: case studies in eight regions in Indonesia," will be an initial study to carefully and thoroughly examine diversity issues with various strategies to produce useful and dignified studies.

This study uses descriptive qualitative research methods and quantitative analysis as the initial hypothesis to narrate the results of the study of multilingual communities in diversity: case studies in eight regions in Indonesia. The theoretical basis for this study is interdisciplinary linguistics, including the use of sociolinguistic and pragmatic theories. One of the two theories will be the main theory, and the next will be the supporting theory. The two linguistic theories have been determined as analytical tools because the problem of diversity in a multilingual society is close and easy to investigate using the two linguistic theories.

The focus of the research data collection method is using in-depth interviews with teak speakers, both regional languages and Indonesian, with a prepared questionnaire.

Study of multilingual communities in diversity: case studies in eight regions in Indonesia formulate several main issues as follows:

- (1) How are the accommodation and speech forms of multilingual communities in eight regions in Indonesia based on quantitative and qualitative analysis?
- (2) What is the concrete form of the recommendation for the study of multilingual community in diversity: case studies in eight regions in Indonesia?

Study of multilingual community in diversity: this case study in eight regions of Indonesia has research objectives related to the formulation of the problem that has been determined, namely:

- (1) Describe the accommodation and speech forms of multilingual communities in eight regions in Indonesia based on quantitative and qualitative analysis.
- (2) Describe and make recommendations on the results of the study of multilingual community diversity: case studies in eight regions in Indonesia.

The practical benefits of the study of diversity are the forms of recommendations resulting from the study of the variety of multilingual communities in Indonesia that can be used for modelling strengthening the unity and integrity of Indonesia and becoming a complete fellow Indonesian.

The theoretical benefit of studying the diversity of multilingual society in Indonesia is the development of linguistics in general. In particular, it can contribute to developing specific linguistics such as pragmatics and sociolinguistics.

Methods and Theoretical Foundations.

Study of the diversity of multilingual society: case studies in eight regions in Indonesia. In the previous section, the researcher will use sociolinguistic and pragmatic theories. We will use the two linguistic theories to analyze the two problem formulations that have been

determined. For this reason, the two linguistic theories do not overlap and are determined by a pragmatic approach, namely language attitudes as the initial theory. While sociolinguistics is a theory to strengthen the initial theoretical basis so that the two theories explain each other so that the findings and recommendations of the study results can be useful for the community.

Anderson (1974) distinguishes two types of attitudes, namely language attitudes and non-language attitudes such as political attitudes, social attitudes, aesthetic attitudes, etc. Two kinds of attitudes can consist of beliefs, including beliefs about language. The phenomenon of linguistic linkages with the theory of language attitudes is very relevant to studying the diversity of multilingual society in Indonesia. See also Kubota (2022), Levinson and Evans (2010), and Stroud (2010).

Not all views on language attitudes provide limits on what is meant by language attitudes. It seems that the experts on language attitude think that the notion of language attitude is self-evident and decide not to bother to formulate it specifically. Such a situation is not favourable for any examiner of language attitudes because understanding language attitudes becomes unclear. The understanding of language attitudes is so blurred that it is not surprising that an expert angrily stated that "... It is certainly true that the reader can sometimes infer what an author's definition of (language) attitude seems to be, but the perceived definitions vary widely, if not widely" (Anderson, 1985: 12).

Cooper and Fishman (1973) interpret the notion of language attitudes based on their referents. The references include language, language behaviour, and things related to language or language behaviour that are markers or symbols. Thus, the attitude toward a language (Hebrew, for example) or toward the characteristics of a language (a phonological variant, for example) or language as a group signifier (Hebrew as the language of the Jews, for example) are examples of language attitudes. However, attitudes toward the Jews or the secular realm are not attitudes towards language.

According to Anderson (1974), language attitude is a belief system related to relatively long-lasting language, regarding a language object that gives a tendency to someone (who has that language attitude) to act in a certain way that he likes.

Austin (1962) distinguishes three types of speech-related actions by linking language attitudes and speech acts. The three acts are locutionary acts, illocutionary acts, and perlocutionary acts or, in short, locutions, illocutions, and perlocutions. The first discussion is solely the act of speaking or the act of speaking, namely the act of saying something with words and the meaning of the sentence according to the meaning of the word (in the dictionary) and the syntactic meaning of the sentence according to the syntactic rules. In this case, we do not question the purpose or function of the utterance, which is an extension or extension of the literal meaning. So, if by saying "I'm thirsty", someone means "I" as the first person singular (i.e. the speaker), and "thirst" as referring to "the throat is dry and needs to be moistened" without intending to ask for a drink, for example, this person is said to have acted locution. It may be that the person is simply uttering a line from a poem or song. To add, if the person says "I'm thirsty", for example, he can't be said to be doing locations (at least in Indonesian) because what he says is meaningless.

In the second discussion, illocutionary acts or illocutions are acts of doing something. Here we talk about the intent, function, or power of the utterance in question and ask, "What was that utterance done for?". So, "I'm thirsty" means asking for a drink according to an illocutionary act (or illocutionary).

