

Language Attitude of Teenagers Towards Buru Language in the Coastal Communities of Buru Regency

Azwan¹, Sitti HajiYanti Makatita²
Universitas Iqra Buru

Email: azwancs3@gmail.com

Abstract. This research aimed to find out the language attitude of teenagers towards Buru language in the coastal communities of Buru regency. This research was descriptive by quantitative and qualitative approaches. This research was conducted in Buru Regency, with a population of coastal communities. There were 80 teenagers from each subdistrict as the samples. The technique of collecting data was through the questions list in the questionnaire instrument. The result of this research showed that the language attitude of teenagers towards the Buru language in the coastal community of Buru Regency tends to be negative. They have good attitudes in cognitive aspects but differed in affective and conative aspects. It can be seen in the results of the average index value generated for the Buru language was 2.39 in a non-positive category. Internal and external factors were triggers for the language attitude of teenagers. Internal factors came from teenagers who did not feel proud of their mother tongue, whereas external factors were influenced by family environment, daily interactions, and educational environment.

Keywords: *Language Attitude, Teenagers, Coastal Communities, Buru Language*

INTERFERENCE
Journal of Language,
Literature, and
Linguistics

E-ISSN: 2721-1835

P-ISSN: 2721-1827

Submitted : 5th December 2021
Accepted : 7th February 2022

INTRODUCTION

The state and process of forming language attitudes are not far from the state and process of forming attitudes in general. This is inseparable from the understanding of the local community, especially the coastal communities of Buru regency, most people think that speaking or learning the local language (Buru language) is the language of underdeveloped people who lives in the mountains or inland of Buru regency. This understanding is also attached to the generations. It is one of the phenomena of local languages as part of local wisdom for the local community to be increasingly concerned, especially the use of local languages by the young generation.

Indonesian people who are known to highly appreciate cultural wealth and uphold the dignity of their nation, language, and culture should be preserved for the young generation as a legacy from their ancestors. So it is fitting that the role of society in general and the role of parents in the family environment, in particular, is very important to maintain the local language and culture for the young generation.

Language shift may occur by several factors, such as the role and language attitude of the local community towards their local language, as this happened in the family environment of the coastal community of Buru Regency, Maluku province. Initial observations made by researchers, most of the young generation communicate more often using Ambonese Malay than using Buru language as the local language. If this condition continues, it will be certain that in the next few decades the local language will be eliminated.

Language is one of the characteristics of humans that distinguishes them from other creatures. In addition, language is given by God to humans as a social function, both as a tool to communicate and to identify a social group. Therefore, language cannot be separated from the social dimension of society. But on the one hand, now many local languages that have become the identity of a community group are starting to diminish with age, and have even become extinct, as has happened in several regions in Indonesia.

Buru language is one of the Austronesian languages in Maluku which is spoken as a local language by the people in Buru regency. The Buru language is included in several local languages in Maluku which are threatened by extinction. Theoretically, languages that die or become extinct are caused they are no longer used by their speakers in interaction or communication in several important areas, especially because they started from being no longer taught by their speakers. parents to children. People prefer languages that are considered more prestigious, prestigious, modern, or global, even languages that are felt instrumentally have more economic value. Situations like this need to be studied and addressed because they will become the dominant factor that creates situations and conditions that threaten and endanger the preservation of local languages.

Based on the description above, the purpose of this study was to describe the conditions for shifting and maintaining the Buru language in the family environment of the coastal community of Buru Regency, Maluku Province. So that it becomes a reference in the handling of maintaining local languages as part of the local wisdom of the people of Buru district. Furthermore, it will be seen whether the

role and language attitudes of teenagers in Buru Regency affect the shift and maintenance of the Buru language. So in answering the problems in the description above, the researcher will use a population of teenagers in the coastal community of Buru Regency who is domiciled in Liliy sub-district, Teluk Kayeli sub-district, Fena Leisela sub-district, and Air Buaya sub-district. From all the samples, 20 teenagers from each sub-district aged 16-24 years will be taken. So the total sample in this study was 80 teenagers. The data collection technique in this study was through an instrument in the form of a list of questions in a questionnaire to collect language attitude data. In addition, researchers also conducted structured interviews with respondents to collect data on language selection in the family realm.

