

PATTERNS OF LANGUAGE MAINTENANCE AND USE IN THE FAMILY ENVIRONMENT IN NEGERI WAKASIHU, MALUKU

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Article Info	Abstract
Article History Received: August 2023 Revised: September 2023 Published: October 2023	<i>This research investigates the patterns of language use and maintenance of communities in Wakasihu State, Central Maluku, and highlights various factors that influence language maintenance. This research seeks to reveal the complexity of maintaining the use of regional languages in Wakasihu State by looking at social variables such as age, gender, education and employment on language maintenance patterns. By using a quantitative descriptive approach enriched with mixed methods, this study combines the depth of qualitative insight with the breadth of quantitative data. Qualitative techniques, including observation, note-taking and interviews, provide a complex picture of the linguistic landscape of the Wakasihu community. To complement this, quantitative data was collected through a random questionnaire distributed to 50 communities. This questionnaire investigated the use of regional languages, their users, and how they are maintained. The findings of this study explain the dynamics of the use of interesting language in Wakasihu Country. Age is an important factor, the older generation shows a higher level of language retention. In contrast, the younger generation shows a lower level of retention of their local language. This generational shift signifies a change in the linguistic landscape in society. This study underscores the complex relationship between social dynamics, attitudes, and patterns of language use, offering a comprehensive understanding of how these factors influence language preservation and vitality. As the linguistic landscape develops, cultivating positive attitudes and awareness among the younger generation is essential for the survival of the Hitu dialect of the Wakasihu language. Moreover, the results of this research have implications not only for the Wakasihu community but also for similar linguistic contexts around the world, and constitute a strong call for proactive steps to safeguard our linguistic heritage.</i>
Keywords Pattern; Language maintenance; Local language; Family environment;	
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INTRODUCTION

Language is a fundamental aspect of human communication and identity, playing an important role in shaping cultural heritage and social cohesion in communities. In areas with diverse languages, such as Negeri Wakasihu in Central Maluku, understanding patterns of language use is very important to see the vitality and survival of language, as an effective language preservation strategy. Retention studies as an effort to preserve language is one of the objects of sociolinguistic research, the phenomenon of language preservation is very interesting to study. The concept of preservation in language preservation is closely related to the dignity and worth of a language in the eyes of its supporting community. As exemplified by Danie (Chaer, 1995), the

decline in the use of several regional languages in East Minahasa was due to the influence of the Manado-Malay language, which has a higher prestige, and the widespread use of Indonesian, which had an influence on the language. even so, some speakers still use the first language in everyday communication.

Based on research conducted (Grimes, 1988), the number of regional languages in Indonesia is around 672 languages. Meanwhile, SIL's research (2006) states that there are 743 languages in Indonesia. In the book "Language and Language Maps in Indonesia" (2019) it is stated that the inventory of languages in Indonesia totals 718 languages, as well as 61 regional languages in Maluku Province, not including Indonesian as the official state language. This sum is made using the dialectometric method, which includes dialectological diachronic studies. Information about the many languages in Indonesia highlights how wide and varied the languages are. One of the regional languages in Central Maluku Regency, Maluku Province is Hitu, especially the Wakasihu dialect. Wakasihu language is a language that is categorized as an endangered language.

According to SIL, the language in Wakasihu Country is a dialect of the Hitu language, which belongs to the Austronesian language family and is spoken by the people who live on the Leihitu Jezirah, Ambon Island. The Language Agency (2019) identifies the language in Negeri Wakasihu, which is also a dialect of the Hitu language. Speakers also call it the Hitu Wakasihu dialect. The Wakasihu dialect of the Hitu language which will be discussed in this study is considered interesting because it is one of the 132 regional languages in Maluku identified by the Summer Institute of Linguistics (SIL). Based on the speakers (people of Negeri Wakasihu), the Wakasihu dialect occupies the position of mother tongue. In terms of mother tongue, it can be said that the Wakasihu dialect of the Hitu language has an important role as a means of communication. In addition, the Hitu Wakasihu dialect is still used as the language of social interaction between certain age groups in society, as well as functioning as a medium of communication in traditional ceremonies, weddings, coronations, cultural arts, religious ceremonies, and daily conversations, especially speakers who are 50 years old. to the top. In its development, the use of the Wakasihu dialect of the Hitu language as the mother tongue has experienced a setback, especially among the younger generation. People tend to use Ambonese-Malay compared to Hitu, the Wakasihu dialect. This is caused by the absence of transmission to the next generation. this condition is very likely to threaten the language to the status of extinction.

Another factor that influences this situation is the influx of outsiders or migrants into the region. Both those who live in Wakasihu Country because of marriage and those who live temporarily because of work and livelihood, especially those who work as traders who use Indonesian every day to serve buyers. This situation greatly affects the maintenance of the language, so that if there is no preservation effort, the Hitu Wakasihu dialect will soon erode. Another phenomenon is the delay in language transmission from the older generation to the younger generation (Iye, et.al, 2023). These obstacles arise due to the lack of habit of using the Hitu Wakasihu dialect in all domains, the absence of local language learning in the education sector, the lack of socialization of the importance of using the language, and the lack of concern or a positive attitude. towards regional languages by their speakers, both in the family environment and in the wider community. . The lack of concern from parents to pass this language on to the nation's next generation has resulted in the marginalization of the Hitu Wakasihu dialect compared to Ambon-Malay or Indonesian. (Hamid, 1985) in his findings said that the inheritance of the Hitu Wakasihu dialect in Negeri Wakasihu by parents was not well structured, so the results were also inadequate.

Currently the Wakasihu State government is promoting the use of regional languages through village-level regional regulations, starting from the family environment and expanding to other areas (Erniati, E, 2020). Therefore, research on the continuity of language in this area is very important to measure the use of regional languages in this area. As a step, researchers must ensure through research. This research will describe the use of the Wakasihu dialect of the Hitu language in society, especially in the family environment, based on indicators of gender, level of education and language events (work).

