



Raising Bilingual Children: an Exploration of Language Ideology and its Practices in an Indonesian Family (*Membesarkan Anak-anak Bilingual: Eksplorasi Ideologi Bahasa dan Praktiknya dalam Sebuah Keluarga Indonesia*)

Riza Yoga Indriani^{a,1}, Sary Silvhiyani^{a,2*}, dan Soni Mirizon^{a,3}

^a Universitas Sriwijaya, Palembang, Indonesia

¹rizayogaindriani.ryi@gmail.com; ²silvhiyani@unsri.ac.id; ³smirizon@unsri.ac.id

*Corresponding author

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ABSTRACT

The role of parents' beliefs or ideology is one of the most important factors in promoting the strategies for encouraging children's bilingual development. This case study examined how the parents' beliefs influenced an effort to practice the languages at home. The data were obtained through observation, in-depth interviews, digital artefacts, and language portrait silhouettes with English-Indonesian bilingual parents, and three children at the age of 6 to 11. Nvivo12 Plus application was used to organize and code the data. The results revealed that the parents believed in the importance of laying language foundations at the golden age as this could lead to shaping confident bilingual children. Findings also highlight the influential factors in parental ideology, i.e. the changing era, parents' experience, and the support from the extended family. Although parents chose a non-bilingual school for their children, they could practice English dominantly with children at home with a wide range of strategies.

Kepercayaan atau ideologi orang tua merupakan salah satu faktor yang paling penting untuk mendukung strategi dan mendorong perkembangan bilingual anak-anak. Studi kasus ini bertujuan untuk meneliti bagaimana kepercayaan orang tua mempengaruhi upaya untuk mempraktekkan bahasa di rumah. Data diperoleh melalui observasi, wawancara mendalam, artefak digital, dan siluet potret bahasa dengan orang tua bilingual Inggris-Indonesia, dan tiga orang anak berusia 6 hingga 11 tahun. Selanjutnya, data tersebut disusun dan dikodekan dengan menggunakan aplikasi Nvivo12 Plus. Hasil penelitian ini menunjukkan bahwa orang tua mempercayai pentingnya meletakkan dasar bahasa pada usia emas karena hal ini dapat membentuk anak bilingual menjadi percaya diri. Hasil ini juga menunjukkan bahwa ada beberapa faktor yang memengaruhi ideologi orang tua, yaitu perubahan zaman, pengalaman orang tua, dan dukungan dari keluarga besar. Meskipun orang tua memilih sekolah non-dwibahasa untuk anak-anak mereka, mereka dapat berlatih bahasa Inggris secara dominan dengan anak-anak di rumah dengan berbagai strategi.

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INTRODUCTION

In Indonesia, an archipelago country made up of thousands of islands with varied cultures and languages, the government's language policy is the glue that unites these differences. The introduction of Bahasa Indonesia as the national language was intended to let Indonesians of varied linguistic backgrounds communicate more easily. Among other countries with similar diversity concerns, Indonesia is recognized as the most successful in terms of preserving the national language (Dardjowidjojo, 2009). Children are usually socialized into the regional language and/or their parents' language(s) at an early age before they learn the national language. For most Indonesians, the socialization into formal Bahasa Indonesia begins in the formal school, especially as a mandatory subject in elementary school after they are exposed to their heritage language and the regional language is spoken in their immediate environment (Efendi, 2020). The increased global connection along with transnational mobility and digitally mediated communication has changed the trend in language socialization. According to global statistics, about 1.35 billion people speak English as their mother tongue or their second language (Szmigiera, 2021). While English has no official second language status in more than 100 countries, it is taught as a foreign language to children and adults for various reasons, such as for business and trade, academic career, political needs, and cultural and technological development (Rohmah, 2005). To develop languages other than Indonesian, such as English, the encouragement of family plays a significant role in supporting bilingualism at an early age. Bilingualism is a complex phenomenon, and the language environment plays an important role in children's cognition and development (Vygotsky, 1978). Rodríguez (2015) pointed out that to actively achieve bilingualism (the ability to speak L1 and L2 at the same time) and passive bilingualism (the ability to understand L1 but only speak L2 and vice versa) in early childhood, it is necessary to pay attention to the needs of children, families and the community.

