A Case Study on Infant Bilingual Acquisition

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Abstract

ABSTRACT

Language acquisition process can be seen as a running parallel throughout a child's life every day. Baker (2000) stated children are born ready to become bilinguals. To enhance children's bilingualism, a lot of stimulations to language are essential. This study looks closely at the acquisition of early bilingualism in English, Acehnese, and Bahasa Indonesia of Kaisah, from

age 1;5 to 1;7. For this research, a descriptive method is used. The data collected were words that she could utter and understand in English, Acehnese, and Bahasa Indonesia. Besides collecting the data, observations were also done to analyze her bilingualism development. Bilingualism provides advantages towards an individual's development and cognitive growth by being bilingualism, such as communication advantages, cultural advantages, cognitive advantages, character advantages, curriculum advantages, and cash advantages. This study is expected to support parents and teachers of bilingual children as a reference in understanding, assisting or facilitating language acquisition.

II. INTRODUCTION

1.1   Background

The expected cry of a newborn baby is the first sign of human communication. Language acquisition process can be seen as a running parallel throughout a child's life every day. She/he learns to communicate through natural interactions with his/her environment. The process begins in the early live of a human and requires a healthy start, sufficient opportunities, and exposure to a care giving environment that allows the child's innate predisposition to learn to communicate to functions (Rossetti, 2001, p. 45).

More than half of the world's population today uses more than one language while being connected to fundamental human activities. Bilingualism symbolizes the essential humanity of building bridges between people of different color, creed, culture and language (Baker, 2000, p. 5).

Baker (2000) stated children are born ready to become bilinguals and multilingual. They are like "sponges", as they sponges-up all languages provided by their environment and chances to interact with people of different language backgrounds. They would pick-up any language without endangering their own first language development. Lambert (1962) said that bilingual activity does not retard intelligence (in Garcia, 1986).

To enhance children's bilingualism, a lot of stimulations to language are essential. In some situations, producing bilingual children is easy and natural, in others it can be a struggle. A lot of

factors affect the process, such as encouragements from both of the parents at home and the community. In bilingual and multilingual community, there is a great need to master two or more languages for operating daily activities successfully. Therefore, this situation strongly supports the children's bilingualism. Language engineering or shaping is important in families that judge bilingualism as a challenge. This means that it is important that children's attitudes towards their languages are motivated and encouraged continuously. A variety of pleasurable environment for language growth is very important.

1.2   Subject

This study is under infant bilingualism. Since the early 1960s, researches that have carried out on bilingualism showed that bilingualism is in a very favorable outcome. Balkan (1970) suggests that infant and early child bilingualism could have certain advantages over later child bilingualism. Based on his research results in a major study of Swiss bilingual children, he divided the bilingual group into two: those who had become bilingual *before* the age of 4 and those who had become bilingual *after* the age of 4. He found that the early bilinguals were not only markedly superior to the monolinguals but also significantly superior to the later bilinguals.

This study looks closely at the acquisition of early bilingualism in English, Acehnese, and Bahasa Indonesia of Kaisah, age 1;8. From birth, she has been addressed with three languages by her family members.

English was mostly spoken to her by her mother, with Acehnese as the second and Bahasa Indonesia the least. Whereas her father mostly uses Bahasa Indonesia, then English as the second, and Acehnese as the least.

For most families, infant bilingualism in Indonesia, especially in Aceh, is a common phenomenon. This country is a multicultural society. There are 564 linguistic groups in Indonesia (Yunisrina Qismullah Yusuf, 2002). Each group has its own language system and culture that shapes the language. Consequently, the national language, Bahasa Indonesia, is what unites their understanding in communication. It is used in schools, offices, and other formal institutions. It is very substantial to endure everyday activities with accomplish.

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Aceh itself has 14 sub-cultural groups, with nine different mother tongues, which varies from one another in grammar, phonological and morphological systems (Yusuf, 2002). Their languages are Acehnese, Jameenese, Gayonese, Alas, Tamiangese, Kluet, Singkil, Simeulue, and Sigulai. However, most of the Aceh people speak Acehnese. This language is considered a mixture of several mother tongues in Aceh.

Acehnese is the native language of Kaisah's family. Thus her mother and her family once resided in the U.S. for six years. Since then English has become a great part of their life. Acehnese and English are the languages exerted in communicating with her parents and sisters more than Bahasa Indonesia at home.

Kaisah's father was raised with Bahasa Indonesia as his first language in the family. He had acquired Acehnese from the environment and only used it among Acehnese speakers depending on demanded situations. As for English, he learned it formally in schools but was never to use it communicatively in the environment.

