

Analysis on the Difficulties Faced by a Bilingual Child in Reading and Writing

Rizki Hardiyanti*

English Applied Linguistics Study Program Postgraduate School, State University of Medan, Sumatera Utara 20371, Indonesia

Corresponding Author: Rizki Hardiyanti, E-mail: rizkihardiyanti0@gmail.com

ARTICLE INFO

Article history

Received: May 21, 2017

Accepted: July 14, 2017

Published: August 31, 2017

Volume: 8 Issue: 4

Advance access: August 2017

Conflicts of interest: None

Funding: None

Key words:

Bilingual Bahasa Indonesia,

English

Reading and Writing

ABSTRACT

Bilingual child ability in two languages is become popular issue in the comparison of those two languages. In this paper, the Indonesian bilingual child has parent, school and course using English actively, then his environment using Bahasa Indonesia. This research was conducted to measure ability and difficulties faced by bilingual child in reading and writing in two languages Bahasa Indonesia- English. This journal applied a qualitative research design. Qualitative research is stated as naturalistic study that has the natural setting, as the direct source of data and the researcher is the key instrument (Bogdan and Biklen, 1992). To specify the design in this journal, this qualitative method was used to analyze a specific person of Bilingual Child. The data were taken from observation, interview, video recording of the child's reading the English and Bahasa Indonesia textbook story and written test of the child's writing the English and Bahasa Indonesia summary of textbook story. In both English and Bahasa Indonesia, the reading difficulties appear related to pronunciation, intonation, expression and word stress and the writing difficulties appear related to relevance, organization, vocabulary and grammar.

INTRODUCTION

Children acquire and learn language naturally. The more they learn the language the more they expose the language. Children are setting up representations of what they see and know Clark (2003:8). They have got the languages from whatever happened in their daily life, they learn the language based on what they see, hear and know some words. They have efforted to master those languages. The language is conceptualized naturally in children's mind because of their surroundings language who are speaking and interacting actively with them in the environment.

Children can acquire and learn two or more languages from their environment, which is called by Bilingualism. Bilingualism seems not a problematic case. The bilingualism may have various definitions. Chin & Wigglesworth stated that bilingualism could be defined as the use of two languages (Chin & Wigglesworth, 2007). Thus, bilinguals must be able to speak two languages in which the non-native language as native-like control. It means that bilingualism must be able to master two languages, in which the non- native language as native-like control. Bilingualism is competence in more than one language, which can be taught at an individual and social level (Karahana, 2005). The bilingual competence is possibly acquired or studied whether as individual level or social context. Bilingualism is an individual phenomenon; that is, it represent the achievement of a single person immersed simultaneously in two or more language communities.

In addition, bilingual individuals (sometimes able to use more than two languages that is, possessing several bilingualism of varying degree) may context in multilingual society in which at least one language in the set of bilingualism is widely shared. From the statements above, it can be drawn an interference that bilingualism is the speakers' ability in using two languages, either in formal or informal situations. The competence of using the alternative language could be acquired in formal context, such as education (at class) or in social context.

The background of the problem study is since the bilingual child use English actively at home, school and course rather than use his native language Bahasa Indonesia only at environment, the bilingual child is confused in using two languages as a result the bilingual child used the grammatical error in spelling, pronunciation and vocabulary between two languages. This paper will analyze the bilingual child's difficulties of the use of grammar, spelling, pronunciation and vocabulary in reading and writing the Bahasa Indonesia and English.

LITERATURE REVIEW

Bilingualism

Bilingualism seems not a problematic case. The bilingualism may have various definitions. Chin & Wigglesworth stated that bilingualism could be defined as the use of two languag-

es (Chin & Wigglesworth, 2007). Thus, bilinguals must be able to speak two languages in which the non-native language as native-like control.

Bilingualism is competence in more than one language, which can be taught at an individual and social level (Karah-an, 2005). It means that the bilingual competence is acquired and studied individually and socially such as in environment, home, school and course. Bilingualism is an individual phenomenon; that is, it represents the achievement of a single person immersed simultaneously in two or more language communities (Baldauf Jr. & Kaplan, 1997). So, bilinguals have the ability to speak two or more language communities in their daily life. There is one of dominant language in their life but the other languages might have varied degree of language usage in multilingual society.

Therefore, it can be inferred that bilingualism is the speaker's ability in using two or more languages in formal and informal situations. In formal situations, bilingualism could be acquired at education in school and course. Then, in informal situations, bilingualism could be acquired at environment and home.

