

**THE SPEAKING PROFICIENCY OF A SEVEN-YEAR OLD  
INDONESIAN-ENGLISH BILINGUAL CHILD IN A TRILINGUAL SCHOOL**

A THESIS

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WIDYA MANDALA CATHOLIC UNIVERSITY  
SURABAYA**

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**The Speaking Proficiency of a Seven-Year Old  
Indonesian-English Bilingual Child in a Trilingual School**

**A THESIS**

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**2017**

**APPROVAL SHEET**

(1)

This thesis entitled **The Speaking Proficiency of a Seven-Year Old Indonesian-English Bilingual Child in a Trilingual School** prepared and submitted by Rima Yosita Prayitno (8212715013) has been approved to be examined by Thesis Advisor.



**Prof. Anita Lie, Ed.D.**

Thesis Advisor

APPROVAL SHEET

(II)

This thesis entitled **The Speaking Proficiency of a Seven-Year Old Indonesian-English Bilingual Child in a Trilingual School** prepared and submitted by Rima Yosita Prayitno (8212715013) has been approved to be examined by the Thesis Board of Examiners.



(Prof. Dr. A. Ngadiman)

Chair



(Prof. Anita Lie, Ed.D.)

Secretary



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Member



#### STATEMENT OF AUTHENTICITY

I declare that this thesis is my own writing, and it is true and correct that I did not take any scholarly ideas or work from others dishonestly, and that all the cited works were quoted in accordance with the ethical code of academic writing.

I also declare that I agree to submit my thesis entitled "**The Speaking Proficiency of a Seven-Year Old Indonesian-English Bilingual Child in a Trilingual School**" to Widya Mandala Chatolic University library and fully understand that it will be made public via internet and other uses of online media.



Surabaya, December 6, 2017

Rima Yosita Prayitno, S.E., B.A.

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## ABSTRACT

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**Keywords:** *speaking, proficiency, speaking proficiency, bilingual, trilingual school, bilingual school, additive bilingualism, subtractive bilingualism, multilingualism, identity and language learning, bilingual education.*

Additive bilingualism is a process of learning a second language without replacing the first language (Lambert, 1975). However, the emergence of bilingual schools which use English as the medium of instruction has created fewer opportunities to speak Indonesian as the first language. This study aimed to investigate a seven-year-old Indonesian child who studied in a trilingual school in Surabaya, Indonesia. Limited exposure to Indonesian through his parents and school has caused him to have low proficiency in the first language. Apart from that, the mother's decision to use more English than Indonesian was mainly driven by the high expectation to prepare her child for competition to possess material resources. English was seen to offer more economic values than Indonesian. Both the school and parents have worked hand-in-hand to create young Indonesians who speak fluent English with the risk of having low proficiency in the first language. Apart from that, the child's limited interactions with interlocutors who spoke Indonesian prevented him from optimally developing his first language.