According to Austin, the third subject, perlocutionary acts or perlocutions, refers to the effect that speakers produce by saying something. Herein lies the ambiguity of Austin's formulation. Locations and illocutions are said to be acts, while perlocutions are said to be effects. Suppose it is said that perlocutionary is the act of doing something by saying something (Leech, 1983: 199). In that case, this is also somewhat confusing with the definition of illocutionary above because the difference lies only in saying something and by saying something. To distinguish these two types of speech acts, the verbs that indicate the speech act is illocutionary (e.g. reporting, announcing, asking, suggesting, thanking, and so on), and verbs that mean that the speech act is perlocutionary. (e.g. persuade, deceive, irritate, frighten, and so on) (see Leech, 1983: 203). In line with the opinion of Poeppel et al. (2007), Rayson et al. (2008), Taleghani and Qureshi (2021), and Crowley (2007).

Therefore, the pragmatic theory of language attitudes and speech acts is relevant to the object of the study of the diversity of multilingual society in Indonesia. Having a positive attitude among speakers of

regional languages in Indonesia will strengthen cooperation and become Indonesians which will ultimately enhance the unity and integrity of the Indonesian nation with one of them, namely mutual respect between speakers of regional languages and respect for the existence of the Indonesian language.

It is necessary to cite Yule's opinion (2015: 188) to clarify what pragmatic theory is. With various meanings, pragmatics studies the "unseen" meaning or how we know what is meant even when the purpose is not said or written. The speaker (or writer) must be able to rely on many assumptions, and those expectations give us insight into how we go beyond simply understanding the content of linguistic speech. The pragmatic perspective is more communicated than said.

Relevant Research

Studies on the diversity of multilingual communities in Indonesia have never specifically been conducted. However, the Research Team of the Language Development and Development Agency conducted a survey related to language attitudes and accommodation in 2015. Studies on language accommodation in Pinrang, South Sulawesi, language accommodation in West Kalimantan, and DKI Jakarta. Some of these studies were reviewed using a quantitative approach, so there are a few weaknesses. The new research results describe the percentage of figures and have not produced recommendations beneficial to the wider community.

The attitude of a person or group of people towards language has been around for a long time. This is reflected in the Greek word *apapoc* which means "a person who speaks a foreign language", which in English later acquired a pejorative meaning as "uncivilized" or "rude" (Webber, 1979: 219). Webber also gives an example of how Clunker in his work "The Miller's Tale" evokes the attitude of his readers through two protagonists who speak with a "northern accent". In addition, Webber also summarizes Kahane's research on American attitudes towards their language from the 19th century to the present. Americans believed that the only standard language in the past century was British English.

Knops (1987) distinguishes three types of language attitude research. First, language research, which is more oriented towards social psychology, is mainly interested in attitudes towards language as a group symbol. The point of departure is that language is an identifying feature of social groups, and attitudes towards social groups also

apply to the language of those groups. Knops pointed to the research conducted by Anisfeld and Lambert (1964) as belonging to this type of research. Furthermore, in more sociological research, the researcher focuses mainly on using language and various languages. Fishman (1972) research regarding the domain belongs to this second type of research.

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For this reason, it is expected that the study of multilingual communities in diversity: this case study in eight regions in Indonesia can answer and examine a more comprehensive analysis of the research and produce recommendations that are beneficial to the people of Indonesia. In addition, this study emphasizes qualitative analysis in addition to quantitative as the initial hypothesis. This study is also expected to improve the gap between previous studies and even specifically strengthen the understanding of greetings among speakers of regional languages in Indonesia to become fellow Indonesians as a whole and to maintain unity and integrity by respecting the existence of the Indonesian language. Therefore, this study is very important to do.

The theoretical basis for the study of multilingual community diversity: case studies in eight regions in Indonesia determine pragmatics and sociolinguistics, namely language attitudes and speech acts that will be used as an analytical tool to examine speech features or objects of study that will be used as material for studying the diversity of multilingual communities in Indonesia. The procedure for studying the diversity of multilingual communities to obtain study data uses the method of distributing questionnaires and in-depth interviews.

After the data is obtained, the information is classified, and the next step is to analyze it using the theory of language attitudes and speech acts. For this reason, if these steps are carried out according to plan, the study of multilingual community diversity will produce a qualified analysis. In addition, the theory of language attitudes and speech acts will describe clearly and in detail the two problem formulations.

The analysis method of the study was determined, namely descriptive qualitative plus quantitative data analysis from questionnaire collection in eight regions in Indonesia to be used as the study's initial hypothesis. Qualitative analysis of multilingual community diversity data will be strengthened using a description of the theory of language attitudes and speech acts so that the analysis is comprehensive and accurate with scientific benchmarks.

Study of multilingual community diversity: this case study in eight regions in Indonesia determines eight urban areas in Indonesia as objects for collecting research data, namely DKI Jakarta, Bandung, Special Region of Yogyakarta, Banten, Bali, Lampung, South Sumatra, and Bangka Belitung. Why are these eight big cities in Indonesia become the object of data collection for the study? Because eight

cities have linguistic data features that show the diversity of multilingual society in Indonesia.

From various research results, both about language attitudes and speech acts as well as the behaviour of multilingual society in Indonesia, it can be concluded that obtaining data on the study can be done in various ways. Various ways of getting data can be completed, among others, from research conducted, for example, by Ferguson (1959a), Gunarwan (1983), Moeliono (1988), and Rubin (1963). While completing his research on diglossia, Ferguson obtained his data through observation; Gunarwan obtained his data through the appellant's Samara; Moeliono through statements and various reports and other written sources; while Rubin through a questionnaire. In summary, Fasold (1984) mentions two research methods on language attitudes: direct and indirect. The straightforward way requires the subject to answer questions about the subject's opinion about various languages. The indirect method is designed so that the issue does not know that the researcher is investigating his language attitude. In its application, to obtain data from the subjects, at least four different techniques can be used according to the attention of each researcher. The four techniques are matched guise, questionnaire, interview, and observation (Fasold, 1984). This method is also supported by the theory of SLA Larsen-Freeman (2003), Linguistics of Speech (Kretzschmar, Jr., 2009), and Limitation of Applied Linguistics (Widdowson, 200).

