HERITAGE LANGUAGES ACQUIRED, LEARNED, AND USED AMONG KALIMANTAN UNIVERSITY STUDENTS, INDONESIA: A PERCEPTION

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ABSTRACT

Heritage language is a language taught and learned from parents. It was integrated from generation to generation. In Kalimantan, heritage languages are very various and has developed due to many influences from internal and external factors. This research aims (1) to describe how students perceive the languages(s) they acquired, learned, and used and (2) to describe their use and perceptions on heritage languages maintenance. This research was a qualitative statistic. In collecting data, the researcher employed interview, questionnaire, and observation. In analyzing data, the researcher relied on Miles and Huberman model for qualitative data and statistic formulas for quantitative data. Based on the findings, it was found that (1) students perceive the languages they acquired, learned, and used in specific ways from the three languages mastered, such as involving in a language community, communicating with family members, friends, including learning from TV or film, and (2) students feel happy to use their HL to communicate with people with different backgrounds and show their identities. Therefore, it can be concluded that students acquire, learn, and use their languages into various ways, while maintaining those languages, they tend to involve in a language community and family members. Indeed, students from various ethnic backgrounds can make the learning process meaningful by knowing many local languages and cultures in a classroom.

Keywords: perceptions, Kalimantan Students, language heritage, and maintenance.

INTRODUCTION

In this globalized era, heritage language is an important language to be preserved because its speakers are decreasing. According to Little (2017), heritage languages face problems in this globalization era. Those languages seem to disappear slowly because the young generation of the language is decreasing. Heritage language loss is specific anxiety among younger generation. Therefore, it is a big problem in society when a heritage language is no longer attractive to young age. It is taught since birth and spoken at home with parents and other family members (King and Ennser-Kananen in Ansó Ros et al., 2021; Indriani, 2019). Moreover, humans are not born to produce utterances in a specific language, but they acquire their first language in a culture (Yule, 2020, p. 11).

From those situations, the researcher thinks it is needed to analyze current research relating to heritage languages that focus on language use and maintenance from the problem. In definition, language use in a multilingual context is related to language choice in a particular situation and domain, while language maintenance refers to a situation in

which a minority language (Nursanti et al., 2020, p. 232; Plešković et al., 2021, p. 70). Therefore, the researcher would like to see how heritage language is used and maintained.

One state university, located in Samarinda, East Kalimantan, Indonesia, was chosen as an object of this research. The university is the biggest state in East Kalimantan, with 13 faculties and 96 departments. The researcher chose the university because (1) Students studying in the university are more varied. They come from cities around and outside of East Kalimantan and, and (2) the university is one of the choices in studying at higher education around the new capital city of Indonesia in the future. To be more specific, the researcher chose the English literature department to be investigated. Three reasons for involving the department in this research because (1) the department focus on languages and literature studies, (2) students of the department are multilingual that do master not only Indonesian and English language but also master local languages, and (3) students are from various background around East Kalimantan.

Several previous studies were used to support this research. First, a study about heritage language learning (HLL) and Ethnic Identity maintenance among Chinse-Canadian Adolescents found that heritage language is important to learn and build a strong communicative orientation in the acquisition (Chow, 2018). Second, Indriani (2019), in a study about preserving Indonesian's heritage language in a globalization era, reported that parents' attitudes and institutional policy are considered two factors in significantly determining heritage languages maintenance. Third, maternal input quality may affect the outcome of heritage language acquisition of children, as concluded in research about the effects of parental input quality in child heritage language acquisition (Daskalaki et al., 2020). Last, Carreira & Kagan (2011), in a survey of HL for teaching, curriculum design, and professional development, found that learners have limited exposure to the HL outside the home and have positive HL attitudes and experiences.

Therefore, this research aims to gain a concept of heritage language use and maintenance among English Literature Students by addressing two research questions to discuss, namely: (1) how do the students perceive the language (s) they acquired, learned, and used? , and (2) how are their use and perceptions on heritage language maintenance?

REVIEW OF THE LITERATURE

Language Use in the Education setting

Language use is always related to how people use a language in society. Sometimes, a different language is used at home, school, or friends' circles. Several studies have been

reported to analyze language use itself. First, Nursanti et al. (2020) analyzed patterns of language use among multilingual university students majoring in English revealed that students tend to use Javanese at home because of intimacy and habit. English is used for academic purposes, while Indonesian is used to communicate with lecturers. Second, Kang (2008) investigated the language classroom use by a Korean school EFL teacher found that a non-native EFL teacher did not employ TETE (Teaching English through English) entirely because of students' interest and teacher motives. Third, Vizconde (2011) focused on language use at one university in the Philippines. The study revealed that students and teachers use their first language in comfort zones (e.g., home, recreational centers, etc.), while English is used in an academic situation.

In another, Fatima & Al Qenai (2021) analyzed Arabic and other English language use. Most students argue that English is better when taught in the classroom as a medium instruction at high school and college levels. Almusharraf (2021) studied first language use in EFL classes among Saudi Arabian faculty and learners found that L1 use in L2 classes becomes a subjective issue to instructors' experience, learners' proficiency level, and the complexity of the skill being taught.

From those explanations, it can be said that language use in education is varied enough. In the education field, most of the students from several studies mentioned tend to employ English as a medium of instruction during the learning process. In contrast, L1 or heritage language tends to be used at home or family's circle.

Affecting Factor in Language Maintenance

Language maintenance is perceived as someone or one minority community preserving their language among the majority. Two factors in language maintenance: (1) if families from a minority group live near each other and see each other frequently, this also helps them maintain their language and (2) for those who emigrate is the degree and frequency of contact with the homeland (Holmes & Wilson, 2017, p. 67). In another factor, Pauwels in Plešković et al. (2021) writes that there are three factors of Language Maintenance or shift: individual characteristics (e.g., age, gender, educational background), minority group characteristics (e.g., the number of language speakers, cultural similarity), and majority group characteristics (e.g., attitudes towards the minority language/culture). These factors cannot work independently and become the single factor of LM or LS.

