



The conjunction *Bi'* in madurese bilingual children's literature and elementary language education

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Abstract

*This study investigates the use of the conjunction *bi'* in Madurese bilingual children's story texts and its implications for Elementary Indonesian Language Education. The study is grounded in the importance of integrating local languages into primary education to support students' linguistic competence, literacy development, and cultural understanding through bilingual children's literature. Bilingual storybooks serve not only as learning resources but also as cultural media that facilitate the preservation of regional languages while strengthening students' ability to understand linguistic structures across different language systems. This research employed a qualitative descriptive approach. The data source consisted of Madurese bilingual children's storybooks. Data were collected using the simak method with tapping techniques and the Simak Bebas Libat Cakap (SBLC) technique supported by note-taking procedures. The data were analyzed using syntactic and semantic approaches through the Bagi Unsur Langsung (BUL) technique, combined with expansion, substitution, and deletion techniques. The findings reveal that the conjunction *bi'* functions syntactically as a coordinating conjunction connecting words, phrases, and clauses in bilingual narrative discourse. Semantically, the conjunction conveys additive, evaluative, implicative, paraphrastic, and parallel meanings. These semantic functions contribute to the coherence and comprehensibility of bilingual narrative texts. Furthermore, the use of the conjunction *bi'* in bilingual children's literature contributes to students' understanding of sentence structures, contextual meanings, and bilingual literacy practices in elementary Indonesian language learning. The study also highlights the role of bilingual literary texts in preserving regional languages, promoting cultural awareness, and supporting culturally responsive literacy instruction in primary education. The findings provide valuable insights into the integration of local linguistic resources within elementary language education.*

Keywords: conjunction *bi'* 1, bilingual children's literature 2, Madurese language 3, syntax 4, semantics 5, elementary Indonesian language education 6, bilingual literacy 7.

INTRODUCTION

Language learning in elementary education plays an essential role in developing students' literacy competence, communication skills, and cultural understanding. In the context of Elementary Indonesian Language Education, language learning is not only directed toward mastering linguistic structures but also toward strengthening students' ability to understand meaning, interpret discourse, and appreciate literary texts contextually. At the primary school level, children's language development is closely related to their exposure to meaningful reading materials that integrate linguistic, cognitive, and cultural aspects simultaneously. Therefore, the use of children's literature in language learning has increasingly become an important pedagogical approach for supporting literacy development and contextual language

acquisition among young learners. Research in bilingual literacy and children's language development demonstrates that literary texts provide authentic linguistic input that supports vocabulary growth, grammatical awareness, and discourse comprehension among elementary students. (Castro, et. al:2025)

In recent years, bilingual education and bilingual literacy practices have received increasing scholarly attention because multilingual exposure is considered beneficial for children's cognitive and linguistic development. Studies reveal that bilingual children tend to demonstrate stronger metalinguistic awareness, grammatical sensitivity, and semantic understanding compared to monolingual learners. Bilingual exposure allows children to recognize relationships between linguistic systems and

to understand how language structures function in different communicative contexts. Moreover, bilingual literacy practices support children's ability to interpret meaning contextually and develop flexibility in language use. (Tribushinina, E., & Mackaaij, M.:2023) These findings indicate that bilingual literary texts can become valuable pedagogical resources in elementary language classrooms because they expose students to multiple linguistic structures while maintaining meaningful narrative comprehension.

Within the Indonesian educational context, bilingual children's literature has particular relevance because Indonesia is characterized by extensive linguistic and cultural diversity. Regional languages continue to function as important markers of local identity and cultural heritage. Nevertheless, the dominance of Indonesian in formal education has gradually reduced the use of regional languages among younger generations. Consequently, local linguistic elements are often absent from classroom literacy practices, even though students remain socially and culturally connected to their regional languages in everyday life. Educational scholars emphasize that integrating local languages into literacy learning may strengthen students' cultural identity, improve learning engagement, and support contextual language understanding. (De Jong, et. al: 2025) Therefore, bilingual children's literature integrating Indonesian and regional languages offers opportunities to preserve local linguistic heritage while simultaneously supporting Indonesian language competence in primary education.

One of the regional languages with strong cultural significance in Indonesia is the Madurese language. Madurese possesses distinctive syntactic and semantic characteristics that reflect local communication patterns and cultural values. However, studies examining Madurese linguistic structures in elementary language education remain limited, particularly those focusing on bilingual children's literature. Most previous studies on bilingual education and literacy mainly discuss general bilingual

practices, vocabulary acquisition, or cognitive advantages of bilingualism without specifically exploring local conjunction systems in children's literary discourse. (Castro, et. al:2025) This limitation indicates the need for further research examining how specific linguistic elements in regional languages contribute to literacy and language learning at the elementary school level.

