

Diglossia of Javanese-Indonesia in Senior High School Educational Domain: Sociolinguistics Study in Tegal Regency

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Abstract

Tegal regency people is diglossic community having two languages namely Javanese and Indonesian. The adjustments of the role and the function of those languages are occurred in the city, especially in Senior High School educational domain, taking form of the roles and functions of Javanese and Indonesian languages. The purposes of the research are to analyze the pattern of Javanese-Indonesian language diglossic patterns in Tegal SHS educational domains. The research is descriptive qualitative and perspective sociolinguistics. The data collection uses observe and conversational methods. The diglossia of the domain uses Miles and Huberman, covering data collection, data reduction, then data serving and concluding. Based on analysis, the diglossic patterns of the domain are: (1) Standardized Indonesian language and Javanese language are included in high language variation used in formal situation, and (2) non-standardized Indonesian and Javanese languages are used in non-formal situations and included in low language variation.

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INTRODUCTION

Diglossic society based on Fasold (1984) is a unity of society with high (T) and low (R) varieties simultaneously. There is possibility the society having equal high varieties but different low varieties meaning that the society is various diglossia.

The important features of diglossic situation is the specialized functions of various variations in the society (Holmes, 1994). The language user in the situation realizing two kinds of different functioning language varieties. One of them, language is seen as standard variety assumed as high variety and the other low variety. The first language variation used is high language variation (T) in formal situation. Meanwhile, the second one is low language variation (R) used in daily and non-formal setting (Rokhman, 2013).

Language is a communication system used by human as the most important element of human life. The communication built is bound to the relationship of language and cultures (Rizkiansyah & Rustono 2017). When two or more languages are exchangeably used by speakers, it can be said the languages are in language contact condition (Mardikantoro, 2012). The individuals whereas the occurrence happening is called as bilingualism, meanwhile the action is called as bilingualization (Suwito, 1985).

Bloomfield in his book *Language* (1993) defines the diglossic is an ability of the utterer to use two languages simultaneously, meaning the speaker using two languages well. The speaker does not tend to use the most dominated one because both of the languages are equal. Fishman (1972) suggests an investigation about diglossic society or multilanguage society to concern on the existency of diglossic.

Dealing with bilingualism and diglossia are described by Fishman (1972), the correlation of them are undertaken into four types: (1) bilingualism and diglossia, (2) diglossia without bilingualism, (3) bilingualism without diglossia, and (4) without bilingualism and without diglossia. Fasold (1984) illustrates by

using terms *social multilingualism* referring to the reality of various and many languages existing in society. There is no discussion about diglossia when no high and low variations of language occurred (Rokhman, 2005).

The general condition occurring in Indonesia is one society, more than one language is used. The situation is called bilingualism (Mardikantoro, 2007). The use of the language by the community is very variative from one group or society, from one speaker to the others from pronunciation, dictions, meaning of the words, and in the syntax construction (Mardikantoro, 2006). The social and situational factors cause the appearance of language varieties. The existences of language varieties show the heterogeneous natured usages of language. The language variation also occurs in Tegal. The varied codes in the society result into uttered codes based on the occurring situation and communicative competencies of the utterer (Eliya & Zulaeha, 2017).

Tegal is located in the western of Central Java Province near northern Javanese island. Geographically, Tegal is on the border line between Brebes and Pemalang. On its western, it is bordered with Brebes regency. On its eastern, it is bordered with Northern Javanese Islands, and the southern one is Banyumas regency.

Tegal has bilingual citizens having two languages, Javanese and Indonesian. They use the language based on their needs. The languages play important roles thus creating the society diglossic.

The different functions and roles of the language among the others in Tegal are happened, such as function and role of Javanese and Indonesian languages. Besides that, Javanese and Indonesian language usages are affected by the environment, such as Javanese language usage, affected by the tones of ngoko and krama and creating Tegal Javanese dialect. It goes further on the differences appearing in one language or certain variation, example, the role of Indonesian language as high variety (T) and Javanese as low variety (R). The condition on the society is diglossic, in which the society really

being affected by the structures of the society and used as activities meant among the members.