Two previous studies reported language maintenance. First, P Veettil et al. (2021) studied language maintenance, and language shift found that family domains valorize their

heritage language and even speak other languages by assimilating dissimilar cultures. Mass media hold a crucial role in maintaining their language and cultural identity among Keralites in Oman. Second, Bissoonauth & Parish (2017), focused on the perception of ancestral languages and cultures in New Caledonia, identified that there are distinguished language practices among older and younger generations of New Caledonians of Melanesian descent where French is used as the lingua franca for all and English is more prevalent among younger generations who are studying than ancestral languages.

From those explanations, it can be said that affecting factors in language maintenance can be seen from age, gender, education, the number of a speaker, and even culture. Besides that, language practice and attitude also influence maintaining a minor language in a major language.

Heritage Language Studies

Parents teach a heritage language and are usually used on a certain scale. Heritage-language studies were upcoming to hold with the anxiety among persistent similarities throughout exceptional background languages, which point out the universality of fundamental approaches and the outcomes of situational elements on the identical language itself (Polinsky & Scontras, 2020). HL and L2 grammars are not affected by transfer from the dominant/native language (Romano, 2021). Linguistic and cultural capability and literacy skills in the prevailing societal language are generally attained early on by all heritage speakers(y Cabo et al., 2017).

Blackledge et al. (2008) analyzed the perspectives of Bengali teachers and students in one city in the UK found out that (1) a language should be preserved and kept free from the contamination of other sets of linguistic resources and (2) teaching 'language' and 'heritage' was a means of reproducing 'Bengali/Bangladeshi' identity in the next generation. Palm et al. (2019) studied the Somali language in Sweden found out that younger children tend to speak Somali languages at home with their parents. Adolescents think about the importance of learning the language for daily lives and developing the language. Beaudrie (2011), focused on the Spanish heritage language program, found that offering courses are a necessary but small step toward ensuring quality HL education among students. The convergence and divergence between HL and L2 learners found that at the classroom level, there are three items for HL, namely (1) diagnostic tests for understanding heritage speakers in terms of interests, proficiencies, and goals, (2) collaborative activities where L2 and heritage speakers would benefit from each other's

strengths, and (3) opportunities for differentiated instruction and resources that are appropriate for students with different skill, needs, and goals (Albirini, 2014, p. 460).

From those explanations, it can be said that heritage language is a language taught by parents. Every family member must preserve it. Although the frequency and domain area of the heritage language is restricted, the speakers must maintain and make sure that the HL is free from other contamination resources linguistically.

METHODOLOGY

Research design and respondent

This research employed a descriptive statistics. Fraenkel et al. (2012, p. 187) state that descriptive statistics permit researchers to describe the information contained in many, any scores with just a few indices. Data gained in this research are shown in number and percentage, then the data are presented descriptively. Therefore, the researcher chooses the descriptive statistics to conduct this research.

Twenty five (25) students of the English Literature Department in one state university located in Samarinda, East Kalimantan, Indonesia were chosen as the respondents in this research. All students' names were not shown to keep their confidentiality. The researcher just showed their age, sex, semester, and origin.

Table 1 Respondents' Age, Sex, and Semester (N=25)

| VAR | Age | | | Sex | | Semester | | | | | |
	18-20	21-23	≥ 24	MS	FMS	1st	3rd	5th	7th	9th	11th
f	16	8	1	8	17	8	6	4	2	2	3
%	64%	32%	4%	32%	68%	32%	24%	16%	8%	8%	12%

VAR=variance, fi=frequency, %=percentage, MS=male student, FMS=female student

A majority of students' age involved in this research were 18-20 years, followed by 21-23 years and more than 24 years old. They are dominated from female studens and first semester (see table 1). Talking about students' origin, most of them were from Tenggarong, Kutai Kertanegara Regency, followed from Long Ikis, Paser Regency and several cities outside of Kalimantan (i.e., Denpasar, Padang and Malang) (see chart 1). In another, a majority of students' tribe involved in this research were from Javanese, being closely followed by Kutainese, Banjarnese, Dayakanese, and other tribes outside of Kalimantan (see chart 2).
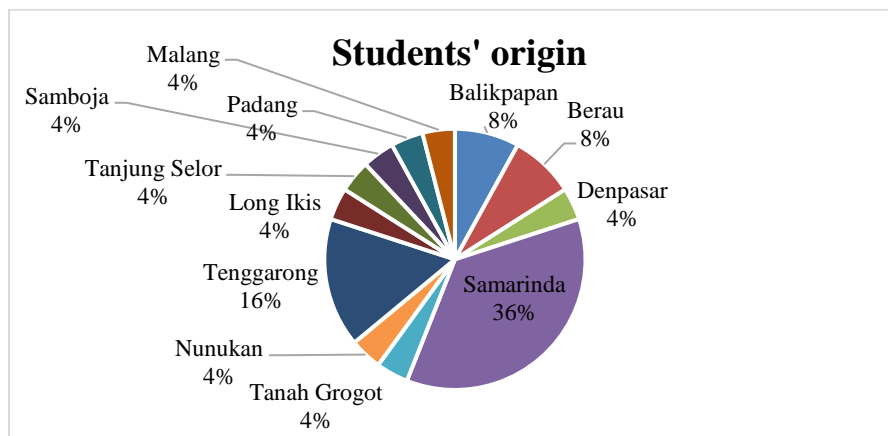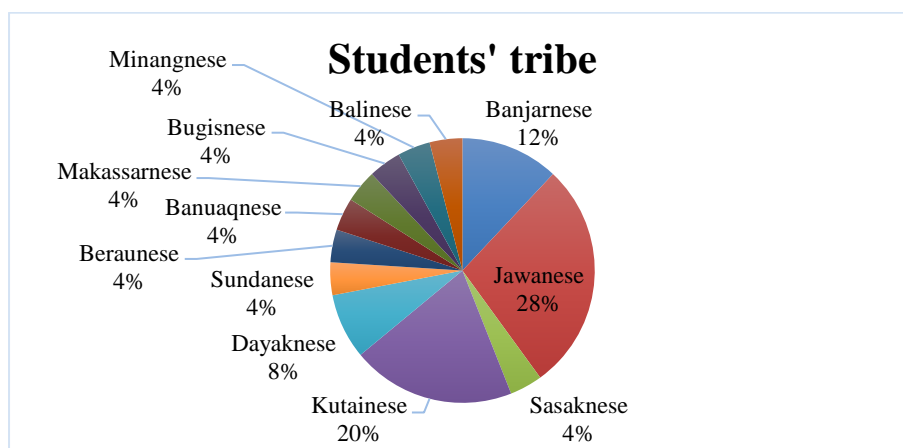
Chart 1 Students' Origin