One important linguistic feature in Madurese discourse is the conjunction *bi'*. In Madurese grammar, *bi'* functions as a coordinating conjunction that connects words, phrases, clauses, and sentences. Beyond its grammatical role, the conjunction also contributes to meaning construction within discourse because it may express additive, evaluative, implicative, paraphrastic, and sequential relations. In bilingual children's story texts, the use of *bi'* demonstrates how local linguistic structures are integrated into narrative discourse to create coherence and contextual meaning. Such linguistic forms are pedagogically important because conjunctions constitute fundamental components of sentence construction and textual cohesion in elementary language learning.

In Indonesian elementary classrooms, conjunction learning is frequently presented through mechanical grammar exercises emphasizing memorization rather than contextual understanding. Students are commonly asked to identify conjunctions or complete isolated sentence patterns without sufficient exposure to authentic discourse contexts. Consequently, students may recognize conjunction forms but fail to understand their semantic and functional roles within real communication. Recent literacy studies emphasize that grammar instruction should be integrated into meaningful reading and literary activities to support contextual language learning and discourse comprehension. (La Serna, J. :2022) Through literary texts, students are able to observe how conjunctions connect ideas, strengthen meaning, and organize narrative structures naturally.

Children's literature provides meaningful opportunities for contextual grammar learning because literary narratives contain authentic

sentence patterns and discourse relations. In bilingual children's stories, conjunctions function not only as grammatical connectors but also as devices for building narrative coherence and semantic relations. This condition is particularly important in elementary education because children's literacy development is strongly influenced by meaningful language exposure and contextual reading experiences. Narrative-based learning also encourages students to engage emotionally and cognitively with texts, making language learning more relevant and enjoyable. (Ribeiro, et.al: 2025) Therefore, bilingual children's literature containing Madurese conjunction patterns may support elementary students in understanding sentence structures, contextual meanings, and bilingual language use simultaneously.

Another important issue concerns culturally responsive teaching in elementary language education. Culturally responsive pedagogy emphasizes that learning materials should reflect students' sociocultural backgrounds and linguistic experiences. In multilingual societies, literacy instruction becomes more meaningful when students encounter texts related to their local culture and language. The integration of Madurese linguistic structures into bilingual children's literature may therefore increase students' engagement and comprehension because the texts represent familiar cultural contexts. In addition, bilingual literary texts may strengthen students' appreciation toward local wisdom while supporting Indonesian language learning objectives. (De Jong, et. al: 2025)

Previous studies also indicate that bilingual learning environments positively influence children's metalinguistic development and literacy performance. Bilingual children tend to demonstrate greater awareness of grammatical structures and semantic relationships because they constantly interact with multiple linguistic systems. (Bialystok, E.: 2021) Such findings suggest that analyzing conjunction patterns in bilingual literary texts may provide important insights into how local language structures contribute to elementary literacy learning. However,

research specifically examining the conjunction *bi'* in Madurese-Indonesian bilingual children's literature remains scarce, particularly regarding its syntactic functions, semantic meanings, and educational implications for Elementary Indonesian Language and Literature Education.

Based on these gaps, this study aims to investigate the syntactic distribution and semantic meanings of the conjunction *bi'* in Madurese-Indonesian bilingual children's story texts and to explore its implications for Elementary Indonesian Language and Literature Education. This study is important because it contributes to bilingual literacy research, regional language preservation, and contextual language learning in primary education. Furthermore, the findings are expected to provide pedagogical insights into how bilingual children's literature may function as culturally responsive teaching material supporting grammatical understanding, literacy development, and local wisdom integration in elementary Indonesian language classrooms. (Castro, et. al: 2025).

Elementary Indonesian Language and Literature Education emphasizes the development of students' linguistic competence, literacy skills, and cultural understanding through meaningful language exposure. In primary education, language learning is not only directed toward mastering grammatical structures but also toward developing contextual communication abilities and literary appreciation. Recent studies highlight that language instruction in elementary schools should integrate authentic texts, cultural contexts, and meaningful literacy experiences to support children's cognitive and linguistic development. (Bhatti:2021).

One important aspect of elementary language learning is the understanding of grammatical structures within authentic discourse. Conjunctions play a significant role in helping students understand relationships between words, phrases, clauses, and ideas in texts (Mubarokah: 2019). Through conjunctions, students learn how coherence and cohesion are formed within sentences and

narratives. However, grammar learning in elementary classrooms is often presented through isolated exercises that limit students' contextual understanding of language use. Therefore, researchers increasingly recommend integrating grammatical learning with literary texts and contextual reading activities to improve students' comprehension and literacy engagement. (Impreal. M.J., & Ong, E., :2021)

