

**DEFENSE OF SUNDANESE IN CHILDREN USING A BILINGUAL
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ABSTRACT

Language as an embodiment of the human mind has a relationship with the field of psychology. The phenomenon of families who speak Sundanese but prefer to teach Indonesian and foreign languages to their children is what inspired this research. If left unchecked, there will be a shift and the potential to cause the extinction of the Sundanese language. This study aims to describe the phenomenon of Sundanese-speaking families who choose to teach Indonesian and other languages to their children, resulting in widespread adoption of Indonesian and foreign languages in the family. This research method is qualitative with interview and observation approach. There are five children from five different schools. Each child was treated by giving readings in the form of bilingual picture story books. Researchers also interviewed each child. The test was carried out for three times, namely pre-test, cycle 1, and cycle 2. The test results showed that giving readings with bilingual picture story books could increase the mastery of Sundanese vocabulary in the five children as respondents. According to the findings of this study, treatment with bilingual picture story books can preserve Sundanese in children and lead to an increase in Sundanese speakers from an early age.

Keywords: Language defense, Sundanese, Children, Picture story books, Bilingualism

A. INTRODUCTION

Humans cannot avoid the changes of globalization. This problem has been developing for a while. On the plus side, globalization results in improvements. On the other hand, globalization has brought undesirable ideals, particularly in the sphere of social humanities and, particularly, in the areas of culture and language. Especially given that Indonesia has the face of local wisdom and a wealth of cultural and linguistic diversity, the degeneration of culture and language sets a negative example for how they should be preserved in the future.

Language decadence is shown by the paradigm shift of people who are more proud of Indonesian, especially foreign languages. On the other hand, the regional tongue is progressively being lost because of the negative perception of it as an old-fashioned tradition. As a result, native-speaking groups are using their indigenous languages less and less. The truth is that families who speak regional languages are more proud to teach their

kids foreign and Indonesian languages. Regional languages, which are on the verge of extinction, are threatened by this if it is not stopped.

The group of Sundanese users also experiences this tendency. According to Mulatsih (2014) and Selvia (2019), Sundanese people tend to prefer using a new language (foreign or Indonesian) when speaking with children, especially in young households. Because they participate in activities outside the home, parents who are, on average, young and attached to a world full of globalization values take pleasure in Indonesian and other languages, notably English (work and so on). As a result, even though they both speak Sundanese as their mother tongue, their kids are also exposed to Indonesian, the country's official language, and a foreign language (English). Although both parents speak Sundanese, the kids no longer understand or can even speak it well.

This phenomenon has led to the worst potential, namely the extinction of the Sundanese. Efforts must be made to preserve it. Researchers have documented numerous defense initiatives to address the phenomenon of language and prepare for the possibility of extinction. Widiyanto (2018) discusses how school-based instruction and activities help to preserve the Sundanese. According to Sobarna et al. (2019), toponyms have helped to preserve the Sundanese. In contrast to the two studies mentioned above and comparative studies, this study defends the Sundanese by focusing on children. From an early age, the kids learned to speak Sundanese with pride. It is thus because, according to psycholinguistics, childhood is a prime time for learning and storing positive information.

The preservation of Sundanese in children is not only through formal Sundanese teaching but also through the use of media, namely bilingual picture story books. Both the Sundanese, the defense object, and the widely recognized Indonesian language are used. Traditional Sundanese games are included with the stories in this multilingual illustrated storybook. There is a lot importance because children enjoy stories and the gaming industry. The last accomplishment is that kids are familiar with the Sundanese and culture. The method used in this investigation is psycholinguistic. The three stages of language are absorbing, storing, and creating in the study of psycholinguistics. Both short-term and long-term memory function as storage. In the near term, the study's subject children can comprehend and speak Sundanese. Children will temporarily preserve and retrieve their memories in the long run. Defense efforts were effectively carried out in this manner.