This study uses the theory of language attitudes and speech acts, so data acquisition is carried out by distributing a list of questions, applying the comparison technique to teak speakers, both regional and Indonesian, and conducting targeted and in-depth observations and interviews with a group of local and Indonesian native speakers, in eight regions in Indonesia.

20-50 respondents per region determined the population, sample and object of study. Both native speakers of the regional language and Indonesian were selected from among the educated people.

The reason for the determination of 20-50 respondents from the academic community is expected to obtain comprehensive and valid data and describe the diversity of the multilingual society in Indonesia. So that the next steps and stages of the study will be easy to carry out and measurable, and the data can be easily classified and analyzed.

Data analysis was carried out quantitatively and qualitatively at the same time. Quantitative research is carried out based on answers to questions that are prepared and given certain weights. In contrast, the qualitative analysis is based on the respondents' questions, in the form of responses to the queries or interviews of this research or in the form of spontaneous statements that the research team had recorded through their observations.

To see the correlation between the existing variables and to test the hypothesis, this study used the χ^2 test and multiple regression.

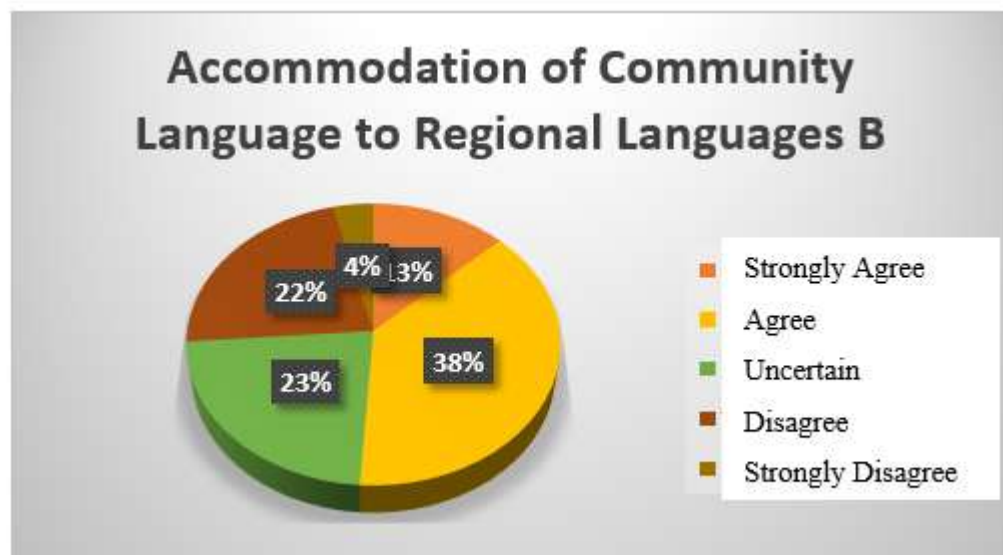
Quantitative and Qualitative Analysis of Accommodation for the Diversity of Multilingual Communities in Indonesia

Quantitative and Qualitative Analysis

Observing data on eight research areas for accommodating multilingual community language diversity in Indonesia, i.e. the Special Region of Yogyakarta, DKI Jakarta, Banten, West Java, Bali, Lampung, South Sumatra, and Bangka Belitung. Language accommodation in eight research areas in Indonesia, both quantitative and qualitative analysis, can be described as follows.

Accommodation of Language A to Language B

The results of the accommodation of language A to language B based on complete statements are shown in the following chart.



It can be concluded that regional language A against regional language B is accommodating because the statistical calculation of the SPSS

method shows that 38% agree. Next, the quantitative analysis turns out to be strengthened by valid linguistic features with evidence that speakers of regional language A (Javanese) can switch codes or speak regional languages B (Sundanese, Papuan, and Javanese dialects of Banyumas) through the following example.

Sabaraha, hatur nuhun, kasep, mangga 'how much, thank you, handsome, and please'.

Sa, Tra 'I, none' (language B (Papuan regional language)).

Nyong, madang, kencot, kepriwe (language B (Banyumas dialect of Javanese regional language))

The following description is that the regional language A against regional language B can be accommodative because, based on the statistical calculation of the SPSS method, 38% agree and those who answer strongly agree with 13%. Next, the quantitative analysis was strengthened by valid linguistic features with evidence that speakers of regional language A can switch codes or speak regional language B through the following example. The dominant A language chosen by the respondents is Javanese.

