Article

The Vitality of Mother Tongues in a Multilingual Society in Dieng, Central Java

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ABSTRACT

Multilingual conditions can threaten the mother tongue in a tourism area because most people use other languages when interacting with tourists. Thus, it can hamper the inheritance of the mother tongue or even replace it with another language. This study used a sociolinguistic theoretical approach to measure the mother tongue's vitality level in a multilingual community in Dieng, Central Java. This descriptive study used a mixed method. Data were collected from interviews with 53 informants and with the help of a research instrument namely the Interview Package of "Basa Urang". Data were analyzed based on Miles dan Huberman's model (1984), covering data collection, reduction, presentation, and drawing conclusions. The study results showed that the vitality of the mother tongue in the multilingual community in Dieng, Central Java is in the vulnerable category as the mother tongue is only used in the domestic domain. This is proven by the percentage level of mother tongue use based on patterns 'with', patterns 'in', and patterns 'for'. The main factors causing the low vitality of the mother tongue in the multilingual community in this area are economic and educational. This study describes the condition of each living language in a multilingual society in Dieng, Central Jawa. This study provides quite large implications in describing the vitality of mother tongues in a multilingual society in Dieng, Central Java, but further studies are needed to get a deeper understanding of the implications.

I. INTRODUCTION

Indonesia had 718 regional languages spread over 2,560 observation points in 2019 (Kementerian Pendidikan dan Kebudayaan, 2019). This number can change over time as language is dynamic and depends on the speakers' language attitudes. Language attitudes can be influenced by some factors, such as internal factors originating from the individual speaker and external factors, namely the environment in which the speaker lives. The majority of community groups in Indonesia are heterogeneous.

Dieng is a region that comprises of diverse speech communities. As a result, it encounters numerous hurdles in utilizing different regional languages. This is because this area has many tourist attractions with a high number of tourist visits such as Sikunir, Mount Prau, Telaga Warna, Arjuna Temple, Sikidang Crater, and others. They attract the attention of both domestic and foreign tourists. It means that there can be a large-scale language contact in this area.

Local communities in a tourism area are slowly forced to learn other languages, such as other regional languages, Indonesian, and foreign languages. The goal is to adapt and communicate with tourists. People living in tourist areas usually take advantage of tourism to make a living by selling. The greatest risk of large-scale language contact is language shift, particularly a shift towards local regional languages. Mother tongue must remain alive to maintain the identity of the speaking community. Kecskes and Papp (2000, p. 2) explain that the mother tongue must be maintained

regardless of how difficult it is to maintain it and no matter how many other languages being mastered.

Recently, 3000 regional languages have been threatened with extinction putting the World Atlas of Language at risk (UNESCO, 2020). Anindyatri and Mufidah (2020, pp. 27–33) mapped the vitality status of regional languages in each province in Indonesia. First, 19 regional languages in 9 provinces are stable but threatened with extinction. Second, two provinces have three regional languages which are experiencing a decline. Third, 24 regional languages in 10 provinces are classified as endangered. Fourth, five regional languages in 3 provinces have critical status. Fifth, 11 regional languages in 4 provinces have extinct status. Mother tongues in many parts of the world are threatened with extinction.

Language problems are challenging to solve. Languages are more than just a means of communication; they can expose the skills, worldview, and characteristics of the speaker (Cargile, Giles, Ryan, & Bradac, 1994; Dragojevic & Giles, 2016). Languages are a tool that can increase a sense of solidarity in a speech community (Bourhis, 1983; Bourhis, Giles, & Tajfel, 1973; Dragojevic & Giles, 2016; Saidat, 2010). Besides, Astawa (2018) explains that languages have some important functions in social life, namely as a means of communication, a means of familiarity, and a means of self-identity in the form of regional pride.

Today, regional languages do not only compete with each other but also with Indonesian and other languages. Holmes (Holmes, 2013) explains that the languages spoken by different individuals or groups can gradually replace the mother tongue. Language competition can occur between regional languages, national languages, and foreign languages (Sobarna, 2007). The temptation to adopt more common regional, national, and international languages has led to a decline in the number of regional language speakers and even raised concerns about language competition (Arka, 2013, p. 77). It is in line with Arka (2013), Wurm (2003, p. 21) that Indonesian is increasingly displacing other regional languages, especially among younger speakers. The younger generation is brainwashed into speaking Indonesian during formal education.

On the other hand, some preschool and elementary schools in Indonesia prefer to use a foreign language as the language of instruction during the teaching and learning process. Besides functioning as a language of instruction, foreign languages serve as markers of a child's social status. The reduced use of regional languages among children indicates that the language is starting to decline and shift. Referring to UNESCO (in Austin & Sallabank, 2011, p. 3) and Badan Pengembangan dan Pembinaan Bahasa (2020, p. 11), languages are considered to be in danger of becoming extinct if children no longer learn their mother tongue. One possible solution to overcome this linguistic problem is to encourage children, grandchildren, and even great-grandchildren to use their mother tongues, at least in the family domain. Regional languages can also be used as the language of instruction in teaching literacy to children, if possible.

