

CHAPTER I

INTRODUCTION

1.1 Background of the Study

In acquiring language, children learn to produce and comprehend speech around their environment. The process starts in infants and then continues from time to time through some stages and steps until the child can speak or produce a simple sentence and develop it into complex sentences (Safitri, 2020). Especially for acquiring and learning the first language, every child seems to master it without any formal education from school or any hard things to do in formal lessons (Suryantari, 2018). It assumes that children can acquire their first languages easily because of their exposure to the first language from infants. Thus, even in a few years, newborn infants who neither speak nor understand any language become young children who comment, question and express their ideas in the language of their community (Steven Pinker, 2011, as cited in Safitri, 2020).

If children can acquire their first language so easily, there is an issue about how they acquire their second or even their foreign language (Arung, 2016). Is it still the children who do the same ways as they are getting used to acquiring their first languages, or are there problems the children face in acquiring the other languages? There is an issue about how some parents are trying to delay their children's language acquisition because they do not want their children to learn the

first language (Mother Tongue) while also acquiring the second language simultaneously (Genesee, 2008, as cited in Fitriani, 2019).

Studies in bilingual language acquisition show some controversial issues. The first theory explains the Unitary Language System (ULS). The first theory about ULS proposed by Volterra and Taeschner (1978) states that children better learn and focus on one language use rather than learn more than one language simultaneously. This theory concerns language acquisition in one language only. Children perform better when they are only concerned with one language. It indicates that one language acquisition will be suitable for them.

However, several researchers opposed the ULS hypothesis. They conducted studies and found that a child raised in two languages from birth can differentiate between two languages autonomously (De Houwer, 1990; Deuchar et al., 1996; Nicoladis, 1998). Children can differentiate between two languages very early in their language development. The hypothesis is called the Separate Development Hypothesis (SDH). Recent research found SDH in children's bilingual acquisition and Crosslinguistic Influence, well-known as CLI (Hulk et al., 2000; Soriente, 2014; Yip et al., 2000).

So far, research on bilingual language acquisition is focused on pairing European languages, for example, pairing languages between English-Italian Serratrice et al. (2004). The other study is in the English-Spanish language (Deuchar & Clark, 1996) and Brazilian-Portuguese (Nicoladis, 1998). Research involving Indonesian language pairing has yet to be widely exposed. The limited

research conducted by Adnyani et al. (2018) investigated pairing languages of Indonesian-German and Indonesian-Italian (Soriente, 2014).

Indonesia is a multilingual country, and many of its societies are supposedly bilingual, yet very little research has been conducted on how a child becomes bilingual. Therefore, this study will examine bilingual language acquisition by children exposed to Indonesian and Balinese. Adnyani et al. (2022) already researched bilingualism in children exposed to the family using Balinese and Indonesian languages. However, the research only focuses on lexical production. This study aims at identifying bilingual language production in deeper language features involving not only the lexicon but also two words and more than two-word utterances. Besides, code-mixing will also be observed in this study.

1.2 Problem Identification

Some common myths and beliefs state that if children learn a first and second language simultaneously, there is a tendency for the students to fail in the learning process and academic failure (Espinosa, 2008, as cited in Rosdiana, 2016). Those who believe that learning two languages can make children burdened also put the children risking their speech ability, such as delayed, incomplete, and possibly even impaired language development. Thus that becomes the parent's concern for their children. If they let the children learn two languages simultaneously, they will get into trouble in their development of utterances in the appropriate languages. It is one of the myths the parents have believed until now (Hashim & Yunus, 2018).

There is an issue about the disadvantages of learning more than two languages that negatively impact children's language acquisition. However, some studies explained that learning two languages can benefit students (Jayasundara, 2020). The research has further described bilingual development at an early age that uses both languages simultaneously; it can be seen that they already know how to use those languages separately at the same time and speak to someone they have never met before; they can speak in a good way. Moreover, the previous study explains that being bilingual, especially for children, improves their productive skills rather than monolingual ones (Genesee et al. 1996, as cited in Fitriani, 2019).

Based on previous studies, it is stated that children tend to have more genius and superior productive skills in learning a language compared to adult learners (Kuhl, 2011, as cited in Hashim & Yunus, 2018). From the explanations above, this research will explain further language acquisition by twin children when this study is conducted. Both are male twins who acquire the language in a bilingual environment. The twins are the subject of this study. They are acquiring the first and second languages since birth, which means the first language used is Bahasa Indonesia and the local language used is Bahasa Bali. It will see further the acquisition by the bilingual twins' children about the disadvantages of learning more than one language as the issue that spread in society belief to some parents. Further, most children can use both languages separately and become good at productive skills or even develop their skills. This study is aimed at how the twins acquire their language abilities in a different family, which means they are not only raised by the parents but also by their sister/brother's family; here, the main

focus of the study is going to see the language production done by the bilingual twins' children and the use of code-mixing that exist in the conversation.

1.3 Statement of the Problems

The research questions formulated in this study are:

1. How is the language production of the Bilingual twins in Balinese languages?
2. How is the language production of the Bilingual twins in Indonesian languages?
3. How do the bilingual twins mix the codes between the two languages?

1.4 Objectives of the Study

Based on the research problems that formulated the objective of the present study are stated as follows:

1. To investigate the language production by the bilingual twins in the Balinese language.
2. To investigate the language production by bilingual twins in the Indonesian language.
3. To explore the mixed codes uttered by the bilingual twins.

1.5 Significance of the Study

This study is expected to give both theoretical and practical significance as follows.

1.5.1 Theoretical Significance

This research contributes to the language acquisition theory, particularly in children's bilingual language acquisition. The study research results support the theory that children can acquire more than one language since birth (Hutauruk, 2015; Irawan, 2019) and separate two languages early in their language development.

1.5.2 Practical Significance

This research is expected to motivate the family to raise their children and expose them to more than one language from birth. Thus, the children can master more than one language. Further, it supports bilingualism and multilingualism, especially in Indonesia. It is reflected in the government in Indonesia's motto that supports their society for mastering more than one language, which Kemendikbudristek states is well-known as "Trigatra Bangun Bahasa" (Anto et al., 2019). This study will support the government through the motto Prioritize the Indonesian language, preserve the local languages and master foreign languages.

1.6 Scope and Limitation of the Study

This study focuses on language acquisition by bilingual twins raised in the Balinese and Indonesian languages. This study looks at the production of the Balinese language, the Indonesian language, and the code mixing used by the twins' children in communicating with the rest of the family.