LANGUAGE ABILITY OF BILINGUAL CHILDREN IN SURABAYA:

A CASE STUDY OF SIMULTANEOUS AND SEQUENTIAL BILINGUALS

Meytha Puspita Sari

English Literature, Faculty of Languages and Arts, Unesa
meythapuspita@gmail.com

Slamet Setiawan

English Literature, Faculty of Languages and Arts, Unesa
slametsetiawan@unesa.ac.id

Abstrak

Era globalisasi kini makin mendorong masyarakat dunia untuk menggunakan bahasa Inggris sebagai bahasa internasional. Hal ini kemudian menyebabkan orang-orang berlomba untuk menguasai bahasa Inggris tanpa mempedulikan asal negara maupun nasionalitas. Masyarakat Indonesia, khususnya di Surabaya pun tak luput dari fenomena ini. Stigma masyarakat akan pentingnya kemampuan bahasa Inggris akhirnya menghasilkan anak-anak berkemampuan dwibahasa yang menguasai bahasa Inggris dan bahasa Indonesia sejak usia dini. Berdasarkan periode perolehan bahasa, anak dwibahasa terbagi mejadi tipe *simultaneous* dan tipe *sequential.* Penelitian ini bertujuan untuk mengukur kemampuan anak-anak dwibahasa dari tipe yang berbeda dalam hal penguasaan bahasa. Penelitian ini menggunakan metode kualitatif dengan mengaplikasikan wawancara dan observasi. Hasil dari penelitian menunjukkan bahwa anak dwibahasa tipe *simultaneous* mengaplikasikan bahasa Inggris dan Indonesia dengan frekuensi relatif setara namun kemampuan bahasa Inggris lebih baik dari bahasa Indonesia. Hal ini dikarenakan oleh penggunaan bahasa Inggris yang memenuhi fungsi Ekspresif. Di lain pihak, anak dwibahasa tipe *sequential* menunjukkan kemampuan yang lebih baik di bahsa Indonesia. Hal ini juga disebabkan oleh penggunaan bahasa Indonesia yang seringkali untuk mengekspresikan diri. Kesimpulannya, bahasa yang dominan digunakan untuk mengekspresikan diri akan menghasulkan kemampuan bahasa yang lebih baik dari bahasa lainnya.

Kata Kunci: *Kemampuan bahasa, kemampuan dwibahasa, anak berkemampuan dwibahasa, anak berkemampuan dwibahasa tipe 'simultaneous', anak berkemampuan dwibahasa tipe 'sequential'*

Abstract

The globalization era leads people to be familiar with English as the international language. This causes everyone to race in mastering English regardless her/his nationality. This is also found in Indonesian society nowadays especially in Surabaya. The use of English is considered as important which then results bilingual children to master English along with the regional language since their early age. According to the period of acquisition, bilingual is divided into simultaneous and sequential types. This study aims to reveal the bilinguality maintained by two bilingual children in Surabaya by measuring each child's ability in mastering languages. This study employs qualitative method using interview and observation. The results show that simultaneous subject, the first subject, applied Indonesian and English in somewhat equal amount but her language ability was unbalanced. Her ability in using English was better than Indonesian. This is caused by the use of English is more applied to fulfill the expressive functions moreover in the home environment. On the other hand, sequential bilingual or the second subject, held English, Indonesian, and Javanese as his language repertoire. The use of Indonesian was dominant moreover with interlocutors at home and fulfilled the expressive function. His ability indicated that his Indonesia seemed better than English.. In conclusion, language to fulfill the expressive function correlates to the language ability. The dominant language used for expressing themselves, the more often he/she uses the language in everyday communication. This relation then results in the better ability in that dominant language.