In the social interaction, those languages used by the Tegal societies is occurring in various fields. These fields are are constellation from location, topic, and participant factors (Fishman in Fasold, 1984). Besides that, he also divides the field into five: homes, schools, working area, religion, and government.

The patterns of the language usage on educational fields as mentioned by Ferguson also play the same roles in teachers and students' utterances in educational fields in Tegal. The learning activity at school can be assumed to interpret the bilingualism of the society, even multi-linguicism. The learners and teachers are included in more than one language speaking society (Widiyanto & Zulaeha, 2016). It means the learning at school filled by bilingualism speakers.

In educational fields especially Senior High School in Tegal both teachers, students and school society using two varieties of language, Indonesian and Javanese language varieties. Mardikantoro (2010) the similar language variation in which the usage is adjusted to the function and situation without ignoring the main principles existing on the language.

This research is done to explain Javanese-Indonesian diglossia patterns occurring in educational field in Tegal Senior High Schools. The findings of Indonesia Javanese diglossic patterns in educational field of senior high schools in tegal based on (1) formal setting known as higher variety of language (VT), the use of standardized Indonesian and Javanese language Krama, and (2) non-formal setting known as lower variety of language (VR), the use of non-standardized Indonesian and Javanese language based on exchanges among teachers, students, teachers and students, and the headmaster.

METHODS

This descriptive qualitative research, based on Moleong (2007) explaining about qualitative research, is an effort to present social word, and its perspectives into the world, from conceptual, action, perceptual, and human investigated

aspects. Therefore, the researcher will be easier to understand and find every unrevealed phenomenon until now.

The purpose of the approach is to let the researcher describe the reality empirically beyond the occurring phenomenon related to the forms of the language, diglossic pattern, and factors affecting diglossia deeply, in detail, and clearly in the field of senior high school educational field in Tegal.

The research is focused on the students, teacher, and headmaster interaction in using the diglossia in educational field of three senior high schools of Tegal regency: SMA N 1 Warureja, SMA NU 01 Suradadi, and SMA N 1 Slawi. The data of the research covers the extracts of utterances consisting students, teachers, and headmaster's diglossia in the field and information about socio-cultural background and the situation as observation and interview results.

The data collection of the research using reading method to gain primary data, and reliability method to get secondary data. Some techniques of reading method covering basic and advance techniques. The basic technique is listening, while the advance technique covering *read, involve, and interact* (SLC), *free reading involvement and interaction* (SBLC), *recording and noting* technique (Sudaryanto, 1993).

The data collection of this research uses conversational method. In the method occurs conversation and contact between the researcher and the sources (Sudaryanto, 1993). The conversational methods used are spontaneous and elicit techniques. Eliciting techniques is an action to initiate direct conversation, facing the interviewee, or directly interacting. In this case, the conversation is recognized by the researcher and directed based on the needs, to get complete data as much as the demanded data types needed.

RESULTS AND DISCUSSION

The research investigates how diglossic patterns of Javanese – Indonesian language in senior high school educational field in Tegal regency. To explain the problems, some explanations describing the diglossic situation

among teachers, students, and school members are given.

Related to oral communication act in the field, some differences of using the language in formal setting through high variety language (T), using Indonesian language in non-formal communication setting, lower variety language (R). In formal situation tends to use Indonesian

language, meanwhile the non-formal one using Javanese language.

Then, in elaborating the language condition in the field, especially about the description of high variety language and the lower one, is described into charts. Here is the chart.

