

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Parents introduce the language to every newborn baby. The selected language is likely to be the parents' native language, but it is also possible if they have learned additional languages using their non-native language. Selecting two different languages may also occur, and this is known as bilingual language learning. This phenomenon has several advantages and positive impacts on children as they grow into adulthood, such as enhancing intellectual development. According to Ali (2024), learning two languages from a very young age has the potential to foster good cognitive development, and it also encourages children and parents to see the world in a broader perspective and develop conceptual abilities in interpreting their surroundings. Another impact is having the ability to develop reasoning. This refers to engaging the sense of awareness of language systems as a social tool. The last impact of learning a foreign language from an early age is gaining a profound understanding of culture, which fosters a more tolerant attitude toward different cultures.

The child of this research named Bunga (not the real name) has got exposure in two languages, Indonesia and English. Indonesian as the national language and the choice of English because it is a global language. According to Artini, et al., (2025) English language skills in this era of globalization have become very valuable skills in various fields of life. The exposure is in mixed languages. As getting exposure at a very young age the child is expected to do language separation as early as possible. Several hypotheses have been developed in the case of a child exposed to two languages. The first hypothesis is called the Unitary Language System. Genesee (1989) states in his journal that the unitary dialect framework theory concerns how it proposes that bilingual children initially have a single, combined dialect

framework. To begin with, they do not distinguish between the two dialects they are exposed to. By this time, children start to recognize dialects, beginning by isolating the lexicon and subsequently recognizing language structure. The unitary language framework hypothesis suggests that bilingual children initially develop a single, undifferentiated language framework. This implies that children do not initially distinguish between their two dialects. Over time, they slowly learn to distinguish between the two dialects and utilize them independently.

The mixed language model implies that the children learn two languages at the same time. The person who gives Bahasa Indonesia and English exposure to the child in this research is the member family at home. They are the mother and father, the grandmother, the grandfather, the mother's young sister, the cousin, the cousin's caregiver, and the child's caregiver. Those people live at one home except the child's caregiver. Even the child's caregiver does not live together with the child, she is the person who has high frequency with the child. The people who mostly used two languages are mother, aunty, and cousin, and the rest use Bahasa Indonesia. The people who give exposure to English are not English native speakers. Then, they use English with Bahasa Indonesia dialect. Bahasa Indonesia and English are exposed everyday as a daily communication. Genese (1989) expresses the understanding that exposing two languages will be separated later after the two languages are developed into a single language. From this statement, in general, the child in the beginning of her language learning does not understand two different languages. For example, the word 'hand' and '*tangan*' have the same meaning but they are performed in two different languages. However, the child does not understand that those words are different in the context of language. The flow of the child's language development will be receiving all the words without any separating languages. By that time, the child had the capability of distinguishing 'hand' into her English dictionary and '*tangan*' into her Bahasa Indonesia dictionary.

Unitary language systems have the opposite understanding of separate development. Houwer (1994) states that separate development hypotheses concern how bilingual children create two distinct dialect frameworks from the start. Children can distinguish between the two dialects from an early age, indeed, even if they occasionally blend components from both dialects. Houwer (1994), in her subject research, showed the result of a separate development hypothesis in a child exposed to two languages, Dutch and English. Dutch is exposed to the street environment, and English is found in playgroups, churches, and small school environments. The outcomes of a bilingual child certainly fit the separate development hypothesis. A child listened to her two dialects from separate input sources. In defining the theory, this truth had to be taken into consideration. It would not have been productive to state the theory as the morphosyntactic advancement of preschool child frequently reveals two dialects from birth that continue in an isolated manner for both languages.

Different hypotheses have been influenced for the child's cognitive brain. According to Houwer (1994) about the child's ability in separating language since the first time. This hypothesis means that the child could understand the context of languages. If there are people who talk into different languages, the child can separate automatically. For example, 'hand' and 'tangan'. The child knows that the word 'tangan' is often used in the context of Bahasa Indonesia and the word 'hand' is often used in the context of English. If one person speaks two or more languages, and if this condition is correlated into Houwer (1994) explanation, the child finds it hard to distinguish each language. Logically, the child hears the different languages with one dialect at the same time and the same person. The process of distinguishing each language will be more complex and hard for the child. It might be easier if each language exposure applied at a different time. Then the child could separate each language easier.

