



**THE USE OF BAHASA INDONESIA AMONG
SUNDANESE TEENAGERS IN CIHELEUT–BOGOR,
WEST JAVA**

A FINAL PROJECT

In Partial Fulfillment of the Requirement
For Strata I Degree in Linguistics
In English Department, Faculty of Humanities
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PRONOUNCEMENT

The writer states truthfully that this project is compiled by her without taking the results from other researchers' works in any university. In addition, the writer ascertains that this research is not taken from another publications or someone's work except those that has been mentioned in the references.

Semarang, August 18, 2016

Tita Rostyana

MOTTO AND DEDICATION

“And whoever is guided is only guided for (the benefit) of himself.”

-An-Naml (The Ant : 92)-

“And for those who fear Allah, He will make their path easy.”

-At-Talaaq (The Divorce : 4)-

“If you look at what you have in life, you will always have more. If you look at what you don't have in life, you will never have enough.”

-Oprah Winfrey-

I proudly dedicated this project to my beloved family and close ones

Thank you

I love you

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ABSTRACT

Sundanese is a language which is used in Bogor, West Java as cultural identity. The use of Sundanese in Bogor is greatly decreasing because of the use of Indonesian as the national language. This phenomenon also leads up the teenagers in Bogor to use Bahasa Indonesia rather than Sundanese. Therefore this research is purposed to find out the certain domain in using Bahasa Indonesia, and the factors that influence the use of Bahasa Indonesia. To get the accurate results, the research is done by collecting the questioner from the teenagers. The observation about what kind of language which is used by the teenagers also supports to get explanation in detail. Therefore, the research concludes that Bahasa Indonesia has replaces Sundanese, which is vernacular language in Bogor. The research found out that the teenagers use Bahasa Indonesia in some certain domains. The factors that support the teenagers in using Bahasa Indonesia are their family, domain, attitudes, and the economic, social and political factors.

Key word: Language use, Bah

1. Introduction

Indonesia is formed from many kinds of cultures, and each region in Indonesia has different language to use. Therefore, Indonesia uses Indonesian language or Bahasa Indonesia as a national language. Bahasa Indonesia is used in education, government, and big cities in Indonesia as people's daily language. By using Bahasa Indonesia, many people no longer use their traditional language, which is their mother tongue.

The phenomenon of using Bahasa Indonesia rather than traditional language also occurs among Sundanese teenagers in Ciheuleut - Bogor, West Java. The teenagers in Bogor prefer using Bahasa Indonesia to Sundanese, their mother tongue. This phenomenon might happen because they thought that Bahasa Indonesia is a good one.

Many people especially the teenagers in Bogor are ignoring their mother tongue. They have no awareness that their mother tongue might shift or even disappear when they give up using their mother tongue and use the other language. Unfortunately, there are so many people who are unaware of the language shift that might occur. Especially for the teenagers in Bogor, they know nothing about the use of Bahasa Indonesia that might shift Sundanese.

Language is part of the identity of community. In other words, if Bahasa Indonesia replaces Sundanese in Bogor, it means Bogor could lose part of its identity as a part of Sundanese culture. Considering the phenomenon of the use of Bahasa Indonesia that might replace Sundanese among the teenagers' community in Ciheuleut, the paper is intended to find out the certain domain that Bahasa

Indonesia replaces Sundanese. In addition, the paper has a purpose to find out the factors that support the use of Bahasa Indonesia that might cause the language shift.

The paper is expected to enrich the study of language. The result of the study is expected to provide more knowledge about the concept and the practice of Sociolinguistics, especially for the study of Language Shift. Theoretically, the results of the study indicate the reasons that contribute to language shift. Moreover, the study is expected to give the benefit, at least useful for the readers who want to learn more about the language shift.

1.1 Literary Review

Language shift is a phenomenon when a language is replaced by another language. Language shift phenomenon could begin by the language that is no longer used by the children as native languages, and usually it is used by aging group of adults only (Spolsky, 1998: 55). Holmes (1992) claims that language shift could happen when the societies give up using their language and decide to use another language as their new language.

There must be reasons for language shift phenomenon. Political, economic, and social changes are considered as the factors that contribute to language shift. However, Holmes concludes that there are three factors that cause the shifting of language they are economic, social and political factors; demographic factors; and the last is attitudes and values (Holmes, 1992: 58).