The bilinguals have different level competence of the use of the languages. These different levels depends on the interaction of communication the bilinguals toward the society such as family, teacher, friends and relatives. The most dominant interaction happens in the family level because the bilinguals spend more time to interact in family. So, if a family applies two or more languages toward the bilinguals, it will make the bilinguals accustomed to use those languages in their life.

Bilingual Family

Scotton (2006: 2) defines bilingualism as 'a person speaking at least two languages'. The languages that are acquired by bilingual person can be acquired when they are child and adult. There is no specific age when people are called bilingual, and it means there is no age limitation for people for becoming bilingual. There are two kinds of bilingualism: they are native bilingual and second language acquisition (Gleason and Ratner, 1998). Gleason and Ratner (1998: 455) stated that 'if two languages are learned simultaneously from birth we will call that native bilingualism rather than second language acquisition'. In second language acquisition, 'it has optimal age for learning; they see the process as gradual and incremental at all ages' (Gleason and Ratner, 1998: 471). So, there has been clear different between native bilingualism and bilingualism through second language acquisition.

If bilingualism means that a person speaking at least two languages, so bilingual family can be defined as family that is speaking at least two languages. 'At very minimum, the concept of a bilingual family indicates that at least one family member uses (speaks) another language actively than some other member in the family and that at least passively (understand it) so that the language can be and is used regularly in communication between family members' (Viljamaa, 2012: 5). It means it is not really important for all members have fluency in the two languages; it has enough if the speaker fluent in one language and can comprehend another

language although they do not master both languages well. Bilingual does not mean that the speaker has to master or fluent in both languages but the most important is the speaker understand the two languages and one of them should be communicated fluently.

In case, where the members of the bilingual family do not master the both languages, the best languages for solving it is to use code switching. 'Code Switches is fairly common in families where two languages are spoken, as speaker select words from either language that best express the intent' (Gleason and Ratner, 1998: 457). It will help the family members for getting their ability in understanding each other without worrying that there are members of family that do not understand what they are discussing. Code switches is the normal way for communicating each other, it will be bilingual people in communication by mixing the language. It supports the bilingual children especially, 'children are growing up bilingual may not have had the experience of talking about every topic in both their language and their vocabulary knowledge will reflect that, but their comprehension and production skills put them in an excellent position to continue learning both languages in other setting as when, for example, they visit relatives who use the languages' (Gleason and Ratner, 1998: 458). So, comprehension and production skill of languages have helped children for becoming bilingual. It comes from themselves and supports by people around them.

What is the reason of bilingualism happens in a community? It is still controversy. Many factors have caused bilingualism happen, one of them such what this study is discussing for family bilingual, the bilingualism come from different background of couple that has decided to marry. If they are intermarriage, it means they have two or more languages, if it is more than two languages such what has happened in Indonesia, the country has their national languages and many tribe languages, and if the couple comes from different tribe so it means they will have three languages all together and it will be called as Multilingualism. But if the family has just one tribe, they will have their tribe language which is added with national language Bahasa Indonesia, and then they will become bilingual family. So, bilingualism is created based on marriage background. But it does not stop just for the marriage case there are many ways for bilingualism happens in a community. Scoot stated that today urbanization, immigration, business travel and education are major forces bringing people together in order to these would be conversationalists to converse, someone has to learn another languages (Scoot, 2006). Another factor is colonialism, but it does not happen anymore in present. So bilingualism can be a good issue that should be studied for better progress in community.

Reading

Reading is one of ability in learning a language besides listening, speaking and writing. Reading is a comprehension of letters, words, sentences and paragraphs that has meaning. Reading is an interactive process between readers and texts which leads to reading fluency Alyousef (2005). Based on

Nunan (1999:249) reading is an interactive process of communication. The communication between the writer and the reader through the text that the reader gets the meaning of the message.

In addition, reading can be taught as a way to draw information from text and to form an interpretation of that information Grabe and Stoller (2002:4). Thus, it makes our brain actively thinking to draw the information and form the interpretation, which is resulted a good reading comprehension.

Thereby, many specialist define that reading is thinking process that involves interpretation of implicit and explicit meaning of written texts, connecting interaction of ideas between reader and writer, analyzing and applying new information to the new situation.