Children's literature has become an important pedagogical medium in elementary language education because literary texts provide meaningful linguistic input, imaginative experiences, and contextual vocabulary exposure. Bilingual children's literature, in particular, enables students to encounter multiple linguistic systems simultaneously while maintaining comprehension through translation or parallel texts. Research on bilingual literacy demonstrates that bilingual exposure contributes positively to metalinguistic awareness, vocabulary development, and reading comprehension among young learners. (Bhatti:2021) Furthermore, bilingual literary texts may strengthen children's sensitivity toward sentence patterns, semantic relations, and discourse structures because students are exposed to linguistic variation across languages. (Syamkumar, A., et.al: 2024)

In multilingual societies such as Indonesia, bilingual children's literature also plays an important role in preserving regional languages and promoting local cultural literacy. The integration of local languages into elementary education supports students' understanding of cultural identity while strengthening national language competence. Previous studies indicate that local wisdom-based literacy learning increases students' engagement because learning materials are closely connected to their sociocultural backgrounds. Through bilingual literary texts, students may develop appreciation for both regional and national languages simultaneously. This condition aligns with culturally responsive pedagogy, which emphasizes the importance of connecting classroom learning with students' linguistic

and cultural experiences. (De Houwer, A. : 2021)

Madurese language, as one of Indonesia's regional languages, contains unique syntactic and semantic characteristics that are important to preserve through educational practices. One of the linguistic elements frequently appearing in Madurese discourse is the conjunction *bi'*. In Madurese grammar, *bi'* functions as a coordinating conjunction connecting linguistic units such as words, phrases, and clauses. Nevertheless, studies examining the conjunction *bi'* in bilingual children's literature remain limited, particularly in relation to Elementary Indonesian Language and Literature Education. Most previous studies on bilingual learning focus mainly on vocabulary acquisition, bilingual cognition, or general literacy development rather than on specific conjunction systems within local language discourse. (Bhatti:2021)

Recent discussions on bilingual education further emphasize that bilingual exposure enhances students' metalinguistic awareness because children learn to recognize relationships between linguistic structures across languages. Bilingual learners tend to develop stronger sensitivity toward grammatical forms, semantic relations, and discourse organization compared to monolingual learners. (Grosjean F, Li P: 2013) This perspective suggests that analyzing conjunction usage in bilingual literary texts is important because conjunctions represent fundamental discourse markers supporting sentence coherence and textual comprehension.

Moreover, contextual literary learning in elementary schools increasingly prioritizes meaning-making processes rather than mechanical grammar memorization. In literary narratives, conjunctions contribute not only to grammatical cohesion but also to semantic interpretation and narrative development. Different conjunction patterns may express additive, evaluative, implicative, or sequential relations between ideas. Understanding such semantic functions helps students interpret texts more critically and contextually. Previous literacy studies

indicate that children's comprehension improves when grammatical forms are introduced within meaningful reading contexts instead of isolated structural drills. (Impreal. M.J., & Ong, E., :2021)

Another important issue concerns the lack of bilingual local-language literary materials in Indonesian elementary classrooms. Although Indonesia possesses extensive linguistic diversity, classroom literacy instruction still tends to prioritize Indonesian monolingually. Consequently, regional linguistic structures are rarely integrated into formal language learning. This condition may gradually reduce children's familiarity with local languages and cultural expressions. Scholars in bilingual education argue that integrating regional languages into educational materials can support language maintenance and strengthen cultural identity among younger generations. (De Houwer, A. : 2021) Therefore, bilingual children's literature containing Madurese linguistic structures offers valuable opportunities for contextual and culturally responsive literacy learning.

Based on the previous studies, it can be identified that research discussing the conjunction *bi'* in Madurese–Indonesian bilingual children's literature remains underexplored, especially regarding its syntactic functions, semantic meanings, and pedagogical implications for Elementary Indonesian Language and Literature Education. Existing studies generally discuss bilingualism, literacy, and children's language development broadly without specifically examining local conjunction systems within bilingual literary discourse. Therefore, this study aims to fill this gap by investigating the syntactic distribution and semantic meanings of the conjunction *bi'* in Madurese bilingual children's story texts and exploring its implications for elementary Indonesian

language learning based on local wisdom and bilingual literacy.