1.3 Scope

Due to the time available, this project is a very short one. The observation was only in the three months of Kaisah's language development, from age 1;5 to 1;7. The data collection started on November 1 to February 1. Questions as a guide in conducting the research are as follows:

1. Words in what language does she knows and speaks most?

2. At what age does she start to understand and recognize the distinctions of sounds between the three languages?

3. When does she address each member of the family with the appropriate language?

1.4   Aim

The aim for this modest research is to observe the bilingualism development of Kaisah from age 1;5 to 1;7, specifically to seek for answers to the research questions provided above. As Bowen (1998) stated that, the important thing in a child's language development is to watch that it proceeds steadily, not whether it is fast or slow. It is hoped that this study can help parents of bilingual children as a reference in assisting or facilitating language acquisition.

1.5 Pronunciation Keys

1.5.1 Acehnese Pronunciation Key

This section provides simple and short information for readers who are not familiar with the pronunciation of Acehnese vowels to read correctly the words that may cause confusion in this paper. The examples are taken from the *English – Indonesian – Acehnese Dictionary* (2000, p. xv). Table 1.1 illustrates the entries of monophthong transcripts:

TABLE 1.1: Entries of Monophthong Transcripts

Entries of Monophthong Transcripts			
Letters	**Examples of these sounds in English**	**Examples of Acehnese words**	**Meaning**
A	c*a*r, b*a*r	B*a*	Bring
E	b*i*rd, sh*i*rt	L*e*	Many
È	c*a*t, b*a*g	Singk*è*	Elbow
É	caf*é*, attach*é*	Tir*é*h	Leak
I	h*e*, sh*e*	Gar*i*	Bike
O	b*o*re, m*o*re	P*o*	Owner
Ô	g*o*, b*o*w	Lh*ô*k	Deep
U	p*u*t, b*oo*k	b*u*	rice

Some of the letters above are combined for diphthongal sounds. They are such as shown in Table 1.2 below:

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TABLE 1.2: Entries of Diphthong Transcripts

Entries of Diphthong Transcripts			
Letters	**Examples of these sounds in English**	**Examples of Acehnese words**	**Meaning**
Ue	P*oo*r	B*ue*	Monkey
Oe	f*or*, d*oo*r	Bar*oe*	Yesterday
Eu	Fr*eu*d	R*eu*pang	Cut
Ie	l*ea*n, f*ee*d	*Ie*	Water

Furthermore, the symbol ***eue*** is pronounced like *eu* but a little longer, such as *uleue* (snake), *pageue* (fence), and *bateue* (cancel). The apostrophe (**'**) is used to indicate the nasal sound such as 'one' in English.

1.5.2 Bahasa Indonesia Pronunciation Key

This section presents simple and short information for readers who are not familiar with the pronunciation of the Bahasa Indonesia vowels to read properly the words that may cause confusion in this paper. The examples are with reference from Johns (1977, p. 2-6). Table 1.3 illustrates the entries of monophthong transcripts:

TABLE 1.3: Entries of Monophthong Transcripts

Entries of Monophthong Transcripts				
Letters	**Examples of these sounds in English**	**Examples of Bahasa Indonesia words**	**Meaning**	**Notes**
A	c*ar*, b*ar*	Saya	I / me	
E	b*ir*d, sh*ir*t	Emas	Gold	
É	caf*é*, attach*é*	Es	Ice	Thus in its standard writing,

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				this letter is also written as "e"
I	h*e*, sh*e*	Ini	This	
O	b*o*re, m*o*re	Kotor	Dirty	
U	p*u*t, b*oo*k	Susu	Milk	

The letters above are combined as well for diphthongal sounds. They are such as shown in Table 1.4 below. The examples are also with reference from Johns (1977, p. 6-7):

TABLE 1.4: Entries of Diphthong Transcripts

Entries of Diphthong Transcripts			
Letters	**Examples of these sounds in English**	**Examples of Bahasa Indonesia words**	**Meaning**
Ai	B*ye*	Pand*ai*	smart / clever
Au	*Ou*ch	hij*au*	Green
Oi	B*oy*	sep*oi*-sep*oi*	Breeze

II. THE REVIEW OF LITERATURE

The natural movements of our mouth in certain ways have us generate the sounds of the language we speak. The babbles that babies produce and later grows into words and further into conversation is the wonder of language development. Lichtarowicz (2000) discovered that 60% and 80% of sounds made by babies all over the world are made of using these natural movements: *ma-ma, da-da, ba-ba*, and *ta-ta*. These four patterns of words common to baby babbling are used very frequently in many languages. They make up the first words that young children learn when they start to speak.