Keywords: language ability, bilingualism, simultaneous and sequential bilingual,

INTRODUCTION

The use of English has been a need and it begins to be compulsory for being used by anyone in any country nowadays. Related to that prompt, Indonesia has established many International schools which aim for educating children to master English earlier. This circumstances then produces bilingual children since children who study in International school should learn English along with their local language. Parents whose children were educated in international school expected their children to have native like ability both in English and in Indonesian as their native language. They try to raise children bilingually, either since the birth or since the schooling. According to the period of the acquisition, bilingual children is differentiated into two; simultaneous and sequential bilingual children. Simultaneous bilingual acquires two or more languages at once since the birth while sequential acquire L2 after L1 is already established (Genesse, et al, 2004) in (Paradis, 2007).

This study focuses on those two types of bilinguals to measure each type of bilingual's ability in mastering languages they master. This study analyzes the use of bilingual's language at the home and school and then compares the ability shown by the use of bilingual's language. In designing this study, there are some theories used in this study as can be seen below;

    1.   Defining Bilingualism

There are some definitions according to linguists that can be looked up to define bilingualism. Bilingualism means anyone who possesses a minimal competence in one of the four language skills in another language besides his mother tongue (Macnamara, 1967). Titone (1972) in Bilinguality and Bilingualism (Hamers & Blanc, 1990) stated that bilingualism is the individual's capacity to speak a second language while following the concepts and structures of the target language instead of paraphrasing or adapting his or her mother tongue. From these two references, it seems like the term bilingualism refers to only two languages, the mother tongue and another language which is referred as the second language. But actually, those two definitions do not really give the limitation how many languages can follow, as long as the criteria are fulfilled. Furthermore, bilingual person is defined as someone who has an access to more than one linguistic code. It can be two or more linguistic codes (Hamers. 1981). This idea is also supported by Weinreich (1953) who defined bilingualism as the alternate use of two or more languages by an individual and Fromkin, et al. (2011) who defined bilingualism as an ability to speak two or more languages.

    2.   Strategy on Raising Bilinguals

Related to the many good reasons in stimulating the children to be early bilingual, there are some strategies that can be applied by parents in case of raising bilingual children. These strategies were proposed by Romaine (1989) in her book entitled *Bilingualism*:

Type 1: one person—one language

Parents have different native languages, but each has some competence in the other's variety, the community language is one of the parental varieties, and the strategies for parents to each speak their own language to the child.

Type 2: non-dominant home language

The same as above except that the strategy here is for both parents to speak to the child in the language not dominant in the community. The assumption is that the child will (at nursery school, for example) acquire the dominant community language because of extra-domestic pressure.

Type 3: non-dominant home language without community support

Here the two parents have the same language which is not dominant in the community. The strategy is obviously for both to use this variety with the child.

Type 4: double non-dominant home language without community support

Each parent has a different native language, neither of which is dominant outside the home. Each speaks their own variety to the child.

Type 5: non-native parents

Parents have the same native language, which is also dominant in the community. However, one parent (perhaps a professional linguist) always talks to the child in a non-native variety.

Type 6: mixed languages

Parents are bilingual, the community may also be bilingual, and each parent switches and mixes languages with the child

Those strategies are suggested to parents who want to raise their children as bilingual children. However, raising bilingual children also will find some risks, especially for the children themselves. Early bilingual children tend to experience unhappiness mostly in the social, personal, cultural and others (Edwards, 2003).

Firstly introduced by Grammont in 1902, strategy one person-one language (OPOL) is considered by many linguists and parents who want to raise bilingual children as the most effective (Barron-Hauwaert, 2004). The effective and accomplishable goal from OPOL strategy is to create the bilingual child into balanced bilingual and native speaker of both languages (Gonzales, 2008)

Related to this, there is also noticeable case where mostly early bilingual children are not aware and encounter confusion to distinguish one language with

another especially in their structure or syntactical matter (Wei, 2000).