RESEARCH METHODS

This study employed a qualitative descriptive research design to investigate the syntactic functions and semantic meanings of the conjunction *bi'* in Madurese–Indonesian bilingual children's story texts and their implications for Elementary Indonesian Language and Literature Education. A qualitative descriptive approach was selected because the study focused on interpreting linguistic phenomena contextually within bilingual literary discourse. Qualitative linguistic research enables researchers to examine language structures, meanings, and discourse patterns naturally embedded in children's literature and educational contexts. Recent studies in bilingual language learning and children's literacy also emphasize the importance of qualitative approaches for understanding linguistic interaction, contextual meaning construction, and bilingual literacy practices in primary education. (Oh, H. M. & Martinez, M.J. : 2021)

The data source consisted of Madurese–Indonesian bilingual children's story texts obtained from bilingual storybooks used as literary reading materials for children. The stories were selected because they contain linguistic structures representing local language use integrated with Indonesian translation. The focus of analysis was the conjunction *bi'* appearing in words, phrases, clauses, and sentence constructions within the bilingual narratives. The use of bilingual literary texts as linguistic data is relevant to elementary language education because bilingual children's literature supports literacy development, contextual language acquisition, and cultural awareness among young learners. (Domke & Lisa, M. : 2019)

Data collection employed the *simak* method with tapping techniques and the *Simak Bebas Libat Cakap* (SBLC) technique supported by note-taking procedures (Sudaryanto: 2015). The *simak* method was used to observe the linguistic forms appearing in the bilingual story texts without manipulating the original discourse structure. Through the tapping technique, the researcher identified all occurrences of the conjunction *bi'* in the texts, while the SBLC technique enabled systematic observation of linguistic patterns within the narratives. Important linguistic units containing the conjunction were subsequently recorded and classified according to their syntactic and semantic characteristics. The collected data were analyzed using syntactic and semantic approaches. The syntactic analysis focused on identifying the grammatical functions, distribution patterns, and positional structures of the conjunction *bi'* within bilingual sentence constructions. Meanwhile, semantic analysis was conducted to interpret the meanings conveyed through the conjunction in different narrative contexts. The analysis employed the *Bagi Unsur Langsung* (BUL) technique combined with expansion, substitution, and deletion techniques (Sudaryanto: 2015). The BUL technique was applied to divide sentence structures into their immediate constituents in order to identify the relationship between the conjunction and the linguistic units it connected. The expansion technique was used to observe the possibility of extending sentence structures, while substitution and deletion techniques were applied to examine grammatical acceptability and semantic relations in the bilingual texts.

To ensure data validity, the study applied triangulation through repeated reading, cross-checking linguistic patterns, and contextual interpretation of bilingual discourse. The researcher repeatedly analyzed the data to

ensure consistency in identifying syntactic structures and semantic meanings of the conjunction *bi'*. Furthermore, the interpretation of findings was connected with theories of bilingual literacy, children's literature, and elementary language learning to strengthen the pedagogical relevance of the study. Previous studies have shown that bilingual exposure and local language integration contribute positively to children's metalinguistic awareness, literacy engagement, and contextual language learning in primary education. (Oh, H. M. & Martinez, M.J : 2021)

Thus, this methodological approach allowed the study to comprehensively examine the linguistic characteristics of the conjunction *bi'* while simultaneously exploring its educational implications for Indonesian language and literature learning at the elementary school level.

RESULTS AND DISCUSSION

1. The syntactic functions of the conjunction *bi'* in Madurese–Indonesian bilingual children's story texts

The data indicate that the conjunction *bi'* functions syntactically as a coordinating conjunction in Madurese–Indonesian bilingual children's story texts. Its main function is to connect equivalent linguistic units, including words, phrases, and clauses. The conjunction *bi'* cannot stand alone because its meaning depends on the elements it connects.

Data	Source Text	Syntactic Unit Connected by <i>bi'</i>	Syntactic Function
1	<i>Pangkèng rèya kennenganna ngènep bi' jhi'-nyajhi'i mongghu ka tamoy.</i>	Verb phrase + verb phrase	Connecting two verbal phrases: <i>kennenganna ngènep</i> and <i>jhi'-nyajhi'i mongghu ka tamoy</i> .
2	<i>Sapè jârèya katèngal sehat bi' raddhin ènga' sèngko'.</i>	Adjective + adjective	Connecting two adjectives: <i>healthy/sèhat</i> and <i>raddhin</i> .
3	<i>Pa' Jamal ngajhâk Rahmad ka tambhâ' bujâ bi' èsoro kaangghuy ngèbâ...</i>	Clause + clause	Connecting two clauses: <i>Pa' Jamal takes Rahmad to the salt pond</i> and <i>asks him to bring bamboo</i> .
4	<i>...ajâm pajhântén, ajâm pangorbhi, bi' tè'-pètè'na.</i>	Noun phrase + noun phrase	Linking the last element in a series of noun phrases.
5	<i>È jâdiyâ tombu bhungkana cabbhi, terrong, bi' rantè.</i>	Noun + noun + noun	Connecting more than two nouns in an enumerative structure.
6	<i>Salaèn sobih, bâdâ motèara, somsom, bi' pathè.</i>	Noun + noun + noun	Placed between the final two elements in a list.

Based on the extracted data, the syntactic functions of the conjunction *bi'* can be summarized into four main patterns.

