

Analysis of Thought and Language "*Dari Pada Laba Dou Tahopu laba Dana*": Psycholinguistic Study

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ABSTRACT

Psycholinguistics is a theory between psychology and linguistics. These theories are very different but they are related in examining language as a formal object. This article discusses linguistics, psycholinguistics and their studies. The word psychology discusses the science that studies the human soul in an abstract manner, while the word linguistics discusses language as an object of study. For this reason, psycholinguistic theory can describe the psychological processes that take place when someone utters the sentences they hear when communicating and this language ability can be obtained from humans. Therefore, the motto of profit dou tahopu profit funds is a big mistake because it has a negative value or can harm other people, either in the form of attitudes/actions, or actions that violate the law in the Islamic religion in measuring obsessions caused by desires that exceed one's abilities.

Keywords: Psycholinguistics; Psychology; Linguistics

INTRODUCTION

Psycholinguistics is a field of linguistics that describes the psychological processes that take place when someone utters the sentences they hear when communicating and how these language skills are acquired by humans (Simanjutak in Harras and Bachari, 2009). The object of psycholinguistic study generally consists of three things, namely (1) language acquisition, (2) the relationship between knowledge and language use, and (3) language production and reception. The relationship between psychology and linguistics is that they both examine material as a formal object, only the material is different. Linguistics studies language structure, while psychology studies language behavior or language processes. In this case, psychology studies language behavior or language processes in terms of slogans. A motto is a short saying or sentence that is used as a basis for guidance or guidance in life. A motto or motto is a sentence, phrase, or word as a guide that describes the motivation, spirit, and goals of an organization or group of people.

The lost motto used by the Bima people in ancient times was "Instead of Profit Dou Tahopu profit Dana" a motto which means that rather than someone else who gets it, it is better for him to be gone/dead/died. The motto is that you are the previous

young man who was so persistent in fighting for or getting the woman he dreams of, who is loved, cherished, even if he takes the life of another person by killing and bewitching her. The hegemony of women and men in measuring self-obsession. Women do not get the desire to express themselves by being alone and then venting through crying and tend to blame themselves or act to hurt themselves. It will be different from men, men do not have the desire to express their emotions, slamming objects or even injuring objects or objects in front of them. Language in psychology acts as a means of social control that makes it possible to control communication, so that people who communicate can understand each other. Each person will observe speech, behavior and other symbols that indicate the direction of communication. According to Mukalel, there are four psychological factors that influence the process of learning a language (2003:60), namely intelligence, resourcefulness, creativity, and motivation. The relationship between psychology and linguistics is that they both examine material as a formal object, only the material is different. Linguistics studies language structure, while psychology studies language behavior or language processes. Language attitude is a mental position or feeling towards one's own language or someone else's language (Kridalaksana, 2001:197).

Language attitude is a mental position or feeling towards one's own language or someone else's language (Kridalaksana, 2001:197). In Indonesian, the word attitude can refer to body shape, upright standing position, behavior or movements, and actions or actions carried out based on views (stances, beliefs or opinions) as a reaction to the existence of a thing or event. Attitude is a psychological phenomenon, which is usually manifested in the form of actions or behavior. Attitudes cannot be observed directly. Observing attitudes can be seen through behavior, but various research results show that what is visible in behavior does not always indicate attitude. Vice versa, a person's attitude is not always reflected in his behavior.

The circumstances and processes of forming language attitudes are not far from the circumstances and processes of forming attitudes in general. As with attitudes, language attitudes are also psychological events so they cannot be observed directly. Language attitudes can be observed through language behavior or speech behavior. However, in this case the provision also applies that not every speech behavior reflects language attitudes. Vice versa, language attitudes are not always reflected in speech behavior. By distinguishing between language (*langue*) and speech (*parole*) (de Saussure, 1976), the indirect relationship between language attitudes and speech behavior becomes even clearer. Language attitudes tend to refer to language as a system (*langue*), while speech behavior tends to refer to concrete use of language (*parole*).

Triandis (1971) believes that attitude is readiness to react to a situation or event faced. This readiness can refer to "behavioral attitudes". According to Allport (dalam *Chairunnisa (2018)*), attitude is mental and nervous readiness, which is formed through experience which gives direction or dynamic influence to a person's

reaction to all objects and circumstances involving that attitude. Meanwhile, Lambert (*Mislikhah, St. 2018*) stated that attitude consists of three components, namely the cognitive component, the affective component and the conative component. The explanation of these three components is as follows. 1. The cognitive component is related to knowledge about the natural environment and ideas which are usually categories used in the thinking process. 2. The affective component concerns the issue of good judgment, like or dislike, of something or a situation, so the person is said to have a positive attitude. If the opposite is true, it is said to have a negative attitude. 3. The conative component concerns behavior or actions as a "final decision" in reactive readiness for a situation.