3. Type of Bilingual Children

In connection with the way children acquire their second language, there are many types of bilingual children which are proposed by some linguists. The first one was proposed by Genesse (2004) in Paradis (2007) who distinguished bilingual children into two types: simultaneous bilingual child and sequential bilingual child. The process of acquisition both L1 and L2 for simultaneous bilingual child takes place since the birth so that the two or more languages become child's mother tongue for instance. The sequential bilingual child acquires the second language after getting used to his mother tongue before he aged 11. Simultaneous bilingual child mostly is the product of the strategy *One Person – One Language* (OPOL) while the sequential one is mostly the result of *Non Dominant Home Language* strategy (Shogren, 2011).

Similar to Genesse's theory, Edwards (2003) used the term simultaneous and successive. The first one describes exposure to more than one variety from the onset of speech or, at least, from a very young age, and the second is the addition, at a later age, of a new variety to an existing maternal one.

Moreover, Setiawan (2013) distinguished the type of bilingual based on the process of the acquisition as follows:

1. Simultaneous bilingual: someone with two languages acquired at once since his/her birth.
2. Early bilingual: someone whose acquisition process of bilingualism occurs early in his/her childhood.
3. Successive bilingual: someone whose second language is acquired later after he/she develops the mother tongue.
4. Secondary bilingual: someone with the knowledge of second language is added to the first language through instructions.

Incipient bilingual: someone with two languages but one language is not fully established.

4. Bilingual's Ability

Bilingual children are caused by many factors. They become bilingual children mostly because of the nature of language from the society around and the intention from parents to teach the children to be bilingual. Sending the children to study in international school is one example of the parents' intention to teach the children to be

bilingual. This is simply because parents believe in the critical period.

Critical period is when the human brain is most ready to receive input and learn a particular language (Yule, 2006). Yule (2006) later on stated that the critical period to acquire language lasts from birth until puberty. Similar to Yule, Edward (2003) agreed that early childhood to acquire second language (L2) is better than anything later, particularly for the native-like ability. This is because child's brain is more plastic and flexible so that children can process the knowledge of language that they get easier than the older ones. Supporting this idea, Fromkin, et al. in 'An Introduction to Language Ninth Edition' (2009) said that the best age to acquire the second language or to be the early bilingual children is between age of three and eight. This statement was got from the result of test that tried to measure the language ability of L2 learners. Category of age between three and eight performed more native-like ability than the older group (9-16) and more over than adult group (age of 17-31). This test also showed that the native-like ability decreased along the increase of age. Moreover, according to another observation, it was also confirmed that early childhood bilingual involves more role of left hemisphere in language processing which results the more balanced bilinguals than those who acquire bilinguality in the later age (Hamers & Blanc, 1990).

Modifying the outcome of individual bilingualism (Li Wei, 2000), Setiawan (2013) came up with the division on individual proficiency as follows:

1. Balanced bilingual: someone with the competence to master two languages equally.
2. Dominant bilingual: someone whose the bilinguality is not equal. One language is better and more often to be used than another language.
3. Asymmetrical bilingual: someone with two languages are acquired but one language is understandable but rarely necessarily used in either spoken or written.
4. Recessive bilingual: someone who rarely uses one out of his/her two languages and starts to find difficulty in expressing him/herself using that language.

Minimal bilingual: someone whose understanding in his another language beside mother tongue is limited, only few phrases or even words.

METHOD

This study uses qualitative method by employing observation and interview. Interview takes place first using parents of subjects and bilingual subjects. Interview aims to find out subject's bilinguality related to the language use from individual's perspective. Observation gives better sight to measure each subject's bilinguality from the researcher's perspective. Direct observation was done mainly at subject's home for about a week. Observation resulted the conversations conducted by each subject to some interlocutors at home. Data from school were collected from the information given by subjects related how they conduct their communication with people in school environment.

