

CHAPTER 1

INTRODUCTION

1.1. Background of the Study

Bilingualism is the condition when someone can speak fluently in more than one language. According to Bloomfield (1933), a bilingual is an individual who can speak two languages fluently like a native speaker of those languages. The traditional views are using the term bilingual to define the ability to use two languages but it also can include more languages (Bhatia, 2019; Bialystok, 2003; Bloomfield, 1933; Butler & Hakuta, 2004; Cook & Bassetti, 2011 in Cenoz 2013). Additionally, Butler & Hakuta (2004) bilingual refers to the person or group who are able to interact with others in two or more languages. Moreover, those who have a native-like control of two languages are defined as bilingual (Bialystok, 2003; Bloomfield, 1933). Therefore, in this study, the term bilingual is used to describe the condition of a child who can interact using more than one language fluently like the native speaker of it.

Bilingualism in children occurred due to several reasons such as having parents with different mother tongues, getting two languages input, speaking minority language, and mixed native parents (Romaine, 1995 in Bialystok, 2003). Also, the special condition experienced by the children who need special treatment related to language makes the children get a lot of exposure in two languages and also shapes them to be bilingual. Moreover, the researchers also argue that language exposure is one of the important factors in children's language development (Altinkamis & Simon, 2020; Cheung et al., 2018; DeAnda et al., 2016; Dixon et al., 2012; Hoff et al., 2012; Place & Hoff, 2011; Sun et al., 2020). The variety and quality of input languages that are exposed to them will support their bilingual development (Unsworth, Brouwer, Bree & Verhagen, 2019).

Recently, lots of previous studies concerning the issue of children's language development in bilingual children. Barac & Bialystok (2012) researched the role of language, cultural background, and education on the linguistic and cognitive development of bilingual children. The result revealed that, on the executive control task and language task, all bilingual children performed similarly

and exceeded the monolingual children. Additionally, Altinkamis & Simon (2020) researched the effect of language exposure and family background on children's language abilities. And the result showed that home context including parents' linguistic background, mother's educational level, and language exposure were affecting the score of their standardized proficiency test.

Next, Duncan & Paradis (2020) examined the relationship between maternal education and linguistic input in bilingual children. The result revealed that L2 language exposure, maternal L2 fluency, mothers' language input and children's output affected children's first and second language development. Moreover, the education level of the mother was associated with the language input. Hence, the higher level of education has higher L2 fluency. Then, Farabolini, Rinaldi, Caselli & Cristia (2021) assessed the language development in bilingual children who have different native languages. The result showed that there is a correlation between non-word repetition performance and receptive vocabulary, cumulative exposure, age of first exposure, maternal education and parental concern.

The previous studies on children language development were focused on the affecting factors such as language exposure, language input, maternal education, family background of average children (Altinkamis & Simon, 2020; Barac & Bialystok, 2012; Farabolini et al., 2021; Sorenson Duncan & Paradis, 2020). Due to the limited study reported about factors and strategies of language development of bilingual children with a special condition, Therefore, the present study focuses on describing the bilingualism of an Indonesian child who experienced a special condition, including the factors and strategies that support her bilingualism as a complementation of the existing study on children's bilingualism.

1.2. Formulation of the Problems

In this study the formulation of the problems are:

- 1) What factors support her bilingualism?
- 2) What strategies are caused by the factors that support her bilingualism?

1.3. Operational Definitions

To avoid misunderstanding about the terms set out in this study, the researcher provides the definitions related to this study, as follows:

- Bilingualism** : It refers to the condition of someone who is able to speak more than one language. In this case, it refers to an eleven years old Indonesian girl who can speak more than one language including English, Indonesian and local language.
- An Indonesian Child** : It refers to an Indonesian child. She is eleven years old, she experienced a special condition that made her exposed to English since she was a kid and it makes her able to speak more than one language.
- Influential factors and strategies** : It refers to the several conditions and set of activities that support children language development to become a bilingual child.

1.4. Aim of the Research

The present study aims to describe the bilingualism of Ade including the factors and strategies that support her bilingualism.

1.5. Significances of the Research

- Theoretical use** : This research will contribute to the existing theory related to children bilingualism
- Empirical use** : This research will give empirical insight into the bilingualism of a special child including the factors and strategies to maximize children's language development.
- Practical use** : This research will inform the parents, care-givers, language teachers, etc. about the factors that influence bilingualism and strategies to guide the children with

special conditions, so they can be concerned about the factors and apply the strategies to support their children's language development and become bilingual children.