Through these three components, people usually try to predict a person's attitude towards a situation they are facing. These three components of attitude (cognitive, affective and conative) are generally closely related. However, often the "pleasant" or "unpleasant" experiences that a person gets in society cause the relationship between the three components to be inconsistent. If the three components are in line, then it can be predicted that the behavior will show an attitude. But if it is not in line, then in that case behavior cannot be used to determine attitudes. Many experts say that behavior does not necessarily indicate attitude. From this, the author raised the title Analysis of Thought and Language, "From the Profits of Dou Tahopu Profits and Funds": Psycholinguistic Studies.

LITERATURE REVIEW

Psycholinguistics Etymologically, psycholinguistics comes from the words psychology and linguistics, namely two different fields of science, independent, with different methods and procedures. However, both examine language as its formal object. The difference is in material objects, linguistics studies the structure of language while psychology studies language behavior or language processes, so that both have different methods and goals. Dardjowidjojo (2014:7) states that psycholinguistics is a science that studies the mental processes that humans go through when speaking. Based on this, psycholinguistics tries to describe the psychological processes that take place when someone utters sentences or words that are heard when communicating and the language abilities that humans acquire. Ahmadi (dalam *Tadjudin, M., Djajasudarma, T. F., dan Wahya (1999)*) stated that initially psycholinguistics had the smell of behaviorism, namely explaining language according to a non-mentalist stimulus-response framework. There are four main topics examined by psycholinguistic studies, including comprehension, production, the biological and neurological basis that results in humans being able to speak, and language acquisition (Dardjowidjojo, 2005:7). Theoretically, psycholinguistics aims to find a theory of language that is linguistically acceptable and psychologically can explain the nature of language and its acquisition Chaer, (*Damayanti, R., dan Suryandari, S. (2017)*).

Levett in Hartati (dalam *Harras, K. A., dan Bachari, A. D. (2009)*) psycholinguistics is divided into three, namely general psycholinguistics, developmental

psycholinguistics and applied psycholinguistics, which can be explained as follows:

1. General Psycholinguistics General psycholinguistics is the study of adults, namely how they produce or perceive language. Cognitive processes are involved in forming the basis of a person's language. There are two ways of perceiving and producing language, including hearing and seeing.
2. Developmental Psycholinguistics Developmental psycholinguistics is psychological research regarding language mastery in children and adults, when mastering L1 or L2.
3. Applied Psycholinguistics Applied psycholinguistics is the application of psycholinguistic theory to the daily lives of children and adults. Based on this, psycholinguistics has the main goal of finding a language theory that is acceptable and can psychologically explain the nature of language and its acquisition. Psycholinguistics is a science that tries to explain and describe 10 mental processes in humans in acquiring language in speaking and understanding sentences. So you can apply knowledge to language teaching and learning problems.

2. Language In short, language is a communication tool, as a means of interacting in the form of symbols or symbols.

Chaer (*Nasution, Sahkholid. Kholison, Moh., ed(2020)*) says that language is a system of arbitrary sound symbols and a tool for human social interaction. Language as a form of human thought and feeling, both of which are very closely related to the development of individual thinking abilities. Chaer and Agustina (2004:11) state that language is a simple series of words in the form of a system, meaning that language is formed with predetermined, patterned and regular components. In linguistic literature, there are often limited explanations that say that language is a communication system. For example, Bloch and Trager stated "a language is a system of arbitrary vocal symbols by means of which a social group cooperates" (Language is a system of arbitrary sound symbols that is used by a social group as a tool for communication). Joseph Brama, in line with this, said, "a language is a structured system of vocal symbols by means of which members of a social group interact" (Language is a structured system of arbitrary sound symbols which are used by 11 members of a social group as means of getting along with each other) Tarigan (2009:18).