UNESCO (2010) states bilingual education is the priority to improve access and quality in the natural environment. In the foundational language environment, parents are the designer of language policy at home wherein family members practice a set language choice and socialize the children. In a certain way, Shohamy (2006) states language policy consists of explicit and implicit context in a speech community. Explicit language policy can be seen through official documents, such as tests, language standards, etc. In contrast, implicit language policy is enacted in the actual language practices. Furthermore, language policy is the basis of organizing, managing, and manipulating language behavior, such as the decision of the use of language in society.

Parents are the first educator for the children to acquire the language, knowledge, and cognitive skills through the interaction between family and the children at home. Family language policy is a crucial component in language socialization (Schwartz & Anna, 2013). Family language policy studies are defined as "how languages are managed, learned and negotiated within families" (King et al., 2008). Furthermore, one of the important things of the three components of FLP is ideology or belief that will have an impact on parents' actions in home language management. So that, parents must have a positive belief to support children's language development (Nakamura, 2019).



Many researchers have discussed all the components of family language from different contexts such as transnational families, migrants, and immigrants (Fierro-Cobas & Chan, 2001; Parmon, 2010; Silvhiany, 2019). In contrast, there are few researchers, discussed one of the components of family language policy (FLP) which is an ideology, as the parents' foundation to practice and control children's language development. Parental language practice can be categorized into strong and weak. Parents who have strong beliefs and capabilities can practice both languages daily at home with their children. Meanwhile, a weak parental belief and practice mean that parents have low competence in speaking bilingually. Sometimes, they make up it by enrolling their children in bilingual or international schools to practice the languages.

Moreover, the researchers discovered that parents having a strong belief in forming bilingual children to be dominant in English as their native and not a foreign language. The supporting factors are the existence of parental belief, interest and expertise in English which influence them to create the English dominant environment at home. By having dominant languages, children can have difficulties in several aspects of development such as speech, cognitive, emotional, and social (Schwartz et al., 2009; Cunningham, 2011).

Therefore, to explore how bilingual children can develop languages, the researcher applied Spolsky's (2004) framework to classify language policy into language ideology, practice, and management. He further defines ideology as the belief of language use or language itself, practice as the habit or strategy to perform language, and management as an effort to influence the practice (having management or planning). Along with determining the compatible strategies that the parents can apply at home for raising bilingual children. Therefore, the researchers adopt Spolsky's framework to explore the role of the parents in promoting bilingualism in the development of early childhood concerning three crucial elements of the family language policy such as the ideology, practice, even management, then its challenge faced by children who generally grow up with the dominant English language spoken at home that is different from language majority.

This article is aimed to shed light on how language ideology can transpire into language management practices in an Indonesian bilingual family by focusing on the parents' perspective and the involvement of family members in raising bilingual children.

METHOD

This research applied a case study approach to explore parental ideologies toward language development of the children and the bilingual family's environment and practices. A case study describes and investigates the complex phenomena, the recent event, programs or issues, interactions in deep understanding ways, (Lapan et al., 2012). Furthermore, this research has conducted at the home of the participant to observe how the children socialize with his siblings and parents, which language that the child and his family use, find out the perception of the parents of raising a bilingual child, the strategy of parents apply and how they practice speaking English at home with family members. Moreover, the researcher used the pseudonym for participants' names, and all the data collections were conducted in Palembang, South Sumatra.