To maintain linguistic diversity, particularly in mother tongues, UNESCO has initiated International Mother Language Day (IMLD) since 1999 which stems from the anxiety that some regional languages are almost extinct. Abbas and Iqbal (2018, p. 201) explain that the life of a language depends on the speaker's linguistic attitudes. The development of a language will be guaranteed if its speakers have a good attitude towards the language. The future of a language is threatened when the speakers show or maintain a negative attitude towards the language.

Some previous studies have examined the vitality of language in conventional spaces. Firman, Astar, and Nugroho (2023) have proven that the vitality of Moronene language has declined to 0.54. Besides, Rahmawati, Fasya, and Sudana (2022) revealed that the vitality of Sundanese in virtual spaces, especially in the YouTube Fiksi channel is positive. Moreover, Ariyanti and Sofian (2021) showed that the speaking community in Kuningan District still faithfully uses Sundanese with a percentage of 82%.

The significance of the mother tongue in multilingual communities, especially in tourist areas like Dieng in Central Java, has not been given enough attention in previous studies. It is important to note that these areas are highly susceptible to language shifts. Consequently, it is advisable to conduct studies on language vitality in this region to monitor the use of the mother tongue in multilingual communities. This research will assist policymakers in formulating effective strategies to prevent the extinction of languages.

The current study is necessary to provide valuable insights for preserving regional languages and advancing the Indonesian language. Over the years, the development of the Indonesian language has been influenced majorly by regional languages, with Javanese being one of the most prominent ones. The Indonesian language has assimilated many Javanese words into its vocabulary. In order to make the Indonesian language an official UN language by 2045, a potential strategy could be to preserve and include other regional languages besides Javanese.

Sociolinguistics is the study of language and its relationship with society (Hazen, 2010; Holmes, 2013; Hudson, 1996; Lillis, 2013; Spolsky, 1998). Sociolinguistics is an interdisciplinary science between linguistics and sociology that emphasizes the relationship between language and its users (Chaer & Agustina, 2010, p. 4; Nababan, 1993, p. 2; Pateda, 2015, p. 3–4; Sumarsono, 2017, p. 1).

Language vitality depends on the speakers' language attitudes which means that language vitality and language attitudes are closely interrelated (Bell, 1976; Gomashie, 2023; Grenoble, 2011). Grenoble (2011, pp. 39–40) states that a more positive attitude increases the vitality of language, while a more negative attitude supports change. A language loses vitality when it is used less frequently in contexts with fewer speakers. Language will be closer to extinction as its vitality decreases (Ibrahim, 2011, p. 49). The vitality of languages is influenced by 7 factors, namely language standardization, language vitality, autonomy, historicity, reduction, mixture, and policy (Wardhaugh, 2006, p. 33).

Greenfield classified language use into five categories namely, kinship, friendship, religion, education, and work (see Fishman, 1972)they have to be mechanically air-conditioned to achieve the required thermal comfort for worshippers especially in harsh climatic regions. This paper describes the physical and operating characteristics typical for the intermittently occupied mosques as well as the results of the thermal optimization of a medium size mosque in the two hot-dry and hot-humid Saudi Arabian cities of Riyadh and Jeddah. The analysis utilizes a direct search optimization technique that is coupled to an hourly energy simulation program. Based on that, design guidelines are presented for the optimum thermal performance of mosques in these two cities in addition to other design and operating factors that need to be considered for mosques in general. © 2009 The Author(s. The interlocutor, setting, and subject of conversation differentiate these five domains. First, in the kinship aspect, the interlocutors are parents and the topics discussed are usually related to how to be a good son or daughter. Second, in the aspect of friendship, the person you are talking to is a friend, and the topic of conversation is usually related to how to play certain games. Third, in the religious aspect, the interlocutor is a religious teacher or religious figure, and the topic of conversation is usually related to how to be a good religious person. Fourth, in the aspect of education, the interlocutor is a teacher, and the topic of conversation is usually related to how to solve problems. Fifth, in the aspect of work, the interlocutor is the employer, boss, or co-worker and the topic of discussion is how to make efficient performances.

UNESCO (in Austin & Sallabank, 2011, p. 3) and Badan Pengembangan dan Pembinaan Bahasa (2020, p. 11) categorize language vitality into the following 6 categories:

(1) Safe: The language is spoken by all generations, and intergenerational transmission is uninterrupted.

(2) Unsafe/vulnerable: Most children speak the language, but it may be limited to certain domains (e.g., home).

(3) Definitely Endangered: Children no longer learn their mother tongue at home.