This is because the current situation raises concerns for the people of Negeri Wakasihu, some of the speakers cannot communicate actively using the Hitu Wakasihu dialect. It is this development that worries the status of this language in the future. Based on this background, the main research problem raised in this study is how to maintain the Hitu dialect of the Wakasihu language in Wakasihu Country, West Lehitu District, Central Maluku Regency, Maluku Province. The results of this study can be used as a reference or reference by the Wakasihu State government in an effort to preserve regional languages in its territory.

RESEARCH METHOD

This research focuses on maintaining the Hitu language of the Wakasihu dialect through observing language use in the family domain from two aspects, namely (1) patterns of language use based on role-relationships, namely grandfather/grandmother, father/mother, brother/sister, husband/wife, and sons/daughters, and (2) patterns of language use based on language events, which include joking, conversing, and getting angry.

Research Design

Research design is a detailed and specific plan regarding how to obtain, analyze and interpret data (Creswell, J. W. 2014). The design of this research is that the researcher first determines the research location based on the population and sample. The research location is Wakasihu Country, West Leihitu District, Central Maluku Regency. After determining the research location, the researcher then collected data by distributing questionnaires

Research Participants

For The population of this study were all Hitu speakers of the Wakasihu dialect in the family, educational, neighborhood, government, religious and work domains. However, because of the large population, a sample was taken (Fishman, J. A, 1991). samples were taken based on the criteria of the respondent. Grouping respondents based on age, which consists of four groups, namely the age group aged 11-15 years; age 16—27 years; age 28—49 years; and ages 50 and over (Trochim, W. M. 2006). Then, data collection was carried out by the steps of (a) conducting a preliminary study to understand the general characteristics of the target sample, (b) identifying groups of speakers who were judged to meet the requirements as a research sample. After the two steps above have been carried out, the next step is (a) preparing research instruments,(b) testing of research instruments. After that, the next step is to carry out (a) distributing questionnaires, (b) conducting non-participant observations,(c) in-depth interviews with a number of informants/community figures (women) using the snowball method. In addition to the steps above, this study also uses secondary data sources, namely in the form of research data that are relevant to the topic of this research (Clyne, M. 2003). For example, research results/reports on language choice, language attitudes, language shift, and/or language maintenance.

Instruments

Research instruments in the form of a list of questions or questionnaires as quantitative data are used to determine language use and language attitudes (Bryman, A. 2015). The number of questionnaires prepared was 50 questionnaires. Apart from that, there are several questions related to the respondent's identity, namely regarding ethnicity, occupation, education, etc. By using an instrument like this, researchers can see directly the situation of language use, can monitor and assist respondents in filling out questionnaires (Smith, J. A., & Johnson, R. M. 2018).

Data Analysis

Data was analyzed using qualitative and quantitative methods. Qualitative methods are mainly used to analyze data from interviews, while quantitative methods are used to analyze data sources in the form of questionnaires (Bryman, A. 2015). The data obtained through questionnaires is analyzed by calculating percentages following the pattern of (Muhajir, 1979), that is, calculating percentages based on the number of answers. incoming. The assessment standards are in the form of intervals, namely the average value of 50-100% is still maintained, 40-49% is starting to shift, and 0-39% has shifted. An average value of 50-100% is considered stable because it is still balanced and uses more BHDW than BMA. The average value of 40-49% is considered to have begun to shift because the language-speaking community uses BMA more than BHDW, while 0-39% is considered to have shifted because the language community rarely, never uses BHDW as a first language.

RESEARCH FINDINGS AND DISCUSSION

Patterns of Language Use Based on Domains

Previous research has discussed a lot about maintaining regional languages in Maluku, (Hukubun, 2018), this study suggests that there are 3 patterns of maintaining and selecting the Alune language in Murnaten Village, namely (1) the pattern of using the Alune language in carrying out the inauguration of village leaders/kings. (2) the pattern of using the Alune language in carrying out applications, which is divided into three, namely (a) formal application or entry, (b) marriage, and (c) elopement. (3) the pattern of use of the Alune language in conversations between parents and friends of the same age in Murnaten Village, Taniwel District, West Seram Regency, Ambon. In addition, (Suharyo and Nurhayati, 2020) researched the maintenance of the Javanese language in Rembang, suggesting that the patterns of maintenance were carried out through (a) the use of everyday language at home even though most of them use the ngoko variety of Javanese, (b) through education, (c) through the arts/culture route, (d) and the exemplary path of community leaders, and (e) local government support through various annual competitions

Based on previous research, this research will also look at maintenance patterns in various domains in the Wakasihi dialect Hitu language speaking community. The pattern of preservation and use of the Hitu language, the Wakasihi dialect, will be described quantitatively below. The use of these languages is adjusted to the interlocutor, the purpose of the conversation, the location of the conversation, and the situation of the conversation. Based on the respondents' choice of answers, their pattern of language use also differed, both in the family domain, the environmental domain, the educational domain, the religious domain, and the government domain.

Patterns of Language Use in the Family Domain

One of the primary domains in the use of the mother tongue is the family domain (Salamun, T. 2018). The family domain is related to communication patterns among family members, such as grandparents, parents, siblings, children, and spouses, in various conversational topics. The family domain is often used as an indicator of language maintenance or shift. In this research, the

patterns of language use in the family domain are examined from two aspects: relationship-roles and language events.

Data on the language use of the Wakasihu ethnic group in Negeri Wakasihu, Leihitu Sub-district, Central Maluku Regency, in the family domain based on relationship-roles, were obtained through respondents' answers to questions number 5, 6, 7, and 8, each consisting of 5 questions. In the questionnaire, question 5 asked respondents about the language they most frequently use at home when talking about daily life, family, objects, casual situations, joking around, and when expressing anger when speaking to grandparents, parents, siblings, children, and spouses (for married respondents), and children (for married respondents) at home.

The analysis results indicate that in the mentioned question, there are three answer options: (a) BDW (local language), (b) BI/BM (Indonesian/Malay Ambon), and (c) a mixture of BDW and BI/BM. These three answers are examined based on age category, gender, education, and occupation. The following table presents the usage of the local language by respondents in Negeri Wakasihu in the family domain based on the questionnaire number and relationship-role, as well as the age category.