At the age of 18 months old, the mother of the child of this research finds that there is un normal condition with the child. The un normal

condition found in the child's speaking ability. The child's cousin who is younger than her is able to speak some words clearly. There is no deep information about the child's cousin's language exposure. Whether the child's cousin applied to a bilingual or monolingual linguistic environment. However, raising the child into bilingualism is a valuable investment for their future social interactions, whether they live in their country of origin or not. In some research, there is a finding that raising the child bilingual may increase the risk of language disorder and speech delay. Speech delay is concerned with how the vocal system produces words. Before the voice sounds the words, humans understand the words in their brains. It means that a bilingual child with speech delay can understand the words, but their understanding may be evident through actions, pointing, or expressions. The term 'receptive language' is also used to describe oral language comprehension. One of the most common causes of open dialect troubles is developmental language disorder (DLD). It alludes to dialect challenges, analyzed in the absence of any self-evident cause, that influence the standard of living and have a bleak prognosis (Bishop et al., 2017). Much of the screening time increases the risk of developmental disorders, including speech delay. Screening is a one-way communication, and there is no opportunity for the child to interact and engage in social work. Another cause of speech delay is being exposed to two languages in an unstructured manner. There are some unconscious moments, such as the inconsistency of using both languages, and there is no specific person who only uses one of the languages.

According to Hartnett (2022), most kids with speech delay disorder have oral-motor problems. These happen when there's a problem in the areas of the brain responsible for speech. This makes it hard to coordinate the lips, tongue, and jaw to make speech sound. These kids also might have other oral-motor problems, such as feeding problems. A child in this subject of the research has a good brain-comprehension. It shows by her action, body

gesture, and expression. However, the speech delay's coming might be from the feeding problem.

In this case, the child of this research has a diagnosis of speech language disorder from professional health. This diagnosis is caused by several conditions. The first cause is too much media exposure. The reason why the child of this research has much screening time is eating problems. However, this research is not analyzing the problem and solution of eating issues. The speaking ability in the child will be the focus topic of this research. In one day, the child has more than two hours of getting screening time. According to Tan, et al (2019), in their article which analyzes 126 children who are patients from Dr. Cipto Mangunkusumo at hospital and clinic, Anakku Pondok Pinang in Jakarta concluded that children with age of 1-2 years old who have more than two hours media exposure were significantly associated with speech delay. The other reason for having this condition is the language method used. The mixed languages method is used in the first year of the child's life until the next six months. In the child's condition, there is no language policy which means everyone could speak Bahasa Indonesia and English anytime and anywhere. According to Skinner (1957), The child needs to get language input consistent with their surroundings. Mixed language is considered to be wrong habitual for developing language at the beginning of life. The child almost imitates people from gestures and oral speech. Based on this, the child might imitate language confusion because there are two language exposure to them consistently with the easily understandable pattern.

To resolve this condition, the child of this research have got two treatments; applying language policy in a linguistic environment, and having professional therapy. This research is willing to use language policy for parents which is One Parent One Language (1P1L). According to Ronjat (1913) about his longitudinal study of his son who was raised with French and German, French was spoken by the father and German was spoken by the mother. Ronjat tried to be consistent in demonstrating each language. By

applying One Parent One Language (1P1L), the child is able to differentiate and acquire both languages simultaneously without confusion. The role of speech therapy is also important. According to Owens (2014), taking the child seriously in speech therapy plays a crucial role in supporting the child with speech delay in early childhood. A professional speech therapist provides early, structured, and evidence-based intervention that targets the underlying difficulties in speech production. This research involves professional speech therapy from public hospitals who have handled previous child with the same diagnoses. This is additional consideration to give best treatment for the child.

In this case, the child has not lived only with the mother and the father. According to Hauwert (2004), 1P1L does not need exclusivity from the mother and the father as the parent who holds the main role in exposing languages to the child. However parents should stay consistent with the language policy used. It means that the mother uses English consistently even though she is able to speak Bahasa Indonesia. The opposite from the father is applied equally. The father should consistently use Bahasa Indonesia in daily communication with the child even if he is able to communicate in English in a short period of time. The rest of the family members use the national language. This is going to help the child to understand the language for the aunty and the cousin who ever speak English and Bahasa Indonesia before the diagnoses are found, they have to strictly change the language used when communicating with the child in this study.

Switching between languages in an unpredictable or inconsistent way can make it harder for children to learn. Artini & Nitiasih (2014) states that simultaneous bilingualism in early childhood occurs effectively when children are exposed to consistent and sufficient knowledge from the beginning. input in both languages, allowing them to develop two separate linguistic systems. Language consistency is important for helping children learn language effectively, especially when they are learning more than one language. Using a target language consistently helps children understand the

difference between languages, avoid confusion, and improve their vocabulary, grammar, and ability to use language appropriately in different situations.