(4) Severely Endangered: Language spoken by grandparents and older generations. The older generation still understands it, but they don't use the language with their children or among themselves.

(5) Critically endangered: The youngest speakers are grandparents or the older generation who only partially or rarely speak the language.

(6) Extinct: There are no longer any speakers who use their mother tongue.

The determination of the vitality status of regional languages in the Dieng plateau area, Central Java is based on the language status categories above.

Based on the research problem, this research generally aims to describe the vitality of mother tongue in multilingual communities in tourism areas of Dieng, Central Java. Specifically, this

study aims to describe the vitality of mother tongue in multilingual communities in tourism areas of Dieng, Central Java by gender, age, and education levels.

II. METHODS

This descriptive study used a mixed method. Creswell (2009) emphasizes that mixed methods can be used to produce more comprehensive, complete, and superior answers and understanding. This study aims to describe the vitality of local languages in Dieng, Central Java.

This study mainly used sociolinguistics theory to assist the method. Sociolinguistics is a study of a language and its relationship with society (Spolsky, 1998). The social use of language spreads into all phenomena that become the subject of sociolinguistic studies.

The data was collected from interviews conducted with 53 individuals who have different mother tongues. The study involved 28 male and 25 female participants. The informants consisted of 25 young and 28 older individuals. In terms of educational levels, 45 participants had a low education level and 8 participants had a high education level. Additionally, the diversity of the participants' backgrounds is related to variations in their mother tongue. The informants were speakers with different mother tongues, such as (1) Javanese (BJ) with a total of 17 people, (2) Kromo (BJK) with a total of 5 people, (3) Ngapak (BJN) with a total of 4 people, (4) Dieng (BJD) with a total of 23 people, (5) Wonosobo (BJW) with a total of 1 person, (6) Malay (BM) with a total of 2 people, and (7) Sundanese (BS) with a total of 1 person.

This study utilized the "Interview Package of Basa Urang," an instrument developed based on Cohn et al.'s work (2013, pp. 9-10). The instrument grouped language domains into five categories, following Greenfield's concept, which includes family, friendship, religion, education, and work (Fishman, 1972, p. 445). These five domains differentiate based on the interlocutor, setting, and the subject of conversation. Cohn et al. (2013, pp. 9–10) further divided language use patterns into three categories: patterns "for," patterns "in," and patterns "with." In this study, the primary data were categorized using these three types of language use.

This study was carried out in Dieng, Central Java, an area popular for tourism. Observations have shown that the local Javanese-speaking people have been exposed to language contact with both domestic and foreign tourists. The research method followed the flow outlined by Miles and Huberman (1984), which includes six stages: (1) selecting the research topic, (2) collecting data, (3) reducing data, (4) classifying data, (5) presenting data, and (6) drawing conclusions. The data collection process involved the researchers' recording and interview techniques.

III. RESULTS

The discussion of this study includes a description of the vitality of the mother tongue in Dieng, Central Java, based on the gender, age and education level of the informants. Besides, data are also classified based on language use patterns.

Vitality of Mother Tongue Based on Informant Gender

Based on informant gender, data are classified into three patterns of language use, namely patterns 'with', patterns 'for', and patterns 'in'. A detailed description of the vitality of mother tongue use based on informant gender can be seen below.

Pattern 'with' based on Gender Differences

Based on the results of the analysis of the vitality of the mother tongue using pattern "with", speakers did not significantly use the mother tongue in the family domain. The vitality of the mother tongue in the family domain by gender can be seen below.
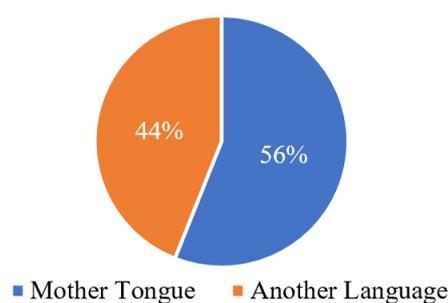
Figure 1. Pattern "with" of male informants

Based on Figure 1, 56% of male informants use regional languages with their families. Informants who use regional languages with their families are PBJ, PBJK, PBJN, PBJD, PBM, and PBS. Male informants speak Malay with their family because they grew up in the Mandailing area for a long time. Meanwhile, some informants use Sundanese because they were born in Bandung.
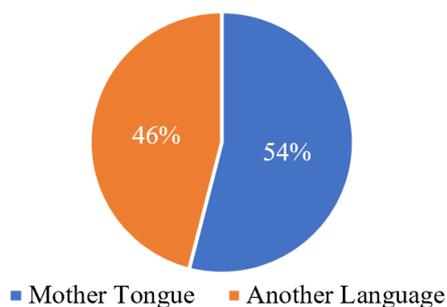
Figure 2. Pattern "with" of female informants

As shown in Figure 2, most female informants also use regional languages with their families (54%). Informants who use their regional language are PBJ, PBJK, PBJN, and PBJD. Therefore, the inheritance of regional languages in the family domain is still quite good.

