

## THE PATTERN OF LANGUAGE USE IN A CHILD: A CASE OF MIXED-MARRIAGE FAMILY

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**ABSTRAK.** Penelitian ini menunjukkan bagaimana pola penggunaan bahasa dari sebuah keluarga pernikahan campuran. Indonesia adalah salah satu negara yang memiliki banyak pasangan yang menikah beda kebangsaan. Banyaknya pernikahan campuran dengan perbedaan latar belakang, budaya dan bahasa membuat ketertarikan untuk mengangkatnya sebagai bahan penulisan jurnal ini. Fokus dari penelitian ini adalah pola penggunaan bahasa yang digunakan oleh subjek dan keluarga tersebut. Tujuan dari penelitian ini adalah untuk mengetahui pilihan bahasa. Semua data yang digunakan dalam penelitian ini adalah data primer, yang mana data didapat secara langsung dari satu keluarga yang berstatus kawin campur. Untuk menganalisis data, penelitian ini menggunakan teori Holmes, Janet (2012) berjudul *An Introduction to Sociolinguistics* untuk mengungkap bagaimana pola pilihan bahasa orangtua dalam membesarkan anak-anak bilingual. Penelitian ini dianalisis menggunakan dua metode kualitatif, yaitu pengamatan langsung dan wawancara. Ibu yang menikah campur kebangsaan Indonesia-Inggris sebagai sumber data penelitian ini. Hasil penelitian menunjukkan bahwa anak tersebut mampu menggunakan Bahasa Indonesia dan bahasa Inggris, karena dia secara sengaja dibesarkan sebagai bilingual. Kesimpulannya, orang tua mempunyai peran lebih penting dalam penggunaan bahasa anak.

**Kata kunci:** penggunaan bahasa; anak dwi bahasa; pilihan bahasa; keluarga pernikahan campuran; peran orangtua

## THE PATTERN OF LANGUAGE USE IN A CHILD: A CASE OF MIXED-MARRIAGE FAMILY

**ABSTRACT.** This research pinpoints the pattern of language use of a mixed marriage family. Indonesia is a country that has many couples of different ethnicities even nationalities. The number of mixed marriages with different backgrounds, cultures, and languages makes it interesting to make them the material for writing this journal. The focus of this study is the pattern of language use used by the subject and family. The purpose of this study was to figure out the language choices. All data used in this study is primary data, which data is obtained directly from a family with mixed marriage status. To analyze the data, this study uses the theory of Holmes, Janet (2012) entitled *An Introduction to Sociolinguistics* to reveal the pattern of parental language choice in raising bilingual children. This study was analyzed using two of qualitative methods, those are direct observation and interview. A mother who married of different nationalities Indonesian-British was the source of the data for this research. The results show that the child is possible to use Indonesian and English, because she was intentionally raised as bilingual. In conclusion, parents have more important roles in the child's language use.

**Keywords:** language use; multilingual children; language choice; mixed-marriage; parents roles

### INTRODUCTION

Indonesia is one of many countries that has a mixed-marriage couple. The term of mixed marriage is a common occurrence in a multicultural community. Mixed marriage could also be a style of leadership influence. Mixed marriage in patrilineal cultures also responsible for the transmission of cultural values (Root, 2001 pp.79). Rampton B (1990) stated that the mixture of two or more people and cultures may lead to bilingualism. It means that mixed marriage has a big value and impact on bilingualism. According to Wardaugh (1986), bilingualism may occur because of migration, tourism, and mixed marriage. There is growing interest in a mixed marriage (Clenman, 2016) reaching about 1.3 million people stand as a big number of mixed-race people (Farrell, 1995 pp.34). This data makes it necessary for the first generation of mixed marriage to learn at least two different languages of parents' mother language. When a couple decides to get married, obviously with bilingual background, a mixed-marriage family will be able to

encourage their children in communicate more than one language (Zein and Damanhuri, 2019).

This phenomenon happens in a family living in the urban of Surabaya. It is a mixed-marriage family from two different nationalities and cultures. The society is a bilingual society that uses Indonesian, English, and Javanese for daily conversation. A common phenomenon appearing in the society is when the members of the family are native of each language. Mrs. N is Indonesian and her husband, Mr. J is British. They have a daughter who in the age of 5 years old. The child, as the matter of fact, acquired two languages since she was born, those are Indonesian and English. Mostly, her mother gives her Indonesian input, on the other side, her father gives English input. From this occurrence, it shows that there is an inconsistency in this child's language use and it is inevitable.