Students' Tribe

Chart 2 Students' tribe

Data collection

The students were asked to answer a questionnaire composed and shared from Google Form in collecting data. The questionnaire consisted of 40 statements about language opinion, feeling, practice, and domain by employing two a-4 score scales, namely (1) 1=never, 2=sometimes, 3=often, and 4=always, and (2) 1=never, 2=seldom, 3=sometimes, and 4=always. Five of the students were interviewed: student MKCD, HF, AF, BG, and IGDA. Their names are pseudonyms to keep their confidentiality—reasons for choosing those five students, namely (1) active students and (2) voluntary-based. There were nine questions to ask the researcher to the students in a semi-structured interview. In findings, the researcher just presented selected interview data that seemed relevant to the findings needed by giving a data code (INTVW/Name/Number).

Data analysis

In analyzing data, the researcher employed two steps. That is qualitative and quantitative qualitative analysis. The Miles and Huberman model analyzed qualitative data collected from the interview by following three steps: (1) data display. The researcher displayed all collected data from the interview, (2) data reduction. The researcher selected data needed to support research findings in this step and (3) conclusion. The researcher concluded data that had been chosen in the previous step.

In quantitative, data from the questionnaire were analyzed by statistic technique with depending on the three formulas, namely percentage, mean, and standard deviation that are explained, as follows:

Formula to find out percentage............... (1)   Formula to find out mean score............. (2)

$$P = \frac{f}{N} x \ 100\%$$ $$M = \frac{\sum x}{N}$$

Formula 1 Percentage formula   Formula 2 Mean score

Notes: Notes:

P : Percentage   M : Mean

F : a total of the frequency   N : a total of the frequency

N : a total of the respondent   x: sum of the frequency

Formula to find out standard deviation........... (3)

$$SD = \frac{\sqrt{\sum fx^2 - (\sum fx)^2}}{N - 1}$$

Formula 3 Standard Deviation

Notes:

SD : Standar Deviation

x : each value from the respondent

N : total of the frequency

Triangulation

This research employed triangulation to validate the data gained. Moleong (2014, pp. 330–331) writes a validity technique of research data. Denzin (1978) classified it into (1)

data triangulation, (2) investigator triangulation, (3) theory triangulation, and (4) methodological triangulation. The research employed data triangulation to find similarities and differences between a relevant theory, questionnaire, and interview gained during collecting data.

FINDINGS AND DISCUSSION

These findings show results of a questionnaire that were shared with the participants, namely: (1) students' language mastery, (2) students' opinion on language, (3) students' feeling on language, (4) students' practice on language, and (5) students' domain on language. In addition, these findings also show several selected data of interviews to complete analysis, as follows:

Students' Language Mastery

This part shows students' L1, L2, and L3 mastery that are from various languages, as follows:

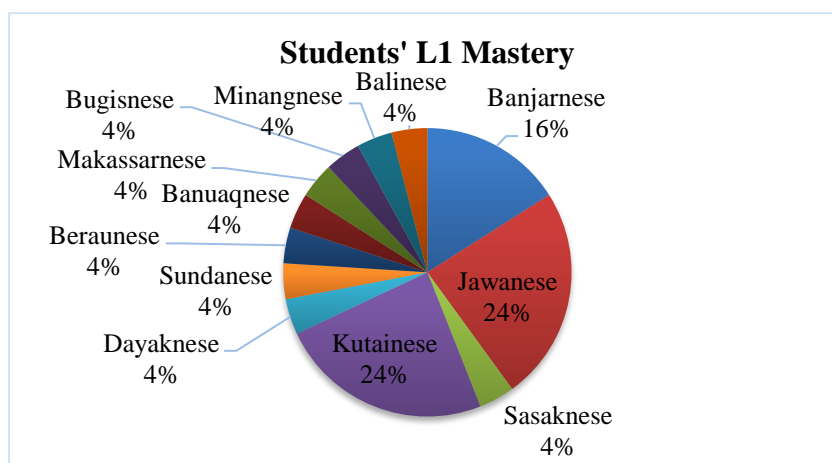Chart 3 Students' L1 Mastery

A majority of the students mastered Java language and Kutai language as the first language (L1), being closely followed by Banjar language, and other local languages (e.g., Sasak, Dayak, Sunda, Minang, etc.) (see chart 3), while second language (L2) mastered is Indonesia language talking about the third language (L3) mastered are English and Mandaring language (see chart 4).
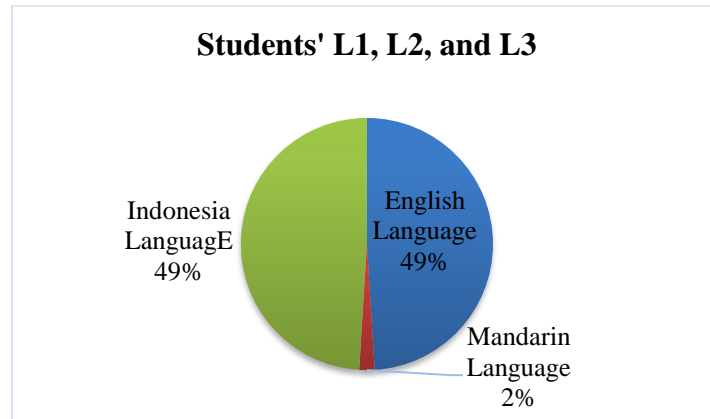
Chart 4 Students' L2 and L3 Mastery