Besides being used with family, regional languages are used with neighbors and servants. Male and female informants dominantly use their respective regional languages due to the similarity of regional languages between the informants and their neighbors and servants.

Both male and female informants use Indonesian when communicating with other or mixed ethnic groups. This is to make the communication process run smoothly.

Pattern 'for' based on Gender Differences

Based on the results of the analysis of the vitality of the mother tongue using pattern "for", speakers significantly use the mother tongue to get angry and dream. The vitality of the mother tongue using the pattern "for" can be seen in Figure 3.
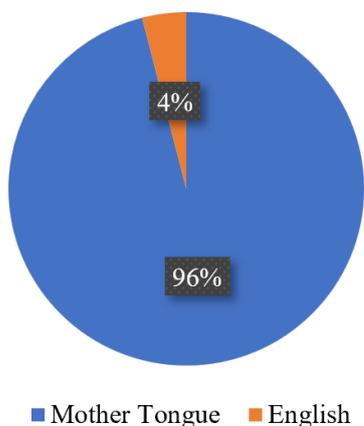

Figure 3. Pattern "For" based on gender differences

Based on Figure 3. informants use regional languages during spontaneous language activities, such as anger and dreams. It indicates that regional languages are still dominantly used to express

the speaker's feelings. However, 4% of other informants used English when dreaming.

During prayer, both in the heart and places of worship, the informants use their respective regional languages. However, some informants use Indonesian and Arabic for praying. This is influenced by the religion being adhered to.
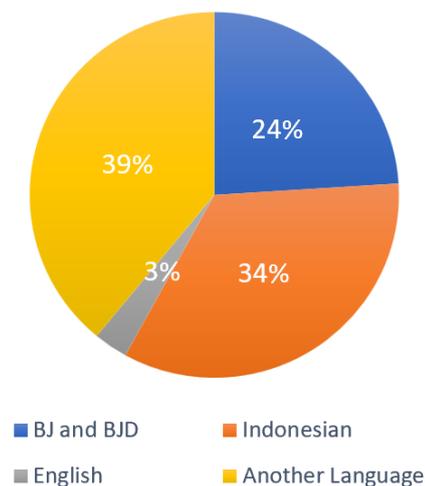

Figure 4. The use pettern 'for'

Figure 4 shows male and female informants use Javanese and Jawa Dieng. Besides, male informants sometimes use Indonesian for counting, where the intensity of use reaches 24%. Meanwhile, for female informants, the intensity of use of Indonesian for numeracy activities is higher, namely 34%. Moreover, female informants also use English to count with an intensity level of up to 3%. The variety of language used in counting activities is affected by the need for informants to interact with tourists.
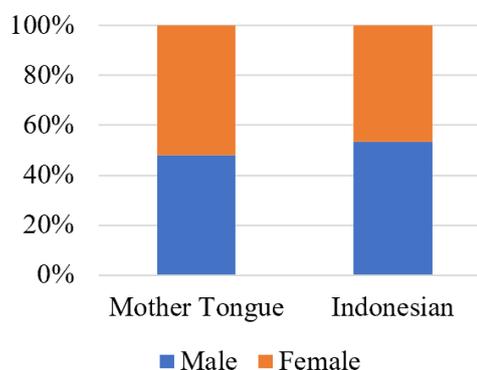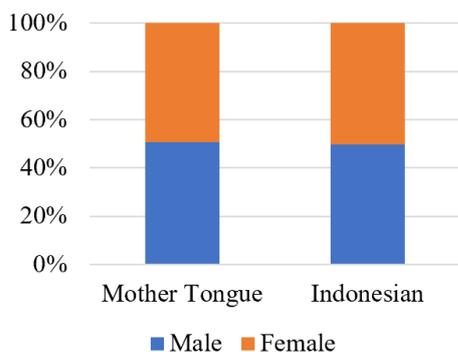

Figure 5. Pattern "For" based on language used in SMS

Based on Figure 5, informants tend to use regional languages when exchanging messages via SMS. This is because the interlocutor uses the same

regional language. However, the regional language used is not significantly different when compared to Indonesian. Informants also intensively use Indonesian. The percentage of intensity of use of Indonesian for message exchange activities reached approximately 41% (male informants) and approximately 36% (female informants). The use of Indonesian for message exchange activities aims to make it easier to abbreviate.


Figure 6. Pattern "For" based on language used in mass media

Figure 6 indicates both male and female informants intensively use Indonesian to read newspapers, magazines, and novels, and listen to music and radio, and even watch television. Male informants' use of Indonesian increased by more than 56%. Meanwhile, the intensity of the use of Indonesian by female informants reached more than 57%. The high intensity of the use of Indonesian can be due to the limited regional language media.