- a. The economic, social and political factors

The economic, social and political factors are considered as an important reason to learn another language. Therefore, the economic, social and political factors might cause the bilingualism and language shift (Holmes, 1992: 58). For example, the people who live in English-dominated countries, which actually their mother tongue is not English, should learn English to get good jobs. It results in bilingualism, which causes language shift (Holmes, 1992: 58).

b. The demographic factors

The demographic factors also contribute to language shift phenomenon. Holmes claims that shift tends to occur faster in some groups than the other. The size of the groups is sometimes a critical factor (1992: 60). According to the explanation above, it simply means that the number of society who use the language affect the possibility of language shift. For example, the Spanish has survived in United States due partly to the large numbers of speakers (Holmes, 1992: 60).

c. The attitudes and values factors

The attitudes and values of each people give the influence on the language shift phenomenon. The shifting is based on the people's attitudes toward their language. Holmes claims when the language has a high value, and people's attitudes support the language it might cause the language to be maintained longer although it is a minority language (1992: 61). For example, the immigrant Greeks are proud of the Greek contribution to Western philosophy and culture. It is kind of the awareness of the importance of their language that helps them resist language shift to English (Holmes, 1992: 62).

1.2 Research Methodology

The paper is kind of qualitative research. The research uses the data that are collected from the questioner that has been answered by the teenagers in Bogor. Moreover, the researcher collects some data from the researcher's observation toward the language that is used by the teenager in Bogor. Therefore, the type of data that the researcher uses is written data gotten from the questioner. The other type of data that are needed for the research is the spoken data which is the teenagers' utterances from the observation.

The populations of the data are the teenagers who are native speakers of Sundanese in Bogor. The researcher uses the purposive random sampling, because the researcher has the criteria in choosing the sample needed as the data source. Some criteria or requirements needed are:

1. The data source is the teenage by the age 12 years old to 22 years old.
2. The teenage native speaker of Sundanese.
3. Their parents are Sundanese.
4. The teenagers must live in Bogor for long time at least for five years.

The questioner and observation method is used to collect the data. The questioner consists of some close questions. This questionnaire is purposed to find out the Bogor teenagers' response about their native language or mother tongue. In observation method, the researcher observes the utterances that they produced. The utterances show the language that is used by the teenagers in Bogor either with their family, friends, or another people. In preparing the research the recording and note taking technique is used. The researcher used non-participant

recording technique to get some data for the research. The recording technique supports the observation method.

The data is analysed by using *padan* method. In analysing the data, the researcher also uses referential and pragmatic method which is kind of *padan* method. Referential *padan* method is method of analysing data, which uses the reality or the things beyond the language (in this context is Bahasa Indonesia and Sundanese) as determiner, while the pragmatic *padan* method use the speakers as determiner.

2. Discussion

The use of Sundanese in Bogor is categorized as a minority. It is caused by the fact that the teenagers prefer using Bahasa Indonesia to Sundanese. They do not speak Sundanese in their daily life, although their mother tongue is Sundanese. More than half of respondents admitted that they use Bahasa Indonesia in daily communication either to their family, friends, or other people. There is the chart that shows the percentage of the use of Bahasa Indonesia.

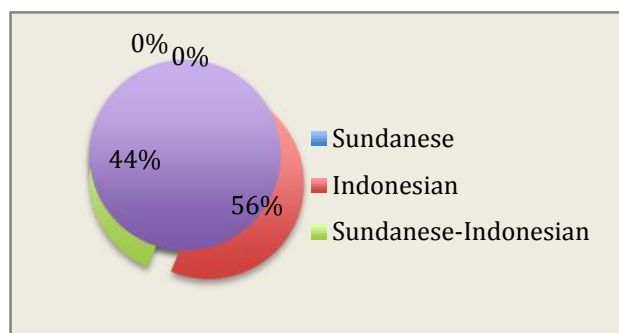


Chart 1

According to the data that have been collected, Bahasa Indonesia has replaced Sundanese, which is the mother tongue of the teenagers in Bogor. Bahasa Indonesia has become the language that they use every day. In contrast, Sundanese seems like foreign language that they use rarely. From the questionnaire data that have been collected, the researcher concludes that there are only few teenagers who could speak Sundanese.

2.1 Domain

The use of Bahasa Indonesia has been more effective than Sundanese. The people speak Bahasa Indonesia to anyone, anywhere, and anytime. This phenomenon influences the teenagers in Bogor in using Bahasa Indonesia.

The teenagers in Bogor tend to choose Bahasa Indonesia as their communication tool to their family, friends, or other people. They decide to use Bahasa Indonesia in both of formal situation and informal situation. Actually there are some certain domains of the use of Bahasa Indonesia. They decide to use Bahasa Indonesia in some certain domains such as at home, at the market, and at school. These dialogues might show how far the teenagers decide to use Bahasa Indonesia as their communication tool.

◆ at home

Dialogue 1

Desi : **Mang**, aku besok mau ke botani **tea**. Mamang jadi nganter kan?

(Uncle, I'll go to botani tomorrow. You would drive me, wouldn't you?)

Uncle : **Jam sabaraha des? Pan** besok **mah** mamang **na ge** interview.

(What time? Tomorrow I have an interview.)

Desi : **Malem da** mang, siang **mah** desi mau ngerjain tugas.

(At night, because I have to do my home work at the day.)

Uncle : **Heeuhatuh** malem **mahmamang** udah beres interview.