Research on the influence of language attitudes on language shift and maintenance has been carried out by several researchers, including [Djamareng & Jufriadi \(2018\)](#) in their research entitled *Pengaruh Sikap dan Peran Orang Tua Terhadap Pergeseran Bahasa Luwu di Kalangan Anak-Anak Pada Masyarakat Luwu Kota Palopo* revealed that the use of Luwu language by parents which is the role of parents has a significant influence on language shifts that occur in children, which shows that almost all respondents' answers indicate a lack of use of Luwu language by children and parents in the family realm. The positive attitude of parents towards the use of the Luwu language did not affect the maintenance of the Luwu language but on the contrary, there was a shift in the Luwu language in the city of Palopo. Meanwhile, [Ibrahim et al., \(2019\)](#) in their research on *Faktor Sosial Yang Berpengaruh Terhadap Pergeseran Bahasa Lowa* concluded that three social factors influence the occurrence of language shift, especially the Lowa language which includes gender, age, and education level factors. The age factor is very dominant in influencing the shift in the Lowa language. In addition, [Inawati \(2017\)](#) in her research entitled *Tantangan dan Strategi Praktis Pemertahanan Bahasa Lampung* revealed that there are at least 5 (five) main problems in the existence of the Lampung language, namely: 1) The population is smaller than immigrants; 2) the lack of pride for the Lampung people to use the Lampung language; 3) the use of the Lampung language is limited to certain contexts; 5) the trapping of Lampung language teaching in teaching script and not communication in Lampung language.

[Sahril \(2018\)](#) in his study of *Pergeseran Bahasa Daerah Pada Anak-Anak di Kuala Tanjung Sumatera Utara* revealed that the use of local languages by parents in the family realm can affect the shift and maintenance of local languages which generally occur among children even though the local language is spoken in their own country of origin. This is evidenced by the fact that almost all respondents do not use the local language in communicating with family and other people. While the attitude of parents towards the local language is still quite positive, this attitude does not contribute to the maintenance of the local language in Kuala Tanjung itself.

Meanwhile, [Amin & Suyanto \(2017\)](#) in their research on *Pergeseran dan Pemertahanan Bahasa Ibu Dalam Ranah Rumah Tangga Migran di Kota Semarang* concluded that language shift occurred in the domain of migrant households in Semarang City. Most of the large migrants in the city of Semarang use Indonesian

more often than their mother tongue. However, some migrants still maintain their mother tongue among traditional migrants who live in the village area. In the family domain, married migrants who share the same mother tongue more often use their mother tongue and Indonesian to communicate in terms of family and other matters.

Language Attitude

A person's opinion or view of a language, whether he likes it or not, is called a language attitude. So that the choice of language can be influenced by the attitude of the language itself.

Chaer and Agustina (2010), revealed that attitudes consist of three components, as follows:

- a. The cognitive component relates to the knowledge and ideas used in the thinking process.
- b. The affective component concerns the issue of liking or disliking something.
- c. The conative component concerns behavior or actions as a final decision through this component people usually try to guess how a person's attitude towards the situation he faces.

Through these three components, people usually try to predict how a person's attitude towards a situation is being faced. These three components of attitude are generally closely related. It is not in line. If the three components are in line, it can be predicted that the behavior will show an attitude. But if it is not in line, then the behavior cannot be used to determine the attitude.

Negative attitudes towards a language can also occur when a person or group of people no longer has a sense of pride in their language and shifts it to another language that is not theirs. This can be influenced by several factors, including political factors, ethnic factors, race, prestige, considering the language to be too complicated, and so on.

Sugiyono & Sasangka (2011) quoted Schiffman's expression that "attitude is a learned disposition to behave in a consistently favorable or unfavorable way to respect to a given object". In line with that, Rokhman (2013, in Sukma 2017) quotes Bany and Johnson that attitudes are not formed because of innateness but because of the learning process.

Teenager Limit

The term maturity is intended to include physical and socio-psychological maturity. According to the World Health Organization (WHO), teenagers have three criteria, namely biological, psychological, and socio-economic (Sarwono, 2011:11).

Furthermore, WHO categorizes teenagers into two parts, namely the age of 10 - 14 years which is categorized as an early teenager, and the age of 15 - 20 years as a late teenager. Meanwhile, the United Nations (UN) sets the age limit for youth with an age range of 15-24 years (Sukma, 2017).

Language Shift and Maintenance

Language shift and maintenance are two sides of the same coin. Language shift and retention are two phenomena that occur simultaneously. One language

will shift other languages or languages that are not displaced by other languages; the language that is displaced is the language that is unable to defend itself (Sumarsono in [Septiani, 2019](#)). This happens when a society chooses to use or leave the use of a language. The choice of a condition occurs over a long period, which can reach more than two or three generations.