Pattern 'in' based on Gender Differences

Based on the pattern of regional language use, informants intensely use Indonesian in the familial and friendship domains, such as at home, stalls/markets, and playgrounds. This indicates that the closer the speaker's emotional relationship with the speech partners, the higher the intensity of regional language use. This is reinforced by the minimal use of regional languages in the work/public domains, such as workplaces, banks, and post offices. In the aspect of work, informants tend to prefer Indonesian because formal situations and conditions require them to use a language that everyone can understand so they use Indonesian which is a national language and more relevant for use in official situations.

Besides the field of work, Indonesians dominate language use in education. The formal nature of the learning situation and various learning materials, such as books and other learning media
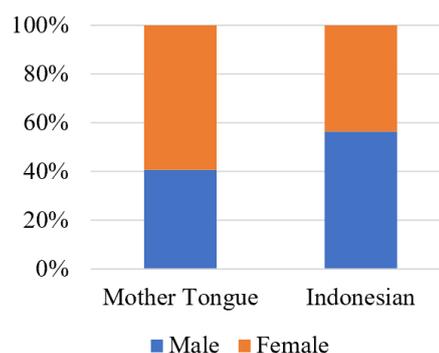
**Figure 7. Pattern "in" based on gender difference**

tend to use Indonesian. Figure 7. shows more than 67% of male informants chose to use Indonesian in the educational field, and almost 100% chose to use Indonesian at the tertiary level. Meanwhile, the intensity of the use of regional languages by female informants only reached 48%. This means that the intensity of regional language use between male and female informants is different. Male informants tend to have a more negative attitude towards regional languages, while female informants have a more positive attitude towards regional languages.

Vitality of Mother Tongue Based on Informant Age

Based on the informant's age, the data are classified into three patterns of language use, namely patterns 'with', patterns 'for', and patterns 'in'. The vitality of mother tongue use based on informant age can be seen below.

Pattern 'with' based on Age Differences

Based on the analysis of the vitality of the mother tongue using pattern "with", speakers significantly use the mother tongue to communicate with older and younger speakers. The vitality of the mother tongue by age can be seen below.
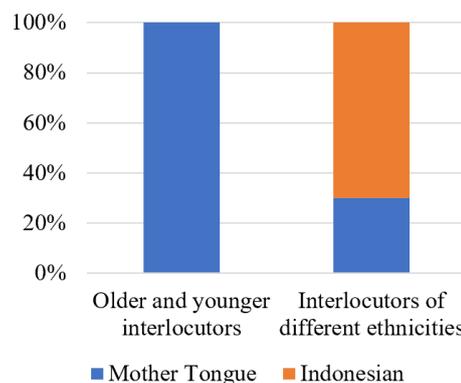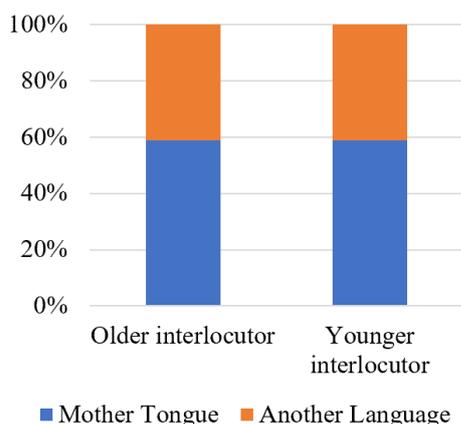

Figure 8. Pattern "With" based on age differences

Based on the results of the data analysis, all informants have positive language attitudes towards regional languages. Both male and female informants used regional languages to communicate with older and younger interlocutors such as grandfathers, mothers, fathers, husbands/wives, brothers, sisters, relatives, servants, neighbors, and friends of the same tribe (Javanese). The intensity of the use of regional languages reached almost 100%. However, 70% of informants used Indonesian with friends of different ethnicities/ regional languages.
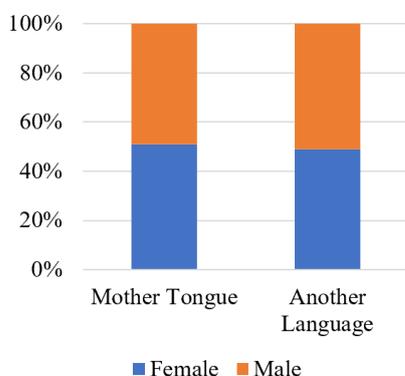
Pattern 'for' based on Age Differences

Based on the analysis of the vitality of the mother tongue using pattern "for", speakers equally use the mother tongue and other languages to communicate with older and younger speakers. The vitality of the mother tongue by age can be seen in Figure 9.