Speakers of language A (Javanese) can accommodate language B (Betawi, Sundanese, Bangka Malay, Lampung, Palembang, Madura, Balinese, Sasak, Ogan, Minang, Ambonese Malay, Batak). The dominant A language chosen by the respondents is Javanese. Speakers of language A (Javanese) can accommodate language B (Sundanese, Betawi, Bangka Malay, Lampung, Palembang, Madura, Balinese, Sasak, Ogan, Minang, Ambonese Malay, Batak). For example, Javanese speakers can accommodate Sundanese through the utterance of saha 'who'; kumaha 'how'; aya 'there'; sulking 'angry'; ngagorolong 'rolling'; always 'can, able'; neda 'eat'; ancient 'why'; punten 'sorry'; naon 'what'; 'handsome' case; 'my' servant; geulis 'beautiful'; hareudang 'hot, sultry'; cicing maneh 'shut up you'; aya-aya wae 'that's all there is to it'; didie wae 'just here'; kumaha damang 'how are you?'; hayang thirst 'want to eat'; sakedep deui 'just a moment'; tong cicing wae atuh 'you just shut up'; please atuh 'please come in'; haturnuwun 'thank you' moal 'no' teuing 'don't know'; kasep is 'very handsome'; my servant; wish 'want'; lieu 'dizziness' etc. In addition to speech in the form of word for word, there are also accommodation expressions such as abdi hungry 'I'm hungry' kunaon atuh? Sabodo teuing? 'How the hell. Up to you?

Indeed, speakers of language A (Javanese) can easily use proverbs of language B (Sundanese) in their daily conversations, as in the

following proverb. Nyaur kudu diukur, nyabda kudu diunggang 'speaking must be appropriately, meaningful not just what you say.'; Pondok jodo panjang baraya 'even though not a mate, brotherhood must be maintained' indung tunggul rahayu bapa tunggal derajat' Mother is the root of the glory of life, and the father is the tree of honor'; Hirupmah tong asa aing uyah kidul sabab di alam dunyamah euweuh elmu panutup' Life should not feel the greatest, because in the world there is no ultimate knowledge'; and kudu seubeuh memeh dahar kudu indit memeh nepi' Must look ahead (think) before committing an action, knowing the impact or risk before acting. Language A (Javanese) also accommodates language B (Madura) as in the speech burik 'anus'; dulat' grateful'; bedeh'there is' be'en'you'; kerong'miss'; pesen'order' aeng'water'; Sorbejeh'Surabaya'; enga'remember'; ngakan'eat'; duleng'bribe; manjheng 'standup'; celleng'black'. As for accommodation in the form of expressions like matur sekalangkong' thank you' while in the form of proverbs like elmu dagharan 'knowledge acquired by accident'; Ngakan asella are 'A day eat a day doesn't.

Accommodation Language A and Language B



The explanation of language A is the language of the respondent's ethnic group. The respondents' language in the context of this study was varied, considering that the respondents were drawn from eight observation areas or provinces. The eight observation areas are (1) DKI Jakarta, (2) West Java, (3) Bali, (4) Lampung, (5) Bangka Belitung, (6) South Sumatra, (7) Banten, and (8) Yogyakarta. The total number of respondents involved was 247 respondents. Fifteen statements must be responded to by the respondents (P1-P15). For example, respondents responded to reports (1) I can speak A well, (2) I tend to

use language A to be more familiar with the other person, (3) I use language A in daily communication, and so on (see attachment to the questionnaire).).

Speakers of language A tend to accommodate their language. This attitude is reflected in the statements agree and strongly agree. Agreements amounted to 38% per cent, while reports of strongly agreeing amounted to 24%. So, 62% accommodative statements of speakers of language A towards their tribal language. Statement of doubt 19%. 16% disagree, and 3% strongly disagree. So, in total, only 19% (disagree and strongly disagree) statements are not accommodating to language A. From the percentage comparison, it can be said that most of the respondents' statements (62%) are accommodating to language A or their tribal language, and only a small proportion of respondents' statements (19%) are not accommodating to A or their tribal language. In this context, doubtful statements are considered neutral between accommodative and non-accommodative statements.

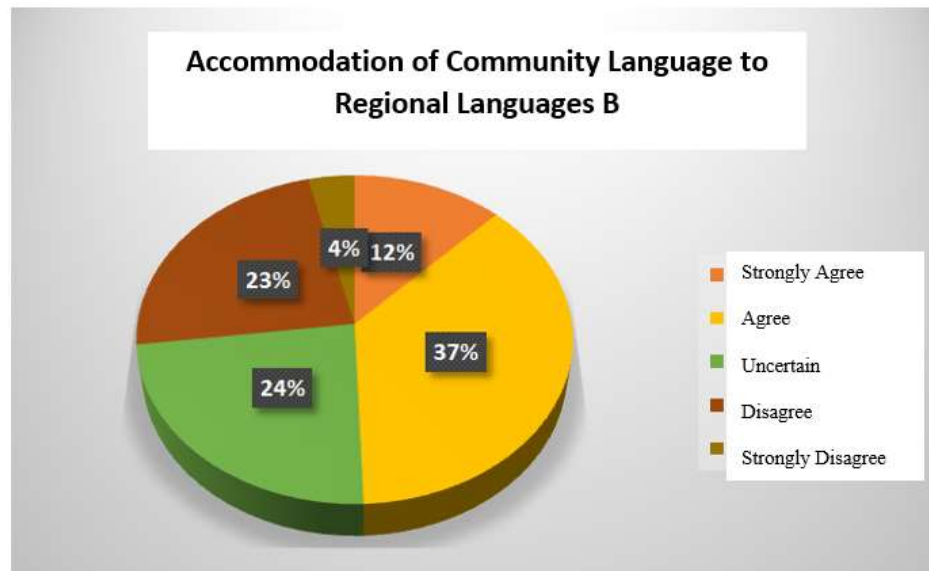
Many regional A languages are accommodated by respondents, namely Javanese, Banyumas Javanese, Sundanese, Gorontalo, Malay, Madurese, Hokkien, Madurese, Munanese, Batak languages, Minang languages, Ogan languages, Malay languages Riau, Gayo language, Aceh language, Palembang language, Belitung Malay, Bangka Malay, Komering language, Betawi Malay, Manggarai language, Sasak language, Wejawa language, Sumbawa language, Pegagan Malay language, Kayuagung language, Tanjunglubuk language, Lampung language, and Mandarin language.