1. Psycholinguistic

Psycholinguistics is a macro-linguistic discipline that connects the field of language with psychology. According to Steinberg & Sciarini (2006), language and thinking have a solid relationship. Language with feelings, culture and a variety of other things characterize the psychological aspect of people, in addition to language with thought. This phenomenon suggests that language encompasses more than just spoken or written communication. Contrary to what one's ideas and deeds might suggest, language is more meaningful. An activity involving intellect, intelligence, and feelings is language. Even language and human conduct are two processes that come from instructions sent to the brain's command system. Antonius (2018) later confirmed that language is learning, comprehending, and generating. There are neurological and mental components to it. Every person's subconscious will be permanently imprinted with their linguistic encounters.

2. Second Language Acquisition

Humans naturally experience second language acquisition during childhood. People then began to develop distinct linguistic symptoms in their immediate and early contexts. A youngster recognizes the language of his first environment as his first language during the early stages of development. A youngster can recognize syntax, morphology, and phonology. Children may recognize their first language grammatically even as they are still developing. That occurs unintentionally and is fundamental to learning a first language (Meisel, 2011). Humans will gain experience in the subsequent stages of life to recognize the second language (B2), the third language, and so on, after learning the first language (B1), also known as the mother tongue. Bilingual or fluent in two languages results from acquiring a second language (second language acquisition, or SLA). Adding a third language, for example, will make a person multilingual. Brain distinctions that control the recording process while learning a second language exist. The ability to master a second language is still present in second language learners, whether they are native speakers or speakers of the second language. It means that someone with a first language already has the same potential for a second language (Arabski & Wojtaszek, 2010).

3. Language Preservation

Language is a manifestation of the human mind. A language expression is a concrete representation of what people think. A human's mental state is represented by the utterance they make. The brain catalogs linguistics outside, such as vocabulary, grammar, sound systems, etc., in a hierarchical and systematic sequence. These linguistic signs turn into models that are retained in both short- and long-term memory. The brain system summons the memory when a person has a concept or an idea that he wants to present to turn the notion into a series of organized and systematic utterances, giving rise to utterances in language activities (Traxler, 2012).

A language's defense is an endeavor to keep it alive so it can continue to be used in society. One of the requirements for a language's existence is that it be used in society. Language defense can be accomplished through various strategies that align with the target language and learning the target language (Ibda, 2017). Language defense must be implemented early to ensure children can fend off early attacks from foreign languages (Ibda, 2017). Mother tongue maintenance is done to preserve the mother tongue across the archipelago, particularly in the surroundings of its users. Early maintenance of the mother language is required, specifically beginning in preschool. Children should receive a variety of positive intakes between the ages of 0 to 6 years old is another factor strengthening defense that must be done in childhood. Children will manage information rapidly and well at this time (Hidayat & Nur, 2018).

The statements from some of these experts are limited to providing some descriptions of the condition of the language and its defense. In addition, a statement is also presented that language defense must be carried out from an early age, namely at the age of children. There is also a study of mother tongue which is still being discussed in general. In addition, of course, research has been carried out on the preservation of the Sundanese language by various experts. The results of the expert's study show that Sundanese language defense is carried out with various approaches in each case. However, there has been no specific research on the preservation of Sundanese language that has been carried out on children using the media in the form of bilingual picture books. This point then becomes a novelty in this research.

Based on the description above, there is a gap between existing research and this research. Likewise, this study was conducted with the aim of describing families who use Sundanese, but prefer to teach Indonesian and foreign languages to their children. The children were given treatment by giving them readings in the form of bilingual illustrated story books as an effort to maintain the Sundanese language for them.