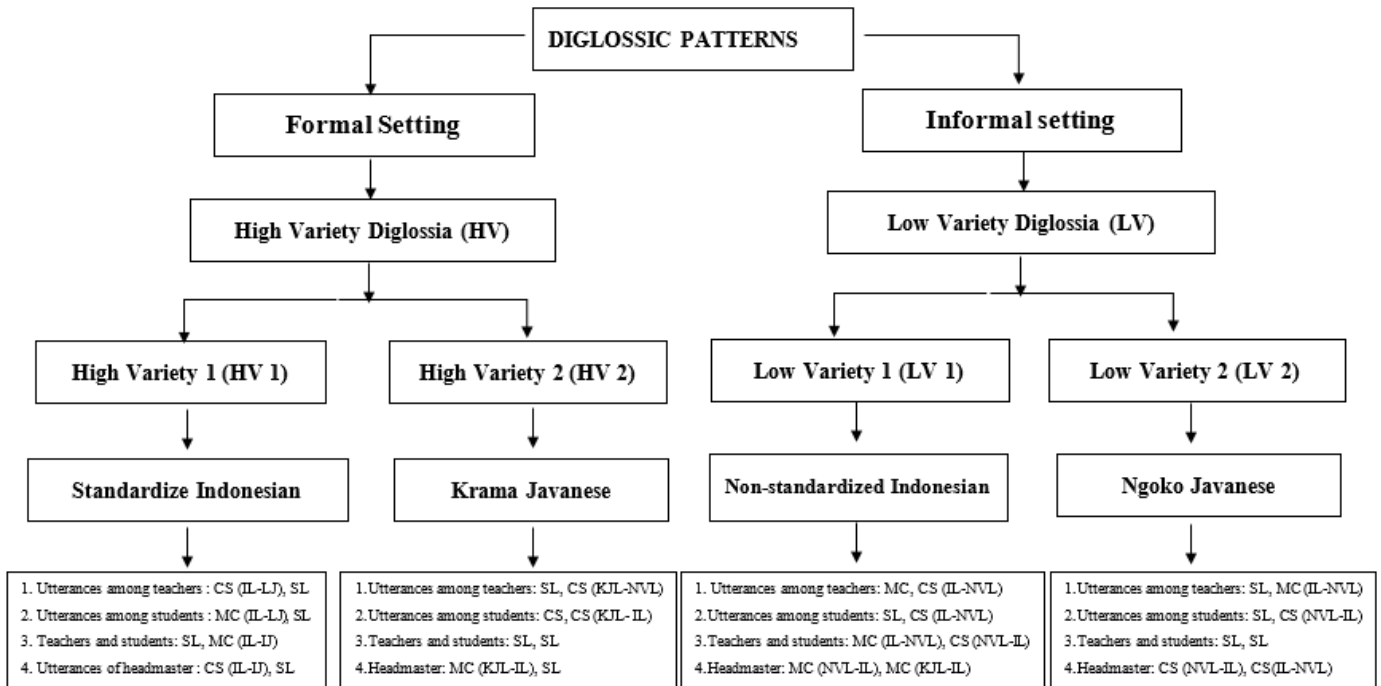


Figure 1. Patterns of Java-Indonesia in the Education Sphere in SMA Tegal Regency

additional information :

SL : Single Language IL : Indonesian Language
 CS : Code Switching JL : Javanese Language
 MC : Mixed Code

KJL : Krama Javanese Language
 NVL : Ngoko Javanese Language

High Variety Language Pattern (VT)

The diglossic pattern is only used in formal setting, meanwhile the non-formal setting, the current variety not found.

High Variety Language Pattern 1 (VT 1) Standardized Indonesian language

The VT 1 of the standardized Indonesian language usages in formal settings, for instances briefing, classroom learning, reading poetry, seminar, discussion, sermon, opening speech in school educational fields. Here is the discussion of the first pattern based on teachers' utterances.

High Variety Diglossic Pattern 1 (VT 1) Standardized Indonesian Language of Teacher and Students' Utterances

The VT 1 based on teacher and students is only used in formal setting, meanwhile in the non-formal one, the variety is not found. Based on the data collected generally showing the language used by the teachers and students in the field inside of discussion and classroom learning though standardized Indonesian language.

Here is the explanation related to the standardized Indonesian language.

(1) Context:

On Monday, January 3, 2018, at 07.20. The Indonesian Language Teacher (P1) Interacting to X Graders (P2) in SMA NU 01 Suradadi Classroom.

P1 : Ada yang tahu apa yang dimaksud teks negosiasi?

P2 : Teks yang isinya tawar menawar, Bu.

P1 : Kalian pernah melakukan tawar menawar?