The subject of this study was an Indonesian bilingual family who aspired to raise their children bilingually. The family consisted of Mr. Rian (the father), Mrs. Riri (the mother), and three children; Quin aged 11, Tisha aged 7, and Zayn aged 6 (all names are pseudonyms). The family lived in Palembang, South Sumatra. However, the father worked in Jakarta, so he alternately stayed in both cities. The first writer, Riza, knew the family from the school that the children attended. While most children in the school spoke Bahasa Indonesia mixed with Palembangnese dialect, Zayn would prefer to speak in English. Riza noticed that Zayn always spoke in English with his parents when one of them dropped him off at school. Zayn had often faced difficulties understanding the instructions in the kindergarten classroom. He looked frustrated when he could not express what he meant to other people in his class. As a kindergarten teacher with an English education background, Riza was sometimes asked by her fellow teacher to help explain the classroom literacy activities to Zayn. Riza had also had the chance to interact with Zayn in the school extracurricular activity. This provided her with the opportunity to know about Zayn's language background more closely.

Having interacted with a bilingual child in this context had piqued Riza's interest in the process of bilingual socialization. While bilingualism and multilingualism are part of Indonesian diversity, the phenomenon of raising children in an English language environment at an early age is an emerging phenomenon spurred by globalization and increased transnational social interaction (Silvhiany, 2019). With the researcher's positionality as one of the teachers where Zayn and his two siblings attended school, Riza could build the path to gain access to the family. When Riza expressed her interest in exploring the family's language ideology and practice, the parents welcomed Riza to their home. The mother was particularly excited to share her opinion about her children's bilingual upbringing and provided access to her family literate practices.

The data collection includes visual-based interviews, observation, and artifact collection. After collecting information from the interview, the researcher observed participants' behavior in a natural environment to adjust the results of interviews with direct observations in the field. Then, data collection from artifact such as visual and virtual document were also applied to obtain the detailed participant information aside from interview and observation. The last, language portrait silhouettes were implemented to visualize different language sources.

For data validation in this research, there are some kinds of procedures that the researcher will apply as Creswell and J. David (2018) suggested. The first is triangulation, the principles of using a variety of ways to check the accuracy of the data from the different views and sources such as /samples/database (interview, observation, document, chronologically), investigators (in a different time or places), and the methodology research (case study, ethnography, grounded theory, etc). Second, using member checking to provide a specific description to determine whether the participants, the theory, cultural description are accurate or not. Third, applying a rich and description of thick to deliver the result and provide a detailed description of the setting, elements, and experiences. The data were analyzed by coding with Nvivo 12 plus application to code the transcription, then the transcribed data was checked by peers or other researchers to avoid the drift in coding.



RESULT AND DISCUSSION

The findings of this study address the two research questions which include parental language ideology and the family language and literacy practices. The parents' language ideology consists of four categories, which include the importance of early bilingual upbringing, responding to the changing times, parents' individual experience, and the importance of supports among family members. The second section highlights the family's language and literacy practices which include switching and mixing languages and speaking English dominantly at home.

The Importance of Early Bilingual Upbringing

Parents have varying perceptions about the reasons and motivations for making decisions to raise bilingual children. Rian Family claimed that it was a crucial thing to establish any foundation as early as possible and very proud for their children being bilingual, especially they can speak English fluently as native in the current age of globalization. Both father and mother believed that laying a basic foundation for children under 5 years old virtually such as watching or listening in English and non-virtually such as supporting and practicing from a whole family daily, is the golden age that has a useful moment and an appropriate time to build up children's skills, knowledge, and characters, thus making them always remember and recorded all the things that have been learned and acquired from parents in the limbic brain system such as the acquisition of bilingual languages.

Father said: "Oleh karena itu, sampai umur berapapun, mereka akan selalu ingat dengan meletakkan pondasi seperti yang dilakukan oleh istri saya yang sehari-hari di Palembang adalah meletakkan pondasi apakah itu bilingual atau knowledge yang lain pada usia sedini ini." (*Therefore, regardless of age, they will always remember by laying the foundation, as my wife has done in Palembang by laying the foundation whether it is bilingual or other knowledge at this early age*).