(Alright, because at night the interview has finished.)

The conversation is placed at the respondent's home. The conversations show that the teenager prefers using Bahasa Indonesia to Sundanese. The dialogue shows the respondent who speaks with her uncle. In the dialogue, the teenager tends to use Bahasa Indonesia, while her uncle combine Bahasa Indonesia and Sundanese to communicate. However, Sundanese is only use for addressing such as *mang* or *mamang*, and particular particle such as *atuh*, *tea*, *pan*, *ge*, *mah*, *teh* and *da*. In fact, these particular particles have no concrete meaning. Sundanese people use these particular particles as a habitual or characteristic dialect of Sundanese.

◆ at the market

Dialogue 2

- Difa : *Bu ini tadi mie ayam sama teh botol jadi berapa?*
(Ma'am I order *mie ayam* and *teh botol*, how much is it?)
- Seller : *Tiga belas ribu.*
(Thirteen thousand rupiahs.)
- Difa : *Ini bu*
(Here you are.)
- Seller : *Ini kembaliannya tujuh ribu, dihitung dulu.*
(Here is the change seven thousand rupiah, count it first.)
- Difa : *Iya bu udah. Makasih ya bu.*
(Alright ma'am, thank you.)

The dialogue above shows the conversation between the teenager and the seller. The conversation occurs in semi formal situation which is placed at the market. On the conversation he prefers using Bahasa Indonesia to Sundanese. According to the data that have been collected, the other respondents also choose to use Bahasa Indonesia to communicate with another people.

◆ at school

Dialogue 3

- Miss Eva : *Ari, nanti Ibu tidak bisa masuk. Nanti kalian ngisi latihan LKS bahasa Sunda ya.*
(Ari, I can not come to class today. Please do the exercises on *LKS bahasa Sunda*.)
- Ari : *Oh iya bu. Ibu mau kemana bu?*
(All right ma'am. Where will you go ma'am?)
- Miss Eva : *Ibu lagi ada keperluan jadi engga bisa masuk. Temen-temen nya di kasih tahu ya.*
(I have something to do, therefore I can not come today. Please tell your friends to do the exercises.)
- Ari : *Iya bu, nanti tugas nya dikumpulkan?*
(All right ma'am. Do the tasks should be collected?)
- Miss Eva : *Iya, dikumpulkan di meja Ibu. Jangan ribut ya ri awas!*
(Yes of course, please put it on my table. Be quite!)
- Ari : *Iya bu Eva.*
(Yes ma'am.)

The dialogue above shows the conversation between the student and his teacher at school. This conversation is in formal situation. The dialogue shows that the student uses Bahasa Indonesia to communicate with his teacher. Even though the teacher is a Sundanese teacher, the students choose to use Bahasa Indonesia and so does the teacher. From the data questionnaire, some of the respondents admit that using Bahasa Indonesia while speaking to other people shows the formality and politeness. Therefore, they use Bahasa Indonesia to communicate with the teacher in formal situation.

These conversations show that the teenagers do not use Sundanese any longer. In contrast, they use Bahasa Indonesia to speak with parents, friends, or other people. Bahasa Indonesia is used in some certain domains such as at home (as in dialogue 1), at the market (as in dialogue 2) and at school (as in dialogue 3). The teenagers also use Bahasa Indonesia in some certain situations either in informal situation, semi formal situation or formal situation. Nowadays, Bahasa

Indonesia has become the majority language in Bogor. This phenomenon also shows that Bahasa Indonesia has replaced Sundanese.

2.2 Factors that Influence on The Use of Bahasa Indonesia

1. Family Influence

Considering that the teenagers' mother tongue is Sundanese, it means that their family is Sundanese. According to that fact, the family of the teenagers should give support toward the use of Sundanese. However, the family of the teenagers in Bogor do not give support toward the use of Sundanese. Their family tends to give a big influence on using Bahasa Indonesia.

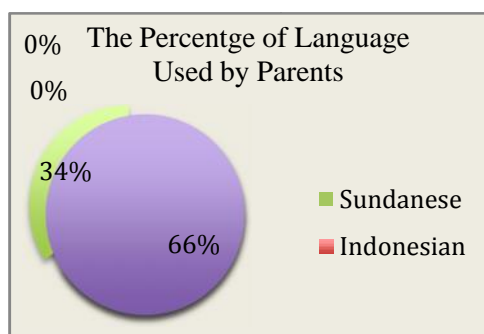


Chart 2.1

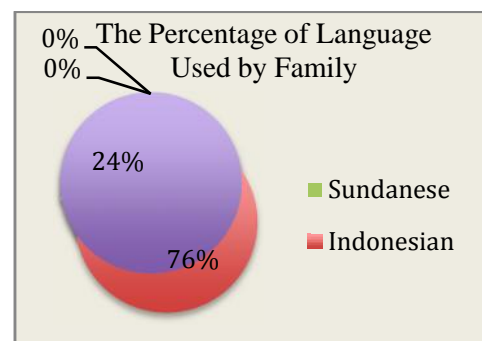


Chart 2.2

Nowadays, the numbers of parents who use Sundanese as their language to communicate are fewer than Bahasa Indonesia. The parents and the family of the teenagers in Bogor prefer using Bahasa Indonesia to Sundanese, even though they could speak Sundanese. Actually, the family should be a model in using their mother tongue. In fact, the family are no longer using Sundanese to communicate, even though to share a little information. There is a dialogue that shows the use of Bahasa Indonesia by the teenagers and their family.