Language as a system has systematic and structured characteristics. Systematic means that language has regular patterns and rules, while structured means that language consists of several subsystems, such as the morphology subsystem, phonology subsystem, syntax subsystem, and lexicon subsystem. Each element in the subsystem is regulated by certain rules or patterns, thus forming a unified system. If it is not regulated with appropriate rules or patterns, then the subsystem will not function properly (dalam *Syafyahya, Leni (2015)*). Language is vocal sounds that are used as speech or written symbols of sounds. Language is a system in the form of symbols which is not only an empirical sequence of sounds, but has a non-empirical meaning Djojuroto, (*Indah, Rohmani Nur (2008)*). Aristotle said that language is a tool for expressing human thoughts and feelings. In this statement language will appear if there is something to be expressed in the form of thoughts

or feelings. Based on this, language is influenced by thought because it is through thought that language exists.

Based on the description above, it can be concluded that language is a tool for thinking in humans and as a means of communication between humans and each other in expressing ideas, ideas, feelings and opinions. Language is also a means of developing individual thinking abilities. Language is the main tool in thinking, through language humans can exchange ideas. The close relationship between language and the development of individual thinking is demonstrated by the human ability to form understanding, form opinions and draw conclusions.

METHOD

This type of research approach is descriptive qualitative to obtain data through informant interviews from the recordings that have been obtained and ends with concluding findings and analyzing them. The data in this research consists of primary and secondary data. This data was collected using library and field methods. Thus, several data collection techniques were used in this research, including: (1) observation method, (2) interview method and documentation method.

RESULT AND DISUSSION

Based on the data obtained, the researcher knows the thoughts and language of the motto "tahopu profit funds rather than profit dou" in the Bima community is as follows:

1. Thought and Language

The relationship between thought and language is an interesting one in psycholinguistic studies. As we know, language is a means of communicating a person's tongue, where language is our means of communication in everyday life to convey various kinds of ideas, expressions and feelings to other people. On the other hand, we are also required to understand every utterance and saying made by other people. By looking at this, we can relate the relationship between thought and language where language is a medium for humans to convey their aspirations or ideas. As stated by Supendi, (2012) states that in the use of language there is a process of changing thoughts into code and changing code into thoughts. Speech is a synthesis of the process of converting concepts into code, while understanding the message is the result of code analysis.

According to Whorf and Sapir (in Widhiarso (2005)) explain that the human mind is determined by a system of classification of certain languages used by humans and language is able to influence the way humans view the world. So by looking at this idea we can say that language is able to influence the human mind, where people's mental world will look different from the language, such as the mental

world of Indonesians and the mental world of English people. But on the other hand, psycholinguistic experts also believe that thoughts are also able to influence language. This happens because psycholinguists focus on children's cognitive development. This opinion is also supported by Choamsky by saying that the development of language aspects is an important factor in the transfer of behavior to cognitive approach in language and thought. In short, Choamsky sees the relationship between language and thought as referring more to each person's ability and performance in using language. Lastly, the relationship between thought and language can influence each other, because here psycholinguistics experts look more at the reciprocal relationship of words or language with thought.

One of the discussions on the relationship between language and thought is the Mental Lexicon or vocabulary that already exists in the human mind. According to Wilson (in *Oktradiks, Ahwy (2013)* states that vocabulary is a central link in language processing. This is because vocabulary is a reflection of humans' knowledge of the language they have learned or acquired. Humans have been given a Mental Lexicon which is a vocabulary dictionary that already exists in the human mind. The vocabulary or input obtained in language acquisition will be stored in the Mental Lexicon itself and will ultimately be able to be produced by humans when speaking.

According to Miller and Jackendof (in *Helty, dkk. (Juli 2020)* explain that the words included in the Mental Lexicon are words in the form of sounds, a series of word morphology, and meaning information. All of them are models of the Lexicon itself, namely the phonology Lexicon, Morphology Lexicon and Semantics Lexicon, all of which are an organizing part based on their field of science. According to Carroll (in *Asrori (2020)* states that the semantic Lexicon focuses on meaning which in its organization involves word associations and speech errors. The combination of words (word association) here is more about how the subject's response (or the perpetrator's response) is to the information that has been stored in the mental Lexicon itself. Words that have been input will be able to be associated with other words. For example, for the word "moon", there is a possibility that the response to the word will be "sun, night or stars", this is because it is in the same group of words

Mental Lexicon is also related to human memory, where when a word has entered the mental lexicon, it means that the word has been stored in the human mind, and will be received by memory which will be able to become knowledge for them. According to Fauziati (2008), memory is a permanent record of experience where the input is permanently stored in the mental lexicon. Human memory is divided into two, namely short memory and long memory. However, Taylor (in Fauziati (2008) divides it into 3 parts, namely sensory register, short-term memory, and long-term memory. Sensory register here is a place where a stimulus is received for the first time which will later be passed on to short-term memory. Meanwhile, short-term memory term memory is a place where information is stored temporarily while processing messages, this information comes from the sensory register. Meanwhile, information that is stored for a long period of time or permanently for processing,

is understood, occurs in long-term memory Children's memory is able to remember the scrambled number digits at that time, but afterward they will forget. Meanwhile, long-term memory refers more to experiences or information that has been experienced previously.

