

CHAPTER 1

INTRODUCTION

Background of the Study

Many bilingual schools in Indonesia implement Cambridge International Examinations as part of their curriculum. When the students are in their sixth grade, they will have a Cambridge test called a Primary Check Point Examination. In each grade, there are several goals which the students are expected to meet. For speaking skills, Primary Two students are expected to present several abilities: recounting experiences and explore possibilities; explaining plans and ideas, extending them in the light of discussion; articulating clearly so that others can hear; vary talk and expression to gain and hold the listener's attention; showing awareness of the listeners by including relevant details; attempting to express ideas precisely, using a growing vocabulary; listening carefully and responding appropriately, asking questions of others; extending experiences and ideas through role-play; starting to be aware of ways in which speakers vary talk, for example the use of more formal vocabulary and tone of voice; and showing awareness that speakers use a variety of ways of speaking in different situations and trying out different ways of speaking. Although the participant of this study might not yet demonstrate these skills, he still speaks English fluently and confidently as a non-native speaker of English. He spoke mainly English both at home and school.

Additive bilingualism is a process of learning a second language without replacing the first language (Lambert, 1975). However, the emergence of bilingual schools which use English as the medium of instruction has created fewer opportunities to speak the first language. English is mainly used as the medium of instruction for English, Sciences, and Mathematics. These three core subjects are predetermined by the curriculum and have been

the main focus of the school. Thus, many parents are more concerned with their children's performance in these three subjects, instead of other Indonesian-related subjects, such as Bahasa Indonesia (Indonesian Language), Ilmu Pengetahuan Sosial (Social Studies), Pendidikan Kewarganegaraan (Civics), or Ilmu Pengetahuan Alam (Sciences). This condition can be related to subtractive bilingualism which refers to the process of learning a second language at the expense of the first language (Lambert, 1975). Some schools have decided to invest less learning time in those subjects which are delivered in Indonesian. Consequently, the decreasing number of lessons for the non-core subjects has caused the children to gain limited access to practice and enhance their knowledge and mastery of Indonesian. The English speaking environment set by the school also confines the students' exposure to speak Indonesian outside class, such as during lunch and recess. Students are mostly found to use English, even in relaxed and fun situation, such as during play time. This phenomenon has created an implication that the language preference has shifted from Indonesian to English for Indonesian students who study in a school, in which English is used as the predominant language. Furthermore, this can lead to issues in preserving Indonesian as the first and national language and cause subtractive bilingualism.

The school used as the setting for this current research applies three languages as the medium of instruction. For Elementary Grades 1 and 2, the proportion of each instruction is 63% English, 23% Mandarin, and 15% Indonesian. Each lesson can last either 35 minutes or 70 minutes. The total hours of all lessons in a week are 1400 minutes. The reason for using minutes instead of hours is because all lessons in this school are calculated in minutes. This calculation is based on the lessons received by the students in a week. Below is the explanation of how the percentages of the instructions are calculated:

$$\begin{array}{l} \text{English} \quad : \quad \frac{875 \text{ min}}{1400 \text{ min}} \quad (\text{the duration of English-related lessons in a week}) \end{array}$$

		= 63 %	
Mandarin	:	$\frac{315 \text{ min}}{1400 \text{ min}}$	(the duration of Mandarin-related lessons in a week)
		= 23 %	
Indonesian	:	$\frac{210 \text{ min}}{1400 \text{ min}}$	(the duration of Indonesian-related lessons in a week)
		= 15%	

English is used for English, Mathematics, Arts, Music, Social Studies, Drama and Dance, and Science; Mandarin is used for Mandarin and Moral Education; and Indonesian is used for Indonesian, IPS, IPA, PKN, and Physical Education (PE). From this illustration, lack of use in Indonesian as the first language can be overtly seen in class. Also, many students are found to use English when they communicate outside class. As a result, the use of English seems to outweigh Indonesian as the first language. This research aims to investigate this bilingualism phenomenon and also the factors that contribute to it.

Even though parents had an important role in providing language input (Dixon, Zhao, Quiroz, & Shin, Home and Community Factors Influencing Bilingual Children's Ethnic Language Vocabulary Development, 2012), many upper-middle class families preferred to use English as the main language to communicate among family members. This lack of use in Indonesian has likely led to low speaking proficiency. However, the parents, who played a central role in maintaining the first language, did not seem to mind this issue. Such phenomena had created a curiosity with regards to the image of English among these parents and the main factors behind this great motivation in mastering English.

Several studies were conducted to investigate the lack of use in Mandarin among young Singaporeans (Ng, 2014; Ng, 2014; Dixon, Zhao, Quiroz, & Shin, Home and Community Factors Influencing Bilingual Children's Ethnic Language Vocabulary

Development, 2012) . The results of these studies suggested that that English offered more economic values than the first language. These studies, however, mostly focused on the young Singaporeans as their subjects, and did not investigate the family and school as the essential factors behind their choice of language. Apart from that, studies which investigated the dominant use of English among Indonesians had not been conducted. Influenced by globalization and the image of English as an international language, many Indonesian middle-class parents chose to speak English over Indonesian. Since there were very few studies which investigated these phenomena, this research aimed to examine this issue. A seven-year old Indonesian-English bilingual child was selected as the participant of this study. The reason for selecting him was due to his lack of use of Indonesian although he was born and raised in Indonesia. His parents and the school where he studied were also investigated to gain a comprehensive view regarding the issue. Furthermore, the factors behind the growing use of English among these middle-class families were presented and explained.