Language usage patterns of the Wakasihu ethnic group within the family domain based on relationship-role and age category.

Age categories in this study consist of four groups: (1) 11-15 years old, (2) 16-27 years old, (3) 28-49 years old, and (4) 50 years old and above. Here is a table of language usage patterns of the Wakasihu ethnic group within the family domain based on relationship-role and age category when discussing topics related to daily life, family, and belongings.

Table 1
Language usage patterns of the Wakasihu ethnic group within the family domain based on relationship-role and age category

No	Age	Relationship Role	The Language Use							
			BHDW		BI/BM		BC		Total	
			F	%	F	%	F	%	F	%
1	2	3	4	5	6	7	10	11	14	15
1	11-15	Grandfather/Grandmother	-	-	17	100	-	-	17	100
		Father/Mother	-	-	17	100	-	-	17	100
		Brother/Sister	-	-	17	100	-	-	17	100
		Son/Daughter	-	-	-	-	-	-	-	-
		Husband/Wife	-	-	-	-	-	-	-	-
2	16-27	Grandfather/Grandmother	-	-	10	76	3	24	13	100
		Father/Mother	-	-	13	100	-	-	13	100
		Brother/Sister	-	-	13	100	-	-	19	100
		Son/Daughter	-	-	-	-	-	-	-	-
		Husband/Wife	-	-	-	-	-	-	-	-
3	28-49	Grandfather/Grandmother	4	40	4	40	2	20	10	100
		Father/Mother	1	10	5	50	4	40	10	100
		Brother/Sister	-	-	6	60	4	40	10	100
		Son/Daughter	-	-	10	100	-	-	10	100
		Husband/Wife	-	-	8	80	2	20	10	100
4	50<	Grandfather/Grandmother	10	100	-	-	-	-	10	100

No	Age	Relationship	The Language Use							
		Role	BHDW		BI/BM		BC		Total	
			F	%	F	%	F	%	F	%
		Father/Mother	10	100	-	-	-	-	10	100
		Brother/Sister	5	50	3	30	2	20	10	100
		Son/Daughter	1	10	6	60	4	40	10	100
		Husband/Wife	2	20	4	40	4	40	10	100

Based on the data presented in Table 1, the research findings show that, based on relationship roles, each age group has varying language usage patterns. In conversations with grandparents, the age group of 11-15 years old, all respondents (100%) use Indonesian/Malay language (BI/BM). Similarly, in conversations with siblings, all respondents (100%) in the 11-15 years old age group also use BI/BM. The same applies to conversations with parents, where all respondents in the 11-15 years old age group use BI/BM. As for conversations with sons/daughters and husband/wife, there are no responses from the 11-15 years old age group as they are not married.

Furthermore, among respondents aged 16-27 years old, when speaking with grandparents, 10 respondents (76%) use Indonesian/Malay language (BI/BM), 3 respondents (24%) use a mixed language (BHDW and BI/BM), and there are no respondents who use the local language. When speaking with parents, all respondents aged 16-27 years old (100%) use Indonesian/Malay language (BI/BM). Similarly, when speaking with siblings, all respondents (100%) in the 16-27 years old age group use Indonesian/Malay language (BI/BM). As for conversations with sons/daughters and husband/wife, there are no responses from the 16-27 years old age group as they might not be married yet.

Furthermore, among respondents aged 28-49 years old, when speaking with grandparents, the language used varies. There are 4 respondents (40%) who use Basa Hitu Dialek Wakasihu (BHDW), 4 respondents (40%) who use Indonesian/Malay language (BI/BM), and 2 respondents (20%) who use a mixed language of BHDW and BI/BM. When speaking with parents, the majority use BI/BM, with 5 respondents (50%), 1 respondent (10%) who uses Basa Hitu Dialek Wakasihu (BHDW), and 4 respondents (8%) who use a mixed language of Wakasihu (BHDW) and Indonesia/Malay (BI/BM). Among respondents aged 28-49 years old, when speaking with siblings, 6 respondents (60%) use BI/BM, and 4 respondents (40%) use BI/BM. When speaking with their children, all respondents aged 28-49 years old (100%) use BI/BM. Similarly, when speaking with their spouse, the majority of respondents aged 28-49 years old use Indonesian/Malay language, with 8 respondents (80%), while the remaining 2 respondents (20%) use a mixed language of BHDW and BI/BM.

Respondents aged 50 years and above use varied languages in their conversations with family members, except when speaking with grandparents and parents, where all respondents (100%) use the local language (BHDW). When speaking with siblings, respondents aged 50 years and above use different languages. 5 respondents (50%) use the local language (BHDW), 3 respondents (30%) use BI/BM, and 2 respondents use a mixed language of BHDW and BI/BM. Furthermore, when speaking with their children, 1 respondent (10%) uses BHDW, 6 respondents (60%) use Indonesian/Malay language (BI/BM), and 4 respondents (40%) use a mixed language of Basa Hitu Dialek Wakasihu (BHDW) and Indonesian/Malay language (BI/BM). When speaking with their spouse, 2 respondents (20%) use BHDW, 4 respondents (40%) use BI/BM, and 4 respondents (40%) use a mixed language of BHDW and BI/BM. Therefore, the patterns of language use among the Wakasihu ethnic group in the family domain, according to the role relationships and age categories, can be described as follows.

The pattern of using the language Wakasihu in the family sphere is based on the relationship between roles and gender categories

The patterns of language use based on role relationships, as observed through gender categories, can be divided into two groups: males and females. The overview of language use patterns among the Wakasihu ethnic group in the family domain, based on role relationships and gender categories, is presented in the following table.