Nevertheless, Rice, Bruehler and Specker (2004) explained that language is not a skill such as many others, it cannot be taught as such in these early stages. Rather, it is the acquisition of language and how it is possible.

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2.1 Language Acquisition

2.1.1 Definitions

Language is about communication and identity (Baker, 2000:26). We need language to transfer and share information and to build relationships with the others. Bowen (1998) said that language is called the symbolization of thought. It is a learned code, or system of rules that enables us to communicate ideas and express wants and needs. Bowen further added that language falls into two main divisions, *receptive language* (understanding what is said, written or signed) and *expressive language* (*related to* speaking, writing or signing*)*. Thus, *language* is simply defined by Richards et. al. (1992, p. 196) as the system of human communication which consists of the structures arrangements of sounds (or their written presentation) into larger units, e.g. morphemes, words, sentences, utterances.

The process of perceiving language in an individual is by the processes of learning and acquisition. Learning is a conscious process, knowing the rules, being aware of them, and being able to talk about them. Whereas acquisition is a process by which children unconsciously acquire their native/first language(s). In language acquisition, the focus is on communication or reception of a message as opposed to syntax and grammar as is the case in language learning (Rice, Bruehler & Specker, 2004). Ebert & Hawk (2003) provided Krashen's table of the differences between language acquisitions and learning, which can be summarized as follows (Krashen, 1982, p. 27):

TABLE 1.5 Differences between language acquisitions and learning

Acquisition	Learning
Similar to child's first language acquisition	Formal knowledge of language
"Picking up" a language	"Knowing about" a language
Subconscious	Conscious
Implicit knowledge	Explicit knowledge
Formal teaching does not help	Formal teaching helps

It is believed that the usual outcome of language acquisition is fluency, which is by no means guaranteed in language learning.

2.1.2   Theories of Child Language Acquisition

Language learning starts at birth. However, we wonder how children could possibly acquire language as such a complex skill with very little experience of life. Rice, Bruehler, and Specker (2004) stated that experiments have clearly identified an ability to distinguish syntactical shades of difference in very young infants, although they are still at the pre-linguistic stage. For example, children of three are able to handle very complicated syntactical sentences, although they are unable to tie their own shoelaces. So how do children learn to speak? Below are some short explanations of theories of child language acquisition:

1. Imitation Theory

   - Children produce what they hear.
   - Children learn by positive reinforcement when right, and negative reinforcement when wrong.

Hence, now the theory of imitation is thought unacceptable (Rice, Bruehler, & Specker, 2004). If children really acquired all of their linguistic knowledge from what they hear adults say, how could we explain the frequent errors, which occur due to overgeneralization? For example, "*he goed to school yesterday,*" a phrase which obviously never have been employed from adult's speech.

2. Innate Hypothesis

   - Chomsky (1965) had stated in 1957 that humans are born 'ready' for languages with a Language Acquisition Device (LAD), an area that cannot be pinpointed in the brain, but is generally presumed to exist through the neurological networks we have developed.
   - Acquisition is rapid: only two years from the time the child produces her first word at around the age one until the major part of the grammar is acquired at around three.
   - Exposure is all that is necessary for a child to learn language.

- However, not all aspects of language are innate; Chomsky has claimed that in fact we are all born with what he terms as a Universal Grammar, an inherent sensitivity to linguistic structure and pattern applicable to every human language.

3. Critical Age Hypothesis

- Lenneberg (1967) first proposed that the ability to learn a native language develops within a fixed period, from birth to puberty (around 2 to 7 years old).

- Innate ability to acquire language must be triggered by language exposure and feedback from the environment. That is, so long as a child hears any language, when they reach this critical period they will learn it perfectly.

- Beyond the critical age humans cannot acquire much of syntax and inflectional morphology.

2.1.3   Universal Stages of Children's Language Development

Children learn at different rates. The speed of learning is influenced both by innate abilities and by environment. There are no exact dates and some children learn more or less quickly than the others. The development of language acquisition of all children occurs gradually through interaction with people and the environment (Bowen, 1998). Fromkin (2003, p. 326) even explained some generalizations about child language acquisition as below:

1. Children do not learn a language by storing all the words and all the sentences in some giant mental dictionary. The list of words is finite, but no dictionary can hold all the sentences, which are finite in number.
2. Children learn to construct sentences, most of which they have never produced before.
3. Children learn to understand sentences they have never heard before. They cannot do this by matching the "heard utterance" with some stored sentence.
4. Children then must learn the "rules" that permit them to use language creatively.
5. No one teaches them these rules. Their parents are no more aware of the phonological, syntactic, and semantic rules than are the children. Children, then, seem to act like very efficient linguists equipped with a perfect theory of language, which use this theory to construct the grammar of the language they hear.

