Revitalization of the Language of Instruction and Interactive Multimedia in Elementary Schools

Putu Buddhi Prameswara[1]*, Ni Putu Kusuma Widiastuti[2]

[1]Ganesha University of Education, Indonesia, buddhi@undiksha.ac.id
[2]Ganesha University of Education, Indonesia, Putu.kusuma.widiastuti@undiksha.ac.id

Abstract

The existence of regional languages is declining, especially within families. In fact, families are the main source of regional language acquisition for children. Therefore, the authors believe that this situation needs to be addressed. To address this, efforts need to be made through teaching. The first alternative, which is mainly from kindergarten to elementary school, is that regional languages can be used as the language of instruction. However, to implement the first effort, regional languages need to be further developed. Meanwhile, to implement the second effort, the focus of regional language teaching needs to be limited, in addition to the need to improve the quality of existing regional language teachers through technological development, one of which is interactive multimedia-based learning that is in line with the context of language use. The scope of this research is about the current condition of regional languages, ways to save regional languages, and teaching through interactive multimedia as a means of saving regional languages. The method used in this research is qualitative research. The collection technique is triangulation, data analysis is qualitative, and qualitative research results emphasize meaning rather than generalization regarding the revitalization of regional languages through the language of instruction and the application of interactive multimedia. The results of the study state that the application of regional languages as a language of instruction and the development of interactive multimedia can create learning experiences that provide opportunities for students to develop their regional language skills.

Keywords: Regional Language, Teaching, Language of Instruction, Interactive Multimedia

INTRODUCTION

In a phenomenon where two or more languages coexist in their use in society, two possibilities may occur. First, both languages can be used side by side in a balanced manner and have equality. Second, one of the languages becomes more dominant, becomes the majority language, and becomes more prestigious, while the other becomes recessive and even threatened with extinction. However, the second possibility is a fact that often occurs in Indonesia with the coexistence of Indonesian and regional languages. The possibility of a language becoming extinct is a concern for many parties. Based on concerns about the death of many languages, UNESCO (in Purwo, 2000:4) designated February 21 as International Mother Language Day at a conference in November 1999 and began celebrating it in 2000. There are fundamental reasons why the extinction of a language is a cause for great concern. Language is closely related to culture, and the two should not be separated. This is because of the close relationship between a regional language and a culture. Without language, our culture will also become extinct. Purwo (2000) argues that language is the pillar of culture; most of a culture is contained in language and can be expressed through language, not in any other way. When talking about language, most of the discussion is about culture. In order to slow down or prevent the extinction of regional languages in Indonesia, various efforts have been made, including in educational institutions.

To that end, the discussion will be conducted systematically: (1) the condition of the use of regional languages in Indonesia ( ) (2) the concept of language preservation, especially regional languages (3) why regional languages are used as the language of instruction and the use of interactive multimedia. The three topics that will be discussed are expected to serve as a reference on regional languages in Indonesia, limited to regional languages that, according to the author, are nearly extinct

due to several factors driving their extinction. This article aims to serve as a reference for readers and to save regional languages through teaching in the world of education and formal teaching in schools. The research questions in this study are: a. What is the current condition of regional languages? b. How can regional languages be saved? c. Can teaching through interactive multimedia save regional languages?

METHOD

In this study, the research method/approach used is a qualitative approach. Qualitative research is research that emphasizes quality or the most important aspects of an object. The object is in the form of events/phenomena/social symptoms where the meaning behind these events can be used as valuable lessons for the development of theoretical concepts. This ensures that these valuable lessons do not pass with time without leaving any benefits. Qualitative research is usually designed to contribute to theory, practice, policy, social issues, and action (Djam'an Satori and Aan Komariah, 2012). According to Sugiyono (2014), qualitative research methods are research methods based on postpositivism philosophy, used to study natural conditions of objects, (as opposed to experiments) where the researcher is the key instrument, data sources are sampled purposively, data collection techniques involve triangulation (combination), data analysis is inductive/qualitative, and qualitative research results emphasize meaning rather than generalization regarding the revitalization of regional languages through the use of languages of instruction and the application of interactive multimedia.