Words that have been stored in memory must undergo a process of practice or repetition, which is called a retrieval process, namely a process where the word will always experience repeated use so that the person is able to understand and use the word well. To be precise, these words will be stored in long-term memory. As explained by Fauziati (2008), children must repeat information from memory to be able to form words or sentences that they have previously heard or read. What and how much children remember the word or sentence depends on how they got the word or sentence for the first time. They may not be able to understand the meaning of the word or sentence if they have not stored the meaning in memory while they are learning. So, the knowledge gained by a child in learning or acquiring language is the result of memory storage which the child is then able to produce.

Memory has an important role in learning or producing language, because memory plays a role in processing discourse or sentences. Language processing refers to the way humans use words to communicate their ideas or expressions, so that they can be understood by each other. There are two types of language processing, namely sentence processing and discourse processing. Sentence processing focuses on the syntax of the sentence itself, so in this case the child will know the meaning of the sentence based on the syntax. So he places the meaning in memory based on the structure of the sentence. Meanwhile, discourse processing focuses on how children interpret ideas which constitute a text or discourse which is the result of the knowledge in memory. According to Lebowitz (in *Indah, Rohmani Nur (2017)*), an example of the use of memory in discourse processing is the sentence "Vienna sweeps the floor", so children will immediately understand the sentence that Vienna sweeps with a broom stick. This is because this type of sentence has become input and stored in memory, where it has become the child's knowledge that when they hear the word "sweep", they will spontaneously interpret the word "broom". So in this case the word broom and the sentence have been stored in the child's long-term memory, so that they spontaneously produce the word during the discourse process.

When children have a lot of input in their mental lexicon and knowledge that they have stored in memory, then the child will immediately be able to start using or producing the language themselves. However, on the other hand, when children have started to produce language, children will find difficulties in using words when they want to communicate their ideas, resulting in speaking errors in communication which are better known as speech errors. Difficulties can include feeling hesitant to speak, fear of making mistakes in the words you want to say, repetition or even slips of the tongue as stated by Fauziati (2008). This is in line with the thinking according to Clark and Clark (in Fauziati (2008)) that there are two main sources of speaking errors, namely first, these errors are the result of the speaker's difficulties in communicating at the time, such as hesitation, correction or

improvement, and pauses. Meanwhile, the second source is the speaker's difficulty in forming the articulation of word sounds, for example a slip of the tongue where a slip of the tongue is caused by tongue fatigue, thirst and nervousness.

Slips of the tongue can occur with sounds, word parts, and sentence structure. However, in this case, Fauziati (2008) describes several types of slip of the tongue that occur in word selection. There are 3 types of word selection, namely semantic errors (same meaning), malapropism (same sound), and mixture (blend). Semantic Errors are one of the most common errors and usually these are when the words are opposites, synonyms, hyponyms, words in the same category, word associations (e.g. bread gives rise to butter). Meanwhile, malapropism is an error in the form of confusion in sounding out words, namely confusing words phonetically related to the target language, such as reprehend for apprehend, derangement for arrangement. Meanwhile, blends are errors in words that occur when two words combine to form a new form. Like when a child says please explain that (explain and expand), not in the sleast (slightest and least), slickery (slick and slippery) and spaddle (spank and paddle). On the other hand, Aitchison (in Fauziati (2008)) divides errors into assemblage errors. What is included is Transposition, anticipations, and repetitions. Almost all errors in speaking are unintentional errors, but they are caused by the individual's own factors in terms of psychology, which is called mental state, which is more related to what the child feels when he is speaking, such as feeling nervous, depressed, having a lot on his mind, so Confused about which one to say, and panic is also part of it.

2. The motto "Instead of Profit Dou Tahopu profit Dana": Psycholinguistic Studies
The lost motto used by the Bima people in ancient times was "Instead of Profit Dou Tahopu profit Dana" a motto which means that rather than someone else who gets it, it is better for him to be gone/dead/died. The motto is that you are the previous young man who was so persistent in fighting for or getting the woman he dreams of, who is loved, cherished, even if he takes the life of another person by killing and bewitching her. The hegemony of women and men in measuring self-obsession. Women do not get the desire to express themselves by being alone and then venting through crying and tend to blame themselves or act to hurt themselves. It will be different from men, men do not have the desire to express their emotions by slamming objects or even injuring objects or objects in front of them. The object of psycholinguistic study generally consists of three things, namely (1) language acquisition, (2) the relationship between knowledge and language use, and (3) language production and reception.