Students' Opinions on Language

This part shows students' opinions about language use. There are ten statements to answer by choosing a-4 score scale where three statements for L1, three statements for L2, and four statements for L3 as is shown in table 2, as follows:

Table 2 Students' opinions on language

Number	Statements	Frequency of Responses				Total N (%)	Mean	SD
		1	2	3	4			
		f (%)	f (%)	f (%)	f (%)			
	L1							
1	I must preserve first language use	0 (0%)	1 (4%)	9 (36%)	15 (60%)	25 (100%)	3.560	0.583
2	I acquire many benefits from first language use	0 (0%)	4 (16%)	13 (52%)	8 (32%)	25 (100%)	3.160	0.688
3	I believe that first language is still needed in the globalized era	0 (0%)	4 (16%)	11 (44%)	10 (40%)	25 (100%)	3.240	0.723
	L2							
4	Indonesian language has vocabularies and grammar that are easy to understand by me	0 (0%)	1 (4%)	8 (32%)	16 (64%)	25 (100%)	3.600	0.577
5	Indonesian language helps me to communicate with friends/colleagues with	0%	4 (16%)	2 (8%)	22 (88%)	25 (100%)	3.840	0.473

		1	2	3	4	N	Mean	SD
	different background language							
6	I must use Indonesian language because the language is a national language	0 (0%)	0 (0%)	6 (24%)	19 (76%)	25 (100%)	3.760	0.436
	L3							
7	I master other language to learn knowledge and technology based on the department chosen at this time	1 (4%)	0 (0%)	7 (28%)	17 (68%)	25 (100%)	3.600	0.707
8	I master other language as a supporting career in the future	0 (0%)	0 (0%)	4 (16%)	21 (84%)	25 (100%)	3.840	0.374
9	Other language that I master has complicated vocabularies and grammar.	5 (20%)	13 (52%)	5 (20%)	2 (8%)	25 (100%)	2.120	0.600
10	By mastering other language, it makes me to be confidence when communicating before many persons	0 (0%)	1 (4%)	7 (28%)	17 (68%)	25 (100%)	3.640	0.569

* L1=First language, L2=Second language, L3=Third language, 1=bad, 2=enough, 3=good, 4=excellent, %=percentage, f=frequency, N= total of the frequency, SD=Standard Deviation

Students' L1 Opinions

Most of the students very agree that L1 must be preserved. Talking about the benefits of L1 use, most of the students agree that they gain many benefits from it, while the needs of L1 in the globalized era, they also agree that L1 is still needed. The mean score ranged from 3.160 to 3.560, while the standard deviation ranged from 0.583 to 0.723. It means that the data variance of the students' choice in those statements is relatively smaller, or there is no gap large enough because the standard deviation is smaller than the mean (see Table 2-L1-number 1-3).

Similarly, one respondent's interview named student MKCD from Kutainese argues that L1 is important in daily activities to communicate with family and friends verbally (see excerpt 1).

Excerpt 1

'Penting, saya menggunakannya itu mungkin bukan untuk dalam formal ya, tapi dalam eh kegiatan sehari-hari berkomunikasi dengan keluarga saya dengan teman-teman saya, tapi saya nya itu melakukannya cuman di lisan tidak melakukannya melalui tulisan atau semacamnya....' **(INTW/MKCD/15)**

(translated) Important, I use it maybe not formally, yes, but in daily activities communicating with my family and friends, but I only do it verbally, not in writing or anything like that.

Students' L2 Opinions

Most of the students very agree that L2 has vocabulary and grammar that are easy to understand. In communicating, most of the students very agree that L2 helps students communicate with friends/colleagues with different language backgrounds and the L2 use. The mean score ranged from 3.600 to 3.840, while the standard deviation ranged from 0.436 to 0.577. It means that the data variance of the students' choice in those statements is relatively smaller, or there is no gap large enough because the standard deviation is smaller than the mean (see Table 2-L2-number 4-6).

Similarly, one respondent's interview named student HF from Javanese states that the Indonesian language as L2 is important because it helps communicate with people from different ethnicities (see excerpt 2).

Excerpt 2

'Eh bahasa kedua bahasa Indonesia saya? Emm penting, yang saya tadi bilang itu, bahasa kedua untuk, eh bahasanya untuk memberikan pemahaman antara orang-orang yang berbeda suku, karena tidak semua orang memiliki suku yang sama Pak, seperti itu.' *(INTW/HF/23)*

(translated) Uh, my second language is Indonesian? Erm, it's important, what I said earlier, a second language for, uh, the language is to provide understanding between people of different ethnicities, because not everyone has the same ethnicity sir, like that

Students' L3 Opinions

Most of the students very agree that L3 is used to learn knowledge and technology based on the students' chosen department. In supporting a career in the future, most of the students very agree that L3 supports it. In contrast, most of the students disagree that L3 has complicated vocabularies and grammar and very agree that L3 makes the students feel confident communicating with many people. The mean score ranged from 2.120 to 3.840, while the standard deviation ranged from 0.374 to 0.707. It means that the data variance of the students' choice in those statements is relatively smaller, or there is no gap large enough because the standard deviation is smaller than the mean (see Table 2-L3-number 7-10).

Similarly, one respondent's interview named student AF from Javanese states that English is important to be mastered. Besides that, the language is always used to teach and learn during the course (see excerpt 3).