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Rice, Bruehler and Specker (2004) mentioned six Universal Stages of language development generally recognized to govern children's language acquisition. They are as follows:

- Pre-linguistic stage, this is what is known as the 'silent period' which is a relatively long period where the infant does not produce any formulated sounds; he only cries.

- Crying, to express needs such as that he is hungry or in pain.

- Cooing, this stage is important, as this is the time when a baby starts to develop control of the muscles needed for talking.

- Babbling (6 months to 1 year old), at this stage a baby will start to copy body movements and copying speech sounds.

- Holophrastic stage (1 to 1 ½ years old), distinct language specific sounds begin to emerge, and begins to utter single-word communication.

- Two-word stage (1 ½ years to 2 years old), the baby's vocabulary begins to increase and starts producing two to three words utterances.

- Telegraphic stage (2 years to 2 ½ years old), at this stage the child generally uses one pivot word plus one or two additional words such as "mommy go shops", "daddy like book." There is lack of function words (like determiners, prepositions, inflectional affixes, or auxiliaries).

- Intermediate development stages, by 5 years old they have mastered adult language skills. From now on what is learned increasingly depends upon experience and environment – on opportunities to use the language and to hear it used, for a wide range of purposes and a wide range of contexts.

2.2   Infant Bilingualism

2.2.1   Definitions

An infant is a child during the first four or five years of life. Pham (1994) said that infancy represents early childhood in which language development is in its primary stage. The linguistic development of children depends upon the linguistic experiences of childhood and the language and language structures that children encounter (Ebert & Hawk, 2003). Therefore, the burden of

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language exposure falls upon children's parents and caretakers, and environment they are raised in.

The definition of *bilingual* on one hand can be defined very clearly, but on the other hand it can be a complicated matrix of interacting factors and events. Below are some definitions of bilingualism (in Chan, 1998):

1. Leonard Bloomfield (1933) defined it as a native like-control of two languages. This definition does not include people without native command of either of their languages (known as semi-linguals), nor people with native command of one language, but not their other.

2. Christopher Thiery (1976) interpreted it as a person who can at all times be taken for a native speaker by native speakers of both languages.

   The probability of such a bilingual is not possible, however it is extremely remote.

3. Einar Haugen (1953) stated that it is where a speaker of one language can produce complete, meaningful utterances in the other language.

   This definition is not as demanding as the above definitions.

4. Diebold (1961) explained that a type of bilingualism has even commenced when a person begins to understand utterances in a second language without being able to utter anything him or herself.

5. George Saunders (1988) said that bilingualism simply means having two languages (and bilingualism is often used in the literature to mean the same as multilingualism, which is having more than two languages). Most bilinguals are dominant in one language.

Generally, bilingualism can be broadly defined as a person's ability to listen, speak, read and write in two (or more) languages with some degree of proficiency. Further researches have shown that in bilingualism, one language is more dominant than the other. The distinction is actually relative. There are three types of distinctions in bilingualism (D'Acierno, 1990):

- Compound (an individual who learns two languages in the same environment so that she or he acquires one notion with two verbal expressions)

- Coordinate (an individual who acquires two languages in different contexts (e.g. at home and school) so the words of the two languages belong to separate and independent system)

- Sub-coordinate (a bilingual with one language that dominates)

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This study is under compound, in particular infant bilingualism. Below are some more definitions that have been given as to what infant bilingualism is (in Chan, 2004):

1. Bilingualism as a first language (Merrill Swain, 1972).

2. Native acquisition of two languages (Ana Huerta, 1977).

3. Simultaneous acquisition of two first languages (Jurgen Meisel, 1986).

Infant bilingualism is the *simultaneous* acquisition of two (or more) languages from birth or briefly after or from the time they start speaking, and they usually acquire both of their languages with a native or native-like pronunciation (Saunders, 1988).

2.2.2   Stages of Normal Infant Bilingual Development

Chan (2004) further noted the stages of normal infant bilingual development that is under two stages. They are described as below:

1. *Stage 1*:

   - At approximately 1 to 1 ½ years of age, single element sentences are produced.