This study uses two subjects; one simultaneous child and one sequential child. Simultaneous subject who is coded as subject A is a girl whose parents are excellent in using English and use it a lot in their everyday communication. The use of language at home is quite stable between English and Indonesian. Her school, differently, gives her less opportunity to apply English than to apply Indonesian. On the other side, sequential bilingual is a boy whose parents understand English but rarely use it fluently with subject. Sequential bilingual is addressed as subject B. Indonesian is the dominant language at home while English is more dominant at his school.

RESULT AND DISCUSSION

1. The Result of Bilinguals' Language Ability

This study aims to analyze the ability of bilinguals to master their languages. The results on the bilinguals' ability will be analyzed too see how distinct they are in each kind of the bilingual type. The consideration in measuring the language ability is by taking a look to the use of languages in the recorded utterances produced by both subjects. After that, those spoken resulted will also be supported by the result on the written story test that they had. Since this result aims for comparing, the languages that will be the main focus are English and Indonesian. This is because subject A and subject B share English and Indonesian as the same languages in their linguistic repertoire. Javanese will not be analyzed since subject A never applied it and subject B only knew a little part of it. The aspects of language that are analyzed to measure the ability of language are the vocabularies and the structure of language.

1.1 The Language Ability of Subject A (Simultaneous Bilingual)

According to the use of language, subject A produced English more than Indonesian. Subject A is a simultaneous bilingual child who acquires both English and Indonesian simultaneously as her first languages.

However, the ability of subject A in mastering language can be different from one another. The explanation of each language's ability is presented below:

1) Indonesian Language Ability

The use of Indonesian can indicate the ability of subject A in mastering Indonesian. To see the ability, the analysis will take a look to the vocabularies and the structures that subject A applied in both utterances and written story.

(1) Vocabulary

The Indonesian vocabularies that were applied in subject A's utterances seem to be having no significant problem. She can maintain the use of Indonesian words when she talked about particular topics to particular interlocutors. When the use of language in subject A's utterances was analyzed further, there were some barriers that subject A encountered in applying her Indonesian.

Related to the bilinguality of subject A, the vocabularies in Indonesian are sometimes replaced by the English vocabularies since some matters are commonly termed in English rather than in Indonesian. This actually becomes the barrier for subject A to master her Indonesian better. Since the society both home domain and school domain let the use of particular terms just to be uttered in English, subject A found difficulty to realize the Indonesian vocabularies for those terms. This can be seen easily when subject A should mention the matters related to the education such as the name of school subjects and the stationary used at school. One proof that this becomes barrier for subject A to master the Indonesian vocabularies is shown in Data 01 below;

(01)	Subject A:	Miss, I can't find my busur.
	Teacher :	Can't find *apa nggak bawa?*
	Subject A:	I don't know, Miss. *Kayaknya udah aku bawain, udah aku masukin ini, apa, tepak. Tapi sekarang kok nggak ada.*

(01)	Subject A:	Miss, I can't find my protractor.
	Teacher:	Can't find? You mean you don't bring it?
	Subject A:	I don't know, Miss. It seems like I brought it, I already put it in, what, my pencil case. But now it's not there.

This situation describes subject A wanted to explain her excuse to the teacher using Indonesian. She wanted to say "pencil case" in Indonesian. Since subject A mostly used English in terming "pencil case", she seemed confused in finding the right Indonesian for it

until finally she termed it as "*tepak*" which is actually Javanese.

Another circumstance that may reflect the Indonesian ability of simultaneous bilingual is the production of verbs. In the both utterances and story which was written by subject A, she produced many words, which are mostly verb, that do not even exist in Indonesian. Subject A tended to form the verb by combining the prefix and suffix that she knows without understanding the proper form of the word. Indonesian indeed has some rules in creating verb by adding the prefix and suffix. The rule of the word formation seems failed to be understood by subject A as seen in the Data 02 and Data 03 below;

(02)   Subject A: *Ok. Ulangi ya, miss.. Halo teman-teman… Nama saya A… Saya mau berpresentasikan*

          Tutor: *Mempresentasikan. Bukan berpresentasikan.*

          Subject A: *Oh iya iya* miss.