According to Fasold (in [Widianto, 2018](#)) language maintenance is defined as a decision to continue to use language collectively or collectively by a community that has used the language previously. Furthermore, it is also stated that language preservation is the opposite or different side of language shift.

RESEARCH METHODS

This research was descriptive using quantitative and qualitative approaches (*mixed method*). Thus, this research described the facts or characteristics as well as between phenomena that were systematically, factually, and accurately. The quantitative approach is used to discuss quantitative information in the form of statistics, while the qualitative approach was used to reveal qualitative information accompanied by a description of the phenomena revealed in the study. A qualitative approach will be very dominant in this research, while a quantitative approach will be used as a support in revealing qualitative information.

This research was carried out in Buru Regency, located in 4 (four) Districts, namely: Lilialy District, Teluk Kayeli District, Fena Leisela District, and Air Buaya District. While the population used in this study is the coastal community of Buru Regency which lives in Lilialy District, Teluk Kayeli District, Fena Leisela District, and Air Buaya District, with a total sample of 20 teenagers from each sub-district. So the total samples in this study were 80 people as natives of coastal communities in Buru regency.

The data collection technique in this study was through an instrument in the form of a list of questions in a questionnaire to collect data on language attitudes and language choice of respondents. In addition, researchers also conducted structured interviews with respondents to collect data on language selection in the family realm. Then the data that has been obtained through the questionnaire will be processed using the SPSS 23 statistical program. Data that has been processed quantitatively will be analyzed qualitatively by providing a description and interpretation of the statistical data based on phenomena and facts to fulfill the element of knowledge in a conclusion.

RESULTS AND DISCUSSION

The research of language attitudes for teenagers who live in the coastal area of Buru Regency covers four sub-districts, namely Lilialy District, Teluk Kayeli District, Fena Leisela District, and Air Buaya District. Each sub-district was taken as a sample of 20 teenagers aged 16-24 years. So that the total sample is 80 teenagers. The respondents in this study answered several statements that represented their attitudes towards the Buru language (local language), Ambonese Malay, Indonesian, and foreign languages.

In the following, the results of the assessment of language attitudes on each component aspect, namely cognitive, affective, and conative aspects are

presented. The results of the recapitulation of the assessment of the three aspects can be seen in [Table 1](#) below.

Table 1. Recapitulation Assessment of teenagers language attitudes in the coastal community of Buru

Language Attitude	Component			Average
	Cognitive	Affective	conative	
Indonesian Language	3.67	3.54	3.38	3.53
Ambonese Malay	2.85	2.32	3.11	2.76
Foreign language	3.12	2.29	2.48	2.63
Buru	2.76	2.41	2.01	2.39

Score Criteria:

Score 1.00–1.75: not very positive

Score 1.76–2.50: not positive

Score 2.51–3.25: positive

Score 3.26–4.00: very positive

Based on the results of the analysis in [Table 1](#), it can be seen that there are various language attitudes of teenagers in coastal communities of Buru Regency towards Buru, Ambonese Malay, Indonesian, and foreign languages.

The language attitude of the respondents towards Indonesian from the three-component aspects looks very positive with an index value of 3.53. This can be interpreted that the respondents have a good knowledge of the Indonesian language, which is also parallel to the feelings and behavior of the respondent's language. This was formed because the respondents were aware of Indonesian as the official language and the language of instruction in the educational environment as the unified language of the Indonesian nation which had been introduced since childhood so the cognitive aspect greatly influenced other aspects, namely affective and conative. So Indonesian is consciously used in various forms of communication purposes.

Another factor that influenced the formation of positive attitudes of the respondents towards the Indonesian language is the socio-cultural changes in the family environment and the surrounding community. The number of migrants who have been domiciled in the coastal area of Buru district are from various ethnic groups and also ethnic groups such as Buton, Bugis, Makassar, Javanese, Ambonese, Sanana, and others. So that many coastal residents of Buru regency were married to immigrants from other tribes and ethnicities. So that this mixed marriage changes language inheritance from generation to generation.

In addition, the factors that influence the formation of language attitudes of teenagers in the coastal communities of Buru regency were more positive towards Indonesian because of the demands that apply in the school environment. The respondents in this study are generally teenagers who are students and college students. They are formed by good language rules by using Indonesian in the educational environment. The applicable rules or norms regarding the proper use of the Indonesian language in the educational environment must be

adhered to and obeyed in communicating. So that compliance makes them have a positive attitude towards the Indonesian language.