> Excerpt 3
>
> *'Untuk bahasa Inggris menurut saya juga sangat penting karena bahasa Inggris itu bahasa internasional yang harus kita kuasai. Eh kemudian sering digunakan karena saya mahasiswa sastra Inggris, bahasa Inggris sering saya gunakan di dalam saat melakukan kegiatan belajar-mengajar'.* **(INTW/AF/27)** (translated) In my opinion, English is also very important because English is an international language that we must master. Eh, then often used because I am an English literature student, I often use English in teaching and learning activities.

Discussing data gained about students' opinion on language, it can be said that students' opinions have various data that mostly perceive L1 as heritage languages where the languages should be preserved and important for a family. At the same time, L2 seems easy to master as the national language, and L3 is a medium in accessing technology and supporting a career in the future. It is in line with Chow's (2018) study that HL is important to learn. In contrast, HL is served for the Indonesian language, not local languages, as cited in (Indriani, 2019) and (2011), who discuss HL's limitation.

However, the students should be wise to involve the heritage languages (e.g., Banjar language or Java language) in communication and be aware of the preservation of the languages and the purposes of using the language. Besides the importance of employing L2

as the lingua franca among different ethnicities in Indonesia and L3 as the international language.

Students' Feelings on Language

This part shows students' feelings on language from three languages they have mastered. There are nine statements to answer by choosing a-4 score scale where three statements for L1, three statements for L2, and three statements for L3 as is shown in table 3, as follows:

Table 3 Students' Feelings on Language

Number	Statements	Frequency of Responses				Total N (%)	Mean	SD
		1 f (%)	2 f (%)	3 f (%)	4 f (%)			
L1								
11	I feel that first language is important to learn	1 (4%)	2 (8%)	14 (56%)	8 (32%)	25 (100%)	3.160	0.746
12	I feel shy when I am speaking by using first language	9 (36%)	12 (48%)	3 (12%)	1 (4%)	25 (100%)	1.840	0.800
13	I feel happy when strange people communicate by using my first language	0 (0%)	2 (8%)	11 (44%)	12 (48%)	25 (100%)	3.400	0.645
L2								
14	I feel comfortable by using Indonesian language to discuss with my friends	0 (0%)	0 (0%)	2 (8%)	23 (92%)	25 (100%)	3.920	0.277
15	I feel happier to learn Indonesian language than first language	2 (8%)	7 (28%)	10 (40%)	6 (24%)	25 (100%)	2.800	0.913
16	I feel easy to use Indonesia language when following course	0 (0%)	2 (8%)	9 (36%)	14 (56%)	25 (100%)	3.480	0.653
L3								
17	I feel shy when I cannot communicate using other language	1 (4%)	6 (24%)	7 (28%)	11 (44%)	25 (100%)	3.120	0.927

No	Statement	1 f (%)	2 f (%)	3 f (%)	4 f (%)	N f (%)	Mean	SD
18	I feel my vocabularies of other language are not enough	0 (0%)	3 (12%)	14 (56%)	8 (32%)	25 (100%)	3.200	0.645
19	I feel important to master other language	0 (0%)	0 (0%)	1 (4%)	24 (96%)	25 (100%)	3.960	0.200

* L1=First language, L2=Second language, L3=Third language, 1=bad, 2=enough, 3=good, 4=excellent, %=percentage, f=frequency, N= total of the frequency, SD=Standard Deviation

Students' L1 Feelings

Most of the students agree that L1 is important to learn, but most disagree that there is a shy feeling when speaking using L1. In contrast, they very agree that the students feel happy when non-native speakers communicate with L1. The mean score ranged from 1.840 to 3.400, while the standard deviation ranged from 0.645 to 0.800. It means that the data variance of the students' choice in those statements is relatively smaller, or there is no gap large enough because the standard deviation is smaller than the mean (see Table 3-L1-number 11-13).

Similarly, one respondent's interview named BG from Javanese argues that she is happy to use L1 because of the environment and mastering many languages (see excerpt 4).

Excerpt 4

'Eh… untuk perasaan tentu saja saya merasa sangat senang ya karena di lingkungan, di Samarinda sendiri agak jarang menggunakannya, dan ketika saya menggunakan itu saya merasa senang karena saya merasa bahwa saya menguasai banyak bahasa gitu...' (INTW/BG/11)

(translated) Eh… for feeling, of course, I feel delighted because in my environment, in Samarinda itself, it is pretty rare to use it, and when I use it, I feel happy because I feel that I know many languages like that.

Students' L2 Feelings

Most of the students very agree that they feel comfortable using L2 to discuss with friends and agree that the students feel happier learning L2 than L1. They also feel that L2 is easy to follow during a course. The mean score ranged from 2.800 to 3.920, while the standard deviation ranged from 0.277 to 0.913. It means that the data variance of the students' choice in those statements is relatively smaller, or there is no gap large enough because the standard deviation is smaller than the mean (see Table 3-L2-number 14-16).

Similarly, one respondent's interview named student HF is Javanese states that there is no doubt to use L2 in communicating because it is believed that almost 90% of people understand the Indonesian language, except local language (see excerpt 5).

Excerpt 5

*'Eh tidak ada keraguan Pak, dalam artian karena kan eh kita ada di satu negara yang sama tapi eh pasti ada 90% mungkin semua orang paham tentang bahasa Indonesia. Jadi tidak ada keraguan untuk lawan bicara untuk tidak paham, kecuali bahasa daerah yah mungkin agak kesulitan ya…'***(INTW/F/26)**
(translated) Eh, there's no doubt, Sir, in the sense that we're in the same country, but indeed there's 90%, maybe everyone understands Indonesian, so there is no doubt for the interlocutor not to understand, except for the regional language, perhaps it is a bit difficult.