First, *bi'* functions as a connector between equivalent linguistic units. It connects words, phrases, and clauses in the bilingual story texts. For example, in Data 2, *bi'* connects two adjectives, namely healthy “*sèhat*” and “*raddhin*” beautiful. In Data 1, it connects two verbal phrases, while in Data 3 it connects two clauses.

Second, *bi'* has a fixed syntactic position. It appears between the elements it connects and cannot be placed at the end of a word, phrase, clause, or sentence. When *bi'* is moved to the final position, the construction becomes ungrammatical, as shown in the reversed form *tè'-pètè'na bi'*.

Third, *bi'* can connect more than two elements in an enumerative structure. This appears in Data 5, where *bi'* links the final item in a series: *cabbhi, terrong, bi' rantè* “chili, eggplant, and tomato.”

Fourth, when the connected elements are more than two, *bi'* must be placed between the final two elements. This pattern appears in Data 6: *motèara, somsom, bi' pathè*. When the position is changed, the

sentence becomes less acceptable because the final element loses its syntactic connection.

Thus, the conjunction *bi'* in Madurese–Indonesian bilingual children's story texts functions as a coordinating conjunction that connects equivalent grammatical units, forms enumerative structures, and maintains sentence coherence. In the context of elementary Indonesian language and literature education, this pattern can help students understand how local language structures work in bilingual children's literature.

2. Semantic meanings are conveyed by the conjunction *bi'* in bilingual children's literature

The analysis of Madurese-Indonesian bilingual children's story texts demonstrates that the conjunction *bi'* conveys several semantic meanings that contribute to meaning construction in children's literary discourse. The findings indicate that the conjunction does not merely function as an additive connector, but also carries contextual, evaluative, implicative, paraphrastic, and parallel semantic relations. These semantic variations enrich sentence meaning and support students' understanding of linguistic

structures in elementary Indonesian language learning.

First, the conjunction *bi'* expresses a **pure additive meaning** in which the element following the conjunction represents information different from the previous element. This pattern appears in the sentence;

(Data 1)

"È jâdiyâ tombu bhungkana cabbhi, terrong, *bi'* rantè"

In this construction, the conjunction connects the nouns *terrong* (eggplant) and *rantè* (tomato) as different lexical entities within the same semantic category. Therefore, the conjunction functions as an additive marker that combines equivalent information in bilingual children's discourse.

Second, the conjunction *bi'* conveys an **evaluative meaning**, where the second element provides commentary or descriptive reinforcement toward the first element. This is evident in the sentence;

(Data 2)

"tang bhâdhân pèjhèr bhersè *bi'* tang lubulu aghâlirâp".

The phrase *aghâlirâp* (shiny) strengthens and evaluates the previous description *bhersè* (clean). In this context, the conjunction creates a descriptive elaboration that emphasizes positive qualities within the narrative.

Third, the findings reveal an **implicative meaning** of the conjunction *bi'*. In the sentence;

(Data 3)

"Tanèyan cè' paddhângnga *bi'* cè' tèra'an",

the phrase *cè' tèra'an* (very shining) functions as additional information that intensifies the meaning of *cè' paddhângnga* (very bright). The second clause strengthens the semantic impression of the first clause, indicating that the conjunction contributes to meaning intensification in literary narration.

Fourth, the conjunction also demonstrates a **paraphrastic meaning**. In the same data, the expression *cè' tèra'an* restates the meaning of *cè' paddhângnga* using a semantically similar expression. This pattern shows that the conjunction *bi'* may connect synonymous or closely related meanings to reinforce understanding and coherence in children's literary texts.

Finally, the conjunction *bi'* reflects a **parallel meaning**, as shown in the sentence;

(Data 5)

"ghu-lagghu *bi'* rè-sorè".

The conjunction links two parallel temporal expressions, namely *ghu-lagghu* (morning) and *rè-sorè* (afternoon). Both elements function equally within the sentence structure and cannot be reversed arbitrarily because they follow a natural temporal sequence. This parallel relation demonstrates how the conjunction organizes balanced semantic information in bilingual storytelling.

Overall, the findings indicate that the conjunction *bi'* carries diverse semantic functions that support coherence, elaboration, emphasis, and contextual meaning in Madurese bilingual children's literature. These semantic patterns also provide pedagogical value for Elementary Indonesian Language and Literature Education, particularly in helping students understand sentence relations, contextual vocabulary, and meaning construction through bilingual literary texts.

3. The Implications of The Use of The Conjunction *Bi'* For Elementary Indonesian Language And Literature Education

The findings of this study demonstrate that the use of the conjunction *bi'* in Madurese-Indonesian bilingual children's story texts has important implications for Elementary Indonesian Language and Literature Education. The conjunction does not only function as a grammatical connector,

but also contributes to students' linguistic competence, semantic understanding, bilingual literacy, and cultural awareness through literary learning activities.