Table 2
The Pattern of Language Use within the Family Domain Based on Role Relationships and Gender Categories

No	Gender	Role/ Relationship	The Language Use							
			BHDW		BI/BM		BHDWBI/BM (BM).		Total	
			F	%	F	%	F	%	F	%
1	2	3	4	5	6	7	12	13	14	15
1	M	Grandfather/Grandmother	9	36	15	60	1	4	25	100
		Father/Mother	6	24	15	60	4	16	25	100
		Brother/Sister	5	20	18	72	2	8	25	100
		Son/Daughter	1	10	8	80	1	10	10	100
		Husband/Wife	2	20	8	80	-	-	10	100
2	F	Grandfather/Grandmother	9	36	14	56	2	8	25	100
		Father/Mother	6	24	15	60	1	4	25	100
		Brother/Sister	5	20	16	64	4	16	25	100
		Son/Daughter	1	10	7	70	2	20	10	100
		Husband/Wife	3	30	6	60	1	10	10	100

Based on the data presented in Table 2, information regarding the pattern of use of the Wakasihu ethnic language in the family domain can be examined based on relationship and gender categories. Among male respondents, 9 people (36%) used BHDW when conversing with their grandparents, 15 people (60%) used BI/BM, and 1 respondent (4%) used a combination of BHDW and BI/BM. This data shows that male respondents had conversations with their parents, 6 respondents (24%) used BHDW, 15 respondents (60%) used BI/BM, and there were 4 respondents (16%) who used a mixture of BHDW and BI/ BM. Likewise, when communicating with relatives, 5 respondents (20%) used BHDW, 18 respondents (72%) used BI/BM, and 2 respondents (8%) used a combination of BHDW and BI/BM. When conversing with their children, 1 respondent (10%) communicated in BHDW, 8 respondents (80%) used BI/BM, and 1 respondent (10%) used a mixed language of BHDW/BI/BM. Likewise, when communicating with their partners, 2 respondents (20%) used BHDW, while the remaining 8 respondents (80%) used BI/BM. Based on the description above, the majority of around 60% of male informants when communicating within the family generally use Malay or Indonesian.

Several factors made it possible for this to occur because the male informant did not know and was unable to communicate BHDW, this was because the use of the regional language in the family realm was no longer active. they are used to using Malay or Indonesian. Furthermore, among the 25 female respondents, 9 respondents (36%) stated that they used BHDW when communicating with their grandparents, 14 respondents (56%) used BI/BM, and 4 respondents

(16%) used a mixture of BHDW and BI/BM. In conversations with their parents, 6 respondents (24%) used BHDW, 15 respondents (60%) used BI/BM, and 1 respondent (4%) used a mixture of BHDW and BI/BM. When communicating with their siblings, 5 respondents (20%) said they used BHDW, 16 respondents (64%) used BI/BM, and 4 respondents (16%) used a mixture of BHDW and BI/BM. 10 female respondents had children. One respondent (10%) uses BHDW when communicating with their children, 7 respondents (70%) use BI/BM, and only 2 respondents (20%) use a mixture of BHDW and BI/BM.

In addition, 3 respondents (30%) used BHDW when communicating with their partners, 6 respondents (60%) used BI/BM, and 1 respondent (10%) used a mixture of BHDW and BI/BM, not different from women, the results of quantitative calculations show that women of the Wakasihu ethnicity speak more Indonesian or Malay than BHDW. This is because the inheritance of the language does not occur in the family environment. The language of daily communication used is Malay/Indonesian. those who still use the regional language are those who are still involved in the traditions or customs that are still often carried out in that area. The description above shows that the BHDW maintenance pattern in the Wakasihu State has experienced a shift and is even threatened with extinction.

Patterns of language usage in the Wakasihu ethnic group within the family context based on language events and educational categories.

The education level of the respondents, as mentioned earlier, consists of five categories: TS (no formal education), SD/TTSD (elementary school), SMP (junior high school), SMA (senior high school), and PT (tertiary education). The detailed information can be seen in the following table.

Table 3

Patterns of Language Use in the Family Domain Based on Language Events and Education Categories

No	Education	Language Event	Language Use	Role/Relationship									
				Kakek/Ne-nek		Bapak/Ibu		Kakak/Adik		Putra/Putri		Suami/Istri	
				F	%	F	%	F	%	F	%	F	%
1	2	3	4	5	6	7	8	9	10	11	12	13	14
1	TS	A	BHDW	3	75	3	75	3	75	2	50	2	50
			BI/BM.	1	25	1	25	1	25	-	-	-	-
			BHDW+BI/BMI/BM	-	-	-	-	-	-	2	50	2	50
			Total	4	100	4	100	4	100	4	100	4	100
1	SD	A	BHDW	5	36	5	36	4	29	2	40	4	80
			BI/BM	9	64	6	40	7	50	-	-	-	-
			BHDW+BI/BM	-	-	3	24	3	21	3	60	1	20
			Total	14	100	14	100	14	100	5	100	5	100
1	SMP	A	BHDW	1	17	1	17	1	17	-	-	-	-
			Total	1	17	1	17	1	17	-	-	-	-

No	Education	Language Event	Language Use	Role/Relationship									
				Kakek/Ne-nek		Bapak/Ibu		Kakak/Adik		Putra/Putri		Suami/Istri	
				F	%	F	%	F	%	F	%	F	%
			BI/BM	3	50	2	33	3	50	3	100	3	100
			BHDW and BI/BM	2	33	3	50	2	33	-	-	-	-
		Total		6	100	6	100	6	100	3	100	3	100
	SMA	A	BHDW	11	50	8	36	5	23	6	37,5	6	37,5
			BI/BM	6	27	5	23	9	41	3	18,75	3	18,75
			BHDW and BI/BM?B M	5	23	9	41	8	36	7	43,75	7	43,75
		Total		22	100	22	100	22	100	16	100	16	100
	PT	A	BHDW	-	-	-	-	-	-	-	-	-	-
			BI/BM	3	75	2	50	2	50	2	100	2	100
			BHDW and BI/BM	1	25	2	50	2	50	-	-	-	-
		Total		4	100	4	100	4	100	2	100	2	100
2	TS	B	BHDW	3	75	3	75	3	75	2	50	2	50
			BI/BM	1	25	1	25	1	25	2	50	2	50
			BHDW and BI/BM	-	-	-	-	-	-	-	-	-	-
			Total	4	100	4	100	4	100	4	100	4	100
1	2	3	4	5	6	7	8	9	10	11	12	13	14
	SD	B	BHDW	5	36	5	36	4	29	2	40	4	80
			BI/BM	9	64	6	40	7	50	-	-	-	-
			BHDW and BI/BM	-	-	3	24	3	21	3	60	1	20
		Total		14	100	14	100	14	100	5	100	5	100
	SMP	B	BHDW	1	17	1	17	1	17	-	-	-	-
			BI/BM	3	50	2	33	3	50	3	100	3	100
			BHDW and BI/BM	2	33	3	50	2	33	-	-	-	-
		Total		6	100	6	100	6	100	3	100	3	100
	SMA	B	BHDW	1	50	8	36	5	23	6	37,5	6	37,5
			BI/BM	6	27	5	23	9	41	3	18,75	3	18,75
			BHDW and BI/BM	5	23	9	41	8	36	7	43,75	7	43,75