When two languages are exposed, they are not balanced for each, resulting in language-dominant and non-language-dominant individuals. Koutamanis et al. (2024) employ auditory lexical decision and picture naming tasks in their research to investigate the accuracy and reaction times of dominant languages, Greek and Dutch. The researchers believe that audio lexicon and picture naming tasks, as applied to adult studies, also apply to bilingual the child's lexicon. Koutamanis et al. (2024) researched the comprehension of lexical decisions in Dutch and Greek bilingual children using 36 Dutch words that were cognates with Greek, 36 Greek Words, and 36 Greek filler words. The participants live in the Netherlands and acquire Greek from at least one parent or caregiver in their home environment. Greek is the target language, while Dutch is the higher language exposure. The research concluded that the higher the resting-level sanctioning of Dutch words, the more easily these words need to be (co-)activated and the greater the effect they had while dealing with Greek words. Cognate impacts create over errands and across a range of individual language dominance, illustrating that shared representations within the bilingual lexicon are acquired during both word comprehension and production.

Potter et al. (2020) found that the child demonstrated higher accuracy in single-language tasks compared to tasks that require switching languages. The results show a significant shift when listening to a transition from a sentence in their native language to a name in their non-dominant language. Potter et al. (2020) expressed that the child illustrates essentially higher accuracy in single-language tasks compared to switch-language tasks. The results of the research show that it is easier for the child to translate words from a non-dominant language into a dominant language than vice versa.

Language comprehension and self-expression serve as indicators of language understanding in this research. Bilingualism is applied from the very beginning of life. By 18 months, the child has a diagnosis of speech delay,

which is caused by extensive screening and unstructured language use. Starting from the age of 18 months old, the child has exposure to language strict policy. The novelty of this research is evident in several key aspects. First, there has been no research to date that focuses on the comprehension of a child exposed to a language pairing of Bahasa Indonesia and English with speech delay. Second, while many other studies concentrate on verbal language development, this Study concentrates on language comprehension and nonverbal expression. Third, the child under Study is experiencing speech delay, yet she has no barriers in comprehending both Bahasa Indonesia and English. Speech delay in this research is an indicator of fluency in the pronunciation of delayed words. This research examines language comprehension and expressions in both Bahasa Indonesia and English with the child who is aged 18 months to 2 years and 6 months. The total duration of this observation is around 12 months. This Study also observed how the child comprehends and expresses two languages, with Bahasa Indonesia as the dominant language and English as a non-dominant language.

1.2 Problem Identification

Based on the background of the study above, the identifications are as follows:

1. Ronjats(1913) states that having language policy since the child was born reduces the potential of language confusion which is the starting of speech delay. The pattern policy for language use is applied when children are 18 months old. This pattern is applied to reduce the risk of language confusion that grows the speech delay diagnosis.
2. The difficulties of producing words are seen at the age of 18 months. When the parent realizes that the producing word ability is not the same as the age of 18 months. Children produce several words in Bahasa Indonesia but only one word in English.

3. Children give a positive response, such as participating in activities that involve conversation or instruction in both languages. It will be a sign that brain comprehension is good.

1.3 Research Questions

1. How is the comprehension of the child with speech delay when interlocutors communicate in Bahasa Indonesia and English ?
2. How is the expression of the child with speech delay when interlocutors communicate in Bahasa Indonesia and English ?
3. How does the 1P1L policy in the family affect the child's language comprehension and expression ?

1.4 Research Objectives

1. To identify the comprehension of the child with speech delay exposed in Bahasa Indonesia and English.
2. To identify the expression of the child when interlocutors communicate in Bahasa Indonesia and English.
3. To find out the effect of 1P1L policy in the child's language comprehension and expression in the family.

1.5 Research Significances

This section outlines the significance of this research by highlighting both its theoretical and practical contributions for parents, educators, and practitioners in the real world.

1.5.1 Theoretical Significance

This study serves as a recommended reference for researching similar cases and to provide additional knowledge on implementing bilingualism for child with speech delay, particularly for learners from Bahasa Indonesia or other countries where English is a foreign language.

1.5.2 Practical Significance

Based on the research question, this research concentrates on comprehension and expression in Bahasa Indonesia and English in a bilingual child with speech delay. This research has several aims, as follows: The results of the study are expected to yield positive significance or contribute to parents, primary teachers, primary schools, and other researchers who share a similar interest in raising bilingual child in non-English-speaking countries.

Based on the research question, this study has several aims as follows:

1. For parent

This observation of the child raised in two languages, Bahasa Indonesia and English, is expected to provide knowledge and inspiration to parents who share the same goal of raising their child bilingual. The language communication consistency used in this study is expected to motivate the implementation of daily language at home and outside.

2. For researchers who have same concern

The process of this study and the hypothesis are expected to provide new insights, alternative sources, and guidance for those interested in a similar topic, specifically raising bilingual child with speech delay.