First, the syntactic patterns of the conjunction *bi'* can support students' understanding of sentence structure and grammatical relations in language learning. The data show that *bi'* connects words, phrases, and clauses within bilingual story discourse, such as in the construction "*healthy bi' raddhin*" and "*Pa' Jamal ngajhâk Rahmad ka tambhâ' bujâ bi' èsoro...*". These patterns provide authentic examples of how conjunctions function to connect equivalent linguistic units. Through bilingual children's literature, students can learn sentence construction contextually rather than through isolated grammar exercises.

Second, the semantic variation of the conjunction *bi'* contributes to the development of students' meaning comprehension and vocabulary enrichment. The findings reveal that the conjunction expresses additive, evaluative, implicative, paraphrastic, and parallel meanings. These semantic relations help students understand how meaning is expanded, reinforced, or restated within literary texts. For example, the expressions "*cè' paddhângnga bi' cè' tèra'an*" illustrate how language can intensify and paraphrase meaning simultaneously. Such semantic exposure may improve students' interpretative and contextual reading skills in Indonesian language learning.

Third, the use of the conjunction *bi'* in bilingual children's literature strengthens local language preservation and cultural literacy in primary education. The bilingual stories integrate Madurese linguistic structures with Indonesian translation, enabling students to recognize regional vocabulary, sentence patterns, and cultural expressions while still understanding the

meaning through Indonesian. This condition supports culturally responsive language learning and encourages students to appreciate local linguistic identity from an early age.

Fourth, bilingual children's literary texts containing the conjunction *bi'* can function as contextual teaching materials in Elementary Indonesian Language and Literature Education. The stories provide meaningful examples for teaching conjunctions, sentence relations, descriptive expressions, and narrative comprehension. In addition, the literary context makes language learning more engaging because grammatical concepts are presented through stories familiar to children's daily experiences and local culture.

Finally, the findings imply that bilingual children's literature can become an alternative pedagogical medium for integrating linguistic learning and local wisdom in elementary classrooms. The conjunction *bi'* reflects how regional language elements may support students' grammatical awareness, literacy development, and intercultural understanding simultaneously. Therefore, the incorporation of Madurese-Indonesian bilingual literary texts into Indonesian language learning can contribute to more contextual, inclusive, and culturally meaningful instruction at the elementary school level.

Discussion

The findings of this study demonstrate that the conjunction *bi'* in Madurese-Indonesian bilingual children's literature performs not only grammatical functions but also pedagogical and cultural functions within Elementary Indonesian Language and Literature Education. The syntactic and semantic characteristics identified in the bilingual story texts indicate that local language elements can become meaningful linguistic resources for developing students' grammatical awareness, contextual literacy,

and cultural understanding in primary education. These findings reinforce the view that bilingual children's literature provides authentic linguistic input that supports language acquisition and literacy development among elementary school students. (Liu, S., & Reynolds, B.L. : 2025)

From a syntactic perspective, the conjunction *bi'* consistently functions as a coordinating conjunction connecting words, phrases, and clauses. The data show that the conjunction may connect equivalent lexical categories such as nouns, adjectives, verb phrases, and clauses within narrative structures. This finding indicates that bilingual literary texts can serve as contextual examples for introducing sentence structures and conjunction patterns in Indonesian language learning. In elementary classrooms, conjunctions are commonly taught through isolated grammatical exercises, causing students to memorize forms without understanding their contextual functions. However, the bilingual children's stories analyzed in this study present conjunctions naturally within meaningful narrative situations. Consequently, students are able to observe how conjunctions operate within authentic communication contexts rather than through decontextualized examples.

This finding aligns with theories of contextual language learning, which emphasize that children acquire grammatical understanding more effectively when language forms are embedded in meaningful discourse. Research on bilingual language development also demonstrates that exposure to multiple linguistic structures can strengthen children's metalinguistic awareness and syntactic sensitivity. (Makrodimitris, C. & Schulz, P. : 2021) The use of *bi'* in bilingual story texts therefore contributes not only to understanding regional linguistic structures but also to supporting broader language awareness among elementary learners.

Through repeated exposure to conjunction patterns in narratives, students may develop a clearer understanding of sentence relations, coordination structures, and textual cohesion.

Another important finding concerns the fixed syntactic position of the conjunction *bi'*. The study reveals that *bi'* must appear between the linguistic units it connects and cannot be arbitrarily moved within the sentence structure. When the conjunction is placed incorrectly, the resulting sentence becomes ungrammatical. This phenomenon illustrates that regional languages possess systematic grammatical rules comparable to those found in Indonesian and other languages. In the context of elementary education, introducing such structures can help students understand that local languages are not merely informal communication tools but also organized linguistic systems with clear grammatical principles.