Most parents have a desire to shape their child to be bilingual, especially in the millennial era, but they do not know how to apply it regularly and consistently through modeling the language use and cultivating a language environment that provides exposure to English. His father mentioned:

Memperlihatkan kepada anak-anak bahwa lingkungan yang mereka lihat secara visual atau virtual dan lingkungan sehari-hari itu sama, karena saya banyak melihat dari pengalaman saya dan istri tontonan anak zaman sekarang itu youtube dan games yang hampir semuanya tidak ada yang berbahasa Indonesia. (*Showing children that the environment they see visually or virtually and the environment daily are same, because I and my wife observed many children in the millennial era are watching YouTube and games, and almost all of them don't use Indonesian*).

Moreover, the father thinks that all children are good in every aspect, but it depends on their parents' ideology in raising bilingual children to avoid confusion in thinking. Consequently, it will make children think that "*the world is not the same as what I see virtually*", especially in the language aspect. The father



explained: “Sehari-hari yang mereka tonton adalah bahasa Inggris, gamesnya bahasa Inggris, tiba-tiba ketika berbicara kepada ayahnya “nak kemano kau?” yang menggunakan bahasa Palembang akan menambah lagi kebingungan dan menjadikan dunia ini tidak sama.” (*What they watch is English Every day, the games are English. Suddenly when they talk to their father, "nak kemano kau?", who use Palembangese, children will be more confused and make the world different*).

Therefore, it needs the support of extended family to interact in English with the children in daily life starting from the golden age. Therewith, the skills, character, physical, and psychological will be determined by parents in educating their children, especially in raising bilingual children, he mentioned: “pembentukan karakter anak dimulai dari dalam kandungan hingga usia 5 tahun” (*The formation of children's character starts from the womb until the age of 5 years*). The golden age is a perfect moment where the identity of children can be developed easily. Consequently, parents want to shape their children’s identity by becoming bilingual who speaks fluently and confidently. Being confident in their language skills can make children have an identity to believe in themselves with their abilities.

Considering all of these, children need to be educated, taught and given the knowledge, skills, character from the womb to the age of 5 in their golden age, especially to acquire a foreign language. In addition, if the parents consistently apply the foundation face to face by interacting and speaking English consistently and directly with siblings, parents, and extended family and virtually by watching movies or listening to songs in English. Therefore, parents believe when children acquire English first than Indonesian, they can acquire Indonesian easily rather than vice versa.

Responding to The Changing of Times

Parents have already faced different phases of times, which the father defined as the "old phase", "the millennial phase" and "the hyper millennial". The parents believed that they had to play an active role and be consistent in raising bilingual children from an early age. It is different from the old phase, which emphasized raising bilingual children when they got older. The father explained, "Jadi jika orang tua sekarang baru akan membentuk anaknya diusia dewasa, itu filosofi konvensional" (*So if parents are going to form their children in adulthood, that's a conventional philosophy*). For their children have to adapt well to the changing times, the father believed that parents had to prepare their children to face the constant change in their lives. "Karena yang membuat mereka bertahan mereka adalah perubahan, kecuali hal-hal yang sudah diatur seperti rezeki dan kematian. Jadi, yang bisa membuat mereka bertahan adalah perubahan" (*Because what makes them survive is a change, except for something that has been determined such as fortune and death. So, what can make them survive is change*).

Parents' Individual Experience

Parents' individual experience influenced their worldviews, including their views about the importance of being bilingual in a global language. Their experience in the work environment, language learning experience, and interest have contributed to their language ideology. Both parents worked in the setting where being able to communicate in English was beneficial, even necessary. Mr. Rian, the father, who worked in a foreign company based in Indonesia for 20



years, used English frequently at work. His bosses were expatriates from various countries so that they communicated in English.