On the other hand, the Ambonese Malay language, where the analysis results show that the index value of the respondents' language attitudes towards Ambonese Malay is 2.76, is in second place after Indonesian. The respondent's language attitude towards Ambonese Malay can be interpreted from the aspect of language behavior very positively with an index value of 3.11. Likewise with aspects of knowledge that are in the positive category. Meanwhile, in terms of the affective aspect or feeling approach, it was very different with an index value of 2.32 which is included in the negative category. Ambonese Malay has a very big role in the family environment in language behavior, most of the people of Buru district use Ambonese Malay in communicating, although from the affective aspect it is not in harmony with the conative and cognitive aspects. This happens because Ambonese Malay is a broad communication language or what is called the *lingua franca* between groups and also ethnicities in several eastern parts of Indonesia in an informal sphere, especially in the Maluku province. As the situation resembles the function of the Malay language in other areas.

Furthermore, the value of the results of the analysis produced an index value of teenagers' language attitudes towards Buru language, which was an average of 2.39 which is included in the non-positive category. If observed from each aspect of the component, it shows different results. The results of the positive index values are only found in the cognitive aspect, while the affective and conative aspects show the results of the index values which are classified as negative. This situation can be interpreted that teenagers still have a good understanding. However, in reality, this is not parallel to the affective and conative aspects, this result is confirmed by the results of teenagers' attitudes towards other languages such as Indonesian, Ambonese Malay, and foreign languages. Only a small proportion of respondents still have a positive attitude towards Buru language. While others are of course positive about Indonesian, Ambonese Malay, and foreign languages. If observed, the environment where the respondents live has undergone quite a change with the number of immigrants, so it is not surprising that Buru as a local language tends to be less positive. communication and interaction with people around him who are not native to the island of Buru. Most of the original inhabitants of the island of Buru are in mountainous areas, while a small proportion is in coastal areas.

Besides that, it is also possible that the factor of teenagers' language attitudes towards Buru language is not positive, namely the educational environment. One form of rule in communicating properly and politely is to use Indonesian correctly. Teenagers are sometimes hesitant to use or even learn Buru language because of their understanding of Buru language as a backward language, tacky, left behind, and so on, thus creating a sense of shame, not being modern, being ridiculed as being left behind. Situations like that make teenagers hesitant to use Buru language in interacting with their friends or teachers in the educational environment, both at school and in college. These are some of the factors that are the reasons and the basis for the language attitude of teenagers towards the Buru

language which is in the negative category in the components of the affective aspect and the conative aspect.

Basically, someone will behave positively towards a language and implement it in the form of language behavior if someone has a good understanding and knowledge of the language itself. However, this is different in the case of teenagers in coastal communities of Buru district. They have a good understanding of the Buru language but it is not in line with aspects or conative. They are reluctant to use Buru language because they do not feel proud to use their mother tongue, namely Buru. This is what happened to the youth in the coastal communities of the island of Buru.

Based on several factors that have been stated previously, most of them are influenced by external factors on teenagers' language attitudes towards Buru. However, if explored further, there are internal factors within the respondents that also influence the language attitudes of teenagers towards Buru in the coastal community of Buru Island. They understand how important the local language is as local wisdom that needs to be maintained which, according to them, is in the cultural and traditional framework of the older generations who are considered left behind. On the other hand, they are in an era of increasingly advanced globalization with various information technologies. Thus, teenagers face a situation that positions them in two choices, namely differences in circumstances and situations from the traditional modern era. In this situation, teenagers are in uncertainty, they have to maintain their mother tongue, while they are faced with the dynamics of language that continues to change with the times.

Another thing that also needs to be observed is the respondent's language attitude towards foreign languages. The index of teenagers' language attitudes in coastal communities on the island of Buru tends to be positive, which is 2.63 although it is not very significant. This is because they feel proud to use the foreign language. Teenagers tend to think that by mastering a foreign language, their life will be better and more respected as the demands of the current modernization era.

The following will discuss the results of the analysis of language attitudes of teenagers in coastal communities of Buru regency using SPSS 23 to show the statistical values detailed in the three components of language attitudes, namely the cognitive aspect, affective aspect, and conative aspect.