(02)   Subject A: Ok. I'll repeat, miss.. Hello, friends... My name is A… I want to presenting (unacceptable word form in Indonesian)

          Tutor: To present, not to presenting.

          Subject A: Oh okay miss.
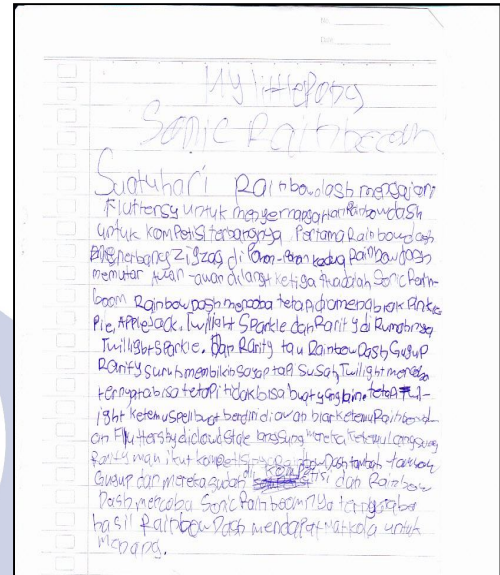
(03)   Subject A: *Mommy… aku ada tugas ini. Wawancara pengusaha kecil dan menengah. Besok dikumpul aku lupa kalo ada tugas ini.*

          Mommy: *Kamu ini selalu deh. Gimana sih sama tugas kok bisa lupa? Gini ini kan nyusahin aja. Udah malam lho ini.*

(03)   Subject A: Mommy… I have this assignment, interviewing low and middle class entrepreneur. Tomorrow should be collect (unacceptable word form in Indonesian).

          Mommy: You always do this. How can you forget your assignment? You always trouble others. Now is late already.
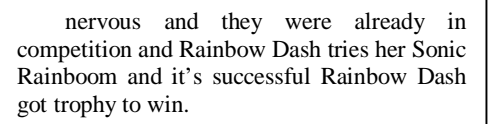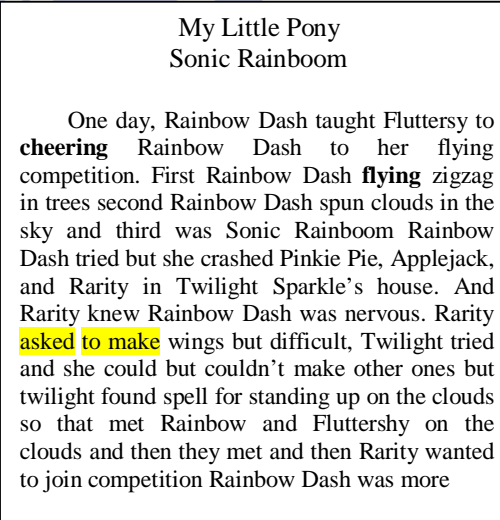
Occurrence above shows error produced by subject A when she produced "*berpresentasikan*" (unacceptable affixed word of to present) while it actually should be "*mempresentasikan*" (to present). Data

03 also showed that subject A misused word "*dikumpul*" (unacceptable affixed word of to be collected) which should be "*dikumpulkan*" (to be collected).

The result of the written story test below also showed the disordered verbs that were used by subject A.

Picture 1. Indonesian story of simultaneous bilingual

My Little Pony
Sonic Rainboom

One day, Rainbow Dash taught Fluttersy to **cheering** Rainbow Dash to her flying competition. First Rainbow Dash **flying** zigzag in trees second Rainbow Dash spun clouds in the sky and third was Sonic Rainboom Rainbow Dash tried but she crashed Pinkie Pie, Applejack, and Rarity in Twilight Sparkle's house. And Rarity knew Rainbow Dash was nervous. Rarity asked to make wings but difficult, Twilight tried and she could but couldn't make other ones but twilight found spell for standing up on the clouds so that met Rainbow and Fluttershy on the clouds and then they met and then Rarity wanted to join competition Rainbow Dash was more

nervous and they were already in competition and Rainbow Dash tries her Sonic Rainboom and it's successful Rainbow Dash got trophy to win.

