

THE USE OF INDONESIAN LANGUAGE AS THE FIRST LANGUAGE BY CHILDREN OF THE BALINESE FAMILY (SENTENCE ANALYSIS IN TERMS OF CONTENTS AND STRUCTURE)

Ni Wayan Liniati¹, I Wayan Rasna², I Nyoman Sudiana³

¹²³ Language Education Program, Postgraduate Program, Universitas Pendidikan Ganesha, Indonesia

ABSTRACT

Keywords:

Indonesian language;
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Abstract: This research aimed to describe (1) the use of Indonesian language as the first language in terms of sentence based on the content and structure of children in the Balinese ethnic families and (2) the constraints faced by the Balinese ethnic families in Banjar Bernasi in using the Indonesian language as the first language of their children. The subject of this research was the Balinese family in Banjar Bernasi who used the Indonesian language as the first language of their children. The object of this research was the use of Indonesian language as the first language of children in the Balinese family ethnic in Banjar Bernasi and the constraints faced by the family in Banjar Bernasi in using the Indonesian language as the first language of their children. The data collection methods used were observation method, interview, and recording. There were several steps in analyzing the data, namely data reduction, data presentation, and conclusions. The results showed that (1) the use of Indonesian language as the first language of children in the Balinese ethnic families in Banjar Bernasi in terms of sentence based on the content and structure could be declared that children on the primary school were able to use the sentence well. (2) There was no constraint felt by parents in teaching the Indonesian language to their children. That was because the children had already been using the Indonesian language as a mother language start from the baby. Based on the results of research and discussion, it can be concluded that children were able to use the Indonesian language well in terms of sentences based on the content and structure. Therefore, it is suggested to parents to always teach their children to speak well so that children are able to communicate by using the Indonesian language effectively.

Correspondance address:

E-mail: wayanliniati04@gmail.com (Ni Wayan Liniati)

Introduction

Language is a verbal means of human communication in the form of speech produced by the human utterance, as a representation of that utterance. Language can be viewed as a means of gaining insight and knowledge. Rahayu (2015) says that language is a sound system used by humans to communicate. Simply put, language can be interpreted as a tool to convey something that comes to mind. In addition, a language is a tool for conveying thoughts, ideas, concepts, and feelings. The language used by a person to communicate or interact is obtained naturally or can also be through the learning process. The naturally acquired language is implicit and informal. It is called language acquisition (Dharmowijono & Suparwa, 2009).

Dardjowidjojo (2006) states that language acquisition is a process of mastery of a person's natural language when learning his/her first language. Language is usually obtained from the verbal

contact with the native speaker of the language environment. Thus, the term of language acquisition refers to the unconscious mastery of the language and is not influenced by language teaching on the language rule system. Thus, language acquisition is a process that takes place in the brains of children when they get their first language or mother tongue. Language acquisition is different from language learning. Language learning deals with the processes that occur when a child learns a second language once he or she gets his first language. This means that language acquisition is related to the first language, while language learning is related to the second language (Kunti, 2014).

Each region in Indonesia has its own regional language. This regional language is expected to be used as a tool to communicate and interact with the community within the group. Regional languages are generally the first language or mother tongue for community members in the area concerned. Mother tongue is literally the first language learned by a person. People who use the first language/mother tongue when communicating in everyday life are referred to as native speakers of that language. Usually, children learn the first language of their parents so it can be stated that every society living in a certain area must understand and can use their own local language (Putrayasa, 2009).

Institutionally, the local language, including the Balinese language, has already guaranteed its sustainability in the 1945 Constitution, but its development is left to the speakers of the regional language. Today, the Balinese language is still used by the people of Bali and still has some functions as stated by Suandi (2014), namely (1) as the identity of Balinese ethnic groups, (2) the unifying symbol of Balinese society, (3) the symbol of Balinese pride, and (4) the means of communication and internal interaction of Balinese society. In addition to the above four functions, the Balinese language is also a container for the preservation and development of Balinese culture. However, most areas in Bali now no longer make the Balinese language the preferred language or the first language in the family. The language used is Indonesian, especially families living in this age of globalization.

Due to the development of this era, many people are forced to follow the trend of life which one of them is the shift of the Balinese language into the Indonesian language in the family. Families are more likely to teach their children to speak Indonesian rather than Balinese so that children are less interested in using Balinese as their social language. They tend to choose Indonesian language and there are also some who choose a foreign language. The presumption is that Indonesian language is easier to understand and the Indonesian language makes it easy to learn in school, Indonesian language is slang, and so on. They are no longer interested in using Balinese as their first language in their daily life (Mardikantoro, 2007).