Dialogue 4

- Nia : *Mah tadi bibi sms katanya nanti malem mau ke rumah.*
(Mom, aunty said that she will come tonight.)
- Mother : *Jam berapa dek?*
(What time?)
- Nia : *Gak tau mah, bibi gak bilang jam berapa.*
(I don't know, she didn't mention it.)
- Mother : *Yaudah nanti mamah telfon bibi nya aja.*
(It's ok, I'll call her later.)

Most of teenagers in Bogor use Bahasa Indonesia to talk with their parents and family. The parents that support their children to use Bahasa Indonesia make their children familiar in using Bahasa Indonesia rather than Sundanese. Based on this phenomenon, the position of Sundanese in Bogor is very vulnerable to shift.

2. Domain

The domain also gives the influence on the language that is used by the people. Different domain might result different language which is used by the people. This fact also influence on the use of Bahasa Indonesia by the teenagers who live in Bogor. The teenagers use Bahasa Indonesia in some certain domains. As mentioned before, the domain might be at home, at the school, and at the market.

However, the big influence might come from the education domain. School, which is education environment, is the place where the teenagers get formal education. According to the data that have been collected, the researcher concludes that the education environment gives a big influence on the use of Bahasa Indonesia by the teenagers in Bogor. The implementation of Bahasa Indonesia as a national language, which is used in education field, makes the teenagers thought that Bahasa Indonesia is more important and more effective

language to use than Sundanese. As a result, the teenagers tend to use Bahasa Indonesia rather than Sundanese, which is their mother tongue.

3. Attitude

From the data questionnaire, the researcher found out that the teenagers' attitude toward their perception about Sundanese is fairly positive. The teenagers in Bogor admit that Sundanese is an important language as their culture identity. They agree that Sundanese must be preserved to maintain their culture.

However, the researcher finds out that their attitude toward the using of Sundanese is negative, because they are no longer using Sundanese to communicate. By observing their response about language use of Sundanese, they are categorized as disloyal. From the questionnaire, the data show that they deny using Sundanese because they have no confidence in using Sundanese. Remembering that Sundanese is their mother tongue, this phenomenon should not happen. Their attitude is more positive toward Bahasa Indonesia. They prefer using Bahasa Indonesia to Sundanese, because they have more confidence in using Bahasa Indonesia. The following dialogue is an example that shows the teenager's attitude toward Sundanese.

Dialogue 5

Feliya : *Kamu mau makan apa?*
(What will you eat?)

Lia : *Tau nih fey bingung, banyak bener pilihannya.*
(I don't know fey, there are so many choices.)

Feliya : *Yaelah tinggal pesen aja susah kau.*
(You just need to order, why it is so hard?)

Lia : *Bingung fey ah.*
(I am confused.)

Feliya : *Lama banget.*

(You are too long.)

The dialogue shows that the teenagers in Bogor use Bahasa Indonesia to communicate with their friends even in situation when they could speak Sundanese. The respondents said that using Bahasa Indonesia is easier than using Sundanese. It is due to the fact that some of their friends do not understand Sundanese properly. They said sometimes it is difficult to speak Sundanese if the hearer is difficult to understand what they said. Therefore, they are more confident in using Bahasa Indonesia, and decide to use Bahasa Indonesia to get an easy communication.

The fact of the teenagers' attitude, which no longer use their mother tongue, influences the use of Bahasa Indonesia among the teenagers in Bogor. The phenomenon of the teenagers' negative attitude might result the shifting of Sundanese.

4. Economic, Social, and Political Factors

Social environment gives the big influence on the use of Bahasa Indonesia among the teenagers in Bogor. Based on the data questioner that has been collected, the researcher finds out the reason of the use of Bahasa Indonesia among the teenagers. They prefer using Bahasa Indonesia to Sundanese because more people who live around them do not speak Sundanese. Most of the people who live around them came from another city, and speak Bahasa Indonesia. The large number of the people who are not speaking Sundanese, forces the local residents to use Bahasa Indonesia to get appropriate communication. Therefore, the use of Sundanese is decreasing gradually. In addition, the numbers of people

who use Bahasa Indonesia in Bogor are greatly increasing and influence the teenagers in Bogor to use Bahasa Indonesia.