A. Language Attitudes of Teenagers on Cognitive Aspects.

Table 2. Descriptive Statistics of teenagers' language attitude on Cognitive Aspect

<i>Descriptive Statistics</i>					
	N	Minimum	Maximum	Mean	Std. Deviation
Buru Language	80	12	17	13,80	1,216
Ambonese Malay	80	12	18	14,23	1,607
Indonesian Language	80	16	20	18,35	1,313
Foreign Language	80	12	20	15,61	2,264
Valid N (listwise)	80				

Based on the results of statistical analysis on language attitudes of the teenagers in [table 2](#), it can be seen that the number of respondents is 80 people, where Buru in the cognitive aspect produced a minimum value was 12 and a maximum value was 80 with a mean value 13.80 and a standard deviation was 1,22. Meanwhile, Ambonese Malay has a minimum score of 12 and a maximum value of 18 with a mean of 14.23 and a standard deviation of 1.67. On the other hand, the minimum score for Indonesian is 16 and the maximum score is 20 with a mean of 18.35 and a standard deviation of 1.31. Meanwhile, foreign languages have a minimum score of 12 and a maximum value of 20 with a mean value of 15.61 and a standard deviation of 2.26. This statistical description is a general description of the respondent's language attitude, where there is a tendency for respondents to be positive about a language and vice versa there is a tendency for respondents to be not positive about a particular language. As for the vulnerable value of the acquisition of language attitudes of teenagers in coastal communities on the island of Buru, it can be concluded that there is a very clear difference, where the language attitudes of teenagers in coastal communities on the island of Buru are quite low. So in the positive aspect of the description of the statistical data above, it shows that the conditions that occur in the coastal community of Buru Island youth have a very low language attitude towards Buru which is their mother tongue, and better understand languages that are more developed today, such as Ambonese Malay, Malay language and Bahasa Indonesia.

B. Language Attitudes of Teenagers on Affective Aspects.

Table 3. Descriptive Statistics of teenagers' language attitude on Affective Aspect

<i>Descriptive Statistics</i>					
	N	Minimum	Maximum	Mean	Std. Deviation
Buru Language	80	7	16	12,05	1,967
Ambonese Malay	80	8	14	11,58	1,719
Indonesian Language	80	16	19	17,71	1,460
Foreign Language	80	9	13	11,43	1,690
Valid N (listwise)	80				

Based on the results of the statistical analysis of teenagers language attitudes in [table 3](#) in this affective aspect, it can be seen that the number of respondents is 80 people, where Buru in the affective aspect produced a minimum value of 7 and a maximum value of 16 with a mean value of 12.05 and a standard deviation of 1,98. Meanwhile, Ambonese Malay has a minimum score of 8 and a maximum value of 14 with a mean of 11.58 and a standard deviation of 1.72. On the other hand, the minimum score for Indonesian is 16 and the maximum value is 19 with a mean value of 17.71 and a standard deviation of 1.46. Meanwhile, foreign languages have a minimum score of 9 and a maximum value of 13 with a mean value of 11.43 and a standard deviation of 1.69. This can describe the attitude of the respondent's language, that teenagers tend to have a positive attitude towards a language and vice versa there is a tendency to have a negative attitude towards

certain languages. As for the vulnerable value of the acquisition of language attitudes of teenagers in coastal communities in Buru district, it can be concluded that there is a very clear difference, where the language attitudes of teenagers in coastal communities in Buru district dominate the Indonesian language more than Buru language, Ambonese Malay, and foreign languages.

C. Language Attitudes of Teenagers on Conative Aspect.

Table 4. Descriptive Statistics of the teenagers' language attitude on Conative Aspect

<i>Descriptive Statistics</i>					
	N	Minimum	Maximum	Mean	Std. Deviation
Buru Language	80	5	12	10,04	2,341
Ambonese Malay	80	12	18	15,55	1,574
Indonesian Language	80	14	19	16,87	1,496
Foreign Language	80	10	16	12,39	1,680
Valid N (listwise)	80				

Based on the statistical analysis on teenagers' language attitudes in [table 4](#) in the affective aspect, it can be measured that the number of respondents is 80 people, where the Buru language in the conative aspect produced a minimum score of 5 and a maximum value of 12 with a mean value of 10.04 and a standard deviation of 2,34. Meanwhile, Ambonese Malay produced a minimum score of 12 and a maximum value of 18 with a mean of 15.55 and a standard deviation of 1.57. In addition, the minimum value of Indonesian is 14 and the maximum value is 19 with a mean value of 16.87 and a standard deviation of 1.50. Meanwhile, foreign languages have a minimum score of 10 and a maximum value of 16 with a mean value of 12.39 and a standard deviation of 1.68.