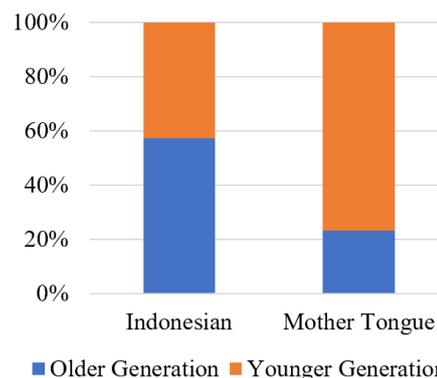**Figure 9. Pattern "For" based on age differences used in SMS**

Figure 10 shows he intensity of using regional languages to communicate via SMS for young and old informants reached 59%.

Figure 10. Pattern "For" based on gender differences used in social media

Figure 11 indicates that young female and male informants tend to prefer using regional languages

for playing social media with an intensity of 52% and 50%, respectively.

Figure 11. Pattern "For" based on age differences used in printed media

In literacy activities, most young informants choose Indonesians to read novels, magazines, and newspapers (90%). Meanwhile, older informants had a lower intensity of using Indonesian in literacy activities (67%). This indicates that older informants have more positive language attitudes than younger informants in literacy activities. This can be due to the high percentage of young informants who use Indonesian. The lower intensity level of older informants can be influenced by their inability to read and write. Only 38% of young and old informants use regional languages, especially Javanese and Jawa Dieng, to listen to music and radio.

Pattern 'in' based on Age Differences

Based on the analysis of the vitality of the mother tongue using pattern "in", speakers did not significantly use their mother tongue to communicate with older and younger speakers. The vitality of the mother tongue by age can be seen inf Figure 12.
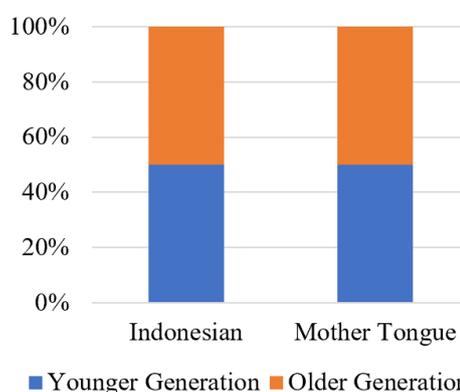
Figure 12. Pattern "in" based on age differences

54% of informants, both old and young, use regional languages in the family and public domain, such as homes, markets, food stalls, and public transportation. However, in the field of work, young informants equally use regional languages and Indonesian.
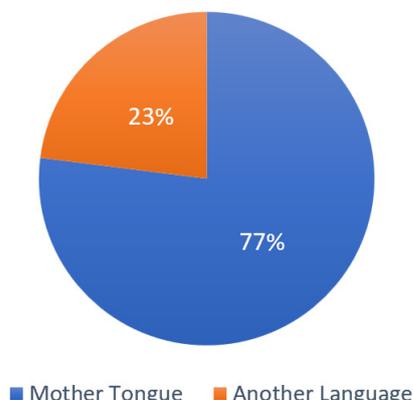

Figure 13. Pattern "in" based on in work

In contrast to young informants, most older informants use regional languages in the field of work, with an intensity of use reaching 77%, while the other 23% use Indonesian. Besides using regional languages and Indonesian equally, young and old informants also use English (7%) in the work area due to work demands.

More than 50% of young and old informants use Indonesian in the educational field. This is because the majority of learning resources are in Indonesian. Besides, formal teaching and learning activities require informants to use the national language, Indonesian. Regional languages are still used in the field of education, but they are limited to communication activities with friends only.

Vitality of Mother Tongue Based on Educational Level

Based on the educational level, data are classified into three patterns of language use, namely patterns 'with', patterns 'for', and patterns 'in'. The vitality of mother tongue use based on educational levels can be described below.

Patterns "with" Based on Educational Level Differences

Based on the results of data analysis, informants with a higher level of education choose to use regional languages with their families. Javanese, Kromo, Ngapak, and Sundanese speakers are informants with a high level of education. However, informants with a low level of education tend to choose to use regional languages. Informants with common educational backgrounds are speakers of Javanese, Kromo, Ngapak, and Malay. This indicates that informants with high and low educational backgrounds use regional languages to communicate with families. Even though the use of regional languages is relatively high, Indonesian is also used by informants with a high educational level (17%) and a low academic level (9%) to communicate with their husband/wife and siblings.