RESULTS AND DISCUSSION

Conditions of Regional Language Use in Indonesia

Currently in Indonesia, there are three languages that they know and/or use, namely: foreign languages, especially English, Indonesian, and regional languages. As is well known, for the Republic of Indonesia, Indonesian has two positions, namely: as the national language and as the state language (Halim, 1981). As the state language, Indonesian has a number of functions, namely: First, as the official language of the state. In relation to this function, Indonesian is used in all state ceremonies, events, and activities, both verbally and in writing. All documents and decisions, as well as correspondence issued by the government and other state institutions, are written in Indonesian. Second, as the official language of communication at the national level for the purposes of planning and implementing development and governance. In relation to this function, Indonesian is used as a means of communication between the government and the people. Indonesian is also used as a means of communication between regions, between ethnic groups, and within communities with the same linguistic and cultural backgrounds. Third, as the official language of instruction in educational institutions. In relation to this function, Indonesian is used in learning in kindergartens, elementary schools, junior high schools, high schools, and universities. Fourth, as the official language in cultural development and the utilization of modern science and technology. In relation to this function, Indonesian is used to develop national culture and disseminate modern science and technology. Meanwhile, regional languages are also idealized to have a number of functions.

These functions are: (1) a means of intra-ethnic communication (2) a means of showing familiarity (3) a means of showing regional identity and regional pride.
With these functions, it is hoped that regional languages will be used purely within the family, neighborhood, and kinship (among members of the same ethnic group), traditional, and religious spheres. However, the reality is that the use of regional languages has been contaminated by the use

of elements of Indonesian and has undergone a shift. This was revealed, among other things, in a study by Suandi (2000) entitled Loyalitas Bahasa Penutur Bahasa Bengkulu terhadap bahasanya (Loyalty of Bengkulu Language Speakers to Their Language) (Thesis, Muhammadiyah University of Bengkulu).

The Concept of Regional Language Preservation

To anticipate the extinction of regional languages in Indonesia, many schools provide regional language materials that are appropriate to the context of their use and do not blame Indonesian as the language of instruction in schools. However, regional languages should also be preserved as part of the diverse cultural inventory of several regions in Indonesia. For example, in Bali, in urban areas, one of the subjects taught is the regional language, namely Balinese, but many students still lack proficiency in Balinese because they are accustomed to using Indonesian and English in communication. Therefore, it is considered necessary for schools to formulate appropriate policies to promote the regional languages that exist in Bali.

Teaching Regional Languages

The teaching of regional languages in higher education institutions currently refers to the communicative approach. Through teaching based on this approach, it is hoped that students will develop communicative competence. According to Dell Hymes (Nababan, 1993), communicative competence is the natural mastery possessed by a native speaker to use and understand language appropriately in the process of communicating or interacting with others, and in relation to the social context. In (Kusuma, 2022), in 21st-century learning, assessment is carried out to demonstrate meaningful performance in the real world, which is the application of the essence of knowledge and skills that emphasizes the learner's ability to demonstrate their knowledge in a real and meaningful way. This means that students who receive regional language instruction based on a communicative approach will later be able to use the regional language to communicate both orally and in writing in real situations and contexts or in accordance with the context of language use. Therefore, regional language instruction in schools can be used as the language of instruction in regional language subjects, while Indonesian is also upheld as the national language of Indonesia. In communicating regional languages according to their context, students are expected to communicate in accordance with the context of communication. When students have to communicate in a formal situation, they must use Indonesian, but in order to preserve regional languages, students must also use regional languages in everyday conversation. when to switch codes, when to mix codes, with whom to speak, and where the environmental context also influences the use of regional languages so that regional languages remain as languages that we must preserve as a culture. According to Dell Hymes (Nababan, 1993), communicative competence is how a person can communicate with their conversation partner in accordance with the existing social context. Additionally, it involves the innate mastery that a native speaker possesses to use and understand language naturally in the process of communicating or interacting with others, and in relation to the social context. Therefore, when using regional languages, we must be communicative in their use in accordance with the learning that has been taught and applied in schools.

Interactive Multimedia

Gagne in Asyhar (2012) states that media are various components in the learning environment that can help learning. In Budi, Kusuma (2021), Interactive Multimedia is learning that uses information and communication technology or uses multimedia, called interactive multimedia-based learning. According to Lee and Owens in Tegeh (2015), computers can be used as teaching tools to

reinforce learning, stimulate learning, and motivate learning. Interactive learning media has great potential to stimulate students to respond positively to the learning material presented. One such learning medium is the computer. The rapid development of computer technology today has been felt in various sectors of life. In (Budi, Kusuma, 2021), interactive multimedia learning media is one of the effective solutions in displaying innovative learning so that the learning process continues to run well. In making learning media, it must be interesting and motivate students in the learning process. In the education sector, the use of computers has developed not only as a tool used for administrative matters, but also as a viable alternative in the selection of learning media. This needs to be responded to positively by teachers so that computers can become a tool that helps them in developing learning. Lectora is an authoring tool for developing e-learning content developed by Triviatis Corporation. Lectora can be used to create websites, interactive e-learning content, as well as product presentations and company profiles (Mas'ud 2014).