B. METHOD

The method used in this research is the qualitative method. The qualitative research method was picked because it does not rely on the quantity and is in line with the qualities of the study object, which is a human. According to Moleong (2017), qualitative methods are research that aims to comprehend phenomena about what research subjects experience, such as behavior, perceptions, motivations, actions, and so on, holistically and descriptively in the form of words and language, in a specific setting that is natural by utilizing various natural methods. The sources of information with thorough descriptions of the research object from parents and teachers. Students from TK/PAUD/BIMBA/SD schools whose parents are both native Sundanese speakers but who choose to speak Indonesian or English at home are the study subjects. With the aid of teachers, specific data sources are used to increase children's vocabulary mastery of Sundanese. Techniques for gathering data included exams, interviews, observation, and literature reviews. An oral test is the primary method of data collection. Interviewing parents and teachers is another method of data collection to measure the pupils' vocabulary proficiency. Secondary data were discovered via a literature study. Method of Data Analysis the psycholinguistic theory was used to analyze the data. The theory of mother tongue acquisition (L1) and second language acquisition (L2) theory is used to conduct a more thorough analysis. The language defense theory is another theory used for data analysis. The data analysis outcomes are described using qualitative techniques based on applying these ideas in descriptive terms.

Table 1. Research Cycle

No	Research Activities	Detail Research Activities
1	Pre-test	The teacher gives twenty questions to the children to find out the children's basic ability to master the Sundanese
2	Cycle 1	Teachers accompany children to read bilingual story books only once
3	Cycle 2	The teacher accompanies the children with three bilingual picture story books
4	Output	The teacher retests by asking two questions and observing whether there is an increase in Sundanese vocabulary mastery after treatment, and the child can retell the story's core.

C. FINDINGS AND DISCUSSION

1. Language Defense and Language Attitude towards Sundanese

Language maintenance is carried out in early childhood because the age of 0 to 6 years is a golden age for children to get various positive intakes. Children will manage information rapidly and well at this time (Hidayat & Nur, 2018). Five educational institutions, namely PAUD, TK, BIMBA, and elementary schools, provided data for this study. The study aimed to understand the trend of Sundanese users raising their children to be fluent in Indonesian and other languages. With changes, decreases, and the potential for the extinction of the Sundanese, there is a strong causal association between teaching children

Indonesian and other foreign languages in the home setting. To test their research hypothesis, the researchers spoke with the relatives of the children in-depth and made observations on them. Additionally, to summarize the family backgrounds of the data sources to determine what prevents children from learning and using Sundanese. Coding was implemented during data collection to make it simpler for researchers to interpret the data.

Tabel 2. Data Source Information

Data Source Code	Data Source Age	School Origin	Family Background
R1	7 Years	PAUD Insan Cemerlang	Both parents are from the Sundanese tribe but chose to teach Indonesian because they thought Indonesian was easier to teach. Parents also teach English to get used to the preparation for entering SD IT (Integrated Islam)
R2	4 Years	TK Bunda Gemilang	Due to the majority use of Sundanese in the village, both parents, who are of the Sundanese ethnic group, teach both Indonesian and Sundanese. However, the Sundanese taught is not eloquent but relatively commonplace.
R3	6 Years	PAUD Annisa Rumpaka	Sundanese has never previously been taught to kids. Despite being from the same Sundanese tribe, both parents decided to teach Indonesian because they thought it was simpler to do so and there was no social hierarchy like there was with regional tongues. To raise their children's intelligence, both parents instruct them in English.
R4	7 Years	SD IT Bina Dakwah	Both parents are of the Sundanese tribe and regularly and at home instruct their children in both Indonesian and Sundanese (bilingual). The child is also enrolled in an English tutoring institution to achieve the IT SD requirement, which uses three languages as the medium of instruction at school (Indonesian, English & Arabic) (Indonesian, English & Arabic).
R5	5 Years	BIMBA AIUEO	Both parents are from the Sundanese tribe, but they teach Indonesian (B1) as their first language daily. For children to get used to and proficient in foreign languages, parents of children who are English instructors also teach English (B2) as a second language. To establish Sundanese as a third language, it is occasionally necessary to teach Sundanese, particularly the mild language, to recognize and distinguish between smooth and rough Sundanese (B3).

