

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

Based on the speaking test results, the participant's language proficiency in English was better than Indonesian. Even though he gained relatively high scores in Indonesian pronunciation, his vocabulary and grammar scores, however, were very low for an Indonesian child at his age. His teachers, who taught Indonesian-related subjects, also shared the same view regarding his first language proficiency. His lack of vocabulary in Indonesian had caused him to have some difficulties in completing his tasks. Apart from that, the teachers also mentioned as to how many parents seemed to put more attention on English-related subjects than in Indonesian-related subjects. This mindset was unconsciously reflected in the child's daily performance in the lessons. The child was found to have low class participation and put fewer efforts in learning the Indonesian-related subjects. On the contrary, the participant had better class participation in the Science class. He regularly asked questions and had no difficulties in expressing his ideas orally in English, the Science teacher said.

Parents play a significant role in providing first language input, as well as maintaining the language (Dixon, Zhao, Quiroz, & Shin, Home and Community Factors Influencing Bilingual Children's Ethnic Language Vocabulary Development, 2012). The participant's low proficiency in the first language was not only caused by the school's medium of instructions which mainly used English, but also the home language used among the family members. The nannies and the drivers were the only ones to whom the child spoke Indonesian, while to his parents he mainly spoke English. Even to his sibling he mainly spoke English. Not only at home, they also used English when they were in public places, such as malls, supermarkets or

restaurants. To his parents' friends and their children, the participant also used English to communicate. Thus, not only the parents, the people whom he usually interacted with also seemed to support the idea of using English as the main language.

From the interviews, it can be concluded that the motives behind use of English were globalization (Lie, 2017; Stavans & Hoffmann, 2015), trends (Stavans & Hoffmann, 2015) and the need to possess material resources (Norton, 2013). These three motivations had influenced the parents with regards to the choice of language and the child's education. Both the mother and the nanny had confirmed that the child's main language at home was English. Apart from that, mother's the reason for selecting the school where the child studied was mainly due to the use of English in the medium of instruction. However, the use of English at home did not seem to be caused by the school's policy, because the nanny mentioned that the child had begun to speak English before he entered the school. Although the school might not be the only factors behind the use of dominant English in the child's day-to-day activities, it did supported the parents' visions regarding globalization and the need to pursue material resources, which then resulted in the reduced use of Indonesian language, as it was seen from the medium of instruction which only allocated 15% for Indonesian-related subjects.

Some teachers who taught Indonesian-related subjects shared their concern as to how the children in the school seemed to put fewer efforts in learning their subjects than learning the English-related subjects. Besides, the school's image as an international school might also be put into consideration if the school should add more Indonesian-related subjects in the curriculum. With such policy, the teachers mentioned that they could not rely much on the school to add more Indonesian-related subjects. One of the teachers also mentioned that for many children, speaking English had become a habit that was very hard to change. Such situation might become worse if the child also did not speak much Indonesian at home, as it was found in the participant's case. In his case, learning English seemed to have gone too far

since the parents were not seen to provide enough support to maintain the first language. This study supported the theory of subtractive bilingualism which said that a first language is sacrificed in the process of learning a second language.

The interlocutors to whom he could speak Indonesian seemed to be limited. According to the interview result, the people to whom he spoke Indonesian were his drivers and his nannies. At school, he mostly spoke English with his friends both during lessons and during recess. Although he had several after-school lessons five days a week, the children whom he interacted with also came from similar schools, thus he automatically used English to communicate with them, the nanny said during the interview. From these result, it can be said that the participant was unintentionally conditioned to only interact with children from middle-class families. Therefore, the opportunities to speak Indonesian outside school and home were unlikely to occur. As the researcher asked the nanny if there was a child, who lived in his neighborhood, to whom he spoke Indonesian, the nanny mentioned that he never played with other children in his neighborhood, he usually played with his little brothers or played by himself. From these results, the participant did not seem to have a child of the same age, to whom he spoke Indonesian. The after-school lessons he had did not provide adequate opportunities for him to use Indonesian, nor did the school and the home.

If some teachers suggested the school to add more Indonesian-related subjects in the curriculum, the participant's mother had a different opinion on this. She opposed this idea and expected the school not to implement it. Her negative view on this corroborates with the main reason why she decided to choose this school among the other international schools. This result indicates that the mother regarded English was more important to learn than Indonesian. She believed that her child lived in Indonesia and he would naturally learn Indonesian from his surroundings. However, this belief did not seem to be enough for academic purposes. Although the child was able to speak colloquial Indonesian, the teacher

mentioned that it was not enough for academic purposes, thus he often had difficulties in doing his school work and he also demonstrated a lack vocabulary in Indonesian. Even his scores in Indonesian-relates subject were poor. Even the mother admitted that and did not seem to mind this issue.

Although there were many factors that caused the subtractive bilingualism in the participant of this study. Parents, however, seemed to be main the factor behind it. They are the ones that chose the school for the kid, and also the ones that set the unwritten rule regarding what language should be spoken among the family members. Although the mother admitted the child's low proficiency in Indonesian and the school did not provide adequate exposure in Indonesian, the parents were not seen to put extra efforts in maintaining the first language by speaking Indonesian to their children. Even if there were such efforts from the school, the mother, in this case, did not seem to support it. The need to learn English due to globalization and the need to own material resources had overpowered the maintenance of the first language.

Recommendations

Further study is needed to investigate how the dominant use of English affects the Indonesian youngsters' identity construction. According to Norton (2013), identities are dynamic, multiple and sometimes contradictory. Although many bilinguals who are educated in "international" standard school are able to communicate with basic Indonesian, many of them speak English better than Indonesian. As language might also influence their way of thinking, it is worth investigating to what extent these individuals feel that they are Indonesian and how the dominant use of English affect their mindset and way of life.

Even though identities are constituted by many factors, language is regarded as one of the vital element in the identity construction. As ones switch from language to another, they

also switch their identities depends on the self-image they would like to create. Contradiction is inevitable as multiple identities are constructed. For instance, even though the participant's mother felt so proud of her son who could speak English fluently, she felt uncomfortable when people stared at her as she spoke English to her son in public places. As for the children, their identities are not only influenced by their parents' upbringing, their school, friends, and environment also play a significant role in their identity construction, especially as they get older and how they slowly unattached themselves from their parental influence.

Schools need to provide more language input in Indonesian to maintain the language. As many parents do not show much effort in maintaining the first language, schools need step in to resolve this issue. It can be started by increasing the number of hours for Indonesian-related subjects, so that the students can receive more first language input. Also, the English-only policy in schools needs to be revisited. Students should not be restricted to speak Indonesian outside class, especially during recess, so they can have more opportunities to practice their Indonesian, not only English. By allowing them to speak Indonesian during this time, schools can help facilitating the students to maintain their first language.

Teachers need to be well-informed with regards to the effects of bilingualism. Therefore, in service PD sessions on additive bilingualism need to be organized. Schools should keep in mind that learning a second language does not need to sacrifice the first language. Low proficiency of first language might affect the individual's social life in the future and cause communication failure in their day-to-day life. Since Indonesian is the national language and a language is a part of national identity, it should not only be learnt, but also maintained.

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