Sagita (2014) interactive can be used to combine flash, record videos, combine images, and screen capture. The Flash program should be used by students so that teachers do not just use PowerPoint, which has been used so far, or use software that is less interactive in developing learning media. This mastery includes the creation of various scripts containing mathematical symbols/structures, processing evaluation data, and presenting learning materials. Arsyad (2011) classifies the definition of media into two categories, namely physical and non-physical. Something that can be seen, heard, or touched with the five senses is called a physical concept, while a non-physical concept is the content of a message contained in hardware that is intended to be conveyed to students. Good learning media must meet several requirements, namely that learning media must increase learner motivation, the use of media must have the objective of motivating learners, and media must also stimulate learners to remember what they have learned in addition to providing new learning stimuli. The use of computers as a medium for learning regional languages is still rarely implemented in schools because there are not many manufacturers offering software specifically for learning mathematics, so teachers need expertise and persistence to make use of the available software. Therefore, the use of computers is highly dependent on teachers as facilitators in designing computers as a medium for learning regional languages.

Interactive multimedia is a collection of several media such as text, images, audio, video, and animation that are interactive in nature and used to convey information. Ivers & Ann (2010) explain: "multimedia is the use of several media to present information. Combinations may include text, graphics, animation, pictures, video, and sound". Multimedia is the use of several media to present information. This combination can include text, graphics, animation, pictures, video, and sound. Current technology, however, allows educators and students to integrate, combine, and interact with media far beyond what was previously possible. Vaugan (2011) explains that: "Multimedia is any combination of text, art, sound, animation, and video delivered to you by computer or other electronic or digitally manipulated means". Multimedia is a combination of text, art, sound, animation, and video delivered by a computer or other electronic or digitally manipulated means. Munir (2013) divides multimedia into several types or categories, namely: network-online (internet) multimedia and offline/stand-alone (traditional) multimedia. There are two types of multimedia services, namely stand-alone (offline/stand-alone), such as conventional/traditional teaching, and connected to a telecommunications network (network-online), such as the internet. According to Newby (2000), the advantages of interactive multimedia learning as a learning medium include: (1) providing learning

with good information storage; (2) learning designs tailored to students with different learning characteristics; (3) directly targeting specific effective learning domains; (4) presenting realistic learning; (5) increasing student motivation; (6) requiring students to be more interactive; (7) making learning activities more individualized; (8) providing consistent material; and (9) allowing students to control their own learning pace. Vaugan (2011) explains that there are four basic navigation structures used in multimedia products, including: (1) linear structure; (2) hierarchical structure; (3) non-linear structure; and (4) composite structure. In this study, the researcher used a hierarchical structure (linear with branching) because of the branching.

This study uses a descriptive qualitative design.

Based on the results of data processing using ANOVA data analysis

As follows:

ANOVA data

X Revitalization of Regional Languages

Y1 Language of Instruction

Y2 Interactive Multimedia

Hypothesis 1 states that there is an effect of language revitalization between the implementation of Language as the medium of instruction

Hypothesis testing uses one-way analysis of variance (ANOVA A) through variance statistics (F between). The steps for testing hypotheses using one-way analysis of variance (ANOVA A) are as follows

The criteria used are to compare the F_{hit} value with the F_{table} value at a significance level of 5% with the numerator df (a-1) and denominator df (N-a). The decision rule from this calculation is that if $F_{hit} > F_{table}$, then H_1 is accepted and H_0 is rejected, meaning that there is a difference in the dependent variable between groups. The results of the one-way analysis of variance (ANOVA A) of the data on the use of language as a medium of instruction were analyzed using SPSS 16.00 for Windows. A summary of the F-test results is presented in

Table 1. Summary Table of the First Hypothesis F Test

Source of Variation	SS	df	RMSD	$F_{calculated}$	Sig	p	Ket
Between Groups	368,275	1	368,275	5,313	0.027	< 0.05	Significant
Within Group	2,633.838	38	69,312				
Total	3,002,113	39					

Based on the results of the above analysis, the $F_{calculated}$ value obtained is 5.313 and sig = 0.000. This means that sig p < 0.05 (0.000 < 0.05). This also means that the null hypothesis, which states that there is no effect of the use of language as a medium of instruction on the revitalization of regional languages , is "rejected". Thus, it can be concluded that there is a difference in the effect of the use of language as a medium of instruction on the revitalization of regional languages