Speakers of language A as detailed earlier, accommodate language B. Language B are other regional languages that speakers of language A accommodate. If speakers of language A accommodate language B, it is considered to have a positive value. If a regional language speaker accommodates no other regional language, it can be said that the accommodation of language A speakers to language B is negative. Language accommodation can be seen from the quantitative test scores and the ability of speakers of language A to express something within the scope, lexical, expressions, or grammar of language B. The more lexical phrases and sayings of language B that speakers of language A can speak, it is a sign that they will be a more positive attitude to accommodation. The following is language B which the speakers of language A accommodate. Language B includes Betawi Malay, Javanese, Sundanese, Balinese, Ambonese, Minang, Kadi,

Palembang Malay, Kayuagung, Tetun, Komering, Ogan, Batak, Makassar, and Lampung

There are fifteen regional languages or language B accommodated by speakers of other regional languages or speakers of language A. This shows that other regional languages or language B are considered necessary by speakers of language A.

To see the degree of accommodation of speakers of language A in accommodating language B, we can see from the results of the following data tabulation.



Statements in favor of language accommodation are strongly agreed and agreed. The statement of respondents who showed a strongly agree attitude amounted to 12%, and the statement of respondents who showed an agreeable attitude amounted to 37%. So 49% of statements indicate an accommodative attitude of speakers of language A towards language B. On the other hand, 24% of statements indicate a doubtful attitude. Disagree 23% and strongly disagree 4%. So 27% (agree and strongly disagree) statements show an unaccommodating attitude towards language B. In conclusion, it can be said that most statements by speakers of language A (49%) support a helpful attitude towards language B and only a tiny percentage of statements by speakers of language A which is not accommodating to language B. In this case, the doubtful statement is considered a neutral statement.

Accommodation of Language B to Language A

The following quantitative results based on the total accommodation statement of language B to language A can be seen in the following chart.



After observing the quantitative results of the total questions convincingly, regional languages B (Sunda, Papua, Medan, and Betawi) are reciprocally accommodative to regional languages A (Java), with 37% agree. The results of quantitative data analysis can validly conclude that regional languages B (Sunda, Papua, Medan, and Betawi) accommodate regional languages A (Java). The results of the quantitative analysis of accommodation of regional language B to regional language A are strengthened by qualitative evidence, namely through the following linguistic features.

nerimo ing pandum. ana rega ana rupa 'Grateful and accepting for gifts. Quality of the goods are according to the price'
mbuh ra ruh 'Whatever! Don't know'
wes mangan? 'Have you eaten?'

Accommodation of Language A to Language C

The results of accommodation of language A to language C based on complete statements are shown in the following chart.



Regional language A to regional language C can be accommodative because, based on the statistical calculation of the SPSS method, 10% strongly agree and 28% agree. Next, the quantitative analysis was strengthened by valid linguistic features with evidence that speakers of regional language A can switch codes or speak regional language C through the following example.

The dominant A language chosen by the respondents is Javanese. Speakers of language A (Javanese) can accommodate language C (Betawi, Sundanese, Bangka Malay, Lampung, Palembang, Madura, Balinese, Sasak, Ogan, Minang, Ambonese Malay, Batak). For example, Javanese speakers can accommodate Betawi language through speech. antepin 'keep silent or don't care'; bae 'only'; kaga 'nope'; ngapa 'why'; encing 'aunty'; babeh 'father'; kagak danta 'unclear; bagenin aja 'let it'; even, they use proverbs in the Betawi language gali kubur sendiri 'digging one's own grave'; buang batu umpetin tangan 'throw stones hide hands' or sebagor-bagornya orang Betawi tetep kudu bisa ngaji 'how naughty Betawi people are, they must be able to recite the Qur'an'.

Speakers of language A (Javanese) can also accommodate language C (Sundanese) through speech saha 'who'; kumaha 'how'; aya 'there is/are'; ambek 'angry'; ngagorolong 'rolling'; tiasa 'can, be able to'; neda 'eat'; kunaon 'why'; punten 'sorry'; naon 'what'; kasep 'handsome'; abdi 'me'; geulis 'beautiful'; hareudang 'hot, stiflingly hot'; cicing maneh 'shut up'; aya-aya wae 'how come'; didie wae 'stay here'; kumaha damang 'how are you?'; hayang dahar 'want to eat'; sakedep deui 'just a while'; tong cicing wae atuh 'you shut up'; etc. Speakers of language A (Javanese) can also accommodate language C (Malay Bangka) through speech aoklah 'ofcourse'; ndek 'nope';

ngerapek 'brag'; aok ape dak 'yes or not'; even, use proverb asak budu ge saro 'if you are stupid you will be miserable'; budak tukang ngulon 'the boy invites (fight)'.