By observing the data, the researcher finds out that the teenagers admit that Bahasa Indonesia is an effective language to use, since Bahasa Indonesia is used as a national language in economic, political and education fields. By using Bahasa Indonesia in many kinds of field, it influences the teenagers to use Bahasa Indonesia as an effective language rather than Sundanese. Therefore, they decide to use Bahasa Indonesia because they thought that Bahasa Indonesia is an important language that every body could understand. In addition, by using Bahasa Indonesia the misunderstanding in communication would not happen.

3. Conclusion

The research concludes that most of teenagers in Bogor use Bahasa Indonesia to communicate. From the questioner that have been collected, they admitted that they are more confident while using Bahasa Indonesia than Sundanese. By analysing the data, the research gets the conclusion that the teenagers choose Bahasa Indonesia as their daily communication because Bahasa Indonesia is more effective to use than Sundanese. The research also finds out that the use of Bahasa Indonesia by the teenagers occurs in some certain domain. The teenagers usually use Bahasa Indonesia in some certain domain, such as family domain (at home), social domain, and education domain. Another reason that supports the use of Bahasa Indonesia among the teenagers in Bogor is they

thought that speaking Bahasa Indonesia shows the formality and politeness. Therefore, they prefer to use Bahasa Indonesia to Sundanese either in formal situation, semi formal situation, or informal situation.

By observing the data that have been collected, the researcher concludes that they do not speak Sundanese because of some factors. The first factor that influences the use of Bahasa Indonesia is family. The family of the teenagers no longer use Sundanese, on the contrary, they use Bahasa Indonesia to communicate in their daily communication. Therefore, the teenagers also use Bahasa Indonesia to communicate. Not only family, the domain also gives influence on the use of Bahasa Indonesia, such as the education. The education domain gives big influence on the use of Bahasa Indonesia by the teenagers in Bogor. By using Bahasa Indonesia in education makes the teenagers thought that Bahasa Indonesia is an important language. Moreover they thought that Bahasa Indonesia is better to use than Sundanese.

Another factor that contributes to the use of Bahasa Indonesia is the teenagers' attitude. Their attitude toward their behaviour in using Sundanese is negative. It means, they have no loyalty to use Sundanese. They have no confidence of using Sundanese, then they decide to use Bahasa Indonesia which makes them more confident. The last factor is economic, social, and political factors. Using Indonesian to communicate has been a habit for the teenagers in Bogor, because the people who live around them are not speaking Sundanese so they decide to use Bahasa Indonesia in communicating. Moreover, the using of Bahasa Indonesia in many fields, such as economic, political, and education

makes the teenagers thought that Bahasa Indonesia as an importan and effective language to use in any kind of situations.

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APPENDIX

THE QUESTIONNAIRE

I. IDENTITAS DIRI

Nama :
Tempat Tanggal Lahir :
Kontak/email :
Alamat :

II. LATAR BELAKANG KELUARGA

Mohon isi pertanyaan dibawah ini dengan memberi tanda cek()pada salah satu item!

No.	Pertanyaan	Ya	Tidak
1.	Apakah bahasa Sunda merupakan bahasa ibu anda (bahasa yang pertama kali anda kuasai)?		
2.	Apakah orang tua anda pernah mengajari anda bahasa Sunda?		
3.	Apakah orang tua anda menggunakan bahasa Sunda dalam berkomunikasi setiap hari?		
4.	Apakah saudara atau kerabat anda menggunakan bahasa Sunda dalam berkomunikasi setiap hari?		

III. POLA PENGGUNAAN BAHASA

Mohon isi pertanyaan dibawah ini dengan memberi tanda cek()pada salah satu item!

No	Pertanyaan	Sunda	Indonesia	Alasan
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1.	Bahasa apa yang anda gunakan ketika berbicara dengan orang tua?			
2.	Bahasa apa yang anda gunakan ketika berbicara dengan kakak?			
3.	Bahasa apa yang anda gunakan ketika anda berbicara dengan adik?			
4.	Bahasa apa yang anda gunakan ketika berbicara dengan kakek atau nenek anda?			
5.	Bahasa apa yang anda gunakan ketika anda berbicara dengan saudara atau kerabat anda?			
6.	Bahasa apa yang anda gunakan ketika anda berbicara dengan teman atau tetangga dilingkungan tempat anda tinggal?			
7.	Bahasa apa yang anda gunakan ketika anda berbicara dengan tetangga yang lebih tua dari anda?			
8.	Bahasa apa yang tetangga anda gunakan untuk berkomunikasi dengan tetangga lainnya?			
9.	Bahasa apa yang anda gunakan ketika anda berbicara dengan guru atau staff lainnya di sekolah?			
10.	Bahasa apa yang anda gunakan ketika berbicara dengan teman di sekolah anda?			
11.	Bahasa apa yang anda gunakan ketika berbicara dengan pedagang?			

