

CHAPTER I

INTRODUCTION

1.1 Rationale

Mixed marriage is a common phenomenon in Bali, Indonesia especially in tourism areas, including Ubud. Meiliana (2014) states that mixed-marriage families do not only occur within the existing Indonesian ethnics, they also occur between Indonesians and other people of different nationalities. Baker (2000) and Harding-Esch & Riley (2003) in Zaid and Mee (2017) state that both nationwide and across international borders, mixed-language marriages are on the rise. Further, globalization also increasingly influences cross-cultural marriage (Logan-Terry 2008) as quoted by (Qiu & Winsler, 2015).

The mixed marriage phenomenon brings consequence to the languages spoken in the family. Additionally, the distinctive language existence of mixed married family will bring an impact on language use to the child born in the family. As a result, exposure to a bilingual environment takes place in the children's earlier life. Allma (2005) finds that many children acquiring two or more languages simultaneously in early childhood as part of the natural consequences of being a member of bilingual families and communities. The finding is in line with a study conducted by De Houwer (2007). She argues that "Young children who grow up bilingually are for the most part doing so because there is no way they can grow up monolingually". In short, bilingual environment by default exists among the mixed-language married family thus facilitating children's bilingualism.

Viewing at the phenomenon of the bilingual condition in the mixed married family, parents have their ways to transmit their languages that can facilitate their simultaneous bilingual child to be able to communicate using their languages. Slavkov (2016) mentions that in the context of children growing up with more than one language, language socialization is often related to language choice and use within the family (De Houwer, 2009; Lanza, 2004; Yamamoto, 2001). Moreover, Bailleul (2017) quoting from De Houwer (2009) proposes that this is because these parents will seek linguistic opportunities to encourage children to speak both of their languages. Rodríguez-García, et.al (2018) argue that in all cases, while the family was important as a transmitter of language and as a space of linguistic identification, contextual factors such as place of residence, social spaces, and friendships were also shown to be key elements in the use of and sense of connection to a language. Hence, the language use of the parents brings a big role in the language development of the child who is born in a bilingual family.

Parents' language use refers to choices of language to communicate with the child. These can be, for example, one parent consistently talks using his/her language and the other parent another language. This is called as one person one language in Romaine's childhood bilingualism theory (1989) as quoted by Johansson (1991). Kim et al. (2016) find out that the one-parent-one-language approach (OPOL in Piller and Gerber, 2018) was highly effective for obtaining proficiency in grammar in both languages. Although there are six different bilingualism models in childhood, the most frequently encountered ones are the

one person-one language model and the one language–one community model. In the one person-one language model, parents have different native languages, one of which is the language of the community in which they live. Each parent speaks their native language to the child. In the one language–one community model, both parents speak one language and the child learns the other language from the community (Rezzagil, 2010 as cited by Akgül, Yazıcı, Akman, & Akgül, 2017). Other practices of language use in the mixed married family can be the use of foreign language, community language, or both languages of the parents as proposed by Romaine.

Besides, in a bilingual family, dominant and minor language existences, especially the later one influence the parent to use various strategies in conversing with the child using it in monolingual or bilingual contexts. While communicating, the parent expects the child to respond in his/her language or known as monolingual context. However, the child sometimes does not reply or converse in his parent's preferred language or creates mixed utterance. In this case, the parent has to find the best way how to make the conversation flow. One of the strategies that are suggested to apply is adult code-switch in which the parent switch to the language the child is using, making it a mixed utterance involving the two languages, or an utterance completely in the other language (Lanza, 1992 in Brooksbank, 2017). Furthermore, Mishina-Mori (2011) as cited by Qiu & Winsler (2015) mentions that input consistency needs to be reinforced by parental discourse strategies regarding language mixing in children. Bailleul (2017) agrees to this statement stating that there is an impact of parental

discourse-strategies on the child's language choice and the role of input frequency in bilingual simultaneous development at the early ages. Therefore, it is important to the parents through strategies they can implement to keep the child to stay in the path of the language preference to keep both languages of the family grow in balance.

There are various reasons for the parent's commitment to raising a child bilingually. Parental decision making about raising children to be bilingual may be influenced by several factors, including community influences and personal knowledge of languages (Mosty et al., 2013; Toppelberg & Collin, 2010; Velázquez, 2009; Vera, 2011; Yan, 2003) as quoted by Lee, Shetgiri, Barina, Tillitski, & Flores (2015). It is also impacted by their perception of early bilingualism. Dhingra and Dhingra (2011), Shoham (1995), and Romanov (2011) write that opinions, feelings, attitudes, beliefs, senses, thoughts, and theories are the results of perception.

Hence, family language use and discourse strategies in communicating with a child growing in a mixed married family did exist in practice reasoned by their perception to raise the child bilingually. Then, this research focuses on family language use, especially the daily utterances and the family discourse strategies used by the mixed married family members while communicating with the child, and the perception of the mixed married couple about early bilingualism.

1.2 Research Questions

- a. What utterances are used by the mixed married family members to converse with the child in daily communication?
- b. What family discourse strategies are applied by the mixed married family members to communicate with the child and in what context are they implemented?
- c. What does the mixed married couple perceive about early bilingualism?