Students' L3 Feelings

Most of the students very agree that there is a feeling shy when the students cannot communicate using other languages. However, the students agree that their vocabularies are insufficient. They also very agree that L3 is important to master. The mean score ranged from 3.120 to 3.960, while the standard deviation ranged from 0.200 to 0.927. It means that the data variance of the students' choice in those statements is relatively smaller, or there is no gap large enough because the standard deviation is smaller than the mean (see Table 3-L3-number 17-19).

Similarly, one respondent's interview named student AF from Javanese argues that he feels nervous about using L3 because he has not mastered L3 completely (see excerpt 6).

Excerpt 6

*'Ehm… perasaan saya saat saya menggunakan bahasa Inggris mungkin karena bahasa asing ya mungkin sedikit gugup karena masih baru-baru saja menguasai walaupun masih belum ditahap yang sempurna, kira-kira seperti itu…'***(INTW/AF/28)**
(translated) Ehm… my feelings when I use English may be because of a foreign language may be a little nervous because it is still recently mastered even though it is still not at a perfect stage, roughly like that.

Discussing students' feelings on language, it can be said that there is no shy feeling when speaking L1 because L1 is important to learn. At the same time, L2 is comfortable to use in casual conversation, and L3 is a problem when the students cannot master it well. It is in line with Chow's study (2018) that heritage language is important to learn, while L3 as other languages is in line with Bissoonauth & Parish's statement (2017) that English as another language is used to study abroad. From the researcher's point of view, students' pride when using L1, L2, and L3 should be maintained because those languages are important to use by the students to face many situations at home, campus, or friendship.

Students' Practices on Language

This part shows how the students' practices three languages that they have mastered. There are ten statements to answer by choosing a-4 score scale where three statements for L1, three statements for L2, and four statements for L3, as is shown in table 4 as follows:

Table 4 Students' Practices on Language

Number	Statements	Frequency of Responses				Total	Mean	SD.
		1	2	3	4	n		
		n (%)	n (%)	n (%)	n (%)	(%)		
				L1				
20	I use local language with family members at home	3 (12%)	6 (24%)	10 (40%)	6 (24%)	25 (100%)	2.640	0.995
21	I use local language with friends at around neighborhood	5 (20%)	10 (40%)	6 (24%)	4 (16%)	25 (100%)	2.360	0.995
22	I follow local language activity	14 (56%)	7 (28%)	3 (12%)	1 (4%)	25 (100%)	1.640	0.860
				L2				
23	I use Indonesian language with my friends at campus	0 (0%)	0 (0%)	8 (32%)	17 (68%)	25 (100%)	3.680	0.476
24	I use Indonesian language to communicate with lecturers or staff at campus	0 (0%)	0 (0%)	5 (20%)	20 (80%)	25 (100%)	3.800	0.408
25	I use Indonesian language with my	0 (0%)	5 (20%)	9 (36%)	11 (44%)	25 (100%)	3.240	0.779

	family members							
	L3							
26	I use other language based on the grammar	2 (8%)	1 (4%)	16 (64%)	6 (24%)	25 (100%)	3.040	0.790
27	I must use other language when following a course	1 (4%)	2 (8%)	13 (52%)	9 (36%)	25 (100%)	3.200	0.764
28	I listen to music that using other language	0 (0%)	1 (4%)	6 (24%)	18 (72%)	25 (100%)	3.680	0.557
29	I use other language to translate isolate terms based on my other language	0 (0%)	1 (4%)	11 (44%)	13 (52%)	25 (100%)	3.480	0.586

* L1=First language, L2=Second language, L3=Third language, 1=bad, 2=enough, 3=good, 4=excellent, %=percentage, f=frequency, N= total of the frequency, SD=Standard Deviation

L1 Practices

Most of the students sometimes employed L1 with family members at home, and seldom used L1 with friends around the neighborhood. In addition, they never followed the L1 activity. The mean score ranged from 1.640 to 2.640, while the standard deviation ranged from 0.860 to 0.995. It means that the data variance of the students' choice in those statements is relatively smaller, or there is no gap large enough because the standard deviation is smaller than the mean (see Table 4-L1-number 20-22).

In contrast, one respondent's interview named student AF from Javanese argues that he does not master L1, so he does not use it with parents at home (see excerpt 7).

> Excerpt 7
> *'Karena saya kurang menguasai untuk bahasa halus, bahasa sopannya, jadi kurang menggunakan bahasa Jawa kalau kepada orang tua..'* (**INTW/AF/15**).
> (translated) because I am less proficient in good language, polite language, so I do not use the Javanese language to my parents.

L2 Practices

Most of the students have similar statements where the students always employed L2 with their friends and always used L2 to communicate with lecturers or staff at the campus. The students also always employed L2 with family members at home. The mean score ranged from 3.240 to 3.800, while the standard deviation ranged from 0.408 to 0.779. It

means that the data variance of the students' choice in those statements is relatively smaller, or there is no gap large enough because the standard deviation is smaller than the mean (see Table 4-L2-number 23-25).

In contrast, one respondent's interview named student BG from Javanese argues that L2 is used for professional purposes because she dreams of being a translator in the future. The practice of L2 is used to translate between English and Indonesian language (see excerpt 8).

Excerpt 8

'Oh untuk bahasa itu, akan saya gunakan di wilayah profesional ya terutama saya ingin, nanti saya ingin bekerja insyaAllah menjadi seorang penerjemah, nah untuk keperluannya tentu saja bahasa ini perlu saya gunakan untuk menerjemahkan antara bahasa Indonesia dan bahasa Inggris…' **(INTW/BG/18).**

(Translated) Oh, for that language, I will use it in a professional area, especially I want to, later I want to work, God willing, to become a translator, now for my needs, of course, I need to use this language to translate between Indonesian and English.