12.	Bahasa apa yang anda gunakan ketika berbicara dengan orang asing atau orang yang anda tidak kenal?			
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IV. SIKAP TERHADAP BAHASA

Mohon isi pernyataan dibawah ini dengan memberi tanda cek()pada salah satu item!

No	Pernyataan	Setuju	Tidak Setuju	Alasan
1.	Bahasa sunda merupakan bahasa yang mudah untuk dipahami.			
2.	Berbicara bahasa sunda merupakan hal yang kuno.			
3.	Menguasai bahasa sunda merupakan suatu hal yang penting.			
4.	Bahasa sunda merupakan bahasa yang selalu anda gunakan setiap hari.			
5.	Anda merasa percaya diri ketika berbicara menggunakan bahasa sunda.			
6.	Bahasa Sunda menjadi bahasa pilihan yang anda gunakan ketika menemui kesulitan menggunakan bahasa lain.			
7.	Bahasa Indonesia merupakan bahasa yang lebih mudah dipahami dibandingkan dengan bahasa sunda.			

8.	Bahasa Indonesia merupakan bahasa yang lebih pas digunakan untuk berkomunikasi.			
9.	Anda lebih percaya diri ketika berbicara menggunakan bahasa Indonesia.			

The Answer of Questioner

- **Family's Background**

No.	Respondents	The Questions of Family's Background			
		1	2	3	4
1.	R.01	Y	Y	N	N
2.	R.02	Y	Y	N	N
3.	R.03	Y	Y	N	N
4.	R.04	Y	Y	N	N
5.	R.05	Y	Y	Y	N
6.	R.06	N	Y	N	N
7.	R.07	Y	Y	N	N
8.	R.08	Y	Y	N	N
9.	R.09	Y	Y	Y	N
10.	R.10	Y	Y	N	N
11.	R.11	Y	Y	Y	N
12.	R.12	Y	Y	Y	Y
13.	R.13	Y	Y	N	N
14.	R.14	Y	Y	N	N
15.	R.15	Y	Y	N	N
16.	R.16	Y	Y	N	N
17.	R.17	Y	Y	N	N
18.	R.18	Y	Y	Y	Y
19.	R.19	Y	Y	N	N
20.	R.20	Y	Y	N	N
21.	R.21	Y	Y	Y	Y
22.	R.22	N	Y	N	N
23.	R.23	Y	Y	Y	N
24.	R.24	N	Y	N	N
25.	R.25	Y	Y	N	N
26.	R.26	Y	Y	Y	Y
27.	R.27	Y	Y	N	N
28.	R.28	Y	Y	N	N
29.	R.29	Y	Y	N	N
30.	R.30	Y	Y	Y	Y
31.	R.31	Y	Y	Y	Y
32.	R.32	Y	Y	Y	N
33.	R.33	N	N	N	N
34.	R.34	Y	Y	N	N
35.	R.35	Y	Y	Y	Y

36.	R.36	Y	Y	Y	N
37.	R.37	Y	Y	N	N
38.	R.38	Y	Y	N	N
39.	R.39	Y	Y	N	N
40.	R.40	Y	Y	N	Y
41.	R.41	Y	Y	N	N
42.	R.42	Y	Y	N	N
43.	R.43	Y	Y	Y	Y
44.	R.44	Y	Y	N	N
45.	R.45	Y	Y	N	N
46.	R.46	N	Y	Y	Y
47.	R.47	Y	Y	Y	Y
48.	R.48	Y	Y	N	Y
49.	R.49	Y	Y	Y	Y
50.	R.50	Y	Y	Y	Y
51.	R.51	Y	Y	N	N
52.	R.52	Y	Y	N	N
53.	R.53	Y	Y	Y	N
54.	R.54	Y	Y	Y	Y
55.	R.55	Y	Y	N	N
56.	R.56	Y	Y	Y	N
57.	R.57	Y	Y	N	N
58.	R.58	Y	Y	N	N
59.	R.59	N	Y	N	N
60.	R.60	Y	Y	N	N
61.	R.61	Y	Y	N	N
62.	R.62	Y	Y	N	N

**Note: Y = Yes (*Ya*)

N = No (*Tidak*)