A child of a mixed marriage is very likely to learn two languages at a young age (Shkurtaj 2009:297), if the language is developed in harmonized conditions, it means that multilingualism families are perfectly balanced. Setiawan (2015) stated that to

ascertain the difference of subject's ability in the language they master. Setiawan (2015) elaborates those simultaneous subjects applied Indonesian and English in an equal amount, but her language ability is unbalanced. Children's language behavior is not merely affected by their attitudes towards a given language (Setiawan, 2013). Some factors can be influenced such as first language, their required language at home, proficiency, and language use in the community.

According to Hamers & Blanc (2004), Every bilingual has a psychological state of acquiring more than one linguistic code as the result of social communication which is called bilingualism. The fact is, before birth the infants have sensitivity in hearing language, then it makes the newborn infants as the best learners. Hamers & Blanc (2004) already explained that one of the accesses of being bilingualism is the age of acquisition. In the context of the age of acquisition, however, the parent's role is very important to guide their children as well as possible, so they can acquire languages perfectly. The parent's role includes some strategies that practiced for daily activities at home. Moreover, the strategy that is successfully raising bilingual children called as "one parent one language strategy" stated by Setiawan (2013). When it comes to bilingual children, their language choice can be influenced by a variety of factors, one of them is the family. Based on Holmes (2013), the social factors that influence the language choice are the social relationships among participants, the inter-participation status relationship, the background and the situation, and the function of language. Social factors mentioned by Holmes (2013) are very important to be defined because it is affecting language use in a community. The researchers need to distinguish the typical interactions that might happen when describing code choice in many speech communities. Those typical interactions called as *domain*. As the references are needed in applying this study, the researcher will use the theory of Holmes (2013) that cited on Fishman (1972:22) describes the domain of language use as follows:

Based from the table 1.1 above, it shows a typical family interaction illustrated by Holmes. It can be concluded that domains also take part in the language choice of multilinguals. It would involve home as the setting, the participants would be family members and typical topic would be family activities (Awal, Jaafar, Mis, & Lateh, 2014, p.283). A different domain could lead to different language use in communication between participants of the

Table 1.1 Domain of language use (Holmes 2013:22 based on Fishman (1972:22)

Domain	Addressee	Setting	T o p i c	Variety Code
Family	Parent	Home	Planning a family Trip	
Friendship	Friend	Cinema	How to choose a film	
Religion	Priest	Church	Choosing the Sunday liturgy	
Education	Teacher	School	Solving a science problem	
Employment	Employer	Workplace	Applying for a promotion	

conversation, like what Ansah (2014) has examined in his study that type of domains affecting language choice of a person.

Journal of Pragmatics by Mishina-Mori in 2011 entitled "A Longitudinal Analysis of Language Choice in Bilingual Children: The Role of Parental Input and Interaction". According to her work, the main focus is on the effect of language choice patterns and the discourse strategies of the parents on the children's language mixing. The purpose of the study is to investigate the influence of parental language choice as well as parental discourse strategies on bilingual children's language choice. A longitudinal observation is implemented so that changes in input patterns and their effects on children's language choice can be detected. Different interactional styles of the parents to children's mixing so that differences in language choice patterns can possibly be attributed to adult's language use.

The next previous study is by Oktarina (2018). The study encounters some following results. First, the occurrence in culture shock makes the children learning two cultures which is the mother language of parents connected with gaining personal identities. Second, the evidence of the pattern of bilingual language use and the switch often happens during conversation. All the switches which occurred was intra-sentential switching. Hence, it affects subject language behavior as well. Third, children have potential to model the interlocutor's language choice pattern.