Likewise, parents tend to choose Indonesian as their child's first language. The existence of two languages in a society is an indication of the existence of bilingualism in that society.

According to Fridolini & Andrian (2013), this bilingual can lead to the bilingual of diglossia, a situation of two languages in a society and each language has a number of different functions in the various spheres of life. In this situation of diglossia, one of the languages will be dominant and have higher prestige (marked with H = high) and other languages have lower prestige (marked with L = low). In the context of Balinese, H is Indonesian and L is Balinese.

Fishman (1972) also suggests the possibility of a leaked or permeated diglossia, referring to one language, usually H language, seeping into functions originally played by another language. The consequence of this diglossia bilingualism is the further shifting of language L by language H. In the context of Balinese society, it can be argued that if the situation of diglossia can be maintained, the Balinese language will still be able to defend itself, be able to live sustainably, and coexist with Indonesian language. However, if the diglossia is leaked, the domains that are dominated by the Balinese language, such as the domain of religion, kinship, customs, and neighbors will be entered or shifted by the Indonesian language. When that happens, then the existence of the Balinese language will gradually be threatened. Thus, today, the use of Balinese language has been greatly reduced in everyday life, especially in the family, even the Indonesian language has been made the first language by the ethnic families of Bali.

Associated with the use of Indonesian language as the first language in the ethnic family of Bali, the researcher found the facts in the village of Buduk, especially in Banjar Bernasi. Banjar

Bernasi Buduk is one of the areas located in Badung regency. Its inhabitants are mostly native Balinese who were born from Balinese families. From the initial data that the researcher got, Banjar Bernasi Buduk population were 100 (one hundred) head of family. Eighty percent (80%) of families in Banjar Bernasi Buduk use Indonesian language as the first language and everyday language. The researcher obtained this data from the description of Kelian Dinas of Banjar Bernasi Buduk, Bagus Murda, in the initial interview when the researcher conducted a preliminary survey. According to Bagus Murda, Banjar Bernasi Buduk families mostly use Indonesian as the first language in the family.

Nothing wrong if the Indonesian language is used as the first language in the family considering the Indonesian language is the language of the unity of the Indonesian nation. Anyone should be proud to use it, both used as a means of communication in the formal and nonformal realm. However, not infrequently that some people underestimate the use of Indonesian language because it is considered less competitive with foreign languages. The fundamental issue is the lack of positive Indonesian language attitude in the Indonesian speaking community (Marnoto, 2007). Indonesian language competence is considered not important to be mastered, on the contrary, the acquisition of foreign language is very coveted. This disparaging attitude of Indonesian language resulted in ignoring all the rules of Indonesian language. As a result, the Indonesian language used tends to be wrong.

The mass media crews have not fully presented the expected Indonesian language. The use of ineffective sentences, inappropriate diction, or inconsistent use of Indonesian words/terms is found in various media. There are still many officials who have not been consistent in using the Indonesian language. Here are some of the factors that are found as the cause of the low level of Indonesian in the learning process, they are as follow. (1) the lack of awareness of positive attitude of language users, (2) the desire to be "great", (3) the psychological factors, (4) the unintentional use of language, (5) the influence of English, (6) the influence of regional languages, (7) the use of slang, (8) the lack of understanding of Indonesian rules, and (9) the environmental factors.

If these factors are not addressed immediately, then the identity and personality of the Indonesian language will be eroded and even disappear. In this regard, it is necessary to find out how the right strategy in the mechanism of communication in order to maintain the existence of Indonesian language as the national language, unifier, and identity of the Indonesian nation.

Alamsyah *et al.* (2011) mentioned that the definition of coaching (language) is an attempt to improve the quality of language usage. Language coaching is an effort to improve the quality of language use through the process of learning the language in all types and levels of education as well as correctional language to various levels of society. Language development is intended to improve discipline, exemplary Indonesian language, and positive attitude of society to the Indonesian language. Based on the explanation, it can be concluded that language coaching is a conscious, planned, and systematic effort on improving the quality of the language so that the community users of language has the pride and enthusiasm to use it.

For that reason, it will be better if the use of Indonesian language starts early, especially when Indonesian language is used as the first language in the family. It will have implications for the proper use of language in accordance with the Indonesian structure.

Based on this fact, the researcher was interested in researching and knowing the use of Indonesian language as the first language in the family of ethnic of Bali in Banjar Bernasi Buduk Badung in terms of sentences based on the content and structure. This place was chosen as a research because it is where the researcher mostly find the use of Indonesian as the first language.