No	Education	Language Event	Language Use	Role/Relationship									
				Kakek/Ne-nek		Bapak/Ibu		Kakak/Adik		Putra/Putri		Suami/Istri	
				F	%	F	%	F	%	F	%	F	%
		Total		2	100	2	100	22	100	1	100	16	100
				2		2			6				
	PT	B	BHDW	-	-	-	-	-	-	-	-	-	-
			BI/BM	3	75	2	50	2	50	2	100	2	100
			BHDW and BI/BM	1	25	2	50	2	50	-	-	-	-
		Total		4	100	4	100	4	100	2	100	2	100
3	TS	C	BHDW	3	75	3	75	2	50	2	50	2	50
			BI/BM	1	25	1	25	2	50	2	50	2	50
			BHDW and BI/BM	-	-	-	-	-	-	-	-	-	-
			Total	4	100	4	100	4	100	4	100	4	100
	SD	C	BHDW	5	36	5	36	4	29	2	40	4	80
			BI/BM	9	64	6	40	7	50		-	-	-
			BHDW and BI/BM	-	-	3	24	3	21	3	60	1	20
			Total	14	100	14	100	11	100	5	100	5	100
	SMP	C	BHDW	1	17	1	17	1	17	-	-	-	-
			BI/BM	3	50	2	33	3	50	3	100	3	100
			BHDW and BI/BM	2	33	3	50	2	33	-	-	-	-
			Total	6	100	6	100	6	100	3	100	3	100
	SMA	C	BHDW	1	50	8	36	5	23	6	37,5	6	37,5
			BI/BM	6	27	5	23	9	41	3	18,75	3	18,75
			BHDW and BI/BM	5	23	9	41	8	36	7	43,75	7	43,75
			Total	12	100	22	100	22	100	16	100	16	100
	PT	C	BHDW	-	-	-	-	-	-	-	-	-	-
			BI/BM	3	75	2	50	2	50	2	100	2	100
			BHDW and BI/BM	1	25	2	50	2	50	-	-	-	-
			Total	4	100	4	100	4	100	2	100	2	100

Based on Table 3, the pattern of language use in the Wakasihu ethnic language in the family context can be observed based on linguistic events and educational categories. The number of respondents with no education (TS) was 4 people, SD/TTSD was 14 people, SMP was 6 people, SMA was 22 people, and PT was 4 people. Uneducated respondents (TS) when having casual conversations and playing games with grandparents, 75% of respondents used BHDW, and 25%

used BI/BM. When having casual conversations, expressing anger, and interacting playfully with siblings and partners, 50% of respondents used BHDW and 50% used a mixture of BHDW and BI/BM. The quantitative results above show that those who go to school have a higher level of mastery of regional languages. This is because the intensity of meetings with parents is greater and they stay at home more.

Furthermore, respondents with elementary school (SD) education level, when having casual conversations, playful interactions, and expressing anger towards grandparents, 36% used the local language BHDW and 64% used BI/BM. When talking to parents, 36% used BHDW, 40% used BHDW/BI/BM, and 24% of respondents used a mixture of BHDW and BI/BM. When having casual conversations, playful interactions, and expressing anger towards siblings, 28% used BHDW, 50% used BI/BM, and the remaining 21% used both languages or a mixture of BHDW and BI/BM. Furthermore, when talking to children, 40% of respondents used BI/BM, and 60% used BI/BM. When conversing with their partner under the same conditions, 80% used BI/BM, and the remaining 20% used a mixture of BHDW and BI/BM.

Furthermore, respondents with a junior high school (SMP) education level, when having casual conversations, playful interactions, and expressing anger towards grandparents, 17% of respondents used BHDW, 50% used BI/BM, and 33% used a mixed language. BHDW and BI/BM. When having casual conversations, playful interactions, and expressing anger towards parents, 17% of respondents used BHDW, 33% used BI/BM, and 50% used a mixture of BHDW and BI/BM. When engaging in casual conversation, playful interactions, and expressing anger toward siblings, 23% used BHDW, 41% used BI/BM, and 36% used mixed BHDW and BI/BM language. When having casual conversations and fun interactions with children, 100% of respondents use BI/BM. When having casual conversations and playful interactions with their partner, 100% of respondents used BI/BM.

Respondents with senior high school (SMA) education amounted to 44% of respondents. When having casual conversations, expressing anger, and playful interactions with grandparents, 50% of respondents used BHDW, 27% used BI/BM, and 23% used a mixture of BHDW and BI/BM. When engaging in casual conversation, expressing anger, and playful interactions with parents, 36% used BHDW, 23% used BI/BM, and 41% used a mixture of BHDW and BI/BM. When engaging in casual conversation, expressions of anger, and playful interactions with siblings, 23% used BHDW, 41% used BI/BM, and 36% used mixed BHDW and BI/BM language. When having casual conversations, expressing anger, and playful interactions with children and between partners, 37.5% used BHDW, 18.75% used BI/BM, and 43.75% used a mixed language of BHDW and BI/B.