Speakers of language A (Javanese) can also accommodate language C (Lampung) through speech sikam 'me (polite)'; nyak 'me'; mak 'no'; pandai 'can'; dapok 'able to'; lamban 'home'; sikam mak ngedok hepeng 'I don't have money'; abak 'father'; cabi 'chili'; dabingi 'night'; amel pudak 'brazen'; wawai atei 'kind-hearted'.

Speakers of language A (Javanese) can also accommodate language C (Palembang) through speech galo 'all'; lemak 'delicious'; wong 'people'; kau 'you'; ngan; kemano 'where'; nak kemano 'where are you going'; cak mano 'how'; lemak nian 'very delicious'; even they can use Palembang language proverbs like malu bekato sesat di jalan 'if you are shy of asking questions, you will get lost in your way'; mak kapur samo kunyit 'like lime and turmeric' to describe a close friendship; mak kayo tata catok 'a hammer that hits a nail' to describe a lazy person; tikus nandani labu 'tikus mendandani labu' to describe a person who fixes something but it breaks.

Interlanguage Accommodation Correlation Test

Accommodation between Language A and Language B

Correlations

			Accommodation Towards Language A	Accommodation Towards Language B
Kendall's tau_b	Accommodation Towards Language A	Correlation Coefficient	1.000	.204**
		Sig. (2-tailed)	.	.000
		N	219	219
	Accommodation Towards Language B	Correlation Coefficient	.204**	1.000
		Sig. (2-tailed)	.000	.
		N	219	219

** . Correlation is significant at the 0.01 level (2-tailed).

Kendall's Tau correlation test results, the correlation number is 0.204. The results mean a low/weak correlation of accommodation between language A and language B. The low correlation indicates that the accommodation of language A to language B must be improved through education to strengthen understanding diversity so that accommodation is not standard.

If the correlation is positive, then the relationship between the two variables is unidirectional. The increase in accommodation to language A will be accompanied by an increase in accommodation to language B, and vice versa.

Accommodation between Language A and Language C

Correlations

			Accommodati on Towards Language A	Accommodati on Towards Language C
Kendall's tau_b	Accommodation Towards Language A	Correlation Coefficient	1.000	.186**
		Sig. (2-tailed)	.	.000
		N	219	219
	Accommodation Towards Language C	Correlation Coefficient	.186**	1.000
		Sig. (2-tailed)	.000	.
		N	219	219

** . Correlation is significant at the 0.01 level (2-tailed).

In Kendall's Tau correlation test results, the correlation number is 0.186. The results mean a very low/very weak correlation of accommodation between languages A and C. The low correlation indicates that the accommodation of language A to language C must be improved through education to strengthen understanding of diversity in Indonesia so that accommodation is not standard.

If the correlation is positive, then the relationship between the two variables is unidirectional. The increase in accommodation to language A will be accompanied by an increase in accommodation to language C and vice versa.

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	-68.079	42.500		-1.602	.120
Akomodasi Terhadap Bahasa A	2.113	.733	.478	2.881	.008

a. Dependent Variable: Akomodasi Terhadap Bahasa C

The significance value of 0.008 is smaller than 0.05, which means that accommodation of language A significantly affects the accommodation of language C.

Accommodation between Language A and Indonesian**Correlations**

			Akomodasi Terhadap Bahasa A	Akomodasi Terhadap Bahasa Indonesia
Kendall's Tau_b	Akomodasi Terhadap Bahasa A	Correlation Coefficient Sig. (2-tailed) N	1.000 . 219	.113* .018 219
	Akomodasi Terhadap Bahasa Indonesia	Correlation Coefficient Sig. (2-tailed) N	.113* .018 219	1.000 . 219

*. Correlation is significant at the 0.05 level (2-tailed).

The Kendall's Tau correlation test results, the correlation number is 0.113. This means there is a very low/very weak relationship/correlation between accommodation for language A and Indonesian. The very low correlation indicates that the accommodation of language A to Indonesian must be improved through education to strengthen understanding of diversity in Indonesia so that accommodation is not low.

If the correlation number is positive, then the relationship between the two variables is unidirectional. The increase in accommodation for language A will accompany an increase in accommodation for Indonesian and vice versa.

Accommodation between Language A and Foreign Language**Correlations**

			Akomodasi Terhadap Bahasa A	Akomodasi Terhadap Bahasa Asing
Kendall's tau_b	Akomodasi Terhadap Bahasa A	Correlation Coefficient Sig. (2-tailed) N	1.000 . 219	.141** .003 219
	Akomodasi Terhadap Bahasa Asing	Correlation Coefficient Sig. (2-tailed) N	.141** .003 219	1.000 . 219

** . Correlation is significant at the 0.01 level (2-tailed).

In the results of Kendall's Tau correlation test, the value of the correlation coefficient is 0.141. This means there is a very low/very weak relationship/correlation of accommodation between language A and a foreign language. A very low correlation indicates that the accommodation of language A to a foreign language must be improved through education to strengthen understanding of diversity so that accommodation is not low. If the correlation coefficient is positive, then the relationship between the two variables is unidirectional. An increase in accommodation to language A will be accompanied by an increase in accommodation to a foreign language, and vice versa.