The next previous sociolinguistic study is a study by Setiawan which is published by the University of Western Australia in 2013. It was relevant to this research. He focused on bilingualism in East Java were examined bilingual aspects of language use, language skills, and language attitude. Setiawan (2013) also proposed a classification of bilingualism which adapted from Le Wei's (2000)

presentation of 37 terms to describe the outcome of individual bilingualism according to the time of acquiring language and individual mastery. One of the strategies that is effectively raise bilingual children by Setiawan (2013) is called “one parent one language strategy”. The rule introduced by French linguist, Maurice Grammont, which stated separating the languages from the beginning, parents can prevent confusion in their bilingual children. This research and Setiawan's are quite similar, but this study more focus on the pattern of language use and limits the language attitude in the matter of language choice of the subject. Setiawan (2013) in his dissertation elaborates language choice as follow:

*Language choice in bilingual or multilingual communities affects by various factors. As he cited from Weinreich (1953:3), language choice in a bilingual community is determined by: ‘intra-linguistic’ which refers to the speakers’ proficiency in a given language or ‘competence-related preference’ (Torras & Gafaranga, 2002 as cited by Gafaranga, 2010:248). This means that when someone decides to use one language instead of another in a certain communicative situation, this shows that they have acquired knowledge of the appropriateness in using both languages (Suharsono 1995:13).*

The differences between this study and Setiawan's study were the participants and the methodology. The purpose of that study is to reveal the proficiency of East Java children in Javanese and Indonesian languages. It is quite different from this study. This study will use the theory of Holmes (2013) based on Fishman about domain of language use. As the study focuses only on one family, so the setting and the home domain will be the same. The addressee is different because there are some members in the family.

People tend to choose a certain language depends on their interlocutors when communicate. The use of certain language is influenced by the participant of the communication activities, who is speaking, and whom she is speaking to. There are several factors that influence the subject to choose certain languages, those are the participant, the setting or social context, topics, and function. In multilingual societies, language choice becomes prominently because the verbal repertoires that often include more than two languages by Altehanger-Smith (1987) and Borbely (2000). Some social factors such as who one is talking to, the context of the talk or conversation, the function and the topic of the conversation/ discussion/ talk (Holmes, 2001) describe the code choice in a typical interaction. Outside the home setting and when having

conversations with friends, the dominant language used by the participants is depending whom they talk to. From the case, this research is concerned with the patterns of language use of the subject.

## METHOD

This research applied a case study approach to explore parental ideologies toward language development of the children and the bilingual family's environment and practices. Lapan (2012) stated a case study describes and investigates the complex phenomena, the recent event, programs or issues, interactions in deep understanding ways. This research has conducted at the house of the participant to observe how the children socialize with her siblings and parents, which language that the child and her family use, find out the perception of the parents of raising a bilingual child, the strategy of parents apply and how they practice speaking English at home with family members. Moreover, the researcher used the pseudonym for participants' names, and all the data collections were conducted in Surabaya, East Java.

The aim of this study is to find out the pattern of language use towards the subject which is a result of bilingual family scope. To obtain the result, this study focuses to the language choice that is then used by the subject and how parents take part of their children in acquiring languages. The data in this study is the result of interviewing the subject's mother and her conversation with her family.

The subject of this study uses a young bilingual child in mixed marriage family, who live in urban Surabaya. This child lives together with her extended family of which the members are pure Javanese descent. The family consisted of Mr. J (the father), Mrs. N (the mother), and two daughters. The researcher focuses on the second daughter, child X (names are pseudonyms) which aged 5. The family lived in Surabaya, East Java. The subject acquires both Bahasa Indonesia and English input when she was born and mostly obtained English from her father who is pure British. Her mother speaks Indonesian but this child dominantly chooses more English in response and to communicate. However, she comprehends the two languages as she has learned since toddler. The subject X had often faced difficulties responding in Bahasa even though she understands the meaning. She looked frustrated when she could not express what she meant to other family's member and to other people in her school.

The setting of this study took place mostly at home because the focus of this study is on this child and her parents in the home domain. The observer gets more opportunities in observing subject and interviewing her family members intensively at home. The documentation started on August 2019. The data in this study is all conversation which is happening between subject and people around her, which involves words, sentences, and phrases. Mother as the main source of data.

The data in this study is the result of interviewing the subject's mother and also her conversation with family members. As the matter of subject's age which is unable to express her own feeling by interview, this interview was

dedicated to the rest family members. The result of interview will be the supportive data from the observation. To collect the data, much of the time was spent by conducting an interview with the subject and use documentation in the kind of record as the instrument (Marshall, 2006:97). The researcher conducted the research by some steps: chatting, capturing, transcribing the data into text because the data was still in the form of a screenshot, and translating the data into English.