Being bilingual in English, Indonesian, or a local language is part of his identity. Because of his bilingual ability, Mr. Rian was able to implement bilingual communication with his children. The father said, "Oleh karena itu, pengalaman saya bilingual dari bekerja sampai dengan 20 tahun ini mempengaruhi perkembangan bahasa anak". Mrs. Riri, the mother who worked at one of the state-owned companies (BUMN), also found it necessary to use English for her work-related communication. She did not use English as much as her husband used it at his work. However, using English had been part of her communicative life, both face to face and virtually (e.g. in her social media communication). Her experience of learning English and her interest in building English proficiency since grade school has contributed to her ability to speak English well. Despite her willingness to speak English, she considered her language proficiency in an "intermediate level".

In addition to their personal experience of learning English and using it for communication at work and on other occasions, the parents were also inspired by other bilingual parents. When they travel to Riau, they met a family whose children spoke English fluently. They wanted their children to be fluent in English, too.

The Importance of Supports Among Family Members

Parents' motivation is also supported by both husband and wife who must have the same mission to educate, raise, and manage children to achieve a common vision for raising successful bilingual children. According to the father, if each parent has a different vision and mission, and does not support each other, everything that has been worked out to raise bilingual children will fail.

“Mangkanya semua akan gagal jika suami istri tidak memiliki visi yang sama. Oleh karena itu, untuk mengatasi masalah ini, kita harus memiliki visi yang sama untuk membentuk anak-anak bilingual secara konsisten dan selalu saling support satu sama lain.” (*Everything that parents have done will fail if husband and wife do not have the same vision. Therefore, to overcome this problem, we must have the same vision to form bilingual children consistently and always support each other*)

Summing up, both husband and wife must well collaborate and create a consistent language environment and practice at home. Both parents agreed to apply English at home to maximize the exposure of the child, so that child can more acquire languages bilingually. To raise a bilingual child not only requires the role of parents, but also an extended family such as grandmothers, grandparents, cousins, uncles, and aunts who have to understand the needs of the old phase is different from today, which requires qualified English language skills, as well as increasingly sophisticated technology. Father claimed, “Alhamdulillah saya juga disupport sama orang tua saya, kakek, neneknya, dan mereka mengerti kebutuhan zaman sekarang dan dahulu itu berbeda” (*Alhamdulillah, I am also supported by my parents, grandparents, and they understand the needs of today and in the past are different*).

External Influence

This motivation is strengthened when parents directly observe the bilingual development of other children's colleagues, especially a father who works in a foreign company where English is the majority language. Therefore, it becomes one of the influential factors for parents to achieve their goal of raising bilingual children. Both parents have a belief that raising bilingual children will have benefits both cognitively and socially although they do not enroll them in a bilingual school. The parents believed that children can practice English in daily life at home. Besides that, it can lay the Islamic foundation for children, develop Indonesian at school, and there are a few qualified bilingual schools in Palembang.

Pransiska (2017) defines there are some benefits of bilingualism such as cognitive, social-emotional, and career academic in the future. Therefore, it will be explained below regarding the social and cognitive aspects in detail faced by parents: 1) encouraging children's society, 2) romoting children's cognitive, 3) promoting children's cognitive, 4) improving English language skills, and 5) developing bilingual children's ability.

To put it all together, by developing children's bilingual skills, parents believed that children can explore information and knowledge that they do not know before, then they can compete confidently in the globalization era, and be able to adapt to new environments.

Switching and Mixing The Languages

In addition to developing their children's bilingual skills, parents also want their children to be able to distinguish two languages. As the first child, Quin can distinguish the two languages well, because she has been familiar with English and Indonesian: "Namun, karena Quin adalah anak pertama, dia sudah pintar berbicara dalam bahasa Indonesia, sehingga dia sering menerjemahkan ke dalam bahasa apa yang coba dikatakan oleh adik-adiknya kepada nenek, kakek, atau sepupunya." (*Because Quin is the first child, she is already good at speaking Indonesian, so she often translates into what her younger siblings try to say to his grandmother, grandfather, or cousin*).

Apart from practicing switching language, parents also use mixing language in habitual language practice, which is observed in the visual and virtual documents such as the short videos from Zayn's Instagram account. In the video, the children had the Pokemon gift from their father.