Research Questions

This research aimed to investigate the Indonesian-English bilingual child who studied at the 2nd grade level of a trilingual elementary school. This study on bilingualism focused on investigating the participant's proficiency in Indonesian (L1) and English (L2). Apart from that, the factors behind the bilingualism were discussed by investigating the parents' investment and the school's role in developing his first and second language. Norton (2013) mentions that when learners invest on a language, they believe that this language provides access to material resources (money, goods and real estate) and symbolic resources (language, friendship and education). However, since the participant was seven years old, the investment was centered from the parents' side. As for the school, this research attempted to

investigate the effect of English as a medium of instruction towards the child's proficiency in Indonesian and English. The following are the research questions for this study:

1. How does the participant's speaking proficiency in Indonesian compare to his English proficiency?
2. What factors contribute to the participant's bilingualism:
 - a. To what extent does the mother influence the participant's choice in using language?
 - b. How does the school's medium of instructions affect the participant's proficiency in Indonesian and English?

Theoretical Framework

Identity and language learning. The theory of SLA has not developed a comprehensive theory of identity which explains how an individual understands his or her relationship to the world, and how this relationship is socially constructed across time and space (Norton, 2013). Through language, people negotiate their identities. Also, languages can open an access to symbolic resources (language, friendship and education) and material resources (money, goods and wealth). These two resources are the factors behind one's motivation and investment in learning a particular language.

The image of English as a globalized language has caused more and more people to learn English. This phenomenon can be overtly seen from the plentiful bilingual schools, English courses and even trilingual schools across Indonesia. Parents with high socioeconomic status are willing to invest and send their children to study in such schools. The use of English in these schools, however, has taken over Indonesian as the first language. Consequently, Indonesian-born students have reduced access to learn their first language. Moreover, this can lead to the issues of first language proficiency. Surprisingly, many parents

do not seem to view this as a serious issue they should pay attention to. The possible reason behind this is that many parents might believe that English provides more access to material resources leads to a sense of prestige than Indonesian. Therefore, for many Indonesians, mastering English is important, as this can open an access to power and privilege.

Additive and subtractive bilingualism. The results of learning a second language can either be positive or negative. The positive result refers to additive bilingualism in which the learners can learn the second language without losing the first language (Lambert, 1975). Unlike additive bilingualism, subtractive bilingualism occurs when learning a second language means losing the first language. From this definition, this research aimed to investigate the subtractive bilingualism phenomena in a dominant L2 environment. The language environments mentioned here are the school where the participant studies and also the participant's home.

Significance of the Study

Most of the studies about subtractive bilingualism were conducted among immigrants. Those studies highlighted how these immigrants lost first language because of the language used among the majority, for instance, attrition of Spanish which occurs among Mexican immigrants who live in the United States. However, only few studies investigated subtractive bilingualism which occurs among non-migrants. The findings of this research presented a different phenomenon of bilingualism in a completely different setting and context, not only in the case of immigrants who move to English speaking countries, but also L1 speakers who live in their own country. The findings of this research presented a new phenomenon in bilingualism and enhance the current knowledge of bilingualism.

Maintaining the language also means maintaining the culture. However, the influence of western cultures on Indonesian cultures is inevitable. These western cultures are

constructed in the form of entertainment, such as songs and movies, which can easily be accessed by children anytime, anywhere. Children, who are educated in a school with dominant English, might be exposed to western cultures more than Indonesian because when one learns a language, he or she also learns the culture. Consequently, the appreciation towards Indonesian culture might be decreasing. Also, the opportunity to speak Indonesian is limited due to the increasing hours of English in the curriculum. As a result, the Indonesian culture and Indonesian as the first language might no longer be appreciated as it should be. This research aimed to highlight such phenomena and create awareness towards the importance of preserving the first language.

Scope and Limitation

This research investigated the participant's proficiency in Indonesian. However, not all skills were observed, only speaking, while listening, writing and reading were not observed. Speaking was chosen because it involves productive skills. Besides, speaking assessment is relatively easy to construct and to analyze compared to the other skills because the speaking skill is more observable and measurable. Moreover, the resources to construct speaking skills, such as videos and pictures are widely available in the internet. Assessing speaking is considered practical and more suitable with the time constraints of this research and the age of the participant.

The main reason for not selecting listening was because there were no available listening materials, such as CDs, that normally come together with the book. Although it was possible to construct a teacher-made test, the validity of the test might be questioned because the researcher was not the one who teaches Indonesian. Besides, reading and writing were not chosen because the researcher did not have the capability to decide the most suitable Indonesian text and writing task for students at this level.

To answer the second research question, the interviews were mainly focused on the mother and the nanny of the participant. The main reason for selecting the mother was because of her role in nurturing and educating the participant since birth, while the nanny was selected because she spent most of her time with the participant when the mother and the father worked. However, the other family members might also be interviewed if possible. To gain data regarding the parents' investment, the mother was asked to fill in a daily activities log. This log consisted of the child's activities after school and the TV programs he usually watches.

The observations to investigate his speaking proficiency were only conducted in the classroom. Therefore, the researcher only relied on the interview results to gain data about his speaking proficiency beyond the school area. There were no field observations conducted in the participant's home, the places where he had his group tuition or any other places he went to.

Although Mandarin was another medium of instruction, the languages investigated in this study were English and Indonesian. The main reason for not selecting Mandarin was because the researcher herself did not speak Mandarin, thus it would cause difficulties in assessing his speaking proficiency in the language. Apart from that, the speaking proficiency observed in this study covered pronunciation, vocabulary, and grammar, while context was not examined, because participant was still young and was unlikely to have the required skills in this area.