The pedagogical implication of this finding is highly significant for Indonesian language learning in multicultural classrooms. Bilingual literary texts enable students to compare regional language structures with Indonesian structures, thereby encouraging contrastive linguistic analysis at an early educational stage. Previous studies on bilingual education suggest that bilingual exposure supports the development of linguistic flexibility and metalinguistic competence among children. (Castro, et. all: 2025) When students recognize similarities and differences between Madurese conjunction patterns and Indonesian conjunction patterns, they become more aware of how language structures function across linguistic systems. This awareness may ultimately improve reading comprehension, sentence construction skills, and language analysis abilities in Indonesian learning.

The semantic findings further demonstrate that the conjunction *bi'* carries diverse meanings, including additive, evaluative,

implicative, paraphrastic, and parallel meanings. These semantic variations indicate that conjunctions in bilingual literary discourse are not limited to simple additive functions. Instead, they contribute to meaning expansion, emphasis, clarification, and narrative coherence. Such findings are important because elementary language learning increasingly emphasizes higher-order literacy skills rather than mechanical grammar memorization. Students are expected not only to identify conjunctions but also to interpret how conjunctions shape relationships between ideas within texts.

For instance, the evaluative and implicative meanings identified in the stories show how conjunctions may intensify descriptions and reinforce narrative messages. In the expression describing a character's body as *bhersè bi' aghâlirâp* ("clean and shining"), the second adjective strengthens the positive evaluation expressed in the first adjective. Similarly, the implicative relation in *cè' paddhângnga bi' cè' tèra'an* demonstrates semantic reinforcement within literary narration. Such linguistic patterns can help elementary students develop inferential reading skills because they learn how meaning is expanded through relational expressions. Narrative comprehension studies have shown that children's understanding of discourse relations contributes significantly to literacy development and textual interpretation abilities. (Sekerina, et.al : 2025)

Moreover, the paraphrastic meaning identified in the conjunction *bi'* suggests that bilingual children's literature can enrich vocabulary acquisition and semantic flexibility. The use of synonymous or semantically related expressions allows students to recognize that similar meanings may be conveyed through different lexical forms. This condition supports vocabulary development and contextual language understanding in elementary education.

Previous research in bilingual literacy indicates that exposure to multiple linguistic representations enhances semantic awareness and cognitive flexibility among children. (Quinteros et.al: 2018)) Therefore, bilingual literary texts containing local conjunction patterns may become valuable pedagogical resources for enriching students' vocabulary and interpretative competence.

Another important implication concerns cultural literacy and local language preservation. The bilingual story texts integrate Madurese language structures with Indonesian translation, enabling students to access regional cultural expressions while simultaneously understanding their meanings in Indonesian. This bilingual presentation creates an inclusive learning environment where local language and national language coexist within the same educational context. Such integration is particularly relevant in Indonesian primary education, where local wisdom and cultural diversity are increasingly recognized as important foundations of literacy learning.

Studies on heritage language education have emphasized that educational institutions play an essential role in maintaining regional and minority languages among younger generations. (Prasatyo, et.al: 2025) When local linguistic elements are incorporated into classroom materials, students develop stronger cultural identity and linguistic appreciation. In this study, the conjunction *bi'* becomes more than a grammatical feature; it also represents a marker of Madurese linguistic identity embedded within children's narratives. Through exposure to such linguistic elements, students may develop respect toward regional languages while strengthening their Indonesian literacy competence.

The findings also support culturally responsive teaching approaches in elementary language education. Culturally responsive

pedagogy emphasizes the importance of connecting learning materials with students' cultural and linguistic backgrounds. The Madurese bilingual stories analyzed in this research contain familiar cultural settings, local vocabulary, and regional linguistic structures that may increase students' engagement and comprehension. When students encounter texts reflecting their own sociocultural environment, literacy learning becomes more meaningful and relatable. This condition is particularly important in primary education because children's early literacy experiences strongly influence their long-term reading motivation and language development.

Furthermore, the use of bilingual literary texts may support inclusive literacy instruction in multilingual classrooms. Indonesia is characterized by extensive linguistic diversity, yet elementary language teaching often prioritizes Indonesian without sufficiently integrating local linguistic resources. As a result, regional languages are sometimes positioned outside formal educational practices. The findings of this study suggest that bilingual literary texts can bridge this gap by integrating local language structures into Indonesian language learning activities. Such integration may help students maintain their heritage language competence while simultaneously strengthening national language literacy.

The present study also contributes theoretically to discussions on bilingual children's literature and linguistic education. Previous studies on bilingualism mainly focus on vocabulary acquisition, cognitive development, or second-language learning. However, fewer studies specifically examine how local conjunction patterns in bilingual children's literature contribute to elementary language learning. This study therefore extends current discussions by demonstrating that regional conjunction systems possess

both linguistic and pedagogical significance within children's literary discourse.