Alexander, (1988: 3) stated "Reading is a communication process between the writer and the reader utilizing written language". Reading is the ability to draw meaning from the printed page and interpret this information appropriately Grabe and Stoller, (2002). Heilman, et al (1981: 4) stated that 1) reading is interacting with language that has been coded into print 2) reading is the product of interacting with the printed language should be comprehended, 3) reading ability is closely related to oral language ability, 4) Reading is an active and ongoing process that is affected directly by an individual's interaction with environment.

Purpose for reading

People have several purpose for reading, which is to get something from what they read. According to Grabe and Stoller, (2002) reading purpose can be classified as followed:

1. Reading to search for simple information.
Reading to search for simple information is a cognitive process, which need to concentrate to search the information from the text. In reading to search simple information, people scan the text for a specific information or a specific word. Also, reading to skim the text for a general information, which look at the first sentence to get the main idea of the whole text. Those two strategies might be combined each other to get the needed information from the text.
2. Reading to learn from text.
Reading to learn happens in academic and professional context, which requires the abilities to memorize main ideas and also every details that elaborate the main and support ideas in text, elaborate concept that organized the information in the text, connect the text to reader's background knowledge.
3. Reading to integrate, write and critique texts.
Reading to integrate information needs to mix the information about the importance of supporting or conflicting information to integrate information from many sources. Thus, reading to write and reading to critique texts might be the steps of reading to integrate the information of the text. Reading to integrate, write and critique text need the ability to mix, design, and criticize the structure of the text.
4. Reading for general comprehension
Reading for general information is a complex task.

Reading for general comprehension is a skill from a detail reader, requeneeds a fast of thinking of comprehending words, great skills in taking the implied meaning of a text and efficient comprehension, which only needs a restrict time limit.

Seven main purposes for reading Nunan (1999: 251)

- 1) To obtain information for some purposes because we need to get informatin from some topics.
- 2) To obtain instruction on how to perform some task for our work or daily life.
- 3) To act in a play, play a game, do a puzzle.
- 4) To keep in touch with friends by correspondence or to understand business letters.
- 5) To know when or where something will take place or what is available.
- 6) To know what is happening has happened (as reported in newspapers, magazines, reports).
- 7) For enjoyment or excitement.

The basic skills of reading

Finocchiaro, (1969: 137) defined the basic skills of reading as follows:

1. Pronunciation
Pronunciation is the utterance of any sound symbol or word. A good pronunciation makes a listener understand what reader said. Stress and intonation are in the elements of pronunciation.
2. Structural system
Structural system is the part of a word that form unit of meaning or sound. The structural system is a system of forming a word an inflectional ending, a compound word, prefix, and syllable.
3. Vocabulary
Vocabulary is a list of words in which a reader can find word to express the maning. Much vocabulary makes the texts a better structured and complex.
4. Comprehension
Comprehension is the combination of the knowledge in structure and vocabulary in which situation the language is used.

Writing

Writing is the language skills as a process of communication, which needs competencies and uses rhetorical conventions. Writing is a powerful tool for learning and communicating. Harmer (2004) stated writing is often not time bound in the way conversation is. Writing makes the students write everything that they have in their minds to express it freely. In writing, students can search something that they don't know from dictionaries, book or other resources that will help their materials in writing. Writing needs an accurate skill to express the complexity of grammar reguation of a text. Because in writing, it requires a good skill to organize the text into a good opening, bod and concluding paragraph of the text.

Brown (2001:335) said written products are often the result of thinking, drafting, revising procedures that require specialized skill. It means that the skill of writing is a complex skill and it's difficult to learn. It requires the skill of thinking what to write, drafting a good organization of text

from the main topics into the supporting ideas of paragraph, then revising every formal writing concept such as a good grammar. Byrne (1979:1) indicated that writing is a process of communication that introduces graphic symbols such as words, phrases, and sentences later formed become good paragraph that convey a message to the readers. Students sometimes must be able to compose the graphic, table or statistic into a deep elaboration of writing into a good paragraph, which can be understood by the readers.

METHOD

Research Design

This journal applied a qualitative research design. Naturalistic study is a type of study in which the researcher very carefully observes some behavior or phenomenon. Qualitative research is also stated as naturalistic study that has the natural setting, as the direct source of data and the researcher is the key instrument (Bogdan and Biklen, 1992). To specify the design in this paper, this qualitative method was used to analyze a specific person of Bilingual Child.

Sample

The subject of the data is an Indonesian bilingual child who speaks in Bahasa Indonesia and English in age 9 years old, third year of Elementary school. He used English in family, school, and private course. Meanwhile he used Bahasa Indonesia in the environment since he lives in Indonesia. The researcher took him in the private course as sample. His name is Edbert.