The use of language with neighbors and housemaids in the higher education category is dominated by Javanese, Kromo, and Jawa Ngapak. Meanwhile, regional languages in the low education category are quite diverse, such as Javanese, Kromo, Ngapak, Dieng, and Malay. In addition, 10% of informants with low education categories use Indonesian with their neighbors.
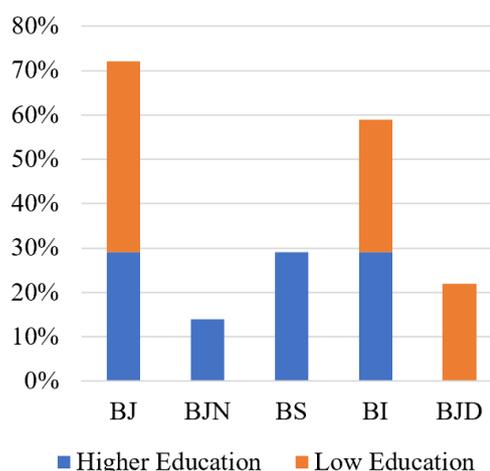
Figure 14. Pattern "with" based on educational level

Based on the category of regional languages used with friends of the same tribe, Figure 14 shows informants with higher educational backgrounds still use regional languages, starting from Javanese (29%), Jawa Ngapak (14%), Sundanese (29%), and Indonesian (29 %). Moreover, informants with low educational backgrounds tend to use regional languages, starting from Javanese (43%), Jawa Dieng (22%), and Indonesian (30%).

Based on the category of regional language use with friends of different ethnicities, all informants with a higher education level use Indonesian (100%). Even, informants with low educational backgrounds tend to use Indonesian (80-90%). This means that informants with a higher educational background are more easily exposed to

the influence of other languages, both Indonesian and foreign languages, so the intensity of their use of regional languages is lower than those with a low education level.

Patterns 'for' based on Educational Level Differences

Based on the analysis of the vitality of the mother tongue using pattern "for" pattern, t speakers did not significantly use their mother tongue for literacy activities. The vitality of the mother tongue by different levels of education can be seen in Figure 15.
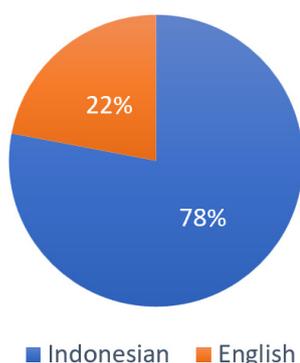
Figure 15. Pattern "for" based on educational level

Based on language use patterns, more than 75% of informants with high and low education levels use Indonesian for literacy activities, such as reading newspapers, reading magazines, reading novels, listening to music, listening to the radio, and watching television. However, 22% of informants with higher education levels chose to use English to listen to music. Furthermore, some informants with low educational backgrounds decide to use English (4%) and Arabic (2%) to listen to music/radio.

Many informants use regional languages to exchange messages via SMS with family, friends, and husband/wife. Informants with low education levels tend to have a more positive attitude towards regional languages than those with higher educational backgrounds. This can be seen from the level of intensity. The intensity of using regional languages for informants with low and high education levels reached 52% and 42%, respectively. The factor influencing the level of intensity of using regional languages to exchange messages via SMS is the inability of informants with low education levels to read and write.

In accessing social media, informants with higher educational backgrounds have a negative attitude towards regional languages. It can be seen from the high intensity of using Indonesian when using social media, namely 80%. Meanwhile, informants with low education levels have a more positive attitude toward regional languages because the intensity of the use of Indonesian is only 41%.

Patterns "in" based on Education Level Differences

Based on the analysis of the vitality of the mother tongue using pattern "in" speakers use the mother tongue and Indonesian equally in public spaces. The vitality of the mother tongue by different levels of education can be seen Figure 16.

Figure 16. Pattern "in" based on educational level

Most formal settings such as banks, post offices, and schools, tend to use Indonesian than regional languages. However, informants sometimes have the same attitude in using regional languages and Indonesian. For example, informants with higher education backgrounds use regional languages and Indonesian equally at work and school with an intensity of 50% each. However, the intensity of use of Indonesian is increasing in higher education, such as when communicating with lecturers (80%) and when communicating with friends (57%). Meanwhile, Indonesian use at post offices and banks has the same high percentage, namely 100%.

In contrast to informants with higher education levels, those with lower education levels have a more positive attitude towards regional languages in public/formal domains. Informants with low education levels use Javanese (42%), Jawa Ngapak (4%), Jawa Dieng (16%), Indonesian (31%), and English (7%) at work, post offices, banks, and schools. If accumulated, the use of regional languages by informants with low educational backgrounds reaches 62%. It indicates that there are significant differences in the intensity of the use of regional languages in the public/formal domain between informants with high and low education

levels. The use of regional languages dominates communication activities with members of the same tribe, regardless of the education level.

Informants with both high and low education levels predominantly use their regional language in the domestic domain. However, in the public domain (public transportation), informants with high and low education levels have opposite language attitudes. Around 71% of informants with higher education levels use Indonesian on public transportation and only 29% use Javanese. Meanwhile, the intensity of regional language use of informants with low education levels is 71%, while the other 29% use Indonesian. This means that the higher the level of education, the higher the use of Indonesian in the public domain.