P2 : *Pernah Bu nawar sepatu nang pasar.*

'Pernah Bu menawar sepatu di pasar.'

The utterances are done by teacher and students in learning interaction in Indonesian language course having negotiation text material. The language used by the teacher while interacting is standardize Indonesian language. The variety of the language on formal setting can be categorized into VT 1. It can be seen on the diction used by the teacher in formal setting, such as full sentences based on rules, no lacking language features, not being interfered by local language, and standardized vocabulary usages.

It can be seen from this excerpt said by teachers, "*Adakah yang tahu apa yang dimaksud teks negosiasi?*", "*kalian pernah melakukan tawar menawar?*." Those utterances using standardized Indonesian language is set on formal setting while interacting in front of the class signed by polite expression, '*adakah*'. The use of '*-kah*' particle indicates polite asking question. The use of new vocabulary usages indicating other features of the language usage caled as VT 1.

However, the use of the language by students does not fit on diglosic variety 1 situation. The use of the standardized Indonesian language in interacting process inside the class between teacher and students should use the standard one. However, the students use the non-standardized Indonesian language appropriately. The students utter by saying the question through mixed Indonesian language code variety with Javanese ngoko language seen in '*pernah Bu, nawar sepatu nang pasar*'. On the first student's utterance uses the standard one, "*Teks yang isinya tawar menawar, Bu*", However, on the next utterance, the student is being interfered by local language seen on "*Pernah Bu nawar sepatu nang pasar*".

The interference done by the students occurred because of diglosic overlaps on the educational field. The effect of ngoko language occuring in their family causes the students naturally not using appropriate standardized Indonesian language.

Therefore, it can be concluded the use of VT 1 on formal setting in the field between teacher and students is not using appropriate diglosic pattern. The task of not appropriate standardized Indonesian language diglosic pattern causes unready diglosic situation.

It can be concluded the use of VT 1 on formal setting in the field between teacher and students does not use the appropriate diglosic pattern causing unready diglosic situation.

High Variety 2 Diglosic Pattern (VT 2) Krama Javanese Language

VT 2 pattern uses Krama Javanese language in formal setting. The language has high variety, VT 2, because its usage considered higher but not surpassing standardized Indonesian language. Krama Javanese utterances is used to respect older people, or higher professions and educations.

Here is the discussion of VT 2 of Krama Javanese language based on teacher and student utterances.

High Variety 2 Diglossic Pattern (VT 2) Krama Javanese Language based on Teacher and Students' Utterances

VT 2 based on the talks is only used in formal setting, meanwhile in the non-formal setting, no high variety of the language found. Based on overall data collection, it shows the use of the language in by teacher and students in the field inside of the class, besides using standardized language, Krama Javanese language also found to be used.

Here is the discussion about Krama Javanese language between teacher and students.

(2) Context:

Thursday, November 23, Uterances between Teacher (P1) and Student (P2) in a Classroom using Krama Javanese Language in SMA Negeri 1 Slawi

- P1 : Mba ambilkan buku Ibu di kantor.
P2 : *Nggih, Bu. Buku nopo, Bu?*
'Ya, Bu. Buku apa, Bu?
P1 : Buku Paket Bahasa Indonesia kelas X.

On the utterances done by Javanese language teacher (P1) and students (P2) inside of the classroom about the teacher's instruction to take book in the office to the student in the class. The language used to interact by teacher is standardized Indonesian language, meanwhile the student responses by using Krama Javanese language in formal setting while in the classroom, categorized as VT 2. It can be seen from the excerpt uttered by teacher (P1) using standardized Indonesian language, *Mba, ambilkan buku ibu di kantor,* "Buku Paket Bahasa Indonesia kelas X."

Krama vocabulary indicates specific features of Krama Javanese language in formal setting in the class called as VT 2. It is done by a student although the teacher says the standardized language seen in "*Nggih, Bu. Buku nopo, Bu?*"

It can be seen in Krama Javanese diction used by the students in the class formal setting. The excerpt above uses Krama Javanese language variety seen in this lexicon seperti *nggih* 'yes dan *nopo* 'what.