Based on the above background, there were two problems that could be studied, namely (1) how is the use of Indonesian language as the first language by children of Balinese ethnic family in Banjar Bernasi Buduk in terms of sentence based on the contents and structure? (2) what are the constraints faced by Balinese ethnic family in Banjar Bernasi Buduk in using Indonesian as the first language of his child? The purposes of this study were (1) to know the use of Indonesian language as the first language by children of Balinese ethnic family in Banjar Bernasi Buduk in terms of sentence based on the contents and structure. (2) to find out the constraints faced by Balinese ethnic family in Banjar Bernasi Buduk in using Indonesian as the first language of his child.

Materials and Methods

The researcher in conducting this research used descriptive design with a qualitative approach. The design of this descriptive research was chosen by the researcher to provide a clear description of the design that was chosen because it was in accordance with the research objective, which was to describe the use of Indonesian language as the first language by children of the Balinese ethnic family in Banjar Buduk Bernasi. Subjects in this study were the Balinese family in Banjar Buduk Bernasi who used Indonesian as the first language of the children. The technique used to be a research sample, that is purposive sampling technique. The purposive sampling technique means that selecting the sampling technique according to the research objectives. The object of this study was the use of Indonesian language as the first language of children in the Balinese ethnic families in Banjar Bernasi Buduk and constraints faced by the Balinese ethnic families in Banjar Bernasi Buduk in using the Indonesian language as the first language of the children.

Methods of data collection used in this research were the method of observation, recording, and interview. The reason for the researcher used these methods were because this research is a descriptive study that describes and interpret an object. The data collection in this descriptive research is only to answer the researcher's question related to the situation that happened in accordance with the fact that happened in the field. The data analysis technique use this descriptive qualitative technique. The raw data which obtained in the field before being processed or analyzed should be arranged in groups that are related or tabulated and arranged in such a way so then it would be easy to read.

Data analysis techniques used consisted of three steps, namely data reduction, data presentation, and withdrawal of conclusions. In the data reduction phase, the activities undertaken were selecting the main points that fit the focus of research problems and less important data set aside. Less important data was considered when needed. In the reduction of this data, the researcher first collected the data through observation, recording, and interviews.

In this study, data reduction was done through activities in the form of identification and classification. Data in the form of the use of Indonesian language by the children of the Balinese ethnic family in Banjar Bernasi Buduk and constraints faced by the Balinese ethnic families in Banjar Bernasi Buduk in using the Indonesian language as the first language of the children who has been transcribed from the observation, interview and recording, then identified and coded to facilitate the researcher in analyzing the data. In that way, data will be obtained showing the use of Indonesian language as the first language by children of the Balinese ethnic family in Banjar Bernasi Buduk.

Once identified, further data on the use of Indonesian language as the first language by children of the Balinese ethnic family in Banjar Bernasi Buduk is organized and classified. In this case, the data that had been identified and reduced were then organized and classified according to the problem studied, namely the use of Indonesian language as the first language by children of the Balinese ethnic family in Banjar Bernasi Buduk and the constraints faced by the Balinese ethnic families in Banjar Bernasi Buduk in using Indonesian as the child's first language.

After the data were classified in accordance with the formulation of the problem, then the data were processed and analyzed to obtain the right answer and in accordance with the formulation of the problem, so that the data could answer the issues raised in this study. The data that had been reduced would be presented the data description which would be described in detail and clear. In the presentation of this data, the data obtained would be linked with relevant theories that would be able to answer the problems to be solved. At this stage, the data on the use of Indonesian language as the first language by children of the Balinese ethnic family in Banjar Bernasi Buduk would be collected and presented with the type of discourse description in accordance with the research design.

To know the accuracy of the research, the conclusion is very important. The conclusion should be able to answer all the issues raised in the research so that the end of the result, it will be

obtained information about the use of Indonesian language as the first language by children of the Balinese ethnic family in Banjar Bernasi Buduk.

Results and Discussion

In accordance with the results of research and discussion, the use of Indonesian language as the first language by children of the Balinese ethnic family in Banjar Bernasi Buduk Badung viewed from the sentence based on the content and structure could be stated that the children were able to use the sentence well. It could be seen from the use of appropriate sentences and able to show the structure in accordance with the rules of the Indonesian language. When the children used the Indonesian language, the sentence used already shows the characteristics of a good sentence, even the sentence requirements were met. Sentences played an important role in the communication process.

As it is known that a sentence is a form of language that tries to organize and pour one's ideas openly to be communicated to others. In addition, a sentence is a grammatical unit that is limited by a long pause and accompanied by a final or downward tone. In this case, every sentence is involved in the process of delivering and receiving ideas or information.