40.	R.40	I	I	I	S	S	I	I	I	S	I
41.	R.41	I	I	I	S	I	S	I	I	I	I
42.	R.42	I	I	I	I	I	I	I	I	I	I
43.	R.43	S	S	I	S	I	S	I	I	I	I
44.	R.44	I	I	-	S	I	I	I	I	I	I
45.	R.45	I	I	I	S	I	I	I	I	I	I
46.	R.46	I	-	-	S	I	I	I	I	I	I
47.	R.47	S	S	S	S	S	I	I	I	I	I
48.	R.48	I	I	I	I	I	I	I	I	I	I
49.	R.49	S	S	S	S	S	S	I	I	I	I
50.	R.50	S	S	I	S	S	S	I	I	I	I
51.	R.51	I	I	I	S	I	I	I	I	I	I
52.	R.52	I	I	I	I	I	I	I	I	I	I
53.	R.53	S	I	I	S	I	I	I	I	I	I
54.	R.54	I	I	I	I	I	I	I	I	I	I
55.	R.55	I	I	I	I	I	I	I	I	I	I
56.	R.56	S	I	I	S	I	I	I	I	I	I
57.	R.57	I	I	-	S	I	I	I	I	I	I
58.	R.58	I	I	I	I	I	I	I	I	I	I
59.	R.59	I	I	I	I	I	I	I	I	I	I
60.	R.60	I	I	I	I	I	I	I	I	I	I
61.	R.61	I	I	I	I	I	I	I	I	I	I
62.	R.62	I	I	I	I	I	I	I	I	I	I

**Note : S = Sundanese (*Bahasa Sunda*)

I = Indonesian (*Bahasa Indonesia*)

- **Attitude Toward Language**

No.	Respondents	The Questions of Attitude Toward Language								
		1	2	3	4	5	6	7	8	9
1.	R.01	A	D	D	D	D	D	A	A	A
2.	R.02	A	D	A	D	D	D	A	A	A
3.	R.03	A	D	A	D	A	D	A	A	A
4.	R.04	D	D	A	D	D	D	A	A	A
5.	R.05	A	D	A	D	D	D	A	A	A
6.	R.06	D	D	A	D	A	D	A	A	A
7.	R.07	D	D	D	D	D	D	A	A	A
8.	R.08	D	D	D	D	D	D	A	A	A
9.	R.09	A	D	A	A	A	A	A	A	A
10.	R.10	A	D	D	D	D	D	A	A	A
11.	R.11	A	D	A	A	A	D	A	A	A
12.	R.12	A	D	A	D	A	D	A	A	A
13.	R.13	A	D	A	D	A	D	A	A	A
14.	R.14	A	D	A	D	D	D	A	A	A
15.	R.15	A	D	A	D	D	D	A	A	A
16.	R.16	A	D	D	D	A	D	A	A	A
17.	R.17	A	D	A	A	D	D	A	A	A
18.	R.18	A	A	A	A	A	A	A	A	A
19.	R.19	A	D	A	D	D	D	A	A	A
20.	R.20	A	D	A	D	A	D	A	A	A
21.	R.21	A	D	A	A	D	A	A	A	A
22.	R.22	D	D	A	D	D	D	A	A	A

23.	R.23	D	D	D	D	D	D	A	A	A
24.	R.24	D	D	D	D	D	D	A	A	A
25.	R.25	A	D	A	D	A	D	A	A	A
26.	R.26	D	D	A	D	D	D	A	A	A
27.	R.27	D	D	D	D	D	D	A	A	A
28.	R.28	A	D	A	D	A	A	A	A	A
29.	R.29	A	D	A	D	D	D	A	A	A
30.	R.30	A	D	A	A	A	D	A	D	D
31.	R.31	D	D	A	A	A	A	A	A	D
32.	R.32	D	D	A	D	D	D	A	A	A
33.	R.33	A	D	A	D	D	D	A	A	A
34.	R.34	A	D	D	D	D	D	A	A	A
35.	R.35	A	D	A	A	D	D	A	A	A
36.	R.36	A	D	A	D	D	D	A	A	A
37.	R.37	D	D	A	D	D	D	A	A	A
38.	R.38	D	D	A	D	D	D	A	A	A
39.	R.39	D	D	A	D	D	D	A	A	A
40.	R.40	D	D	A	A	D	D	A	D	D
41.	R.41	A	D	A	A	A	A	A	A	A
42.	R.42	A	D	A	D	D	D	A	D	D
43.	R.43	A	D	A	A	A	D	A	A	D
44.	R.44	A	A	A	D	D	D	A	A	A
45.	R.45	D	A	D	D	D	D	A	A	A
46.	R.46	A	D	A	D	D	D	A	A	A
47.	R.47	A	D	A	A	A	A	D	A	A

48.	R.48	A	D	A	A	D	D	A	A	A
49.	R.49	D	D	A	A	A	A	A	A	A
50.	R.50	A	D	A	A	A	D	A	A	D
51.	R.51	A	D	A	D	D	D	A	A	A
52.	R.52	D	D	A	D	D	D	A	A	A
53.	R.53	D	D	A	A	D	D	A	A	A
54.	R.54	A	D	A	D	D	D	A	A	A
55.	R.55	A	D	D	D	D	D	A	A	A
56.	R.56	A	D	A	A	D	D	A	A	A
57.	R.57	D	D	A	D	D	D	A	A	A
58.	R.58	A	D	A	D	D	D	A	A	A
59.	R.59	A	D	D	D	D	D	A	A	A
60.	R.60	A	D	D	D	D	D	A	A	A
61.	R.61	D	D	A	D	D	D	A	A	A
62.	R.62	A	D	D	D	D	D	A	A	A

**Note : A = Agree (*Setuju*)

D = Disagree (*Tidak Setuju*)

This is the transcript of Feliya's conversation (the respondent of R.13). On the conversation she talked to her friend. This conversation occurred at the canteen.