1.6 Definition of Key Terms

The definitions of the terms are intended to encompass related terminology. The purpose of the definition is to avoid misunderstanding the use of some terms. The definition of key terms is divided into conceptual and operational definitions. The definition of key terms is elaborated as follows.

1.6.1 Conceptual Definition

The conceptual definition is one based on the theories of experts in a specific field. The conceptual definition of this research encompasses bilingual language acquisition, early childhood, bilingual language comprehension, bilingual language expression, language disorders (including speech delay), the parents' role at home, planning, implementation, and assessment.

1.6.1.1 Bilingual

Bilingualism is the ability to communicate in two or more languages (Wallner, 2016). This concept is fundamental in a diverse country like Indonesia, where numerous languages and dialects are spoken. Bilingualism has an impact on children's language development. The Bahasa Indonesia education system requires learning a specific language from primary school to high school. However, some children may also have the opportunity to learn the local language. For example, a child who grows up in a Javanese-speaking community may have to switch to Bahasa Indonesia or English at school. Bilingual education is now familiar with Bahasa Indonesia and English. Children are more familiar with using them both in daily life and school environments. This behavior has become an integral part of their lives.

1.6.1.2 Language Comprehension

Comprehension in a bilingual child refers to a child's ability to think independently. Comprehension in the first stage of children's development only proceeds through oral communication. Simamora and Saragih (2019) conclude that children's engagement in exploration learning enhances their comprehension of subjects.

1.6.1.3 Language Expression

Children have expressed themselves through verbal, body, visual, musical, and artistic means. According to Helsinki, children in early childhood education enhance their self-expression by engaging in experiments, practicing or creating things, such as painting, dancing, or playing an instrument.

1.6.1.4 Speech Delay

Speech delay is a delay in language or speech (McLaughlin, 2011; Qurotul Aini & Putri Alifia, 2022; Trisa, 2019; Mahriza et al., 2025). Revita (2022) states that speech delay in children can be a serious problem that must be addressed promptly. Children aged 2-6 years old have a characteristic that involves continuously asking questions, paying attention, and discussing everything they see, hear, and feel about their environment. The children

often ask when they see a few things that catch their attention. Children can exhibit apparent development and progress in learning, as speaking allows them to express their wants, thoughts, and feelings, and share their thoughts orally with those around them. If this characteristic of the children's language ability is not developing based on their age, Speech delay is one of the issues that can occur.

1.6.1.5 One Parent One Language (1P1L)

To ensure the language policy in applying bilingualism, there must be single or multiple treatment for supporting the process. One Parent One Language (1P1L) takes a strict rule of using two. Koelewijn (2023), states that parents are generally started to introduce the children multilingually by preparing or using 1P1L strategies. 1P1L is a regulation for separating each language from the first when those languages are used in the family. Separating languages can develop the brain function in distinguishing each language.

1.6.2 Operational Definition

The operational definitions specify how each concept is identified, observed, and measured within the context of this research to ensure clarity, consistency, and analytical rigor. The key terms used in this research clarified technically in this section.

1.6.2.1 Bilingual

When the child is able to communicate into one language this condition is called monolingual. However, if the child is exposed to more than one language this condition is called bilingual. Bilingual in this research concern in English and Bahasa Indonesia. Bilingual needs the person to communicate with two languages. Securing dialect occurs in the primary language of learning. The other dialect is dialect learning. Both English and Bahasa Indonesia are spoken at the same time, making it challenging to secure a dialect blend. Bahasa Indonesia is the predominant dialect influenced by the most widely spoken language in the environment.

1.6.2.2 Language Comprehension

Language comprehension is the child's understanding of the language either verbal or non verbal that can be judged through her response through language and action.

1.6.2.3 Language Expression

Language expression is how the child's ability to show her emotion, her wants through language and action. The expression ability influences how far the child has a brief and self confidence to express. The expression could be the difference in language form between English and Bahasa Indonesia.

1.6.2.4 Speech Delay

The first indicator that the child has speech delay is language confusion. The child has no reaction in oral communication as to how she expresses her mind into language. After the child has very low reactions in anything, it is hard to speak words. The child has much confusion about the words that she wants to use in the English or Bahasa Indonesia context. The child often gets two languages at the same time, then it could be more confusing for the child to express her language knowledge.

1.6.2.5 One Parent One Language (1P1L)

One Parent One language used for the mother as English used and father as Bahasa Indonesia used. The mother is not a non-native English non native speaker, but the mother tried to speak and write anything in the English context with the child. Even if the mother is a Bahasa Indonesia native speaker, the mother does not use Bahasa Indonesia to communicate with the child. This pattern applied the same for the father. The father strictly uses Bahasa Indonesia only when communicating with the child. Even the father understands in English and is able to communicate in English for small talk. English used is not available by the father.