Picture 2. Indonesian story of simultaneous bilingual's translation

NOTE:
1. Bolded word means improper affixed word form in Indonesian
2. Highlighted word means informal word
3. The use of punctuation and the structure are translated precisely in the way they are in the original story.

Some of unacceptable words are "*menyemangatkan*" (unacceptable affixed word of to cheer) dan "*menerbang*" (unacceptable affixed word of to fly). The word "*menyemangatkan*" is supposed to be "*memberi semangat*" (to cheer) while "*menerbang*" should be "*terbang*" (to fly). The misuse that was found in subject A's speech production indicates that subject A overgeneralizes the word formation rule in Indonesian. Since most verbs in Indonesian is added by prefix me-, subject A tended to apply that rule to every verb while actually she should not.

The lack of vocabularies in Indonesian that is experienced by subject A limits her to express herself freely in Indonesian. It seems subject A sometimes showed her confusion in finding the right word to continue her story in Indonesian. She tended to extent her utterance by saying "*apa*" (what) while thinking to find the proper Indonesian vocabulary to continue her utterance. This happened in Data when subject A tried to find the proper word in Indonesian for replacing pencil case.

Hence, according to the results of simultaneous bilingual's Indonesian vocabulary, there are some things that can be considered to measure her Indonesian ability. It was mostly seen that subject A is confused in making up Indonesian verbs with their affixes. Below is some Indonesian words found which are incorrect in the use of affixes;

Table 1. Affixed verbs of simultaneous bilingual

Used Verb+Affixes	Meaning	Proper Verb+Affixes
Berpresentasikan	To present	*Mempresentasikan*
Dikumpul	To be collected	*Dikumpulkan*
Menyemangatkan	To cheer	*Memberi semangat*
Menerbang	To fly	*Terbang*

(2) Language Structure.

Analyzing the Indonesian language structure in subject A's utterances, it seems that subject A did not encounter any problem in arranging her Indonesian utterances. In the spoken forms, which can be seen in the recorded conversation, subject A can smoothly produce her utterance in the proper arrangement. Since grammar of Indonesian does not require many rules in arranging

the sentence, everyone seems to easily create Indonesian sentences and so does subject A. There is no significant problem for subject A in creating Indonesian utterances. This seems so when Indonesian was applied in the casual conversation. In casual conversation, the sentences used were short and easily to be understood. The inability of subject A to arrange sentences in Indonesian was seen when she should employ Indonesian in formal situation to present the material at school.

One example of subject A's utterance that depicted her ability in arranging Indonesian was shown in utterance, "*saya mau mempresentasikan bagian-bagian telinga. Disini adalah gambar telinga dan saya akan mempresentasikan.*" ("I wanna present parts of ears. Here is the picture of ear and I will present"). In that sentence, the inadequate competence of subject A in Indonesian was mostly marked by the use of informal word while this utterance was in the formal situation. The informal word is word *mau* (wanna). The wrong arrangement was shown in the second sentence of that utterance. It should be uttered as "*Disini adalah gambar dari sebuah telinga, dan sekarang saya akan mempresentasikannya*" ("Here is the picture of ear and I will present"). This shows that subject A tends to simplify her utterances in Indonesian as long as it can deliver her intended meaning without considering and realizing the proper structure of the language.

In the result of the written story test above, it was clear that subject A was having trouble in applying Indonesian in the proper way. Subject A tended to make up words according to what she always hears from people around her and she just puts them up together. For those who understand Indonesian as the mother tongue language, the Indonesian production by subject A may be considered as not proper. The story was understandable but it seems to break some rules of Indonesian sentence arrangement.