Figure 1. A video recording when Zayn opened his new toys



- Zayn : Okay.... Let's open up!
Tisha : Let's open up the white first!
Quin : Do not even open up it in a hurry, see the character first!
Mother : Are you excited Zayn?
Zayn : Yeah...Maaa gunting hijau to open up
pokemon...Mama I have Pikachu (*Yeah... Mama, green
scissors to open up pokemon... Mama I have Pikachu.*)
Mother : Gunting hijau dimana ya? (Where is the green scissor?)
Zayn : Open this pokemon!
Mother : Wah kakak the winner! (laughing) Tisha pake gunting
kalah tuh sama kakak, wuhh wuhh...kakak uses her
power. (*Wow, the winner is Quin! (Laughing). Quin
beats Tisha who used scissors, wuhh wuhh ... Quin uses
her power.*)
Zayn : Unboxing pokemon!
Tisha : Yeaah, I use my power to open this!
Mother : Yes? And it works?
Tisha : Yess, I get it!
Zayn : Mama bukain juga. (*Mama, please open this*)
Mother : Okay
Zayn : Papa, thank you so much for my other toys, I'm so
happy, and you buy thissss, thissss, thisssss, thissss,
thissss, thissss, thissss, this, this, this (while showing his
new toys from father). Thank you papa thank you,
byeeeee, muahhhh..

From the conversation above, there are utterances from a mother and children that show mixing language. In the first conversation, Zayn asked his mother to get green scissors to open a gift from his father, Zayn said, "Maaa gunting hijau to open up pokemon". Then, mother also used mixed languages, when mother said, "Wah kakak the winner! (Laughing) Tisha pake gunting kalah tuh sama kakak, wuhh wuhh...kakak uses her power". So, parents realized that there are several situations for applying code-switching or mixing to children as the stages of language learning, as long as they understand what is being said and be comfortable with the language.

Speaking English Dominantly at Home

One of the language practices for children to acquire English maximally by giving English input dominantly, the father mentioned, "Dominantly in English, but sometimes mix language, let say 70% English 30 in Bahasa Indonesia, Bahasa is just mobile, and that's it". Additionally, the mother also has same idea, "Sebenarnya mereka bisa berbicara baik dalam bahasa Inggris maupun bahasa, tetapi lebih dominan dalam bahasa Inggris, terutama untuk Tisha dan Zayn" (*Actually they can speak both in English and in other languages, but they are more dominant in English, especially for Tisha and Zayn*). According to both parents, children practice English at home more dominantly than in Bahasa Indonesia. These are because the children felt more comfortable speaking in

English, and it is easier for the children to acquire Indonesian when they acquired English first.



Figure 2. A video recording of the sibling fighting

- Tisha : No way (crying loudly)
Zayn : It was broken (crying loudly)
Tisha : Nothings, It becomes bad
Father : Udah udah dong , jangan berantem
Tisha : Kakak is already mad! (showing her face to father and crying loudly)
Father : Is Tisha already mad?
Tisha : Yess (screaming)
Father : Udah udah, sayang adek, Tisha (*Please stop, love your sibling, Tisha*)

Figure 2 depicting a video and the dialog between the siblings' shows is another example of the language that the children used dominantly.

Tisha's drawing paper was torn by Zayn accidentally. Tisha expressed her anger in English with tears. Both Zayn and Tisha used English when they fight, which means they have already got enough English input and can speak it out not only when playing, but also fighting. Apart from obtaining the data from the visual and virtual document, there are also children's language portraits that highlight the relationship among siblings and how they develop both languages with family members and friends at home and school language environment.

Children's perception of their language use and preference can also be seen from the language portrait the children created. Figure 3 shown Zayn's drawing of his language portrait.