Hypothesis 2 states that there is a difference in the effect of language revitalization between the application of interactive multimedia. Hypothesis 2 was tested using one-way analysis of variance (ANOVA) through variance statistics (F between). The steps for testing the hypothesis using one-way analysis of variance (ANOVA)

The criteria used are to compare the F_{hit} value with F_{table} at a significance level of 5% with the numerator db (a-1) and denominator db (N-a). The decision rule for this calculation is that if $F_{hit} > F_{table}$, then H_1 is accepted and H_0 is rejected, meaning that there is a difference in the dependent variable between groups. The results of the one-way analysis of variance (ANOVA) of student science literacy data were calculated using SPSS 16.00 for Windows. A summary of the F test results is presented in Summary T

Table 2. Summary of the Second F Test Hypothesis

Source of Variation	SS	df	RMSD	$F_{calculated}$	Sig	p	Ket
Between Groups	580,954	1	580,954	5,233	0.0028	< 0.05	Significant
Within Group	4,218.421	38	111.011				
Total	4,799,375	39					

Based on the results of the above analysis, the $F_{calculated}$ value obtained is 5.233 and sig = 0.002. This means that sig p < 0.05 (0.002 < 0.05). This also means that the null hypothesis, which states that there is no difference in the effect of language revitalization on the application of interactive multimedia, is rejected. Therefore, it can be concluded that there is an effect of language revitalization on the application of interactive multimedia .

Revitalization of Regional Languages

From the findings mentioned above, the most worrying is the shift in the use of regional languages within the family. This concern arises because the family environment is the most important informal language environment, where children should first and foremost acquire their regional language. It is within the family that intergenerational language transmission can occur, which is useful for the preservation of regional languages (Chaer, 2010). If this shift continues, in the future, it will be increasingly difficult to expect the use of regional languages within families to support the preservation of regional languages. Therefore, the Ministry of Education and Culture ( ) needs to consider other ways to create a language environment to save regional languages from extinction. These methods are: (1) mandating the use of regional languages as the language of instruction from kindergarten to third grade in elementary schools in areas where this is possible, and (2) teaching them as subjects using a communicative approach.

The Use of Regional Languages as the Language of Instruction

There are several reasons why the use of regional languages as the language of instruction in teaching is proposed. The first reason relates to applicable laws and regulations. Education and culture are among the areas of government that fall under regional authority. Chapter IV, Article 7 of Law Number 22 of 1999 on Regional Government states that "regional authority" covers authority in all areas of government, except for authority in the areas of foreign policy, defense and security, the judiciary, the military and fiscal affairs, religion, and other areas of authority. In fact, education and culture are among the areas of government that must be implemented by regencies and municipalities, as stated in Article 11, paragraph 2, Chapter IV of the law. Thus, making regional languages the language of instruction in educational institutions is not really a problem for local governments because it is part of their authority. In Chapter VII, Law Number 20 of 2003 concerning the National Education System, Article 33 concerning the language of instruction states that the language of

instruction in national education is Indonesian (paragraph 1), but regional languages can be used as the language of instruction in the early stages of education if necessary in the delivery of certain knowledge and/or skills (paragraph 2). The second reason relates to efforts to "force" parents to use regional languages when communicating with their children within the family/at home. Currently, one of the reasons parents in Bengkulu use the Bengkulu language mixed with elements of Indonesian, or even pure Indonesian at home, is so that their children can speak Indonesian for the sake of communication in certain situations (Suandi, 2000). It is possible that the specific situations referred to are learning in educational institutions that have a strong tendency to use Indonesian as the language of instruction from kindergarten onwards. This assumption makes sense because anyone would be concerned if their children could not participate in classroom activities because they did not master the language of instruction used. Therefore, the use of regional languages as the language of instruction in the classroom will encourage parents to accustom their children to speaking regional languages at home before entering school. The third reason is related to theoretical matters. Learning is an interactive event that, at a minimum, takes place between teachers and students. Interaction, in this case, is inevitably mediated by language. If regional languages are required to be used as the language of instruction in learning, then regional languages will certainly be used in these interactions. This means that learning will be enriched by an informal regional language environment, which is essential for children to acquire regional languages. School is a very important place for the use of several aspects of language. Ellis (1990) discussed the importance of interaction in language acquisition. He said that interaction can be hypothesized to contribute to language acquisition in two ways: First, through children's reception and understanding of the language used by teachers. The theory of language learning based on reception strongly emphasizes the importance of input. The frequency hypothesis states that children acquire linguistic features according to their frequency as input. The more often a linguistic feature is heard by children, the faster they will master it. Second, through children's efforts to produce the language in learning situations. (in Ellis, 1990) proposed the output hypothesis. This hypothesis states that children need opportunities to produce language in order to develop their level of grammatical proficiency. This is supported by Ellis. According to Ellis (1990), output is very important for language acquisition. Thus, if the regional language is used as the medium of instruction in learning, the children's mastery of the regional language will undoubtedly be improved. There is an example of the success of a strategy to preserve regional languages through their use in teaching academic subjects. This example is that of The Rock Point Community School in preserving the Navajo language (Reyhner, in Ellis 1990). There, two-thirds of "learning" activities in kindergarten and half of learning activities in grades 1 to 3 use Navajo as the language of instruction. Meanwhile, from fourth to twelfth grade, the Navajo language is only used in one-fifth to one-quarter of the learning time. There are many other examples of regional language preservation, such as the research conducted by Bengkulu University lecturers, including Drs. Sarwit Sarwono, M.Hum. and several other lecturers, in collecting historical data on a region, including in the field of language.