   - The child is in a one lexical system, where they cannot discriminate between the two languages. She views words from the different languages as simply synonyms. Therefore, the child has a limited vocabulary of which is a composition of both languages. That is, she will only use one word from one language from one concept.

   - The child's active vocabulary is very limited. She understands far more than she can produce. For example: Kaisah (17 months old) may know the word 'chicken' in English and 'ayam' in Bahasa Indonesia, but only used 'ayam.'

   - Children have range of synonyms and will only select one or a few to use. In Pham (1994), this is known as *mixed speech* (Imedadze, 1967) and referred to perhaps more appropriately as *overall code* (Oksaar, 1976).

2. *Stage 2*:

- Occurs approximately around the second birthday. However, various children develop at different speeds.

- Uses *double barreled terms*.

  For example: **Kaisah** (18 months old): "Ummi…More! *Lom*!" – in English it is '*more*', in Acehnese it is '*lom.*'

- The existence of the two languages can assist parent when children's speech is unclear. The child's spontaneous repetition in the other language gives parents another chance to understand.

- Language Separation occurs – a child begins actively to imply a term from each language appropriately. Thus, the confidence to use the right term in the right language may take some times to develop. For example:

Ks (1;7) Kakak <u>mashak</u> (<u>masak</u>)

     Kakak (is) cooking

U   What did you say, Sayang?

         love

Ks   Cook! Kakak cook!

The following stages after that are similar to the universal stages of children's language development mentioned earlier in this chapter.

2.2.3 Strategies to Produce Bilingual Children

Bringing up children to be bilingual is an important decision. For children, being bilingual or monolingual may affect their identity, social arrangements, schooling, employment, marriage, and area of residence, travel and thinking (Baker, 2000, p. 1). The routes to bilingualism have been varied, different, and not trouble-free.

Baker (2000, p. xvii) mentioned three main strategies, which are used by parents to produce bilingual children. They are:

Strategy 1: Each parent speaks a different language to the child. This is often called the *'one person-one language'* strategy.

Strategy 2:   The parents speak one language to the child who acquired a second language outside the home. This often occurs in language minority situations.

Strategy 3:   Both parents speak both languages to the child.

2.2.4   Advantages of Bilingual Children

Where parents have differing first languages, the advantage of children becoming bilinguals is that they will be able to communicate in each parent's preferred language. Alternatively, they will be able to communicate with parents in one language and with their friends and in the community in a different language.

Bilingualism provides advantages towards an individual's development and cognitive growth by being bilingualism. Below is a conclusion of some potential advantages of bilingualism and bilingual education verified by Baker (2000) and Saunders (1988) as the following:

1. *Communication Advantages:*

    - Wider communication (extended family, community, international links, and employments).

    - Literacy in two languages.

    - Skilled at adapting to different language situations.

    - Greater ability to interpret non-verbal cues of monolinguals.

    - Greater awareness of the way language works.

2. *Cultural Advantages:*

    - Broader enculturation, a deeper multiculturalism, and two 'language worlds' of experience.

    - Greater tolerance and less racism.

3. *Cognitive Advantages*

    - Thinking benefits (creativity, sensitivity to communication) – they are able to think divergently, rather than convergent.

    - Greater varieties of learning strategies.

    - Demonstrate an increased ability to learn further languages successfully.

4. *Character Advantages*

- Raised self-esteem.

- Security in identity.

5. *Curriculum Advantages*

- Increased curriculum achievement.

- Easier to learn a third language.

6. *Cash Advantages*

- Economic and employment benefits.

III.   RESEARCH METHODOLOGY

3.1   Methodology

Descriptive method was used for this research. Data was collected from Kaisah for three months. Words she could utter in English, Acehnese, and Bahasa Indonesia were written down. Besides collecting the data observations towards Kaisah were also conducted to analyze her bilingualism development.

3.2   Data Processing

To manage the data received, every new words she uttered everyday were jotted down, dating from November 1st to February 1st in a table in a notebook. Later, the data was transferred into the computer. A table was divided into 7 sections, included into the column are the *Date, Number, Utterance, Acehnese, Bahasa Indonesia, English* and *Meaning*.

The *Date* column was to assist in recalling how Kaisah's language developed, especially on pronunciation accuracy, from time to time, and the process of one-word utterances to two-word utterances. Whereas, the *Number* column helped kept track of the sums of words she had produced.