Technique of Data Collection

The ways of collecting data were in a variety of ways such as observation, interview, video recording of the child's reading the English and Bahasa Indonesia textbook story and written test of the child's writing the English and Bahasa Indonesia summary of textbook story.

Technique of Data Analysis

In this analysis, it is conducted by ongoing analysis and after collecting the entire data (Huberman and Mile, 1984:27). Purpose an analysis model consists of three concurrent steps. They are data reduction, data display, conclusion drawing or verification.

The procedures are: (a) identify any strength and weakness of participant in reading and writing test by bilingual child in Indonesia and English (b) Evaluate the Final score of participant in reading and writing test by bilingual child in Indonesia and English (c) analyze Bilingual Child ability in Reading and Writing based on the theory.

The data of this study were taken from the interview, written test and reading test (bilingual child). In this study, the researcher firstly tried to do an interview in order to get preliminary information of the implementation the bilingual child in his daily life. After that, observed the students by

giving the Reading and Writing test of two languages English and Bahasa Indonesia from English course. Afterwards, the private course teacher did the scoring of the tests. This was intended to crosscheck between observed and the data interviewed. The interview questions were basically about age, birthplace, parents, family members, and also the languages, which are used by the bilingual child to parents, other members of family, friends and teachers.

The evaluations of reading tests were pronunciation, intonation, expression and word stress proposed by Cohen (1994:328). The direction of the reading test is read two texts of English and Bahasa Indonesia Text. The topics were (1) Pinocchio (English Text) (2) The regret of Monkey Ongky (Bahasa Indonesia Text).

The evaluations of writing tests were organization, grammar, vocabulary and relevance proposed by Hamer and Blanc (2000:321). The direction of writing test is write the summary of the text and answer the question of the text. The topics were (1) Pinocchio (English Text) (2) The regret of Monkey Ongky (Bahasa Indonesia Text) (3) Answer the questions.

RESULTS AND DISCUSSION

Based on the empirical data, there are four environments of the Bilingual Child to express his language. The bilingual child is categorized into active bilinguals.

So, it can be concluded that this child is classified into active bilingual child since he used his bilingual in the balance situation which is with his parent he spoke English, but with his big family he spoke Bahasa Indonesia, then he spoke English at school and course.

Analysis of Bilingual Child's Ability in Reading and Writing English and Indonesia

Weakness of English Pronunciation Such As:

Piknokio = Pinokio (Pinocchio)
Wod = Wud (Wood)

Table 1. Table of Bilingual Child's environment to express his two languages Indonesia- English

Environment language	Home	School	Course	Big family
Bahasa Indonesia				✓
English	✓	✓	✓	

Table 2. Analysis of Bilingual Child in reading the English text

Aspects of reading	Strength	Weakness
Pronunciation	Fluency, confidence	Lose determiner
Intonation	Loud	Stop syllables of words
Expression	Serious	Head moved
Word stress	Stress name of person	Not pressure important word

Cohen (1994:328)

Luked	= Lukt (Looked)
Pein	= Peintid (Painted)
De Old Men	= Di Old Men (The Old Man)
Appred	= Eppierd (Appeared)
As	= Es (As)
Aim	= Am Ai (Am I?)
Brif	= Brev (Brave)

Analysis of the Difficulties in Reading English Text

So, the analysis of the reading difficulties in reading English text is there are 9 mistakes of word pronunciation. He tended to lose every determiner of word and not focus on the word that he read. So, the teacher of course gave him the score of 75 as general score of his reading ability in reading English Text.

Weakness of Bahasa Indonesia Pronunciation Such As:
Waktu- Waktu (Waktunya)

Sekolah	(Sekolah)
Yang	(Ya)
Tidak Tahu	(Tahu Tidak)
Menolong	(Menolongnya)
Kegelapan	(Gelagapan)
Kelapak Kelapak	(Klepak Klepak)
Menghadapirinya	(Menghampirinya)
Berutu	(Gerutu)
Keliuruannya	(Kekeliruannya)

Analysis of the Difficulties in Reading Bahasa Indonesia Text

So, the analysis of the reading difficulties in reading Bahasa Indonesia text is there are 10 mistakes of word pronunciation. So, the teacher of course gave him the score of 70 as