Accommodation between Language B and Language C

Correlations

			Akomodasi Terhadap Bahasa B	Akomodasi Terhadap Bahasa C
Kendall's Tau_	Akomodasi Terhadap Bahasa B	Correlation Coefficient	1.000	.429**
		Sig. (2-tailed)	.	.000
		N	219	219
	Akomodasi Terhadap Bahasa C	Correlation Coefficient	.429**	1.000
		Sig. (2-tailed)	.000	.
		N	219	219

** . Correlation is significant at the 0.01 level (2-tailed).

In the results of Kendall's Tau correlation test, the value of the correlation coefficient is 0.429. This means that there is a moderate correlation/correlation between language B and language C. The moderate correlation indicates that accommodation of language B to language C must be improved through education to strengthen understanding of diversity in Indonesia so that accommodation is not moderate.

If the correlation coefficient is positive, then the relationship between the two variables is unidirectional. The increase in accommodation to language B will be accompanied by an increase in accommodation to language C and vice versa.

Accommodation between Language B and Indonesian**Correlations**

			Akomodasi Terhadap Bahasa B	Akomodasi Terhadap Bahasa Indonesia
Kendall's Tau_b	Akomodasi Terhadap Bahasa B	Correlation Coefficient	1.000	.139**
		Sig. (2-tailed)	.	.003
		N	219	219
	Akomodasi Terhadap Bahasa Indonesia	Correlation Coefficient	.139**	1.000
		Sig. (2-tailed)	.003	.
		N	219	219

** . Correlation is significant at the 0.01 level (2-tailed).

The Kendall's Tau correlation test results, the correlation coefficient value is 0.139. This means there is a very low/weak accommodation/correlation between language B and Indonesian. The very low correlation indicates that the accommodation of language B to Indonesian must be improved through education to strengthen understanding of diversity in Indonesia so that accommodation is not low. If the correlation coefficient is positive, then the relationship between the two variables is unidirectional. An increase in accommodation for language B will be accompanied by an increase in accommodation for Indonesian and vice versa.

Accommodation between Language B and Foreign Language**Correlations**

			Akomodasi Terhadap Bahasa B	Akomodasi Terhadap Bahasa Asing
Kendall's tau_b	Akomodasi Terhadap Bahasa B	Correlation Coefficient	1.000	.157**
		Sig. (2-tailed)	.	.001
		N	219	219
	Akomodasi Terhadap Bahasa Asing	Correlation Coefficient	.157**	1.000
		Sig. (2-tailed)	.001	.
		N	219	219

** . Correlation is significant at the 0.01 level (2-tailed).

In Kendall's Tau correlation test results, the value of the correlation coefficient is 0.157. This means there is a very low/very weak relationship/correlation of accommodation between language B and a foreign language. The very low correlation indicates that accommodation of language B to foreign languages must be improved through education to strengthen understanding of diversity in Indonesia so that accommodation is not low. If the correlation coefficient is positive, then the relationship between the two variables is unidirectional. The increase in accommodation to language B will accompany an increase in accommodation to foreign languages and vice versa.

Accommodation between C and Indonesian

Correlations

			Akomodasi Terhadap Bahasa C	Akomodasi Terhadap Bahasa Indonesia
Kendall's Tau_b	Akomodasi Terhadap Bahasa C	Correlation Coefficient	1.000	.143**
		Sig. (2-tailed)	.	.002
		N	219	219
	Akomodasi Terhadap Bahasa Indonesia	Correlation Coefficient	.143**	1.000
		Sig. (2-tailed)	.002	.
		N	219	219

**. Correlation is significant at the 0.01 level (2-tailed).

In Kendall's Tau correlation test results, the value of the correlation coefficient is 0.143. This means there is a very weak/low accommodation/correlation between C and Indonesian. The low correlation indicates that accommodation of the C language to Indonesian must be improved through education to strengthen understanding of the diversity of multilingual communities in Indonesia so that accommodation is not low. If the correlation coefficient is positive, then the relationship between the two variables is unidirectional. The increase in accommodation for C language will accompany an increase in accommodation for Indonesian, and vice versa.

Accommodation between C Language and Foreign Language**Correlations**

			Akomodasi Terhadap Bahasa C	Akomodasi Terhadap Bahasa Asing
Kendall's Tau_b	Akomodasi Terhadap Bahasa C	Correlation Coefficient	1.000	.230**
		Sig. (2-tailed)	.	.000
		N	219	219
	Akomodasi Terhadap Bahasa Asing	Correlation Coefficient	.230**	1.000
		Sig. (2-tailed)	.000	.
		N	219	219

** . Correlation is significant at the 0.01 level (2-tailed).

In Kendall's Tau correlation test results, the value of the correlation coefficient is 0.230. This means there is a weak/low accommodation relationship/correlation between C and foreign languages. The low correlation indicates that accommodation of C language to foreign languages must be improved through education to strengthen understanding of the diversity of multilingual communities in Indonesia so that accommodation is not low. If the correlation coefficient is positive, then the relationship between the two variables is unidirectional. The increase in accommodation for C language will accompany an increase in accommodation for foreign languages and vice versa.

Accommodation between Indonesian and Foreign Languages**Correlations**

			Akomodasi Terhadap Bahasa Indonesia	Akomodasi Terhadap Bahasa Asing
Kendall's Tau_b	Akomodasi Terhadap Bahasa Indonesia	Correlation Coefficient	1.000	.119*
		Sig. (2-tailed)	.	.012
		N	219	219
	Akomodasi Terhadap Bahasa Asing	Correlation Coefficient	.119*	1.000
		Sig. (2-tailed)	.012	.
		N	219	219

*. Correlation is significant at the 0.05 level (2-tailed).