According to the findings of interviews with parents of children, it can be said that: (1) Sundanese preservation in the family sphere exhibits a weakening or decline in the

transmission of cultural values, especially Sundanese. The younger generation (parents of children) awareness of maintaining and teaching Sundanese has decreases, and (3) Sundanese maintenance in children has decreased due to the pressure placed on Indonesian as the language of instruction in social interactions in the environment. (2) The process of globalization and modernization cannot be avoided, so the existence of Sundanese is displaced by Indonesian and English in communication in daily interactions. Home, social contact, and school (4) Sundanese is only taught for two hours per week, making it a minority language in the curriculum. As a result, pupils do not comprehend Sundanese grammar in the classroom. One respondent, out of the five, continues to speak and teach Sundanese to uphold linguistic fidelity. According to Aslinda & Syafyahya (2010), language loyalty encourages others to fight for one's language to be designated as the official language in a language community.

2. Language Defense in Children Through Bilingual Storybook Media

The Sundanese preservation approach uses a picture book as a media compiled by the researcher using a bilingual (Indonesian-Sundanese) entitled *Liburan Tanpa Layar* by Triyanto and Nina published by Lindan Bestari ISBN 978-623-5986-15-9. The cover of the book can be seen in figure 1. As children still have optimal absorption of various positive information, the researchers implemented a bilingual picture story book containing game stories to defend the Sundanese. The researcher took three cycles of data, namely: (1) pre-test, (2) Cycle 1, and (3) Cycle 3. Additionally, along with the results of the children's exam, the researchers administered a straightforward test of 20 vocabularies drawn from bilingual storybooks to determine whether children could retain the Sundanese.

Table 3. Sundanese Vocabulary Pre-Test Result

No	Vocabulary	R1	R2	R3	R4	R5	Number of Vocabulary
1	<i>Lembur</i>	-	-	-	√	-	1
2	<i>Kolecer</i>	√	√	-	√	-	3
3	<i>Jajangkungan</i>				√		1
4	<i>Ngadu Kaleci</i>	√	√	-	√	√	4
5	<i>Ucing Sumput</i>	√	-	-	√	√	3
6	<i>Papanggalan</i>	√	-	-	-	-	1
7	<i>Mikawanoh</i>	-	-	-	-	-	-
8	<i>Rerencangan</i>	-	-	-	-	-	-
9	<i>Anjeunna</i>	-	-	-	-	-	-
10	<i>Murangalih</i>	-	-	-	-	-	-
11	<i>Ngadamel</i>	-	-	-	√	-	1
12	<i>Nyintreuk</i>	√	-	-	√	√	3
13	<i>Dipilarian</i>	-	-	-	√	-	1
14	<i>Kandel</i>	√	-	-	-	-	1
15	<i>Gancang</i>	-	-	-	√	√	2
16	<i>Ngalegaan</i>	√	-	√	√	√	4
17	<i>Bandring</i>	-	-	-	√	-	1
18	<i>Ngalungkeun</i>	√	-	-	√	-	2
19	<i>Dimimitian</i>	-	-	-	√	-	1
20	<i>Ngahurungkeun</i>	√	-	-	√	√	3
	<i>Total</i>	9	2	1	14	6	