There were 4 respondents with higher education levels up to university (PT). When having casual conversations, expressing anger, and playful interactions with grandparents, 75% of respondents used BI/BM, and 25% used a mixture of BHDW and BI/BM. When having casual conversations, expressing anger, and playful interactions with parents and siblings, 50% of respondents used BI/BM, and the remaining 50% used a mixture of BHDW and BI/BM. When having casual conversations, expressing anger, and playful interactions with children and partners, all respondents (100%) used BI/BM. Respondents with different levels of education also varied in their mastery of language use. Respondents whose educational level was at the high school level when joking, expressed the enthusiasm that some respondents (50%) used BHDW and some used mixed language. This proves that the choice of words to joke, and angry is often used by their parents, so they are still used by young speakers. but if the average level of mastery of speakers

who are educated is much lower than speakers who are not in school. one of the causes of low language mastery for people who attend school is because it is not taught in school.

(Widianto, 2018), as cited in (Suharyo, 2020), conducted a noteworthy investigation titled "Maintaining Regional Languages through Learning and Activities in Schools." This research shed light on the intriguing phenomenon of language maintenance, emphasizing its coexistence with the complex process of language shift. In the realm of sociolinguistic inquiry, these two phenomena are often regarded as inseparable facets of language dynamics, akin to two sides of a single coin. This perspective underscores the intricate relationship between language maintenance and shift, especially in multilingual societies like Indonesia, where a rich tapestry of regional languages exists in need of preservation. A key avenue for the preservation of these regional languages is through educational initiatives. The educational system plays a pivotal role in promoting language maintenance by fostering an environment where regional languages are not only valued but also actively taught and used. Thus, the research underscores the importance of educational interventions as a means to safeguard and revitalize Indonesia's diverse regional languages, thereby contributing to the broader discourse on language sustainability and cultural preservation.

The usage pattern of the Wakasihu ethnic language in the family domain based on language events and occupational categories

The occupations of the respondents, as previously mentioned, consist of seven categories: I farmers, II civil servants/military/police, III traders, IV students, V homemakers, VI unemployed, and VII other occupations. The detailed breakdown can be seen in the following table.

Table 4

The usage patterns of the Wakasihu ethnic language in the family domain based on language events and occupational categories

No	Education	Language Event	Languages use	Role/Relationship									
				Kakek/Ne-nek		Bapak/Ibu		Kakak/Adik		Putra/Putri		Suami/Istri	
				F	%	F	%	F	%	F	%	F	%
1	2	3	4	5	6	7	8	9	10	11	12	13	14
1	I	A	BHDW	6	83	5	72	3	43	2	40	2	40
			BI/BM	1	17	1	14	3	43	2	40	2	40
			BHDW dan BI/BM	-	-	1	14	1	14	1	20	1	20
		Total		7	100	7	100	14	100	5	100	5	100
								0		0			
	II	A	BHDW	2	100	-	-	-	-	-	-	-	-
			BI/BM	-	-	1	50	1	50	-	-	-	-
			BHDW and BI/BM	-	-	1	50	1	50	1	100	1	100
		Total		2	100	2	100	2	100	1	100	1	100
								0		0			
	III	A	BHDW	1	33	1	33	-	-	-	-	-	-
			BI/BM	2	67	2	67	3	100	2	67	2	67
								0					

No	Education	Language Event	Languages use	Role/Relationship									
				Kakek/Ne-nek		Bapak/Ibu		Kakak/Adik		Putra/Putri		Suami/Istri	
				F	%	F	%	F	%	F	%	F	%
			BHDW and BI/BM	-	-	-	-	-	-	1	33	1	33
		Total		3	100	3	100	3	100	3	100	3	100
IV	A	BHDW		3	15	1	5	-	-	-	-	-	-
		BI/BM		1	65	17	85	19	95	-	-	-	-
		BHDW and BI/BM		4	20	2	10	1	5	-	-	-	-
		Total		2	100	20	100	20	100	-	-	-	-
V	A	BHDW		4	100	4	100	4	100	3	75	3	75
		BI/BM		-	-	-	-	-	-	-	-	-	-
		BHDW and BI/BM		-	-	-	-	-	-	1	25	1	25
		Total		4	100	4	100	4	100	4	100	4	100
VI	A	BHDW		3	60	2	40	1	20	1	25	1	25
		BI/BM		1	20	1	20	2	40	-	-	-	-
		BHDW and BI/BM		1	20	2	40	2	40	3	75	3	75
		Total		5	100	5	100	5	100	4	100	4	100
VII	A	BHDW		1	11	1	11	1	11	1	10	1	100
		BI/BM		8	89	8	89	8	89	-	-	-	-
		BHDW and BI/BM		-	-	-	-	-	-	-	-	-	-
		Total		9	100	9	100	9	100	1	10	1	100
2	I	B	BHDW	6	83	5	72	3	43	2	40	2	40
		BI/BM		1	17	1	14	3	43	2	40	2	40
		BHDW and BI/BM		-	-	1	14	1	14	1	20	1	20
		Total		7	100	7	100	14	100	5	100	5	100
II	B	BHDW		2	100	-	-	-	-	-	-	-	-
		BI/BM		-	-	1	50	1	50	-	-	-	-
		BHDW and BI/BM		-	-	1	50	1	50	1	10	1	100
		Total		2	100	2	100	2	100	1	10	1	100

No	Education	Language Event	Languages use	Role/Relationship									
				Kakek/Ne-nek		Bapak/Ibu		Kakak/Adik		Putra/Putri		Suami/Istri	
				F	%	F	%	F	%	F	%	F	%
III	B	BHDW		1	33	1	33	-	-	-	-	-	-
		BI/BM		2	67	2	67	3	100	2	67	2	67
		BHDW and BI/BM		-	-	-	-	-	-	1	33	1	33
		Total		3	100	3	100	3	100	3	100	3	100
IV	B	BHDW		3	15	1	5	-	-	-	-	-	-
		BI/BM		13	65	17	85	19	95	-	-	-	-
		BHDW and BI/BM		4	20	2	10	1	5	-	-	-	-
		Total		20	100	20	100	20	100	-	-	-	-
V	B	BHDW		4	100	4	100	4	100	3	75	3	75
		BI/BM		-	-	-	-	-	-	-	-	-	-
		BHDW and BI/BM		-	-	-	-	-	-	1	25	1	25
		Total		4	100	4	100	4	100	4	100	4	100
VI	B	BHDW		3	60	2	40	1	20	1	25	1	25
		BI/BM		1	20	1	20	2	40	-	-	-	-
		BHDW and BI/BM		1	20	2	40	2	40	3	75	3	75
		Total		5	100	5	100	5	100	4	100	4	100
VII	B	BHDW		1	11	1	11	1	11	1	10	1	100
		BI/BM		8	89	8	89	8	89	-	-	-	-
		BHDW and BI/BM		-	-	-	-	-	-	-	-	-	-
		Total		9	100	9	100	9	100	1	10	1	100
3	I	C	BHDW	4	57	4	57	3	43	1	20	1	20