Based on the brief above, this study is appropriate to use qualitative method as it is qualitative research. There are two methods that are used in this study, namely *observation* and *interview*. According to Hancock, Ockleford, & Windridge (2006), qualitative research studies behavior in natural settings or use people's accounts as data and often no manipulation behavior. To collect the data, this research applies some techniques that belong to the qualitative method, such as interviews, direct observation, and documentation. The observation was conducted by visiting and joining activities in multilingual family's house. The result was the transcript of bilingual and her interlocutor's conversation.

This study using theory of domain of language use by Holmes (2013). There are three main focuses of the observation which are related to the participant, setting, and topic. This study also needs an interview to gain the data. An interview can be the supportive data because it is directly interacting with the participant. Miles, Huberman, Sadana (2014) defined that the interactive data analysis was done simultaneously with data condensation, data display and conclusion.

## RESULTS AND DISCUSSION

The results are generated from the observation in order to answer the research question. It is covering the pattern of language use. The first result is Bilingual Child and Her Language Pattern in Home Domain, second The Role of Parents

### Result

#### A. The Pattern of Language Use

##### Child's Language Use with Parents

Mother become the most important person who has a big role in influenced subject's languages. Considering her social networks, she has many opportunities to teach languages to her children. Mother is pure Javanese, but she communicates with the subject at home mostly using Indonesian and English.

Interview Result with Mother

Datum (1)

Q : Do you purposely want to make your child "bilingual"?

A : Yes

Q : Why do you choose English to be taught to your child?

A : *Karena ayahnya orang inggris*  
Because her father is British

Q : Which language that your child more used?

A : *Bahasa Inggris*  
English

Q : How did you raise your child to be a bilingual?

A : *Setiap hari diajak bicara, membiarkan anak saya berbicara Bahasa Inggris dan saya menjawabnya dalam bahasa Indonesia*  
Invite her to talk every day, I let my child speak English and I answer it in Bahasa

Q : Has your child ever felt confused determining what language she would use when communicating?

A : *Pernah kalau dalam bahasa Indonesia dan jawa, karena orang disini ngomong Bahasa jawa campur Bahasa Indonesia*  
She has, in Bahasa and Javanese, because people here speak Javanese mix with Bahasa

Q : Did your child ever code-switching when talking to you?

A : *Nggak pernah. Tapi kalau Bahasa Indonesia dia biasanya kecampur Inggris*  
No, she never. But in Bahasa she usually mixed with English

Q : If so, how often does it happen? And at what age?

A : *Jarang. Sekitar usia 4 sampai 5 tahun*  
Rarely. Around 4 to 5 years old

Q : Have you ever mixed two languages at once when talking to your child?

A : *Nggak pernah*  
Never

Q : What is the first language you have taught to your child?

A : *Bahasa Inggris*  
English

Q : What language does your child response to your questions?

A : *Bahasa Inggris, bahkan perintah juga tetap merespon Bahasa inggris*  
English. Even the command also still responds in English.

From the interview in Datum 1 above, it is shown that mother communicates with the subject at home mostly using Indonesian and English. She deliberately makes her child be a bilingual since she was very young.

Datum (2)

Q : Are there any obstacles when you introduce second language to your child?

A : *Ya. Kendalanya adalah anak saya lebih memilih bahasa Inggris karena dia merasa lebih nyaman bicara dengan Bahasa Inggris*

Yes. The problem is my child prefers to use English because she feels more confident speaking in English

Q : How do you overcome those obstacles?

A : *Kendala anak saya dalam beberapa kata, Ketika dia bertanya apa artinya, lalu saya memberitahunya*

Q : What language more dominant do you use when speaking to your children?

A : *Bahasa Inggris*  
English

Q : Do people at home use their own language?

A : *Ya*  
Yes

Q : What is the dominant language used by your child in daily conversation at home?

A : *Bahasa Inggris*  
English

Q : With her friends at school? And in the community?

A : *Bahasa Indonesia*  
Indonesian language

Through the interview result with bilingual mother, it is found that she is intentionally raising her daughter as bilingual. In the home domain, the subject is able to communicate both with Bahasa Indonesia and English, because she was born and raised as a bilingual by their parents. But evidently, the subject tends to use English for daily conversation. On the other side, mother tends to mix Indonesian and English either when she is correcting the wrong thing or explaining the meaning of a new word. The next order, mother tells using Indonesian language. If the subject does not understand the meaning, mother will explain in English. In other word, the subject X get easier when explained in English.