Teaching Regional Languages with the Application of Interactive Multimedia

In Indonesian language learning, there are four language skills, namely listening, speaking, reading, and writing, which cannot stand alone and are interrelated (Susanto, 2015). Each of these skills is closely related to the thought processes underlying language. A person's language skills reflect their thinking. The more skilled a person is in language, the brighter and clearer their thinking can be assumed to be (Tarigan, 2008). Language is a tool for communicating ideas or feelings systematically

through the use of signs, sounds, movements, or agreed-upon symbols, so that it has a meaning that can be understood (Solchan, 2013). According to Mumtahanah in Sugianti (2017), the function of media in teaching and learning activities is to increase student stimulation in learning activities.

Language teaching, like teaching in general, is related to many aspects, such as: the nature and function of what is being taught, teaching objectives, selection and development of teaching materials, creation of learning experiences, media and learning resources, and assessment models. The selection and development of interactive multimedia needs to be accompanied by the creation of learning experiences that provide opportunities for students to: (1) Utilize multimedia to be involved in meaningful language events (2) Present material on interactive multimedia using actual language, and (3) Be flexible, allowing students to utilize a variety of languages.

The learning experiences created need to be supported by interactive multimedia that can provide learning experiences that: (1) provide direct experiences for students to learn language (2) take the form of actual language facts or events (3) are in line with the possible language demands of students, and (4) are varied in both form and variety. Finally, the implementation of learning needs to be evaluated using an evaluation model that: (1) can directly measure students' language proficiency, (2) encourages students to actively practice language, and (3) continuously stimulates the actualization of communicative performance. With these principles, the application of a communicative approach in teaching regional languages will have the following effects. Regional languages will be viewed as a system for conveying messages that has a communicative function. Language is a means of expression that is a natural requirement, enabling it to produce a variety of articulation sounds, intonation, silence, and speech melody (Iskandarwassid and Sunendar, 2016:241).

In this regard, the existence of regional languages with their various variations will be respected in teaching, and the teaching orientation will focus more on communicative functions than on form and structure. Regional language teaching will be directed towards students' communicative performance based on their communicative competence. To achieve this goal, teaching materials in the form of authentic discourse will be used in regional language teaching to support the realization of communicative performance in students. In addition, teaching media will be selected in line with the teaching materials specified to support the creation of a learning experience ( ) that provides opportunities for students to: (1) Engage in meaningful regional language events, (2) Use regional languages in their various forms in a practical manner.

In evaluating their teaching, regional language teaching will include direct measurement of students' regional language proficiency so that they are encouraged to practice using the regional language both orally and in writing. This will naturally stimulate students to continuously actualize their communicative performance in regional languages. Finally, if regional languages are taught using a communicative approach, a new environment for the use of regional languages will be created to complement or replace the environment for the use of regional languages within families, which is continuously shrinking.

CONCLUSION

Based on the above description, it can be concluded that the revitalization of regional languages through the application of language as the language of instruction and the use of interactive multimedia can support the revitalization of regional languages. Thus, the revitalization of regional languages in learning is generally related to several aspects, such as: the nature and function of what

is taught, teaching objectives, selection and development of teaching materials, creation of learning experiences, learning media and resources, and assessment models. With the application of regional languages as the language of instruction and the development of interactive multimedia, learning experiences can be created that provide opportunities for students to develop their regional language skills.

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