		BI/BM	3	43	3	43	3	43	3	60	3	60
		BHDW and BI/BM	-	-	-	-	1	14	1	20	1	20
	Total		7	100	7	100	7	100	5	100	5	100
II	C	BHDW	2	100	-	-	-	-	-	-	-	-
		BI/BM	-	-	1	50	1	50	-	-	-	-
		BHDW and BI/BM	-	-	1	50	1	50	1	100	1	100
	Total		2	100	2	100	2	100	1	100	1	100
III	C	BHDW	1	33	1	33	-	-	-	-	-	-
		BI/BM	2	67	2	67	3	100	2	67	2	67
		BHDW and BI/BM		-	-	-	-	-	1	33	1	33
	Total		3	100	3	100	3	100	3	100	3	100
IV	C	BHDW	3	15	1	5	-	-	-	-	-	-
		BI/BM	13	65	17	85	19	95	-	-	-	-
		BHDW and BI/BM	4	20	2	10	1	5	-	-	-	-
	Total		20	100	20	100	20	100	-	-	-	-
V	C	BHDW	4	100	4	100	4	100	3	75	3	75
		BI/BM	-	-	-	-	-	-	-	-	-	-
		BHDW and BI/BM	-	-	-	-	-	-	1	25	1	25
	Total		4	100	4	100	4	100	4	100	4	100
VI	C	BHDW	3	60	2	40	1	20	1	25	1	25
		BI/BM	1	20	1	20	2	40	-	-	-	-
		BHDW and BI/BM	1	20	2	40	2	40	3	75	3	75
	Total		5	100	5	100	5	100	4	100	4	100
VII	C	BHDW	1	11	1	11	1	11	1	100	1	100
		BI/BM	8	89	8	89	8	89				
		BHDW and BI/BM	-	-	-	-	-	-	-	-	-	-
	Total		9	100	9	100	9	100	1	100	1	100

Based on Table 4, the usage patterns of the Wakasihu ethnic language in the family domain can be observed based on language events and occupational categories. The number of respondents in each category is as follows: 7 respondents work as farmers, 2 respondents working as civil servants/military/police, 3 respondents work as traders, 20 respondents are students, 4 respondents

managing household affairs (URT), 9 respondents who are unemployed, and 5 respondents with other occupations.

In respondents working as farmers (Category I), when engaging in casual conversations and playful interactions with grandparents, 83% of respondents use BHDW, while 17% use BI/BM. When talking casually and playfully with parents, 72% use BHDW, 14% use BI/BM, and 14% use a mixed language of BHDW and BI/BM. When engaging in casual conversations with siblings, 43% use BHDW and BI/BM (BM). However, when talking casually with children and spouses, 80% use BHDW and BI/BM, and 20% use a mixed language of BHDW and BI/BM. When engaging in casual conversations, expressing anger, and playful interactions with children, 87% of respondents use BHDW, and 13% use a mixed language of BHDW and BI/BM. When expressing anger towards children and spouses, 20% of respondents use BHDW, 60% use BI/BM, and 20% use a mixed language of BHDW and BI/BM.

Respondents working as civil servants/military personnel/police (Category II) when engaging in casual conversations, playful interactions, and expressing anger towards grandparents, all respondents (100%) use BHDW. When talking casually, expressing anger, and playfully interacting with parents, 72% use BI/BM, 14% use BI/BM, and the remaining 14% use a mixed language of BHDW and BI/BM. When engaging in casual conversations, expressing anger, and playful interactions with siblings, 50% of respondents use BI/BM, and the remaining 50% use a mixed language of BHDW and BI/BM.

Furthermore, among respondents working as traders (Category III), when engaging in casual conversations, expressing anger, and playful interactions with grandparents and parents, 33% of the respondents use BHDW, and 67% of the respondents use BI/BM. When engaging in casual conversations, expressing anger, and playful interactions with siblings, all respondents (100%) use BI/BM. When engaging in casual conversations, expressing anger, and playful interactions with children and spouses, 67% of the respondents use BI/BM, and 33% use a mixed language of BHDW and BI/BM.

Respondents who are students (Category IV) consist of 20 individuals. In general, when students engage in casual conversations, playful interactions, and express anger towards grandparents, 3 respondents (15%) use BHDW, 13 respondents (65%) use BI/BM, and 4 respondents (20%) use a mixed language of BHDW and BI/BM. When students engage in casual conversations and playful interactions with parents, 1 respondent (5%) uses BHDW, 85% uses BI/BM, and 10% of the respondents use a mixed language of BHDW and BI/BM. When students engage in casual conversations, express anger, and have playful interactions with siblings, 19 respondents (95%) use BI/BM, and 5% use a mixed language of BHDW and BI/BM.

Respondents who work in household management (Category V) consist of 4 individuals. When engaging in casual conversations, expressing anger, and having playful interactions with grandparents, parents, and siblings, all respondents (100%) use BHDW. When engaging in casual conversations, expressing anger, and playful interactions towards children and spouses, 75% use BI/BM, and 25% use a mixed language of BHDW and BI/BM. 9 respondents are unemployed. When engaging in casual conversations, expressing anger, and having playful interactions with grandparents, parents, and siblings, 11% use BHDW, and 89% use BI/BM. When engaging in casual conversations, expressing anger, and playful interactions towards children and spouses, all respondents (100%) use BI/BM.