Despite these contributions, this study still has several limitations. The analysis focuses specifically on the conjunction *bi'* within Madurese-Indonesian bilingual children's story texts, meaning that the findings cannot yet represent the entire conjunction system of the Madurese language. In addition, the study emphasizes syntactic and semantic analysis without directly examining classroom implementation or students' responses toward bilingual literary materials. Future studies may therefore investigate how bilingual story texts containing regional conjunctions influence students' reading comprehension, grammar learning, and literacy engagement in elementary classrooms.

Future research may also expand the scope of analysis by comparing conjunction systems across different Indonesian regional languages within bilingual children's literature. Comparative studies could reveal how local linguistic structures contribute differently to elementary literacy learning in multilingual educational contexts. Moreover, experimental studies involving classroom practices may provide stronger evidence regarding the effectiveness of bilingual literary texts for improving Indonesian language learning outcomes among elementary students.

Overall, the findings demonstrate that the conjunction *bi'* in Madurese bilingual children's literature carries important syntactic, semantic, pedagogical, and cultural implications for Elementary Indonesian Language and Literature Education. The conjunction functions as a grammatical connector while simultaneously supporting contextual meaning construction, bilingual literacy, and cultural preservation. Therefore, integrating bilingual children's literature containing regional linguistic elements into elementary Indonesian language learning may

contribute to more contextual, inclusive, and culturally responsive literacy education.

CONCLUSION

This study demonstrates that the conjunction *bi'* in Madurese–Indonesian bilingual children's story texts constitutes a linguistically significant element that performs not only grammatical functions but also semantic, pedagogical, and cultural functions within bilingual literary discourse. From a syntactic perspective, the findings confirm that *bi'* functions as a coordinating conjunction linking equivalent linguistic units, including words, phrases, and clauses. The conjunction exhibits systematic distributional patterns characterized by a fixed grammatical position, the ability to connect multiple linguistic elements, and a tendency to occur between the final two units in enumerative constructions. These findings provide empirical evidence that the Madurese language possesses a highly organized grammatical system that can be effectively represented and transmitted through children's literature.

From a semantic perspective, the study reveals that the conjunction *bi'* extends beyond its conventional additive role by expressing evaluative, implicative, paraphrastic, and parallel relations. Such semantic diversity indicates that *bi'* functions as a discourse-building device that contributes to textual cohesion, meaning elaboration, information reinforcement, and narrative coherence. The conjunction therefore serves as an important linguistic resource through which contextual meanings are negotiated and constructed in bilingual literary texts. These findings enrich existing discussions on conjunction studies by demonstrating that local-language conjunctions may simultaneously fulfil grammatical and discourse-semantic functions within children's narratives.

More importantly, this study highlights the educational significance of local linguistic resources in elementary language learning. The presence of *bi'* within bilingual children's literature provides authentic examples through which students can learn sentence construction, conjunction usage, semantic relations, and discourse organization in meaningful contexts. Unlike decontextualized grammar exercises, bilingual literary texts allow learners to observe linguistic structures as they naturally operate in narrative communication. Consequently, the integration of bilingual children's literature into Indonesian language instruction has the potential to strengthen grammatical awareness, vocabulary development, reading comprehension, and higher-order literacy skills.

Beyond its linguistic and pedagogical contributions, this study underscores the role of bilingual children's literature as a medium for cultural transmission and regional language maintenance. The incorporation of Madurese linguistic elements into literary texts enables students to engage with local cultural knowledge while simultaneously developing proficiency in Indonesian. In this respect, bilingual literature functions not merely as a literacy resource but also as a culturally responsive educational tool that supports linguistic diversity, cultural identity formation, and the preservation of local wisdom in multilingual educational contexts.

Theoretically, this study contributes to the growing body of research on bilingual literacy, children's literature, and regional-language linguistics by demonstrating that conjunction systems can be examined not only as grammatical phenomena but also as educational and cultural resources. The findings expand current understandings of how local linguistic structures participate in meaning-making processes and literacy development within bilingual learning

environments. Furthermore, the study provides an etnolinguistic perspective by illustrating how linguistic forms embody cultural values and communicative practices embedded in regional narratives.

Taken together, the findings suggest that local-language-based bilingual children's literature should be positioned as a strategic component of elementary Indonesian Language and Literature Education. Its integration into classroom practices may contribute to more contextualized, inclusive, culturally sustaining, and linguistically responsive literacy instruction. Future research is therefore encouraged to investigate the classroom implementation of bilingual literary texts, examine their effects on students' grammatical awareness and literacy achievement, and conduct comparative analyses of conjunction systems across different regional languages in Indonesia. Such studies would provide broader insights into the contribution of local linguistic resources to multilingual education and culturally relevant literacy pedagogy.

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