Under the column *Utterance*, the sounds she produced for words were noted. Her pronunciation was not yet precise. She still babbles out unmeaning sounds, even until now, therefore some sounds she produced were slightly different from the real pronunciation of the words, especially long and difficult words such as for bicycle she pronounced *caicle*.

The next three columns are *Acehnese*, *Bahasa Indonesia* and *English*. It is a list of words from each language Kaisah uttered. Some of Acehnese words are borrowed from Bahasa Indonesia, so these are listed in both columns. Some words do even exist in the three languages; mainly they are borrowed words from the English language. Therefore, those words are written in all of the three columns. The last column, *Meaning*, are to define the words in Acehnese or Bahasa Indonesia that she uttered. To avoid confusion in reading and understanding the data in this paper, English words is written in the regular font style, Bahasa Indonesia is written in the underline font style, while Acehnese is in the italic font style. The necessary translation is provided under the words or sentences of the data.

IV.   DATA ANALYSIS

Kaisah does not attend daycare center or playschool, yet. The family members in the house play a major role in her language development. They are:

1.   Her parents: mother and father, addressed in this paper as **U**, for her mother, and **A**, for her father.

2.   Grandparents (mother's parents): addressed in this paper as **M**, for her grandmother, and **As**, for her grandfather.

3.   Her aunt (mother's little sister), addressed in this paper as **Au**.

4.   Mother's cousin, addressed in this study as **Kk**

5.   In the data, Kaisah is abbreviated as **Ks**.

There are Malay children living next-door ages 4-10 years old that Kaisah often plays with, and they speak Bahasa Malaysia to her. However, when she plays down in the playground and meets Chinese and Indian children, they speak mostly English with her with some Bahasa Melayu.

In communicating with Kaisah, the family speaks mixed languages to her. What differentiates it is the amount of language used from the most to the least. They do not mix the three languages entirely, but to some extend they do apply code switching because this has become part of how they communicate informally at home. In expressing feelings, such as love, tender, anger, etc., they informed that they get the better expressions of feelings when it is phrased through their mother tongue, which is Acehnese for her mother and Bahasa Indonesia for her father.

From the data, estimation of exposures of the three languages towards Kaisah at home was calculated. The most used language at home is 54.28% Acehnese, 34.28% English, and the least is 11.42% Bahasa Indonesia. Whereas the languages mostly addressed to Kaisah in particular is 46.15% Acehnese, 38.46% English then the least is 15.38% Bahasa Indonesia.

However, with regard to the first research question, surprisingly it is discovered that Kaisah knows more English words (excluding names of people) despite of more access towards Acehnese. Her words were evaluated as much of 43.46% English, 29.78% Acehnese, and the least is 25.23% Bahasa Indonesia.

It is speculated that the mother's role as the decider of Kaisah's use of languages do make a massive influence as her mother is the closest with her and the most time she spends with. Besides that, some of the Acehnese and Indonesian words are borrowed words from English. Some examples they all say are words such as "taksi" for *taxi*, "plastik" for *plastic*, "remot kontrol" for *remote control* of the TV, "foto" for *photo*, and "dinosaurus" for *dinosaurs*. The difference is in the writing, where the Acehnese and Bahasa Indonesia spell them the way they are read. Consequently, this situation has helped Kaisah increase her English vocabulary.

Below are some discoveries towards the observation of Kaisah. Her development regarded to bilingual acquisition is impartially analyzed. Other developments related to children's language are not revealed as this study just focus on infant bilingualism.

4.1   Age 1;5

During this age, Kaisah was beginning to utter two-word utterances. Her pronunciation was not yet clear. Furthermore, she had mixed the words from the three languages. It is obvious that her vocabulary is still very limited; therefore she just acknowledged the words that she was familiar with so far. It was noticed that when the mother presented an English word that she was not used to, yet, she would associate it with the same meaning with words in either Acehnese or Bahasa Indonesia that she was common with at the moment as she considers them as equivalents. Examples:

(1)   U   Kaisah, get the Teddy Bear, please." (I pointed to a stuffed teddy bear)

  Ks   (She got up and picked up the stuffed animal) "*Cok*! Bear…*cok*!"

Get   Bear   get

(She knew the meaning of the word *get*, but she herself only uttered *cok*.)

(2)   U   Kaisah, where is the ball

  Ks   (looked under the sofa) "Ball? *Ho ka*?"

Ball   Where (is it)

(She knew that Ummi referred the word *where* to the word that she used, *ho ka*.)

(3)   A   Kaisah, <u>lihat</u>…<u>ada   cicak</u>!