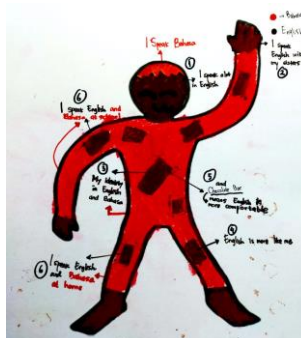


Figure 3. Zayn's Language Portrait



Zayn, the youngest child, 6 years old, is the bilingual child who has the most dominant English language. In the language portrait, he chose brown for English and red for Indonesian. He reflected his predominance in the English language by coloring brown all over her face, then speaking Indonesian slightly, expressed in red bangs. The body is red and several brown rectangles are reflecting the chocolate bar which means Indonesian and English are his identities. The chocolate bar in the middle of the body reflects that he is more comfortable using English than Indonesian. The red color in almost all silhouette bodies also shows he needs to speak and learn more Indonesian since he lives in the Indonesian environment.

Supporting Children's Interests

Raising bilingual children, it's not only in the interests of parents but also the interests of their children. Every child has different interests and that's where language must be developed, mother explained, "Mulai dari kesehariannya, visual dan interestnya apa misalnya apa yang mereka suka tonton, apa yang mereka suka dengarkan, apa yang mereka suka baca, kami dukung" (*Starting from their daily lives, visuals and interests, for example, what they like to watch, what they like to listen to, what they like to read, we always support it*)

Apart from this, there are obstacles faced by the bilingual family. Parents faced are having different children characters, always responding to children in English every time, getting difficulty to the first child, having distance limitation among father and family, then facing millennial phase in the global era. On another side. Challenges faced by children were facing culture shock, confusion in thinking, looking for the real identity, and limitation to interact socially. Every parent must have their challenges in the children's language development process, and there will be ways to overcome the challenges. Similarly, both father and mother have the same ways or strategies, especially father who emphasizes the mindset of parents that must be changed. Therefore, parents will have the same vision consistently and support each other, father emphasized, "Oleh karena itu, untuk mengatasi masalah ini, kita harus memiliki visi yang sama untuk membentuk anak-anak bilingual secara konsisten dan selalu saling support satu sama lain" (*Therefore, to overcome these obstacles, we must have the same vision to form bilingual children consistently and always support each other*).

The language belief in each family is different from one to another since every family expects different sights towards bilingualism. In implementing bilingualism in the family, the important indicator that a bilingual family employs is the existence of a natural ideology from parents that will influence how parents practice and manage their child's language development (Spolsky, 2004). In this family, parents have their own belief that laying virtual by facilitating children to watch cartoons and English songs in English and non-virtual foundations in the golden age of children with parental support directly. In the result of data interview, parents argued that there was no downside to raising bilingual children particularly in the golden age since bilingualism has a prestigious than a monolingual child in a cognitive, social-emotional, and career academic aspects such as to facilitate access to the global world, have ample opportunities in the scope of work and careers (De Capua & Ann C., 2009; Kennedy & Harriett D., 2013; Pransiska, 2017; Mosty & Samuel, 2013). However, there was an obvious contrast between the fact and the study conducted by Akgül et al., (2017) who



discovered that parents' also had disadvantages' view in raising bilingual children related to the children themselves such as facing difficulty in learning two languages, limited vocabulary, and late talking and related to the others such as the difficulty of a dominant language community to understand children's languages.

Apart from that, parents in this study also assumed that there were some factors to motivate them to form bilingual children such as the changing times from old, millennial to hyper millennial era, individual's experience, parents' colleague, and support from extended family. In line with this, there was a result study concerning parental ideology in shaping bilingual children in Japan, Nakamura (2019) found that parents' belief was affected by peer and individual experience, the support of Japanese spouse and strengthened by the involvement of practice in society. Besides that, this bilingual family has an open mindset that is different from the old paradigm to sight how to promote the language ability of children and be prepared their children's language skills to face a sophisticated era in the future. Then, the researcher found the same vision and mission from both parents to achieve their goal, which has children who are comfortable with their languages bilingually without forcing to compete in the global world in a millennial era.