Table 3. Analysis of Bilingual Child in reading the Bahasa Indonesia text

Aspects of reading	Strength	Weakness
Pronunciation	Fluency	Fast
Intonation	Loud	Stop syllables of words
Expression	Serious	Little bit confused
Word stress	Stress the name of person	The press is not feasible

Cohen (1994:328)

Table 4. Analysis of Bilingual Child in writing summary the English text

Aspects of writing	Strength	Weakness
Relevance	Relevance is ok	Ideas are repeated, no title
Organization	Sentence meaning is clear	Sentence is not well organized
Vocabulary	Many vocabularies	Double/no Verb
Grammar	Good construction	Wrong in past tense

Hamer and Blanc (2000:321)

general score of his reading ability in reading English Text. He tended to read fast in reading Bahasa Indonesia text then pronounce the wrong vocal in a word. In compare to the difficulties of reading English texts just before, the mistakes are 9 so the score is 75. The difficulties in reading Bahasa Indonesia is more difficult than English reading text.

Weakness of English Grammar such as:

Gappetto make Pinocchio from a wood. Gappeto is clever make things from wood. Fairy see, Fairy come and change Pinocchio become a real boy. Gappeto sleep in the night. Gappeto surprise and happy. Pinocchio learn about true and false with the cricket Jiminy. Jiminy tell Pinocchio what should do and what should not do to be a real boy.

Analysis of the Difficulties in Writing English Text

So, the analysis of the difficulties in writing English text is there are 10 mistakes of grammatical mistakes. He tended to use simple present tense verb one not use past tense verb two wrote a past event story. So, the teacher of course gave him the score of 70 as general score of his writing the summary of English Text.

Weakness of Bahasa Indonesia Grammar such as:

Ongky gak mau sekolah di sekolah rimba. Bolos ke tepi sungai jumpa Fisha, ikan sahabat. Besok hari ada gelombang besar di sungai. Ongky dan fisha hanyut tapi Ongky bisa renang, jadi dia tolong Fisha dan gendong Fisha. Fisha mati. Ikan bernapas di air tidak di darat. Ongky nyesal dan berjanji pergi ke sekolah rimba setiap hari dan rajin belajar.

Analysis of the Difficulties in Writing Bahasa Indonesia Text

So, the analysis of the writing difficulties in reading Bahasa Indonesia text is there are 9 mistakes of grammatical words. So, the teacher of course gave him the score of 75 as general score of his writing ability in reading Bahasa Indonesia Text. He tended to write without the suffix in writing the summary. In compare to the difficulties of writing English text just before, the mistakes are 10 so the score is 70. The difficulties in

Table 5. Analysis of Bilingual Child in Writing Summary the Bahasa Indonesia Text

Aspects of writing	Strength	Mistakes
Relevance	Relevance is ok	The last paragraph is not supported
Organization	Good organization	No title
Vocabulary	Many vocabularies	Wrong words
Grammar	Good	No conjunction

Hamer and Blanc (2000:321)

Table 6. Scores of a Bilingual Child in reading ability and writing ability in English and Bahasa Indonesia

Languages	Reading score	Writing score
English	75	70
Indonesia	70	75

writing summary English text is more difficult than writing the summary of Bahasa Indonesia text.

DISCUSSION

The total score of Bilingual Child in Reading and Writing in two languages Indonesia- English was described:

After having observation about The Difficulties of Bilingual Child ability in reading and writing Bahasa Indonesia- English Language has been calculated the score of reading ability and writing ability, the findings can be reported as followed:

1. This Child is categorized into active bilingual child since he speaks English at home, school and course actively, meanwhile he speaks his native language Bahasa Indonesia at environment.
2. The result of the score between Indonesia and English language is interchangeable because there's little differences between the score in writing and reading two languages difficulties. They were stated (75) for English reading, (70) for Bahasa Indonesia reading, (70) for English writing, (75) for Bahasa Indonesia writing. So that, this child has equal ability in English and Bahasa Indonesia reading and writing.

Comparing to other research, the result of the bilingual child difficulties in reading and writing seems to be similar and contrast to the previous researches which had conducted before. Similarly, this study found the same result as Houwer, et al (2013) in their study which bilingual child have difficulties on vocabulary development which bilingual child appear to be slow in early vocabulary development. However, Nicoladis and Geneese (1997) study showed a different result that how bilingual children's code-mixing is normal and cannot be considered a sign of "confusion" of their two languages. The result of this study was also different from what Fontoura and Siegel (1995) study in reading of bilingual children. It was different since the result of data analysis showed that the reading difficulties appear to be strongly related to deficits in phonological processing. Overall, these relevant studies explained that bilingual children difficulties nearly similar but some were different on the background, source of data or the theory being used.