In addition to the requirements of the sentence was fulfilled, the sentence used by the children when communicating already referred to the terms of the contents of the sentence. In accordance with the results of research, it was found that the use of the type of declarative sentences were 47 data, imperative sentences were 7 data, and interrogative sentences were 21 data. The use of sentences based on the content was used when the children communicated with his family. In this case, the use of declarative sentences was more than imperative or interrogative sentences.

That is because the child is easier to use the declarative sentences than imperative or interrogative sentences. Declarative sentences are used by children when they want to have something from their parents. In addition, when a child is young, parents always taught him/her by asking the child so that it requires the child to give an explanation. According to Dardjowidjojo (2006) in learning the language, this situation is very good for children because they seem forced to express themselves so that the use of declarative sentences is more likely to be used.

A declarative sentence is a sentence that supports a disclosure of events. Declarative sentences are often called statement expressions, ie sentences formed to broadcast information without expecting a particular response. Meanwhile, the declarative sentence is also called the term news sentence, which is a sentence containing declarative intonation and generally contains the meaning "to declare or preach something"; in writing, variety is usually marked with a period.

In contrast to the interrogative sentence, that is the sentence that contains a question. Interrogative sentences as sentences are formed to provoke responses in the form of answers. In addition, the interrogative sentence is also said to be a sentence, ie a sentence containing interrogative intonation, in the writing variety usually marked (?). This type of sentence is also marked by questioning particles, such as what and how. Another case with the imperative sentence is the sentence that tells others to do something we want.

In addition to the use of sentences based on their contents, the sentences used by the children also have shown the structure in accordance with the rules of the Indonesian language. The use of Indonesian sentence in accordance with single sentence structure were found 62 data and compound structure were 13 data. In accordance with those results, the whole sentence had a subject, predicate, object, and description. Although not all elements were in the sentence, the important minimum requirements of sentences were met, namely the existence of the subject and predicate.

In addition, to intact, sentences should be arranged regularly. The regularity of sentence elements will make it easier for someone to understand the information to be conveyed. In other words, the use of language forms should be based on the construction of at least a sentence.

Sentences built with language structure will make the sentence more communicative and the meaning to be conveyed in the sentence is not blurred. The communicative sentence is always based on the rules of the Indonesian language.

The structure of the basic sentence contains the following.

- a. Consists of one clause
- b. The elements are complete
- c. The order of its elements in the most common order
- d. Does not contain questions or denials.

In the Indonesian order, there are five basic structure or pattern of sentences: (1) KB + KB (noun + noun), (2) KB + KK (noun + verb), (3) KB + KS (noun + adjectives), (4) KB + KBil (noun + word number), and (5) KB + KDep. (noun + preposition). In accordance with those basic sentence structures, sentences used by children in communicating were more a single sentence. Single sentences can be interpreted as basic sentences so that it can be said that children were more likely to understand and fluent in the use of Indonesian sentences with the structure of the basic sentence/singular rather than compound sentences.

A basic sentence or a single sentence is a sentence consisting of one independent clause without being bound. In addition, a single sentence can also be said to be a sentence consisting only of two core elements and may be expanded with one or more additional elements, provided that the additional elements should not form a new pattern. In this case, the element of a single sentence is a subject and a predicate. In addition, single sentence writing requires all the additional elements.

In contrast to compound sentences whose core elements may be expanded with one or more additional elements so that the additional elements form a new pattern. As it is known that the compound sentence is a sentence consisting of several free clauses. In addition, the compound sentence is a single sentence whose parts are extended in such a way that the extension forms one or more new sentence patterns in addition to the existing pattern. A compound sentence is a combination of two sentence patterns or more, so the new sentence contains two sentence patterns or more. With the use of structure in accordance with the rules of the Indonesian language and the use of sentences that refer to content provisions, the use of Indonesian language in general used by children could be said as good.

The good sentence structure used by children when communicating could be seen from the unity or wholeness of the sentence. Full sentences have a subject, predicate, object, and description. Although not all elements were in the sentence, the important minimum requirements of sentences were met, namely the existence of the subject and predicate. In addition, to intact, sentences should be arranged regularly. The regularity of sentence elements would make it easier for someone to understand the information conveyed. In other words, the use of language forms should be based on the construction of at least a sentence. Sentences built with language structure would make them more communicative and the meaning to be conveyed in the sentence was not blurred. The communicative sentence is always based on the rules of the Indonesian language (Rustam, 2011).