This study proves that the higher the education level, the higher the use of Indonesian. In detail, the use of Indonesian at the elementary school level and tertiary level reaches 56% and 80%, respectively. Besides, due to leaning demand, speech partners are increasingly varied/heterogeneous regional languages. Thus, the use of Indonesian is a solution to overcome the difference between speakers and interlocutors.

IV. DISCUSSIONS

The results of this study emphasize four critical points. First, regional languages are dominantly used in the domestic domain with family and friends of the same ethnic group. Regional languages cannot compete with Indonesian in public domains such as schools and workplaces. This research's findings strengthen the results of previous study by Firman, Astar, and Nugroho (2023). It is proven that regional languages have started to shift. This shift is marked by the low level of vitality of the mother tongue in daily language activities, especially in the public domain.

Second, the use of mother tongue in multilingual communities in Dieng, Central Java is quite diverse. The diverse backgrounds of the speakers and the various languages used. This diversity ultimately affects language contact and language shift, especially mother tongue. Rahmawati, Fasya, and Sudana (2022) reported that languages influenced each other, both in conventional and virtual spaces.

Third, work and educational demands require speakers to use our national language or even international language. Benu, et al. (2023) argue

that socio-economic factors contribute to the shift towards the majority language and cause the loss of the language of minority groups. Thus, all parties need to provide both formal and informal support for regional languages. Lin (2023) proves that the dominance of English is no longer inevitable. Fourth, older-generation speakers tend to be more conservative than younger-generation speakers.

Lastly, this research identified factors affecting a language's vitality, namely age, education, and gender. The age factor is one of the findings of Rahmawati, Fasya, and Sudana (2022) concerning the use of Sundanese language in virtual spaces. The results of his research also prove that age greatly influences a speaker's language attitudes.

Based on the results of analysis, the results of this study are in line with Iye, et al. (2023) that Maluku Province has many language use variations such as regional languages, Indonesian, English, Romance languages, and Arabic (Iye et al., 2023). This condition is influenced by the environment in which the language is used. Besides, the study reveals the influence of religion, culture, and media in which the language use highly influences the identity of the Maluku people.

Besides Iye et al., (2023), Begum and Sinha (2021) explain that regional languages are currently experiencing marginalization. This is in line with Dağdeviren-Kırmızı (2023) that most informants prefer to use Russian rather than their language, Turkish. Dağdeviren-Kırmızı (2023) argues that the shift in language use is due to a lack of reading materials in the educational sector.

Different from Iye et al. (2023) and Dağdeviren-Kırmızı (2023), Toró (2023) proves that the majority of Hungarian-speaking children learn in their mother tongue in Hungarian classes. Varah and Pawar (2023) and Tran (2023) also reveal that speakers have positive attitudes towards their mother tongue. However, speakers' language attitudes are influenced by the pressure to use standard language in the public domain (Varah & Pawar, 2023). On the other hand, no government policy has provided a more significant share of the use of regional languages in the education domain so far.

Regional languages play an essential role in social development and preserve speakers' cultural and linguistic attributes (Chikaipa, 2023). Benu et al., (2023) argue that the state is responsible for

formal support through legislation and protection. Meanwhile, individuals, community groups, and non-governmental organizations need to provide informal support.

Based on the analysis and discussion results, this research proves that shifts in regional languages or mother tongues can occur in homogeneous or heterogeneous communities. In addition to external factors, the vitality of languages is influenced by internal factors. Research concerning language vitality in multilingual communities in Dieng, Central Java also strengthens and proves previous research. This current research's results can fill gaps not discussed in previous research.

Based on the results of the study, the vitality of regional languages in Dieng, Central Java is in the vulnerable category because regional languages are only used in the domestic domain. Referring to UNESCO (in Austin & Sallabank, 2011, p. 3) and Badan Pengembangan dan Pembinaan Bahasa (2020, p. 11), languages with vulnerable status are characterized by most children speaking the language, but it may be limited to specific domains (for example, at home). However, this study cannot generalize the vitality of regional languages in this area as a whole because the number of informants is too small to represent the majority of people in this area. Therefore, further studies related to the vitality of regional languages in Dieng, Central Java are needed.

V. CONCLUSION

Based on the results and discussion, it can be concluded that the vitality of the mother tongue in multilingual communities in Dieng, Central Java, is considered vulnerable. This condition is caused by some factors, such as age, gender and education. This research strengthens previous research regarding the vulnerability of regional or mother tongue shifts in society. Besides, this research has other implications, namely to monitor the condition of the vitality of the mother tongue in multilingual communities in Dieng, Central Java. Policy makers can utilize the results of this study to formulate strategies to prevent language extinction in Indonesia. This research has some limitations that can be solved by further research. This research involves less sufficient informants to represent the majority of the population in Dieng. Thus, the results cannot be used to generalize the vitality of regional languages in the region as a whole. Therefore, future studies need to focus on the survival of regional languages in Dieng, Central Java.

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