The diction selection of the language done by student (P1) used to respect teacher (P2) and the occurrence happening in educational field. P1, as the teacher, uses standardized language to respect the teacher and the utterance occurred in formal setting. The relationship between two non-intimate speakers and due to the age and status of the teacher, leading to the use of Krama Javanese language by the student.

It can be concluded the use of VT 2 in formal setting inside of the field between them uses appropriate diglossic pattern. However, not all of the students are capable of using Krama Javanese language because its *politeness* is difficult to understand. Moreover because of the students habitual uses ngoko Javanese language to communicate. Thus, not all of the students in the field of education are capable of using VT 2 readily.

Low Variety 1 Diglossic Pattern (VR 1)

Low variety language (VR) consists of two: VR 1 and VR 2. VR 1 is language used without accurate codification grammatically. VR 1 in the field of education is almost used as collation involving casual Indonesian and intimate Indonesian language, non-standardized language. Here is the discussion of VR 1 based on teacher and students.

Low Diglossic Language Pattern (VR 1) of Non-Standardized Indonesian Language based on Teacher and Students' Utterances

On the pattern of VR 1, the use of language in the field in non-formal setting is non-standardized Indonesian language. The language is used to communicate outside of the class. The use of the language appears in the field, especially outside of the classroom. Teacher and students use the language inside and outside of the classroom. It is because their intimacy among them through casual and non-standardized codes.

Here is the discussion about it.

(3) Context:

On Wednesday, October 18, 2017, at 11.00, A Counseling Teacher (P1) Having Counseling with A Student (P2) on Counseling Room of SMA Negeri 1 Warureja

- P1 : *Kamu sering nggak masuk sekolah kenapa?*
'Kamu sering tidak masuk sekolah kenapa?
P2 : *Nggakpapa, Bu.*
'Tidak apa-apa, Bu.'
P1 : *Nggak masuk sekolah kok nggak papa. Kelas X rajin lho, kenapa sekarang menurun semangatnya.*
'Tidak masuk sekolah kok tidak apa-apa. Kelas X rajin lho, kenapa sekarang menurun semangatnya.'
P2 : *Males bae, Bu. Pusing soal keluarga di rumah Bu. Bapak sama Ibu sering bertengkar di rumah.*
'Malas saja, Bu. Pusing soal keluarga di rumah Bu. Bapak sama Ibu sering bertengkar di rumah.'

In the utterances, it is happening in formal setting when P1 and P2 in the classroom inside formal setting while having guiding and counseling in counseling room. The language used by P1 to P2 uses non-standardized Indonesian language. The use of the variety can

be categorized into VR 1. The usage should be in standardized Indonesian language due to formal setting.

It is seen in non-standardized Indonesian language used by the teacher while interacting, using sentence “*Kamu sering nggak masuk sekolah kenapa?*”, “*Nggak masuk sekolah kok nggak papa. Kelas X rajin lho, kenapa sekarang menurun semangatnya.*” The same utterance is done by P2 using mixing code from Indonesian to ngoko Javanese language in “*Nggak papa, Bu.*” “*Males bae, Bu. Pusing soal keluarga di rumah Bu. Bapak sama Ibu sering bertengkar di rumah.*” The utterance, *males bae* ‘just feeling lazy’ is Tegal dialect lexicon. It is done to keep the use of P1’s language variety, thus P2 also uttering the same language variety.

The use of non-standardized Indonesian language in the utterance is done during casual setting. The words, *nggak, kenapa, papa, males*, indicating non-formal language, thus used in daily conversation. The words *nggak* ‘no’, *kenapa* ‘why’, *papa* ‘nothing’, *males* ‘lazy’, are incomplete words and not ordered well, indicating non-formal language features. The word *bae* ‘just’ is the feature of Tegal dialect lexicon. Besides that, the intimacy between P1 and P2 also affects the use of the variety. The utterances are the features from standardized Indonesian language in formal setting, called as VR 1. However, the language should be used in standardized Indonesian language while having counseling in counseling room between counselling teacher and the student happening to use non-standardized Indonesian language. The use of the variety in the field mostly occurs outside of classroom. Therefore, the use of the variety, VR 1, by using non-standardized Indonesian language in non-formal setting are not appropriate and readily yet.