L3 Practices

Most of the students sometimes employed L3 based on the grammar. During following a course, most of the students sometimes must use L3. To improve their L3 mastery, they always listen to the music and employed L3 to translate isolate terms. The mean score ranged from 3.040 to 3.680, while the standard deviation ranged from 0.557 to 0.790. It means that the data variance of the students' choice in those statements is relatively smaller, or there is no gap large enough because the standard deviation is smaller than the mean (see Table 4-L3-number 26-29).

In another practice, one respondent's interview named student HF from Javanese argues that to improve his practice in English, he consumed all things relating to English because he believes that knowledge will be forgotten if it is not improved. The practices are done through watching podcasts, films, or reading novels.

Excerpt 9

'Kalau dari saya pribadi, eh ini lebih ke personal ya. Eh kalau biasa yang saya lakukan adalah eh mengonsumsi hal-hal yang berbau tentang bahasa Inggris, karena sehebat-hebatnya kita pada bidang ilmu pasti kalau tidak di pelihara pasti akan lupa pak ya, jadi

mengonsumsi eh bahasa inggris, misal menonton podcast eh mendengarkan podcast, menonton film yang menggunakan bahasa Inggris atau bahkan membaca buku atau novel yang menggunakan bahasa Inggris. Jadi kita bisa memperbanyak, mengembangkan, memperbanyak bahasanya apa ya, eh vocabulary yang ada disana Pak seperti itu...'
(INTW/HF/34)

> (Translated) As for my personality, this is more personal. Eh, what I usually do is eat things that smell like English, because as great as we are in the field of exact sciences, if we don't take care of it, we will forget it, Sir, so consuming English, for example watching podcasts, listening to podcasts, watching movies in English or even reading books or novels in English. So we can reproduce, develop, and reproduce the language, huh, the vocabulary there, Sir.

Discussing students' practice on language, it can be said that frequency of L1 use and maintenance in language practice should be evaluated because L1 use is seldom than L2 and L3. Besides that, L3 mastery is limited as one data gain during the interview. It is in line with Carreira & Kagan (2011), who conduct a study to evaluate the design of teaching HL, so it is important to develop HL in the future. In L3, it is in line with Fatima & Al Qenai (2021), EFL is used as a medium of instruction in the school.

However, From the researcher's point of view, the frequency of L1 use outside the circle's family is smaller than others because the culture in Kalimantan is different from others. In contrast, practically, the frequency of Indonesian language use is bigger to communicate, although there is a code-mixing with heritage language, such as dialect.

Students' Domains on Language

This part shows the students' domains in three languages they have mastered. There are eleven statements to answer by choosing a-4 score scale where four statements for L1, three statements for L2, and four statements for L3, as is shown in table 5, as follows:

Table 5 Students' Domains on Language

Number	Statements	Frequency of Responses				Total	Mean	SD
		1	2	3	4	N		
		f (%)	f (%)	f (%)	f (%)	(%)		
L1								
30	I ask my parents to speak first language when I am at home	7 (28%)	11 (44%)	6 (24%)	1 (4%)	25 (100%)	2.040	0.841
31	I write SMS/WA/Video Call	8	9	8	0	25	2.000	0.816

	using first language	(32%)	(36%)	(32%)	(0%)	(100%)		
32	I join at a culture community to use my first language	19 (76%)	3 (12%)	3 (12%)	0 (0%)	25 (100%)	1.360	0.700
33	I use my first language when interacting with friends/tribe communities	5 (20%)	7 (28%)	6 (24%)	7 (28%)	25 (100%)	2.600	1.118
L2								
34	I use second language when accessing or delivering information at social media	0 (0%)	4 (16%)	8 (32%)	13 (52%)	25 (100%)	3.360	0.757
35	I read newspaper/magazine/book/novel that have same language with my second language	0 (0%)	3 (12%)	12 (48%)	10 (40%)	25 (100%)	3.280	0.678
36	I watch TV/Film using second language	1 (4%)	7 (28%)	10 (40%)	7 (28%)	25 (100%)	2.920	0.862
L3								
37	I write a letter/task using other language	1 (4%)	3 (12%)	12 (48%)	9 (36%)	25 (100%)	3.160	0.800
38	I use other language when looking for information about application features on Hand phone/Laptop/other electronic device	0 (0%)	1 (4%)	16 (64%)	8 (32%)	25 (100%)	3.280	0.542
39	I use other language when following a course	1 (4%)	1 (4%)	15 (60%)	8 (32%)	25 (100%)	3.200	0.707
40	I join at other language community to be active in using it.	9 (36%)	3 (12%)	6 (24%)	7 (28%)	25 (100%)	2.440	1.261

* L1=First language, L2=Second language, L3=Third language, 1=bad, 2=enough, 3=good, 4=excellent, %=percentage, f=frequency, N= total of the frequency, SD=Standard Deviation

L1 Domains

Most of the students seldom asked their parents to speak L1 at home. Moreover, the students also seldom wrote SMS/WA/VC using L1. In the outer circle, the students never joined a cultural community, but the rest of the students always and seldom use L1 with friends in tribe communities. The mean score ranged from 1.360 to 2.600, while the standard deviation ranged from 0.700 to 1.118. It means that the data variance of the

students' choice in those statements is relatively smaller, or there is no gap large enough because the standard deviation is smaller than the mean (see Table 5-L1-number 30-31).

Similarly, one respondent's interview named student IGDA from Balinese argues that L1 is seldom used around family. In addition, her neighborhood also does not understand her language (see excerpt 10).

Excerpt 10

'Oke, jadi bahasa yang paling sering digunakan yaitu bahasa Indonesia, terus kalau yang cukup jarang digunakan itu yang bahasa daerah Pak, kan itu gimana ya, kalau bahasa Indonesia kadang sama keluarga sendiri saja, kalau tidak paham bahasa Balinya, kita ganti pakai bahasa Indonesia, kalau bahasa apa, kalau bahasa daerah ya cukup jarang ya Pak dibandingkan bahasa Indonesia tadi karena dilingkungan saya tidak ada yang paham kecuali keluarga sendiri gitu...' **(INTW/IGDA/31)**

(Translated) Okay, so the most frequently used language is Indonesian, so if the language used quite rarely is the local language, Sir, how about that, if it's Indonesian sometimes just with your own family if you don't understand Balinese, we change to Indonesian. If it's a regional language, it's pretty rare, Sir, compared to Indonesian because no one in my environment understands it except my own family.