The second aspect of language policy is practicing languages bilingually at home and community is a way to shape bilingual children. Based on the interview and observation results in the field, this bilingual family implemented various strategies such as code-switching, mixing, and speaking English dominantly at home to avoid misunderstanding and ignorant attitudes among the family. On contrary, code-switching and mixing can be a problem in family language policy because it shows a lack of distinguishing two languages (Larasati et al., 2018). However, this strategy is used well in this bilingual family to understand each other's language especially when the researcher observed that their children spoke English fluently at home as their native language while interacting with siblings, especially with the second and third child. In line with this, the result of interview data from father, he said that they are dominant in English in the percentage of 70%, and 30% speaking Indonesian at home. Therefore, parents always establish a dominant English zone at home consistently to make children be comfortable with it and practice Indonesian at school. Related to the ways in practicing English, one of the appropriate ways that make them comfortable with English is providing an English media audio-visually such as cartoon movies, kids' songs, and storybooks. This statement is also supported by Mosty and Samuel (2013) that state parents have to take a crucial role in teaching bilingual children to start to name objects, correcting their mistakes, and providing ways through media visually and virtually.

The third component of language policy is related to the parents' effort in language management. The efforts from parents to develop children's language better by implementing several things that must be followed at home, with or without coercion to control the language practice of bilingual families at home. As (Nzai & Faustin K., 2013) argued that parents require an extra effort consciously in raising bilingual children. In line with that statement, a researcher found that there was a conscious effort from parents to manage the languages starting from 1P2L (one person-2 language) and then switching into one initial language.



Parents reasoned that there was a shock culture faced by the older child, Quin when the parents introduced two languages at once since her birth. Then, delaying language was also faced by her until, at the age of 3, she finally spoke her comfortable language, which was English.

Because of that experience, parents decided to speak English first consistently at home to the second and third children. Then until the first language was established, they just introduced another language, Indonesian to them. This fact was also in line with the result from Zheng (2015) who discovered that there was switching from OPOL to HL@H to the second and third child in the English-Turkey family, because of lacking practice consistently, having different children's characters and ability and limited interaction among family members. Therefore, sometimes children get confused and cause delaying language (De Houwer, 2007) Besides switching strategy, the researcher also found that parents applied house rules that all children must obey. It is not language rules to force children to speak a certain language at home, but it provides a reward for children if their daily activities run well, which is watching English cartoons on YouTube. However, parents must monitor and control children as long as what they watch is good and has no bad content verbally and visually.

In the end, English is not the official language used in Indonesia, but as a foreign language. However, English in Indonesia is considered an international language which is the key to access to the international world. Therefore, many parents who have open-minded in Indonesia practice English at home, and enroll even force the children to international schools as part of their efforts to get their children to become bilingual, and also often find difficulties and challenges in implementing it consistently. To overcome the obstacles, it needs the involvement and collaboration of all stakeholders such as parents, environmental communities, and educators to develop the language process as early as possible in achieving the bilingualism goal.

CONCLUSION

To summarize, the central element for shaping and developing bilingualism at an early age is shaped by language ideology/belief organized by a bilingual family environment such as English as a foundation to enter a global world full of challenges. Therefore, parents need a strong effort to prepare their children facing the globalization era, especially the role of parents to determine an appropriate language policy to manage and expose languages bilingually at home. Thus, parents' beliefs will influence how to perform attitudes and support bilingual children. It is influenced by some factors such as the changing of the era, parents' experience, spousal and extended family support, and parents' colleagues' influence. Moreover, how much parents have a strong belief, will also influence how parents practice and manage habitual language use at home. Therefore, there are some ways for parents to perform and practice towards bilingual children are introducing the languages by applying code-switching and mixing, speaking English dominantly at home, supporting their interest. So that, the children's identity and language experience can be formed by language practice and management of parents. Besides that, all stakeholders as language users in the community such as teachers of English, government, and headmaster also have a



contribution to promote and support the decision of language instruction in a family language policy context.

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