CONCLUSION

After analyzing the Subject and the Data, the conclusions are taken as the follow:

1. This Child is categorized into active bilingual child since he speaks English at home, school and course actively, meanwhile he speaks his native language Bahasa Indonesia at environment.
2. The difficulties of the bilingual child in reading and writing English and Bahasa Indonesia text is interchangeable. The bilingual child is more difficult in reading Bahasa Indonesia text than reading English text but in writing summary, more difficult is writing English summary than writing Bahasa Indonesia summary. Then, it has been stated (75) for English reading, (70)

for Bahasa Indonesia reading, (70) for English writing, (75) for Bahasa Indonesia writing. So that this child has equal ability in English and Bahasa Indonesia reading and writing.

REFERENCES

- Alyousef, H.S. (2005). Teaching Reading Comprehension to ESL/EFL Learners. *The Reading Matrix Journal Vol. 5, No. 2*. Retrieved from <http://www.readingmatrix.com/articles/alyousef/article.pdf>.
- Bogdan, R., & Biklen, S. (1992). *Qualitative Research for Education*. United States of America.
- Baldauf Jr., & Kaplan. (1997). *Language Planning from Practice to Theory*. UK: Multilingual Matters.
- Brown, Douglas H. (2001). *Teaching by Principle*. San Francisco: Second Edition.
- Byrne, D. (1979). *Teaching Writing Skill*. London. Longman.
- Chaer, Abdul. (2003). *Psikolinguistik Kajian Teoritik*. Jakarta: PT. Rineka Cipta.
- Cohen. (1994). *Making Sense of Reading Assessment*. Ohio: Prentice-Hall, Inc.
- Chin & Wigglesworth. (2007). *Bilingualism: An Advanced Resource Book*. USA: Routledge.
- Fontoura, A. H., Siegel, S. L. (1995). Reading, Syntactic, and Working Memory Skills of Bilingual Portuguese-English Canadian Children. *Reading and Writing: An Interdisciplinary Journal 7*: 139-153. Retrieved from <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.454.8669&rep=rep1&type=pdf>.
- Grabe, W and Stoller, F.L. (2002). *Teaching and Researching Reading*. Harlow: Pearson Education.
- Harmer, J. (2004). *How to Teach Writing*. England: Person Education.
- Houwer, D. A., Bornstein, H. M., Putnick, L. D., A. (2013). Bilingual- Monolingual Comparison of Young Children's Vocabulary Size: Evidence from Comprehension and production. *Journal Applied Psycholinguistics*, page 1 of 23, 2013 doi:10.1017/S0142716412000744. Retrieved from <http://www.erbis.org/downloads/De-Houweretal2013.pdf>.
- Mile, M., & Huberman, M. (1984). *Qualitative Data Analysis*. Beverly Hills, CA: Sage.
- Hamers, J. F. and Blanc, M.H. (2000) *Bilingualism and Bilingualism in Writing*. Cambridge: Cambridge University Press.
- Karahan, F. (2005). ISB4: *Proceedings of the 4th International Symposium on Bilingualism*. Ed. James Cohen, Kara T. McAlister, Kellie Rolstad, and Jeff MacSwan, 1152-1166. Somerville, MA: Cascadilla Press.
- Nicoladis, E., Geneese, F. (1997). Language Development in Preschool Bilingual Children. *Journal of Speech-Language Pathology and Audiology*, Vol. 21 No. 4. Retrieved from http://courses.washington.edu/sop/Bilingualism_PrimerPediatricians.pdf.
- Nunan, D. 1999. *Second Language Teaching and Learning*. Boston: Heinle and Heinle Publishers.
- Mar'at, Samsunuwiyati. 2009. *Psikolinguistik: Suatu Pengantar*. Bandung: PT Refika Aditama.

- Sumarlam, dkk. 2003. *Teori dan Praktik Analisis Wacana*. Surakarta: Pustaka Cakra Surakarta.
- Sunanto, Juang dan Koji Takeuchi, Hideo Nakata. 2006. *Penelitian dengan Subyek Tunggal*. Bandung: UPI Press.
- Tarigan, Guntur. 1986. *Psikolinguistik*. Bandung: Angkasa.
- Verhaar. 2001. *Asas-asas linguistik umum*. Yogyakarta: Gajah Mada University press.