Datum (3)

Q : How was your perception as a mother seeing this condition?

A : *Mereka bebas memilih bahasanya sendiri*  
They are free to choose their own language

Q : Is there any role from you and your husband for the acquisition of new vocabularies to your child?

A : *Komunikasi secara aktif dan dia mendapat kosakata baru dari internet*

Communicate actively and she gets new vocabularies from the internet

Q : What language does your child use when speaking to her older sister?

A : *Inggris*  
English

Q : What language does your child use when speaking to people at home, such as aunt, uncle, and maid?

A : *Bahasa Indonesia*  
Indonesian

Q : Do you think your child likes learning languages?

A : *Ya*  
Yes

Q : Do you think your child knows her own language skills?

A : *Iya, karena dia bisa tau grammarnya orang lain*  
Yes, because she was able to understand people's grammar

Q : Since when your child started trying to use the second language?

A : *Sebenarnya dari kecil karena sudah dibiasakan juga, tapi saat beranjak besar dia memilih bahasanya sendiri*

Actually, since childhood, she has been used to it, but when she was growing up, she chooses her own language

Based on the Datum (3) above, it shows that the subject deliberately understands what people talk about.

## B. The Role of Parents

### 1. Bilingual Family

Family becomes first important teacher to the child. Language use at home domain is clearly affected by the language use of other family members. Moreover, parents' individual experience influenced their worldviews, including their views about the importance of being bilingual in a global language. Their language learning experience has contributed to their language ideology. Parents' motivation is also supporting their children, how they manage children to achieve a common vision for raising successful bilingual children.

Mother admitted being in such group of her work, where native and non-native are in one scope and frequently communicate with one another. By regularly associating and communicating, the mother has been able to effectively maintain Bahasa Indonesia, British, and her first language, Javanese. Moreover, community had a great impact on her British language maintenance. This finding is similar to Luo & Wiseman (2000), who found that groups who speak the same language help a lot in one's language maintenance. In addition, the mother is intentionally making her child learn second language. She tried to use English as much as possible within the conversation, so that the subject can easily practice second language at home.

Datum (4)

- Q : What are some things you do in teaching your child a second language?
- A : Mengajak bicara dengan Bahasa Inggris dan memberi beberapa fasilitas buat anak
- Q : Do you think the method is still lack?
- A : *Nggak sih.*
- Q : How do you deal with the method your child doesn't like?
- A : Saya memberi pilihan untuk anak, sehingga dia bisa belajar perbedaan Bahasa itu dan kemudian memilih sendiri. Saya selalu mensupport pilihannya.

Mother showed positive attitude towards English as a second language. Mother also has her own method to teaching her bilingual children instead to balance her capability in both languages. The way 'one parent one language' strategy applied by these parents.

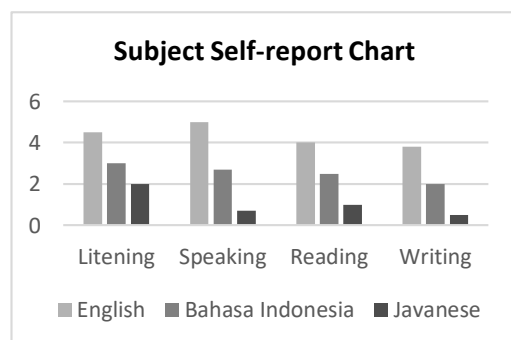
Datum (5)

- Q : Did her father ever speak in Bahasa?
- A : *Nggak pernah. Karena ayahnya gak bisa dan gak mau belajar bahasa kedua. Selalu ngomong bahasa Inggris sama anak.*
- Never. Because her father cannot and do not want to learn second language (Bahasa Indonesia). Always speak in English to the child.

As a result of Datum (5), it shows that the father keeps using his mother language to his child, which is British with it origin accent. It applied the theory of Grammont (1902) using OPOL method; *One Parent One Language*. The success rate proven for 74% works.