Respondents with other occupations, specifically government staff, amount to 5 respondents. When engaging in casual conversations, expressing anger, and having playful interactions with grandparents, 60% use BHDW, 20% use BI/BM, and 20% use a combination of

BHDW and BI/BM. When engaging in casual conversations, expressing anger, and having playful interactions with parents, 40% of the respondents use BHDW, 20% use BI/BM, and 40% use a combination of BHDW and BI/BM. When engaging in casual conversations, expressing anger, and having playful interactions with siblings, 20% of the respondents use BHDW, 40% use BI/BM, and 40% use a combination of BHDW and BI/BM. Regarding casual conversations, expressing anger, and playful interactions towards children and spouses, 25% of the respondents use BHDW, and 75% of the respondents use a combination of BHDW and BI/BM.

The table above shows the pattern of use of the Wakasihu ethnic language in the family domain based on language events and occupational categories. The table reveals that language use varies greatly, people who work as farmers, employees and housewives use local languages much better than students and traders. This is possible because these traders and students interact a lot with speakers of other languages. This results in code-mixing in language use. Therefore, if it is related to the theory of language preservation put forward by Suharyo and Nurhayati (2012), Miller (1972) Suharyo and Nurhayati (2012) noted three factors that cause a language to survive. These three factors are (1) loyalty and prestige, if a person/community is proud of their culture and language they will continue to use their (mother's) language even in a heterogeneous society, (2) migration and regional concentration, (3) mass media publications

CONCLUSION

Based on the analysis above, it can be concluded that the patterns of language use among people in negeri wakasihu, central Maluku consist of Basa Hitu Dialek Wakasihu (BHDW), Indonesian/Malay Ambon (BI/BM), and a mixture of BDW and BI/BM. The choice of language is heavily influenced by the speaker's age, the person they are speaking to, and their occupation or social status. Older individuals have a higher tendency to use the local language compared to younger speakers. The research found that children, particularly those in elementary school, primarily use Indonesian/Malay Ambon (BI/BM) and a combination of BDW (Basa Daerah Wakasihu) and BI/BM instead of communicating fully in their local language (BHDW). This pattern is consistent with the observation that parents or older prefer to use Indonesian/Malay Ambon (BI/BM), when communicating with their children, as well as brother/sister when interacting with younger siblings. Furthermore, grandparents also often use Indonesian/Malay Ambon (BI/BM) to communicate with their grandchildren. Grandparents tend to utilize Indonesian/Malay Ambon more frequently than Basa Hitu Dialek Wakasihu when communicating with their grandchildren.

Based on the analysis above, it can be concluded that the pattern of language use in the family environment in the people of Wakasihu State, Central Maluku consists of Hitu Wakasihu Dialect (BHDW), Indonesian/Ambonese Malay (BI/BM), and a mixture of BDW and BI/BM. The choice of language is greatly influenced by the age of the speaker, the person he is speaking to, and his or her occupation or social status. Older speakers have a higher tendency to use regional languages compared to younger speakers. This study found that children, especially in elementary school, mostly use Indonesian/Ambonese Malay (BI/BM) and a combination of BDW (Basa Daerah Wakasihu) and BI/BM rather than fully communicating in their local language (BHDW). This pattern is consistent with the observation that parents or older people prefer to use Indonesian/Ambonese Malay (BI/BM) when communicating with their children, as well as siblings when interacting with their younger siblings. Apart from that, grandparents also often use Indonesian/Ambon Malay (BI/BM) to communicate with their grandchildren. Grandparents tend

to use Indonesian/Ambonese Malay more often than Basa Hitu Wakasihu dialect when communicating with their grandchildren.

The use of regional languages among junior high school (SMP) students has begun to decline, although it is still used mixed with Indonesian or Ambonese Malay (BI/BM) and Wakasihu Regional Basa (BDW). This is because, in a formal school environment, most high school students use Indonesian and Ambonese Malay for daily communication in class. Meanwhile, at the senior high school (SMA) level, regional languages are still more widely used when conversing with peers or in informal situations. On the other hand, in formal settings, they tend to rely more on Indonesian or Ambon Malay (BI/BM). In the case of students who have the opportunity to continue their tertiary education at university, almost all of them use Indonesian for both formal and informal communication. This is mainly due to their relocation to big cities or Java Island in search of better educational prospects, bearing in mind that not all regions in Maluku have tertiary institutions, especially in Leihitu District. Therefore, students who have the opportunity to continue their tertiary education and go on to university show lower regional language skills compared to those who only complete senior secondary or primary education.

In the use of language based on language events, status, or occupation, traders based on their profession use more Indonesian or Ambonese Malay (BI/BM) than the regional language Hitu dialect of Wakasihu (BHDW) because of the need to interact with individuals from various regions and backgrounds. ethnicity. As a result, Indonesian or Ambonese Malay (BI/BM) became the main means of communication. Likewise, job seekers, who typically live in urban areas or travel frequently to find work, rely heavily on Indonesians. On the other hand, farmers, police, military personnel, and local civil servants who often interact with community members still use the regional language dialect Wakasihu (BHDW) in everyday informal conversations.

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The patterns of language use among people within the family domain in Leihitu Barat District, Central Maluku Regency, varies based on social factors such as age, gender, education, and occupation. In terms of age, it is noticeable that older individuals demonstrate a stronger inclination to preserve and utilize the BHDW (Basa Hitu Dialek Wakasihu) language. On the contrary, younger individuals display a lower degree of preservation in using BHDW. Meanwhile, in terms of occupation or education, it is not the formal or non-formal nature that influences language usage, but rather the situation in which the job or school is located and the interlocutors with whom one communicates. In general, the attitude of the Wakasihu ethnic group towards BHDW in the West Leihitu District, Central Maluku Regency, is positive when viewed from the categories of age, gender, education, and occupation. The emergence of this positive language attitude is based on language loyalty, language pride, and awareness of language norms by its speakers. This means that the positive attitude of the speakers will contribute to the ability of BHDW to survive and maintain its vitality.

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