Tabel 4. Sundanese Vocabulary Test Result in Cycle 1 and 2

No	Vocabulary	Cycle 1					Number of Vocabulary	Cycle 2					Number of Vocabulary
		R1	R2	R3	R4	R5		R1	R2	R3	R4	R5	
1	<i>Lembur</i>	-	√	-	√	-	2	-	√	√	√	√	4
2	<i>Kolecer</i>	√	√	-	√	√	4	√	√	√	√	√	5
3	<i>Jajangkungan</i>	-	-	-	√	√	2	-	-	-	√	√	2
4	<i>Ngadu Kaleci</i>	√	√	√	√	√	5	√	√	√	√	√	5
5	<i>Ucing Sumput</i>	√	√	-	√	√	4	√	√	√	√	√	5
6	<i>Papanggalan</i>	√	-	-	√	-	2	√	-	√	√	√	4
7	<i>Mikawanoh</i>	-	-	-	√	-	1	√	√	-	√	√	4
8	<i>Rerancangan</i>	√	-	-	√	-	2	√	-	√	√	√	4
9	<i>Anjeunna</i>	-	-	-	-	-	-	-	-	√	√	√	3
10	<i>Murangkalih</i>	-	√	-	-	-	1	-	√	-	-	√	2
11	<i>Ngadamel</i>	-	-	-	√	-	1	-	-	√	√	-	2
12	<i>Nyintreuk</i>	√	√	√	√	√	5	√	√	√	√	√	5
13	<i>Dipilarian</i>	-	-	-	√	-	1	-	-	√	√	-	2
14	<i>Kandel</i>	√	√	-	-	√	3	√	√	-	√	√	4
15	<i>Gancang</i>	-	√	-	√	-	3	√	√	-	√	-	3
16	<i>Ngalegaan</i>	√	-	√	√	-	3	√	-	√	√	-	3
17	<i>Bandring</i>	-	-	-	√	√	2	-	-	√	√	√	3
18	<i>Ngalungkeun</i>	√	√	-	√	√	3	√	√	√	√	√	5
19	<i>Dimimitian</i>	-	-	-	√	√	2	-	-	-	√	√	2
20	<i>Ngahurungkeun</i>	√	-	√	√	√	4	√	-	√	√	√	4
<i>Total</i>		10	9	4	17	10		12	10	14	19	16	

To facilitate the test results, the researcher made a recap of the test results. Pay attention to the following table:

Tabel. 5 Children's Test Result Recap

Respondent	Pre-Test	Cycle 1	Cycle 2
R1	9	10	12
R2	2	9	10
R3	1	4	14
R4	14	17	19
R5	6	10	16

After efforts to maintain the Sundanese through the media of bilingual storybooks for children, there has been an increase in language acquisition. The following is an explanation:

1. Children R1 at the pre-test stage were only able to answer 9 words, namely: *kolecer*, *ngadu kaleci*, *ucing sumput*, *Papanggalan*, *nyintreuk*, *kandel*, *ngalegaan*, *ngalungkeun* and *ngahurungkeun*. The children can then correctly answer 10 questions in cycle 1, or there is just a 1-word increase in the word design. In contrast, the youngster expanded to 12 words in cycle 2, or the R1 child learned and responded to the terms *mikawanoh* and *gancang*.

2. Children R2 at the pre-test stage could only answer 2 words, namely the word *kolecer* and *ngadu kaleci*. After the teacher read the novel in cycle 1, the kids improved because they could respond to 9 terms. These words included *lembur*, *kolecer*, *ngadu kaleci*, *ucing sumput*, *murangkalih*, *nyintreuk*, *kandel*, *gancang*, and *ngalungkeun*. There was only one word that increased from cycle 1 to cycle 2 for the children in cycle 2, and that word was *mikawanoh*.

3. In children, R3 only knows one Sundanese vocabulary, namely the word *ngalegaan*. This happens because they weren't introduced and educated in a family setting. Still, after reading the bilingual storybook in cycle 1, their vocabulary expanded to 4 terms, including *ngadu kaleci*, *nyintreuk*, *ngalegaan*, and *ngahurungkeun*. *Lembur*, *kolecer*, *ucing sumput*, *Papanggalan*, *rereancang*, *anjeuna*, *ngadamel*, *dipilarian*, *bandring*, and *ngalungkeun* are some of the words the child understood and responded to in cycle 2. The teacher intensely reads the story to the child up to five times in cycle 2, resulting in a significant increase to 14 words.

4. Children R4 have been taught Sundanese since they were young, without any difficulties during the pre-test, and 14 words were understood, namely: *overtime*, *kolecer*, *jajangunan*, *ngadu kaleci*, *ucing sumput*, *ngadamel*, *nyintreuk*, *dipilarian*, *gancang*, *ngalegaan*, *bandring*, *ngalungkeun*, *dimimitian* and *ngahurungkeun*. After the teacher reads the bilingual storybook in cycle 1, the child has increased by acquiring 17 words or 3 new words that are understood by the child, additional words in this cycle include: *mikawanoh*, *rereancang*, and *Papanggalan*. Furthermore, in cycle 2 the child could answer 19 questions or only 1 word that could not be answered, namely the *murangkalih*.