Based on Kendall's Tau correlation test results, with a significance value of $0.012 < 0.05$, there is a correlation/accommodation relationship between Indonesian and foreign languages.

Kendall's Tau correlation test results show that the correlation coefficient value is 0.119. This means there is a very weak/low accommodation/correlation between Indonesian and foreign languages. The low correlation indicates that the accommodation of Indonesian to foreign languages must be improved through education to strengthen understanding of the diversity of multilingual communities in Indonesia so that accommodation is not low. If the correlation coefficient is positive, then the relationship between the two variables is unidirectional. The increase in accommodation for Indonesian will be accompanied by an increase in accommodation for foreign languages and vice versa.

Conclusion

The Study of Multilingual Community Diversity: Case Studies in Eight Regions in Indonesia narrates the following conclusions.

- (1) Regional language A against regional language B can be accommodative because, based on the statistical calculation of the SPSS method, 38% agree. Next, the quantitative analysis turns out to be strengthened by valid linguistic features with evidence that speakers of regional language A (Javanese) can switch codes or speak regional languages B (Sundanese, Papuan, and Javanese dialects of Banyumas) through the following example.

Sabaraha, hatur nuhun, kasep, mangga 'how much, thank you, handsome, and please'. Sa, Tra 'Me, Nope' (language B (Papuan regional language). Nyong, madang, kencot, kepriwe (language B (Banyumas dialect of Javanese regional language)

Speakers of language A (Javanese) can accommodate language B (Betawi, Sundanese, Bangka Malay, Lampung, Palembang, Madura, Balinese, Sasak, Ogan, Minang, Ambonese Malay, Batak). The dominant A language chosen by the respondents is Javanese. Speakers of language A (Javanese) can accommodate language B (Sundanese, Betawi, Bangka Malay, Lampung, Palembang, Madura, Balinese, Sasak, Ogan, Minang, Ambonese Malay, Batak). For example, Javanese speakers can accommodate Sundanese through the utterance of saha 'who'; kumaha 'how'; aya 'there is/are'; ambek 'angry'; ngagorolong 'rolling'; tiasa 'so so, be able to'; neda 'eat'; kunaon 'why'; punten 'sorry'; naon 'what'; kasep 'handsome'; abdi 'me'; geulis 'beautiful'; hareudang 'hot, stiflingly hot'; cicing maneh

'you shut up'; aya-aya wae 'are you kidding me'; didie wae 'just stay here'; kumaha damang 'how are you?'; hayang dahar 'want to eat'; sakedep deui 'just a while'; tong cicing wae atuh 'you have to be silent'; mangga atuh 'please come in'; haturnuwun 'thank you' moal' no' teuing 'don't know'; kasep pisan 'very handsome'; abdi'me'; hayang 'want'; lieur 'dizzy' etc. Besides a speech in the form of word for word, there are also accommodation expressions such as abdi lapar 'I am starving' kunaon atuh? Sabodo teuing? 'How come. Up to you?'

- (2) Observing the results of the quantitative analysis of the total questions according to regional languages B (Sunda, Papua, Medan, and Betawi) reciprocally accommodating to language A (Javanese), namely 37% agreed. The results of data analysis are validly able to Key regional languages B (Sunda, Papua, Medan, and Betawi) to accommodate regional languages A (Javanese). The results of the quantitative analysis of accommodation of regional language B to regional language A are qualitatively strengthened through the following linguistic features.

nerimo ing pandum. ana rega ana rupa 'Grateful and accepting for gifts. Quality of the goods are according to the price' mbuh ra ruh 'Whatever! I don't know'

wes mangan? 'Have you eaten?'

- (3) Regional language A to regional language C can be accommodative because, based on the statistical calculation of the SPSS method, 10% strongly agree and 28% agree. Next, the quantitative analysis was strengthened by valid linguistic features with evidence that speakers of regional language A can switch codes or speak regional language C through the following example.

The dominant A language chosen by the respondents is Javanese. Speakers of language A (Javanese) can accommodate language C (Betawi, Sundanese, Bangka Malay, Lampung, Palembang, Madura, Balinese, Sasak, Ogan, Minang, Ambonese Malay, Batak). For example, Javanese speakers can accommodate Betawi language through the antepin utterance 'shut up or don't care'; bae 'only'; kaga 'no'; ngapa 'why'; encing 'aunt'; babeh 'father'; kagak danta 'unclear'; bagenin aja 'let it go'; goroh 'lie'; awang 'lazy'; keduman 'get'; bejibun 'very much'; molor mulu 'sleeping all day long'; ; even, they use proverbs in the Betawi language gali kubur sendiri 'digging one's own grave'; buang batu umpetin tangan 'throw stones hide hands' or sebagor-bagornya orang Betawi tetep kudu bisa ngaji 'how naughty Betawi people are, they must be able to recite the Qur'an'

Study Recommendations

Some of the recommendations for the study to be followed by the ministry or institution are as follows.

- (1) Students, as the object of this research study, show the results of a positive and accommodative attitude towards regional languages, Indonesian languages, and foreign languages. However, the statistic is moderate and very weak in the interlanguage correlation test. For this reason, as the spearhead of the development and development of Indonesian and regional languages, students must be given intensive training on the importance of strengthening Indonesian and regional languages as unifiers and national identity. Thus, students' positive attitude is not easily eroded by the rapid development of information technology. Moreover, the statistics between moderate and fragile need to be improved through intensive training, so, the understanding of language diversity is stable and does not weaken.

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