Kaisah look   exist lizard

  Ks   (looked at the lizard) See! See!

(She simply saw the word *lihat* as the synonym of *see*.)

(4)   U   Oh, look at your hands. It's dirty. Let's go wash up.

  Ks   (looked at her hands disapprovingly) *Aak*!

Dirty (baby talk in Acehnese)

(She knew that *aak* meant *dirty*.)

There were also words that she understood in the three languages but said none of them. When those words were mentioned to her, she would indicate her interpretation through actions. For example the use of the word *dangerous* when warning Kaisah not to touch something dangerous:

(warned Kaisah not to touch the electric TV wire)

(5)   Kk   Kaisah, *bèk   mat   nyan*! *Bahya*!

Kaisah don't touch that   Dangerous

(6)   U   Don't touch that, Kaisah. It's dangerous!

(7)   Ab   <u>Kaisah, bahaya</u>   <u>tuh</u>!   <u>Jangan pegang</u>!

Kaisah   dangerous (particle) Don't   touch

From the 3 reactions above, she would let go of the thing that she was warned of.

At the beginning, the family was worried listening to the way she was developing. They were afraid that she would get confused with all of the different languages being addressed to her at one time. They thought she did not respond to their request verbally because of her puzzlement. However, later her development was showing some improvements that covered their worries, which are explained in the analysis of age 1;7.

4.2   Age 1;6

At this age, her development was still similar to age 1;5. Nonetheless, she was beginning to translate words that she knew in the three languages. For examples:

(8)   Ks   Kakak! (pointed to her bicycle)

    Kk   *Peu*, Kaisah?

        What Kaisah

    Ks   Duduk…sit!

        Sit

(9) Ks   Ummi…more! *Lom*! Lagi!

        Ummi   more more

   U   Okay, here are some more.

(10) Ab   Come on. Ganti   pampers dulu, yuk.

                Change pampers first   (particle)

    Ks   No! *H'ana*!

        No

4.3   Age 1;7

By the age of 1;7, some new encouraging developments occurred. First of all, she started to utter three-word utterances and her pronunciation was improving. Secondly, she was beginning to

differentiate the languages. This realization was once noted by Saunders (1988) who stated that the children begin seeking linguistic assistance at an early age, around their second birthday, at a time when they were beginning to realize that there were two (or more) words for most things and that each word had its own particular function.

These progresses were lessening the family's uncertainties that they had earlier. At this point, it was observed that Kaisah was starting to distinguish the sounds of words from the three languages. This encounter had answered the second question of the research. Below are some examples:

1. She could respond to short questions that required the answer *"this"* or *"that"* as in pointing to an object in the three languages.

   English:

(11) U   Which one do you want, Kaisah?

    Ks   This…

   Acehnese:

(12) Au   *Ho ka   minyeuk wangi* Auntie?

         Where (is) perfume   Auntie

    Ks   *Nyan…*

         That

   Bahasa Indonesia:

(13) Ab   Mana   *dulu gambar ayamnya*?

         Where first picture (of the) chicken

    Ks   Ni…ini!

         This this

2. She could respond to saying the right numbers for the right language.

   English:

    (was counting money, not noticing Kaisah next to her) One...two,

(14) U   three, four….

    Ks   (automatically replied after listening) One, two, three…four, five…six

    …ten!"

  Acehnese:

(15) Kk *Eu   lèe   Kaisah…si   itông nyoe dilèe…?*

    Look first Kaisah   try count this first

    Ks *Dua…lhèe…peuet!*

    Two   three four

  Bahasa Indonesia:

    (presented a number of cards)

(16) Au Ini berapa   lembar, Kaisah?

    This how (many) pages   Kaisah

    Ks Atu (satu)…uwa (dua)…iga (tiga)…lima…ujuh (tujuh)!

    One   two   three   five   seven

Near the end of age 1;7, she even addressed her father and mother with the appropriate language that each of them used mostly towards her. This finding had answered the third research question. It was detected from the examples below:

(looked at Abah who was with a towel in hand and headed for the bathroom)

(17) Ks   Abah…mani (mandi)?

     Abah   (take a) bath

    Ab Iya, Abah mau   mandi.

    Yes Abah wants (to) shower

(turns to Ummi who is sitting next to her)

    Ks Ummi…Abah shower!

    U Yes, that's right! Abah is going to take a shower.

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However, she was still in the early course of learning the words from the three languages.

Therefore, she only addressed each of them with the language they use mostly to her when she

knows the particular word for each of the language. Other examples regarding to this process:

(getting ready to leave the house)

(18) Ks   Abusyik…come on…let's go…

   As   Be patient, please.