- Feliya : *Kamu mau makan apa?*
- Lia : *Tau nih fey bingung, banyak bener pilihannya.*
- Feliya : *Yaelah tinggal pesen aja susah kau.*
- Lia : *Bingung fey ah.*
- Feliya : *Lama banget.*
- Lia : *Kan galau fey..*
- Feliya : *Ah galau mele.*
- Lia : *Iya fey asli galau nih.*
- Felya : *Yaelah.. cepet ini aku mau pesen loh.*
- Lia : *Makan apa kamu?*
- Feliya : *Batagor dah. Kamu mau apa?*
- Lia : *Yaudin, bakso aja deh. Eh sekalian minumannya es jeruk ya hehe*
- Feliya : *OK nya..*

This is the transcript of Desi Anggaria's conversation (the respondent of R.28). On this conversation she spoke with his uncle. This conversation occurred in Desi's home.

- Desi : *Mang, aku besok mau ke botani tea. Mamang jadi nganter kan?*
- Uncle : *Jam sabaraha des? Pan besok mah mamang na ge interview.*
- Desi : *Malem da mang, siang mah desi mau ngerjain tugas.*
- Uncle : *Heeuh atuh malem mah mamang udah beres interview.*
- Desi : *Mamang interview dimana emang?*
- Uncle : *Di pabrik obat des.*
- Desi : *Oh bareng sama mang Ido? Jauh mamang itu mah.*
- Uncle : *Nya jauh des, jadi ka botani na malem wae.*
- Desi : *Siap mang. Mang si mamah kemana?*
- Uncle : *Can pulang we mereun. Mamang ge baru pulang da.*

- Desi : *Halah mamang mah ngapel terus.*
Uncle : *Hor naha jadi kana ngapel?*
Desi : *Ah da fakta kan mamang mah gapel terus sama si teteh itu.*
Uncle : *Nya hep atuh ah isin.*
Desi : *Hor si mamang, sugan ya si mamang mah.*

This is the transcript of the student's conversation. This is the conversation between Ari (the respondent of R.34) and her teacher. The conversation occurred in School.

- Miss Eva : *Ari, nanti Ibu tidak bisa masuk. Nanti kalian ngisi latihan LKS bahasa Sunda ya.*
Ari : *Oh iya bu. Ibu mau kemana bu?*
Miss Eva : *Ibu lagi ada keperluan jadi engga bisa masuk. Temen-temen nya di kasih tahu ya.*
Ari : *Iya bu, nanti tugas nya dikumpulkan?*
Miss Eva : *Iya, dikumpulkan di meja Ibu. Jangan ribut ya ri awas!*
Ari : *Iya bu Eva.*

This is the transcript of Difa's conversation (the respondent of R.37). The conversation is occurred in the market, between the seller and Difa.

- Difa : *Bu, pesen mie ayam satu ya.*
Adit : *Mie ayam bakso ya bu satu.*
Seller : *Mangga, minumannya apa den?*
Difa : *Teh botol aja. Lu apa Dit?*
Adit : *Sama dah.*
Difa : *Teh botol nya jadi dua bu.*
Seller : *Iya den.*

(Later...)

- Difa : *Bu ini tadi mie ayam sama teh botol jadi berapa?*

Seller : *Tiga belas ribu.*

Difa : *Ini bu*

Seller : *Ini kembaliannya tujuh ribu, dihitung dulu.*

Difa : *Iya bu udah. Makasih ya bu.*

This is the transcript of Nia Kusumasari's conversation (the respondent of R.54). On this conversation she talked with her mother. The conversation occurred at home.

Nia : *Mah, Mamah...*

Mother : *Apa? Mamah di dapur dek.*

Nia : *Mah tadi bibi sms katanya nanti malem mau ke rumah.*

Mother : *Jam berapa dek?*

Nia : *Gak tau mah, bibi gak bilang jam berapa.*

Mother : *Yaudah nanti mamah telfon bibi nya aja.*

Nia : *Mau ngapain emang mah?*

Mother : *Mau ngambil baju sama tas katanya.*

Nia : *Hah, buat apaan emang mah?*

Mother : *Mau ke kondangan katanya, ga ada baju jadi pinjem.*

Nia : *Oh... sama si om dong kesininya?*

Mother : *Iya kali, ga tau mamah. Nanti mamah telpon, ini tanggung lagi masak mamah.*

Nia : *Masak apaan mah? Dede laper.*

Mother : *Biasa, numis sayur mamah.*

Nia : *Mah bikin sambel goreng ya..*

Mother : *Iya iya.*