1. Language Acquisition

Language acquisition –“Instead of Profit dou tahopu profit fund”. Language acquisition occurs as a result of environmental influences through verbal contact with native speakers in a language environment. In this case, language acquisition is different from language mastery which is carried out intensively through formal teaching. Language acquisition is a field of macrolinguistic study that combines education and linguistics. In scientific terms, language acquisition is part of

psycholinguistics because language involves human mental processes from birth. Language acquisition links human ability to acquire and use language with the influence of psychological conditions. The study of language acquisition is related to other scientific fields, namely linguistics, neurolinguistics and sociolinguistics. Linguistics is needed to study the structure and change of language. Neurolinguistics links the brain and language. Meanwhile, sociolinguistics connects social behavior with language.

2. Relationship between Knowledge and Language Use

Language is very important in the process of applying knowledge where it can be used as a tool for information and exploration. The transmission of human ideas and thoughts can be channeled through language. Ideas or ideas that are conveyed and published well can develop science itself. In this case –“Instead of Profit dou tahopu profit fund” which is done beyond human reason. Because an attitude filled with hatred and excessive obsession overpowers his sanity. For this reason, it is important to prioritize manners over knowledge. In terms of religion, knowledge of the retribution for sin and the rules in religion are needed to avoid attitudes that are beyond humanity.

3. Language Production and Reception

Language in psychology acts as a means of social control that makes it possible to control communication, so that people who communicate can understand each other. Each person will observe speech, behavior and other symbols that indicate the direction of communication. According to Mukalel, there are four psychological factors that influence the process of learning a language (2003:60), namely intelligence, resourcefulness, creativity, and motivation. The relationship between psychology and linguistics is that they both examine material as a formal object, only the material is different. Linguistics studies the structure of language, while psychology studies language behavior or language processes. Language attitude is a mental position or feeling towards one's own language or someone else's language (Kridalaksana, 2001:197).

In line with the above, according to informant Sugerman, the tahop motto "Instead of Profit Dou Tahopu Profit Dana" this motto tends to have a negative meaning because it is expressed to judge the opposite sex if they fail to marry or get. The motto is usually that the perpetrator will act beyond God's destiny, such as killing, poisoning, etc. so that the person he likes cannot be owned by someone else, but must return to the lap of the creator (land: means death).

CONCLUSION

Psycholinguistics and its study is an interesting scientific discipline to study, where when two scientific disciplines are combined into one unit that cannot be studied separately. The combination of two scientific disciplines, namely Psychology and Linguistics, is a unique combination, namely a combination that looks at two different sides in a scientific discipline, namely in this case the relationship between the soul and language. More specifically, what is the psychology of a person in

learning, using and acquiring a first language. This is something worth thinking about, remembering the process of an individual understanding and learning a language. There are many areas of study in the discipline of Psycholinguistics, but some that really support this discipline are the relationship between the human brain and language and the relationship between the mind and language. This psycholinguistic study refers more to how the brain organs contribute to learning, using and acquiring language. Without us realizing it, parts of the brain have their own functions in building our understanding and knowledge in learning and using language. Even language disorders can be caused by damage to the brain. More importantly, a person's ability to speak is also influenced by the functioning of the brain, which can be seen from how the lateralization of the brain functions optimally. So the role of the brain in supporting humans to learn language is very large, which each individual needs to pay attention to and know. Meanwhile, psycholinguistic studies in terms of thought and language also play a very important role, namely stating that there is a reciprocal relationship between language and the human mind. How a person is able to express his ideas with words that he has stored in his mental lexicon and memory, so that he is able to communicate them well to other people. His ability to communicate is influenced by his psychological state, because when a person's psychology or feelings are not calm, it can lead to speaking mistakes that actually shouldn't be made. Therefore, a person's ability to learn, use and acquire language is related to a person's own psychology, where when psychology is disturbed it will also interfere with his performance in using language. So that the balance between psychology and knowledge of language will be able to produce or use language well. In terms of thoughts that young people have in mind in measuring the obsession "from profit dou tahopu profit funds" of course this is done outside of human reason and this is in a condition of insanity in thinking.

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