The use of the Indonesian language of children certainly could not be separated from the role of parents in teaching the Indonesian language, especially used as a first language/mother tongue. A child who is at home and environment using the Indonesian language will certainly have more success in Indonesian lesson than children living in family and environment where people do not use the Indonesian language. Children who are fluent in the Indonesian language when communicating are strongly influenced by customs applied in their family, such as getting used to speaking Indonesian. This means that since childhood the children have been using the Indonesian language obtained implicitly from the parents (Nurlaila, 2016).

In accordance with the theory of language acquisition, the definition of language acquisition is a process of mastery of the language undertaken by a person is unconscious, implicit, and informal. Language acquisition is a process of mastery of the language that is done naturally when he or she learns his or her mother tongue. In addition, language acquisition is a natural process within a person in mastering the language. Language acquisition is usually obtained from verbal contact with native speakers of the language environment. Thus, the term language acquisition refers to the unconscious

mastery of the language and is unaffected by the language teaching of the rules system in the language studied (Fridolini & Andrian, 2013).

In teaching Indonesian to his or her children, parents state that there were no significant obstacles. The results showed that children used the Indonesian language since their early age, so they were fluent in the Indonesian language. Parents also stated that by using Indonesian, children would be smarter and responsive more in learning. In addition to the environment, most children used Indonesian language, even the use of Balinese language was minimal. Because the association in the environment used Indonesian language, then parents were more likely to teach their children using the Indonesian language (Rahayu, 2015).

Although the children were able to speak Indonesian well, it was also necessary to coach them so that they were accustomed and showed their pride in communicating using the Indonesian language. Not only in the scope of children, coaching also needed to be done to parents and society in general. Nurlaila (2016) mentioned that what is meant by coaching (language) is an effort to improve the quality of language usage. Language coaching is an effort to improve the quality of language use through the process of learning the language in all types and levels of education as well as correctional language to various levels of society. Language development is intended to improve discipline, exemplary Indonesian language, and positive attitude of society to the Indonesian language. Therefore, language coaching is a conscious, planned, and systematic effort on improving the quality of language so that the language users have pride and enthusiasm in using it.

Conclusion

The use of Indonesian language as the first language by children of Balinese ethnic family in Banjar Bernasi Buduk Badung viewed from the sentence based on the contents and structure, it can be stated that the child is able to use the sentence well. In the sentence based on its contents, it was found that the use of the type of declarative sentences were 47 data, imperative sentences were 7 data, and interrogative sentences were 21 data. The use of declarative sentences is more dominant in children, because declarative sentences are the basic phrase which refers to the process of initial understanding receptively, considering the child listens more in order to develop his/her language skills. Declarative sentences are used by children when they want to have something from their parents. In contrast to the interrogative and imperative sentences that are more demanding the process of critical thinking making it more difficult to disclose to the child. In addition, when a child is young, parents used to teach him/her by asking the child so that it requires the child to give an explanation. According to Dardjowidjojo (2006), in learning the language, this situation is very good for children because they seem forced to express themselves so that the use of declarative sentences is more likely to be used.

In the sentence structure, it was found that the sentences with single sentence structure were 62 data and the compound of sentence structure were 13 data. It is because that when children start learning to speak, they will start with the basic word pronunciation. Therefore, the use of single sentences is more dominant than compound sentences. In addition, the sentence structure used by the child when communicating already shows the unity or wholeness of the sentence. Full sentences have subject elements, predicates, objects, and descriptions. Although not all elements are in the sentence, the important minimum requirements of sentences are met, namely the existence of the subject and predicate. The good sentence structure used by children when communicating could be seen from the unity or wholeness of the sentence.

Parents felt that was no problem in teaching the Indonesian language to their children. That was because children since their early age had been using the Indonesian language. In addition, more children used the Indonesian language in their environment, even the use of Balinese language was minimal. Because the association in the environment used Indonesian language, then parents were more likely to teach their children using the Indonesian language.

The use of Indonesian language as the first language of children in the Balinese ethnic families in Banjar Bernasi Buduk Badung viewed from the sentence based on the content and structure could be stated that the children were able to use the sentence as well. Therefore, it was advisable for parents to always teach their children good and proper language so that children were able to communicate with effective Indonesian language. In addition, it was also recommended to the government to always conduct counseling and guidance to the community so that people have the understanding and knowledge in using the Indonesian language which is good and correct so that they will be able to teach their children the Indonesian language as well.

In teaching Indonesian to their children, parents stated that there were no significant obstacles. The results showed that children since their early age used Indonesian language, so they were fluent in the Indonesian language. It was then suggested to the Balinese family to be more responsive in choosing the first language for their children. When using the Indonesian language, Balinese ethnic families should provide coaching and be able to teach their children Indonesian language in accordance with language rules so that children have pride when using the Indonesian language.

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