In this statistical description, it can be described that the respondent's attitude towards the conative aspect of the Buru language tends not to be positive. Respondents tend to have a positive attitude towards Indonesian and Ambonese Malay. As for the vulnerable value of the acquisition of language attitudes of teenagers in coastal communities of Buru Regency, it can be observed that there is a very clear difference, where the language attitudes of teenagers in this aspect dominate Indonesian and Ambonese Malay. So in the conative aspect of the description of the statistical data above, it shows that the conditions that occur in the coastal community of Buru Regency were more inclined to use Indonesian and Ambonese Malay than Buru language as a mother tongue.

CONCLUSION

Based on the results and discussion above, it can be concluded that the language attitude of the teenagers towards Buru language in the coastal community of Buru Regency tends to be negative. Teenagers had a good attitude on the cognitive aspects of Buru language, but it was not relevant to the affective and cognitive aspects. In other words, they have an understanding and knowledge

of the importance of the Buru language as part of the local wisdom of the people of Buru district, but these teenagers do not have pride and do not realize it in their daily use of communication. This can be seen in the results of the average index value generated for the Buru language of 2.39. Meanwhile, Indonesian has an average index value of 3.53, Ambonese Malay was 2.76, and Foreign language was 2.63, which tend to be in a positive category. The index value of language attitudes of the teenagers towards Buru language in the coastal community of Buru regency was included in the non-positive category. Internal and external factors trigger the low language attitudes of teenagers. These internal factors are those that come from within teenagers who do not have a sense of pride in their mother tongues, such as shame, prestige, and condescension. Meanwhile, external factors that influence teenagers' attitudes were the family environment, daily interactions, and the educational environment.

The attitude of youth towards Buru is a general picture of the fate of Buru in the next 10 decades, which will have an impact on the fragility of Buru's defense. The Buru language is increasingly being shifted among teenagers in communicating. If this situation continues to be ignored, it will threaten the existence of the Buru language as the mother tongue of the people in Buru regency.

REFERENCES

- Amin, M. F., & Suyanto, S. (2017). Pergeseran dan Pemertahanan Bahasa Ibu Dalam Ranah Rumah Tangga Migran di Kota Semarang. *Nusa: Jurnal Ilmu Bahasa Dan Sastra*, 12(1), 15–26.
- Chaer, A., & Agustina, L. (2010). Sociolinguistics Early Introduction. *Jakarta: Rineka Cipta*.
- Djamareng, J., & Jufriadi, J. (2018). PENGARUH SIKAP DAN PERAN ORANG TUA TERHADAP PERGESERAN BAHASA LUWU DI KALANGAN ANAK-ANAK PADA MASYARAKAT LUWU KOTA PALOPO. *Palita: Journal of Social Religion Research*, 1(1), 79–94.
- Ibrahim, I., Ruslan, R., Asnur, M. N. A., Sabata, Y. N., & Kahar, M. S. (2019). Faktor Sosial yang Berpengaruh terhadap Pergeseran Bahasa Lowa. *Kembara Journal of Scientific Language Literature and Teaching*, 5(2), 208–218.
- Inawati, I. (2017). Tantangan dan Strategi Praktis Pemertahanan Bahasa Lampung. *Jurnal Pesona*, 3(2).
- Sahril, N. F. N. (2018). Pergeseran Bahasa Daerah Pada Anak-Anak di Kuala Tanjung Sumatra Utara. *Ranah: Jurnal Kajian Bahasa*, 7(2), 210–228.
- Sarwono, S. W. (2011). Psikologi Remaja edisi revisi. *Jakarta: Rajawali Pers*.
- Septiani, E. (2019). PERGESERAN BAHASA: MANAKAH BAHASAMU? INI BAHASAKU. *Pesona: Pekan Seminar Nasional Pendidikan Bahasa Dan Sastra Indonesia*, 2, 22–26.
- Sugiyono & Sasangka, S. S. (2011). Sikap masyarakat Indonesia terhadap bahasanya. *Yogyakarta: Elmatara Publishing*.
- Sukma, R. (2017). *Sikap Bahasa Remaja Keturunan Betawi Terhadap Bahasa Ibu dan Dampaknya pada Pemertahanan Bahasa Betawi*. Diponegoro University.
- Widianto, E. (2018). Pemertahanan Bahasa Daerah melalui Pembelajaran dan Kegiatan di Sekolah. *KREDO: Jurnal Ilmiah Bahasa Dan Sastra*, 1(2), 1–13.