Low Diglosic Pattern Variety 2 (VR 2) Ngoko Javanese Language

VR 2 refers to low language variety equals to VR 1 but actually lower. The being represented by VR 2 is not grammatically structured and used in daily life inside of family or social life at home. VR 2 is called as Tegal ngoko Javanese dialect language usage, used in daily life of Tegal

citizens. In educational field, the use of the language in daily conversation at schools done by all school members. Here is the discussion of VR 2 based on teacher and students’ utterances.

Low Diglosic Pattern Variety 2 (VR 2) Ngoko Javanese Language based on Teacher and Students

The usage of VR 2 in the field in non-formal setting is realized through ngoko Javanese language. The use of the language is used to casually communicate outside class. The use of the language in the field is mostly occurred outside of classroom. The students and teacher use the variety outside the classroom due to their intimacy through casual and non-standardized codes.

Here is the discussion about it

(4) Context:

On Wednesday, October 18, 2017, at 10.30, Utterances between History Teacher (P1) with Student (P2) Near Office of SMA Negeri 1 Warureja

P1 : *Za, dundangna Difa mene gon maring Pak Guru.*

‘Za, panggilkan Difa ke sini ke Pak Guru.’

P2 : *Gon apa, Pak? Bocae nang kantin.*

‘Suruh apa, Pak? Anaknya ke kantin.’

P1 : *Wis gari dundang kah, mana goleti cepet.*

‘Sudah tinggal dipanggil, ayo sana cepat.’

The conversation uses ngoko variety seen in the utterances of P1 and P2 near office while communicating. The selection of the variety between them in non-formal setting with their connection due to their intimacy. The relationship determines the variety. In the field, the variety is used both inside and outside of classroom. Outside of classroom, ngoko Javanese language is used to communicate among students, among teachers, and even teachers to students in Tegal with non-formal setting. The use of VR 2 in the setting is done near the office.

The occurrence between them, P1 and P2, about the P1’s instruction to call a student named Difa. The excerpt of the utterance has diglosic pattern in the form of VR 2 on daily conversation

at school due to intimacy and casual factors between them.

The use of the variety can be seen in this utterance spoken by P1 with specific features of Tegal Javanese dialect language seen in “*Za, dundangna Difa mene gon maring Pak Guru,*” “*Wis gari dundang kah, mana goleti cepet.*” The use of the lexicon by P2 existing in , “*Gon apa, Pak? Bocae nang kantin.*”.

In the excerpt, the speakers use ngoko Javanese language on non-formal setting between the student into other student near the office. The utterance seen on the excerpt are *dundangna* ‘call’, *mene* ‘come here’, *gon* ‘aseked’, *maring* ‘going to’, *gari* ‘have just’, *kah* ‘right’, *mana* ‘there,’ *goleti* ‘seek’, *nang* ‘in. Outside of the classroom, the non-formal setting, all students speak using ngoko Javanese variety as VR 2. It shows VR 2 by using ngoko Javanese language in casual and non-formal setting at school is not appropriately and readily done, because the teachers should use Indonesian language well and correctly to the students in educational field.

CONCLUSION

The diglosic patterns of Javanese-Indonesian language in educational field of Tegal senior high schools are based on (1) formal and (2) non-formal setting. In formal setting, the diglosic pattern is known as high variety (VT), using standardized Indonesian language called as high variety 1 (VT 1), and using karma Javanese language called as high variety 2 (VT 2). In non-formal setting, the pattern is low variety (VR), using non-standardized language known as low variety 1 (VR1) and using ngoko Javanese language known as low variety 2 (VR 2). Then, the diglosic patterns are based on utterances among teachers, among students, teachers and students, and headmaster. The pattern in educational field in Tegal consists of so many deviate functions from the original one causing the patterns not ready and appropriate. The school members should apply the patterns based on their functions: VT for formal settings and VR for non-formal. The good and polite application

needs to be done by all school members of senior high schools in Tegal regency.

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