1.3 Research Objectives

The objectives of the research are

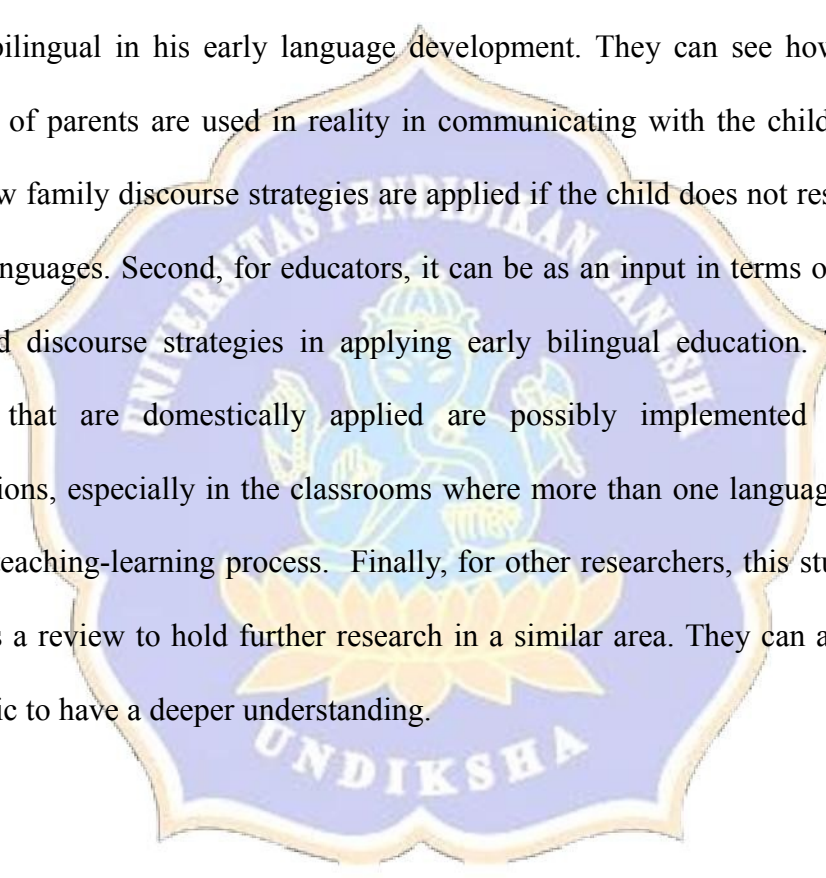
- a. To analyze the utterances used by the mixed married family members to converse with the child in daily communication.
- b. To analyze the family discourse strategies applied to communicate with the child and the contexts where they are implemented.
- c. To explore the perception of the mixed married couple about early bilingualism.

1.4 Research Significances

This research has a theoretical significance that is giving a contribution to the theory of early childhood bilingualism and early bilingual education viewed from family language use, particularly the utterances and family discourse strategies to interact with the child born in the family. One type of family language use proposed by Romaine (1989) is one person one language. Through this study, it can be seen how it is put into reality, especially utterances used between/among the family members. Besides, how the family members cope with discourse strategies while communicating to keep the interaction go on if the child

speaks with the dispreferred language of them. The family language use and discourse strategies that are applied at early stages of language development of the child born in a mixed married family can be a model to run early bilingual education.

This research also gives practical significances. First, for parents, this research can be a reference to raise a child who grows up in a bilingual family or to be bilingual in his early language development. They can see how different natives of parents are used in reality in communicating with the child and what and how family discourse strategies are applied if the child does not respond with their languages. Second, for educators, it can be as an input in terms of language use and discourse strategies in applying early bilingual education. These two points that are domestically applied are possibly implemented in formal institutions, especially in the classrooms where more than one language are used in the teaching-learning process. Finally, for other researchers, this study can be used as a review to hold further research in a similar area. They can also extend the topic to have a deeper understanding.



1.5 Definition of Key terms:

1.5.1 Conceptual Definition:

- a. Mixed marriage is defined as couples in which partners come from different countries or have different citizenships (Torngren et al, 2016).
- b. Simultaneous childhood bilingualism is a child acquiring two languages at the same time from birth, sometimes called infant bilingualism, bilingual acquisition and bilingual first language acquisition (Yarikova, 2009).
- c. Family language use called family language practice by Schwartz (2014) refers to patterns of language choice and preference within the family and in different contexts.
- d. Family discourse strategies called Parental discourse strategies by (Brooksbank, 2017) are the strategies that a parent or caregiver uses when communicating with a bilingual or multilingual child.
- e. Perception can be seen as a person's insight on a certain phenomenon undergone through the process of perceiving, sorting, managing, interpreting, evaluating, and reacting to certain input resulting in outputs, such as opinions, feelings, attitudes, beliefs, senses, and thoughts that impact on decision-making and behaviours (Robins, 2011).

1.5.2 Operational Definition

- a. In this case study, mixed marriage refers to a spouse of an Indonesian wife who has language background of Javanese, Bahasa Indonesia, English, and French, and a French husband who can communicate in French, English, and Bahasa Indonesia.
- b. Simultaneous childhood bilingualism is meant as the acquisition of more than one languages by the child born in the mixed married.

- c. Family language use means the utterances used by the family members, such as father, mother, and older sibling to converse with the child above in various settings at house domain.
- d. Family discourse strategies are defined as strategies implemented by the father, mother, and older sibling to communicate with the child in monolingual or bilingual contexts in different situations at the house.
- e. Perception is meant as the mixed married couple's opinion and belief on early bilingualism that covers three major topics: advantages and disadvantages of bilingualism, factors that influence decision making, and strategies for helping their children learn more than one language.