L2 Domains

Most of the students always employed L2 when accessing or delivering information on social media, but sometimes read newspaper/magazine/book/novel employed L2. In watching TV/Film, they tend to have similar statements with the previous one where the students sometimes used L2. The mean score ranged from 2.920 to 3.360, while the standard deviation ranged from 0.678 to 0.852. It means that the data variance of the students' choice in those statements is relatively smaller, or there is no gap large enough because the standard deviation is smaller than the mean (see Table 5-L2-number 34-36).

Similarly, one respondent's interview named student MKCD from Kutainese argues that she employs L2 for writing Indonesian journals because there is a demand from the campus to make a journal (see excerpt 11).

Excerpt 11

'Ehm… jika saya mampu mungkin saya akan membuat eh berupa jurnal atau misalnya mengangkat, misalnya isu-isu di sekitar lingkungan saya atau sekitar Indonesia misalnya membuat jurnal kaya eh… sekarang kan eh apalagi sebagai mahasiswa semester 5 ini kan saya banyak membuat jurnal gitu kan Pak, bisa jadi saya akan membuatnya dalam bahasa Indonesia…' **(INTW/MKCD/35).**

(translated) Em… if I could afford it, maybe I would write a journal or, for example, raise issues around my environment or Indonesia, for example, make a rich journal… right now, especially as a 5th-semester student, I do a lot of journaling, don't you, Sir? Maybe I will make it in Indonesian.

L3 Domains

Sometimes, most of the students wrote a letter/task using L3. When looking for information, most of the students sometimes employed L3, especially for application features on Handphone/other electronic devices. The students also stated that sometimes, most of them used L3 when following a course, but the students never joined at L3 community actively. The mean score ranged from 2.440 to 3.160, while the standard deviation ranged from 0.542 to 1.251. It means that the data variance of the students' choice in those statements is relatively smaller, or there is no gap large enough because the standard deviation is smaller than the mean (see Table 5-number 37-40).

Similarly, one respondent's interview named student AF from Javanese argues that L3 is used for listening to a native speaker when speaking from YouTube or Podcast. He also has a motivation to go international (see excerpt 12).

Excerpt 12

'Yang saya lakukan, eh…. Melihat, sering mendengarkan native speaker berbicara misal seperti dari youtube atau podcast gitu, kemudian saya mempelajari dari hal tersebut. Kemudian motivasinya agar saya bisa berkanca di dunia internasional begitu…' **(INTW/AF/29)**

(Translated) What I do, uh…. Seeing, I often listen to native speakers talk from YouTube or podcasts, then I learn from it. Then the motivation is to dance in the international world like that.

Discussing students' domain on language, it can be said that it is enough varied in several activities. However, the frequency of the domain has not been maximum, such as L1 use in writing a message, L2 use in watching TV/film, and L3 is just used for application feature of mobile phone. It is in line with Daskalaki et al. (2020) that concludes that parental input quality affects HL acquisition in children. In contrast, Carreira & Kagan (2011) state a limitation exposure in HL outside. From the researcher's point of view, the domination of L2 use in all domains has given various effects where L1 use is not interested anymore because all information needed always use the Indonesian language.

CONCLUSION

Based on the explanation in findings and discussion, the researcher can answer two research questions proposed in the introduction about heritage language acquired, learned, used, including its maintenance among English literature students. First, the students perceive the languages they acquired, learned, and used in specific ways from the three languages mastered. In L1, they tend to acquire and learn the languages from parents rather than a language community. Besides that, they use L1 to communicate with family members and seldom use it with friends/a tribe community. In L2, they acquire and learn the language from friends or daily communication at the campus. In addition, the language was used to communicate with another. In L3, they acquire the language from reading magazines/newspapers, including writing a letter/task. They also learn L3 from the courses followed. Besides that, they use L3 as a future supporting career, translating English-isolate-term, including accessing application features of handphone or electronic devices and watching English-speaking-TV/film.

Second, talking about students' use and perception of heritage language maintenance, the students feel happy to use their HL to communicate with people with different backgrounds and show their identity (e.g. Banjarnese, Buginisnese, Beraunese, and so on). Moreover, the students still believe that HL is needed in this globalized era with many benefits besides learning other languages, such as English or Mandarin. In the language maintenance, extra maintenance should be done to preserve the language in the future because the frequency of using HL is still limited among the English literature students, although they always speak using the languages with parents or other family members at home or with friends or colleagues who have a similar tribe (e.g. Javanese language, Banjarnese language, and so on). Involvement of HL in society is also limited because the students statically never join in a community related to their local languages or cultures.

Wang (2018) argues that HL maintenance is a complex process. The hegemony of foreign language (e.g., English) and the dominance of mainstream culture meant that participants confronted unbalanced bilingualism, and assimilation of language and culture discouraged children from maintaining their heritage languages

Relating to the implication in teaching and learning, this research gives new insight for a language teacher in designing an instructional design of teaching English or other languages by involving local languages. Although students come from various ethnic backgrounds, it can make the learning process meaningful by knowing many local languages and cultures. It can be assimilated in acquiring language learning. Besides that, this research has drawn how university students in Kalimantan use and maintain their languages. Students must be aware of the importance of heritage language, although they have mastered other languages (e.g., English, Mandarin, etc.).

Expanding the research sample in different regions is suggested to make the study more extensive and comprehensive. Besides that, this research can be one of the references in studying language use and maintenance.

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