   (turned to her father)

   Ks   Abah…<u>ayo</u>!

        Abah let's go

   A   <u>Sabar</u>   <u>lah</u>…

        Patient (particle)

(while drinking milk)

(19) Ks   Kakak…*tutông*!

                       hot

   Kk   *Töh kakak   pruh*.

        Let elder sister   blow

   A   Mana ada   panas…itu   hangat.

        Where exist hot   that warm

   Ks   Gak mau lagi!

        No   want more

(spilled her milk)

(20) Ks   *Allô*! (from *ka rô*)

        Already spill

   Ms   *Nyan kön…jak ta-cok ija   lap.*

        That no   go we get fabric wipe

   U   You have to be more careful so you don't spill it.

   Ks   Spill Kaisah.

Then the family started using a strategy that Saunders (1988, p. 125) had explained as a 'pretending not to understand' strategy, which can be very effective in encouraging a child to use the 'right' language to the right people. They started this strategy during this age because Kaisah was gradually increasing her vocabulary in all of the three languages. It is true that the mother mixed the languages that she used towards her, however, the mother did use English most of the time and the mother expected that she would reply to her in that language also. For examples:

(21) Ks   Ummi, <u>buka pampers</u>!

Ummi open pampers

(pretended not to understand)

U   What Kaisah?

Ks   Buka pampers, *'è'èk* Kaisah!

Open pampers poo Kaisah

(shook her head)

U   I don't know what is 'buka.'

(raised my tone and expected Kaisah to complete)

I know o…

Ks   ….pen! Pampers open!

U   Okay.

Kaisah seemed to respond well to their strategy. Especially if she had heard the words before, then she could easily finish off most of their "unfinished" uttered words to her. Another example:

(after having lunch, her hands and mouth were dirty.

(22) Ks   Ummi…*aak*! Wash!"

Ummi   dirty

U   Hmmm…your hands are very dir…

Ks   …ty!

U   Yeah, what's dirty? These are your… (pointed to her hands)

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    K   Hand…dirty!"

    U   Right, let's go wash up."

(walking around her mother who was praying)

(23) Ab   <u>Jangan ganggu</u>…<u>Ummi lagi sembah</u>…

        Don't   disturb   Ummi is   pra…

    Ks   Praying!

    Ab   <u>Iya</u>…<u>Lagi apa</u>   <u>Ummi</u>? <u>Lagi sembah</u>…

        Yes   What is doing Ummi Is

    Ks   …*yang! Abayang (sembahyang)*!

        Praying

Thirdly, by the end of age 1;7, she was improving with the words that they started out with 'pretending not to understand' strategy. By then, she could say entirely the words that she used to finish up from their unfinished uttered words. Besides that, she was commencing code switching to words from the three languages that she knew then. For example:

(called her mother to get attention)

(24) Ks   Ummi! Kaisah <u>cium</u>…

                Kiss

    (kissed her father on the cheek)

    Ab   Thank you!

    U   Give Ummi a kiss, too, please.

    (kissed her mother on the cheek)

    Ks   Kiss! Ummi Kiss!

She started with Bahasa Indonesia at first, but when her mother used English, she switched her words to accommodate the language her mother uses with her.

V. CONCLUSION

Based on the analysis above, the main aims intended to answer the research questions for this study were reached. From this research, it is found that in Kaisah's age of 1;5 to 1;7, she knew words more in English (43.46%), secondly Acehnese (29.78%), then Bahasa Indonesia (25.53%) in spite of more exposures for her in particular towards Acehnese (46.15%) than English (38.46%) and Bahasa Indonesia (15.38%). It is encountered as the cause that she spends more time with her mother than the others. Alongside to the circumstance, some Acehnese and Indonesian words are borrowed from the English language.

As Kaisah entered age 1;7, she was commencing to understand and recognize the distinctions of sounds between the three languages. By the end of age 1;7, she was beginning to address each member of the family with the language that each of them speaks to her most. From the beginning of the research until the end, and even now, she still mixes her language as her vocabulary is still limited and is still on it's way to increment.

Due to the very limited of time and ability in conducting this small research, it is realized that this bilingualism process does not stop here as there are many other amazing and wonderful developments to be discovered ahead.

In conclusion, to enhance children's infant bilingualism, parents should continuously provide them with lots of exposures towards their targeted languages, create a pleasurable language-learning environment and most of all, must be very patience in encouraging bilingualism toward them.

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