5. Children of R5 teach Indonesian (B1) and English (B2) daily but sometimes teach Sundanese, especially the refined language (B3). Children could only correctly answer six vocabulary words in the pre-test: *ngadu kaleci*, *ucing sumput*, *nyintreuk*, *gancang*, *ngalegaan*, and *ngahurungkeun*. 10 words that might be replied with new words increased in children's vocabularies during cycle 1: *kolecer*, *jajangunan*, *kandel*, *bandring*, *ngalungkeun*, and *dimimitian*. Additionally, cycle 2 had a notable rise in vocabulary to 16 words, including *lembur*, *Papanggalan*, *mikawanoh*, *rereancang*, *anjeuna*, and *murangkalih*.

Language defense must be carried out from an early age so that children resist attacks from foreign languages from an early age (Ibda, 2017). In contrast, mother tongue maintenance must be done early from preschool age. It can be concluded that, during the pre-test of the 20 vocabularies given to five children, there were still many Sundanese vocabularies that children did not understand due to lack of introduction by their parents or environmental factors, the majority of which used Indonesian. However, in cycle 1 and cycle 2 there was a significant change in children, where children got a lot of Sundanese vocabulary from story books that the teacher had read. The children were able to retell the core of the story even though there was code mixing between Sundanese and Indonesian. A child who is assisted by parents or adults in his environment in language will master and process language so that listeners or readers can understand the ideas or ideas conveyed by the child. It agrees with Suyadi (2010), who says that when a child learns language through interaction with adults, children learn the redaction of words and sentences and the structure of words and sentences themselves.

3. The Relevance between Bilingual Storybooks and Sundanese Retention in Children

Children acquire language abilities (listening, speaking, reading, and writing). Children enjoy playing entertaining games. Therefore, learning to preserve the language, particularly the mother tongue, can be connected to kids' activities. A picture storybook is a book that tells a tale and includes images to help readers visualize it. Children's memories can be bolstered, and the plot of a narrative can be more easily comprehended by them thanks to images in the media. According to Afrida & Fakhriah (2016: 53), some texts can convey the picture's story in illustrated storybooks and graphics. Children can be drawn to and enjoy picture media because the images have distinct shapes and colors that make it simple for them to visualize the real people and places they are reading. It helps to ensure that every child is shown in the same way. Additionally, image media is crucial for comprehending the story's content.

Responding to the shift that has the potential to threaten the extinction of regional languages, especially Sundanese, there must be a concrete solution to maintain the Sundanese. Even though the government has implemented a local content learning policy (Mulok) in schools, it is not considered effective.

The selection of bilingual picture storybook media is considered suitable and appropriate in efforts to maintain the Sundanese because the storyline in this book has been attached to the social life of children so that children easily understand the storyline and get the mandate contained in the book, and can improve regional language skills. As a result, children can better their regional language skills while understanding the storyline and the book's message. The findings of the studies, which show that children acquire Sundanese more readily, support this opinion. This multilingual illustrated storybook can increase the number of Sundanese speakers at a young age and serve as a tool for learning the language. Because processing, acquisition, understanding, and production have quick mental and neurological components in a child's brain. Every person's subconscious will be permanently imprinted with their linguistic encounters.

D. CONCLUSION

Language as an embodiment of human mentality has a relationship between language and psychology. Families that know regional languages but prefer to teach their kids Indonesian and other languages are phenomena that cannot be avoided due to globalization. Regional languages, especially Sundanese, will be at increased risk of extinction if this trend continues. Using a bilingual picture tale book with game stories will preserve the Sundanese. Children still have a golden opportunity to absorb and retain good learning principles, making efforts to preserve Sundanese with them useful. According to the findings of this study, bilingual picture books can help children learn Sundanese faster so they can start speaking the language at a young age and teach cultural values.

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