Datum (6)

Table 1.2. Self-report results of Subject X



From Datum (6) above, it is known that three languages exist in subject's home domain. Apart from this, there are obstacles faced by the bilingual family. Parents deal with having different child's characters, always responding to children in English every time because their child tends to use English. Parents also getting difficulty, having distance limitation among father and family, because the father sometimes live in

England for some time. Therefore, the strategy of "one parent one language" used in this study.

## 2. Supported by Facilities

Become bilingual, English is definitely mastered by the participants. The participant understands and capable to speak English, so she applies it well in daily conversation, as in (Datum 5) below.

(Datum 7)

*Bahasa Inggris itu penting. Kita tau Bahasa Inggris itu Bahasa internasional, ya kita harus menguasailah.* (English is important. We already know it is international language. We have to master it)

Evidently, the mother as in Datum (7), supports her child with many facilities, such as mobile phone, ipad, laptop, and smart TV. It all connect to the internet, so the subject could online streaming, accessing, and watching the international contents. It helps her a lot in developing English language skills. The mother also knows that her child is different from others in the community due to language differences, and it will make the child can adapt the language by herself. The mother, consistently speak Bahasa Indonesia and English to the subject since she introduced two different cultures. This case makes the subject gives more positive towards both languages, but the fact is she choose language depending on the interlocutors. However, as the matter of subject's age that is still 5 years old, she does not give too many responses in every conversation. The code switching by the subject is only intra-sentential switching, Bahasa Indonesia and English.

The result Is, there is phenomena of code switching by the subject. When the subject switches Indonesian into English, it is because she cannot express the switched words as the matter of lack of vocabulary in Indonesian. It also same cases, happen when she switches English into Indonesia, and that is called as referential function (Apple and Muysken, 1987). It effected by the interlocutors whom mostly used Indonesia when talking to the subject in home domain.

## Discussion

### The Pattern of Language Use

The result of this research is taken from a mixed married couple who have create bilingual children. Based on the interview with subject's mother, reported that she speaks three languages, including her first language, Indonesia, and English. As the biggest role to teach her daughter second language.

The result shows that the child is possible to speak both Bahasa Indonesia and English, but one is

not fluent. Based on Setiawan (2013) stated that children will usually imitate all the things they get from their parents, then apply it in their future lives because they are used to it. Through the interview result with bilingual's mother, it is found that she is intentionally raising her daughter as bilingual. This intention came out because she is able to speak in English. The parents consider about the importance. Furthermore, challenges faced by the subject were facing culture shock, confusion in thinking, looking for the real identity, and limitation to interact socially.

This study has exposed the domain of language use and the pattern that are involved in daily communication. Second, this study reveals the language attitude based on data. After having the self-report questionnaires done, it was known that the subject's reports of language use are different in both languages she already acquired.

### Family's Role in Raising Bilingual Child

Becomes one of the most important agents, family is more capable to teach the bilingual children about their language use. Summing up, both husband and wife are well collaborate and create a consistent language environment and done at home. The language use at home domain is obviously affected by the language use of other family members. Family's attitude towards language being used at home will affect the bilingual's language behavior as well. The result of subject's language behavior is affected by the pattern of subject's language use. It is showed by the parents that had been practicing the one parent-one language policy since the child's birth. They constantly adhere to that policy as well as to keep the amount of input of two languages as balanced as possible. Moreover, the family's attitudes toward bilingualism are important in indirect way. It is often imitated by their children. It is because parents are "models" for their children

### Community Language Use

The use of language in the community by the subject showed Indonesian was dominant. It means, the speak different languages depending on the interlocutors. The subject prefers to use Indonesian language in home domain and society, but use English in school. The child is also doing it; he uses Indonesian language in home domain and sometimes use English just with his father in certain topic

## CONCLUSION

### Conclusion

conclusion, some factors affected children's language choice in communicating. Based on the

research, the subject tends to use English rather than Bahasa Indonesia. It is because the subject feels more comfortable. As a bilingual in multilingual cultures, it is normal for the subject to choose her own language, even the other members of family do not fluent in English. Interview result shows that the mother has big important role in raising bilingual child and how to maintain two languages into balanced. However, English has chosen for daily communication.

### Suggestions

The suggestions of this study purposed for the parents who want to raise bilingual child in case of mixed-marriage family. This is also suggested for other studies which have the same interest about the pattern of language use in a child.

Hopefully, there will be further writer who figure out and analysis source of data and give further explanation of bilingual child in mixed-marriage family.

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