All in all, subject A was capable in forming casual sentences since she always did that in daily conversations to almost all interlocutors in both domains. This then does not show that her ability in mastering Indonesian is excellent. In fact, subject A found many difficulties in forming words moreover utterances in Indonesian.

2) English Language Ability

As the simultaneous bilingual, subject A understands English earlier than other children in her age. This makes subject A tends to apply English in her everyday communication. Related to the use of English, this chapter aims to look up and examine the English ability of subject A as the simultaneous bilingual. The analysis is differentiated according two aspects of language, namely: vocabulary and structure of language.

(1) Vocabulary

Regarding that English is mainly used and holds the function to express subject A's thought, the vocabularies of English that subject A masters was plenty. This is shown by the use of English vocabularies that was mixed in the use of Indonesian to term many things. English occurred in the middle of Indonesian sentences to term many thin which are related to the educational terms such as the subjects, materials of lesson, and even the stationaries. Besides that, subject A also was fond of switching to English when she was about to tell or express her thoughts or feelings. This occurrence showed that subject A possess plenty vocabularies in English since she was accustomed to improve it by telling the story using English. From the recorded conversation, subject A seemed without fail sing English to tell many things that she wanted to express to the interlocutors who understand English. This occurrence can be seen in the most conversations that involve subject A and the bilingual interlocutors at home.

(2) Structure of Language

After analyzing the vocabularies, the structure of English was also examined to get the result of the subject A's language ability. Apparently, the utterances produced by subject A showed that subject A recognized the English grammar very well. In her spoken English, she either unconsciously or consciously followed the rules in the English grammar that are usually ignored by the early age English learners. The first occurrence was indicated by the use of gerund. Many English learners are difficult in realizing to use gerunds in their utterances. This does not happen in subject A's English. She recognized the change of verb into noun by adding the suffix –ing. In her exchange with mother for example, she expressed "I got ninety two memorizing Bible". Although that sentence is lack of "in" before the word memorizing, but subject A can perfectly mention memorizing for she referred to the noun rather than to the verb form. Other similar existence of the use of gerund can be found in Data 04 when she put gerund "ordering" after word "stop" ;

(04) Maid 2: *Eh, ayo ce. Cepet ganti baju dulu. Habis itu mandi. Habis ini* tuition *lho ya.*

Subject A: *Bentar* <u>toh</u>. I just got home. I'm tired, you know? Stop ordering me around. You're not the boss here.

Another analysis on the English language structure is the case of subject-verb agreement. In subject-verb agreement, subject A seemed never fail to put the correct verb and 'to be' which follows particular verb. The use of verb that follows the subject correctly can be seen in the written story that she made and also in the utterances of subject A. The written story showed that the subject family which is singular was followed by "has" as the verb. The rest of story told about the members of family. Although the description of subjects are a bit out of the rule, the use of 'to be' which follow are used correctly. The proof of the good consideration of subject A in following the rule of subject-verb agreement can be seen in Data 05 below;

(05) Subject A: *Aduuuh* (No waaaaay). I must find it or mommy will get angry to me. She always gets angry to me. She will never buy me the new phone if I lose it again. I'm so screwed!

Maid 2: Calm down. Just quiet. I'm looking for it.

Subject A: Don't talk to me like that. I hate you!

In Data 05 above, subject A used the verb "gets" to follow the subject "she" which refers to the mother.

Another consideration in measuring language ability according to the structure of language can be seen from the use of Tense. To limit the analysis, the explanation will only distinguish the tense into the past form and future form since the present tense has been explained in the subject-verb agreement section. Subject A showed the use of tense which indicated the past even and future event quite much. In expressing the past event, subject A realized that she should use the second form of verb. Her consideration of selecting the right form of verb was shown in the conversation with tutor when subject A intended to tell the tutor that previously she had a picture that she needed that was drawn by her mother. In telling that, subject A previously said "mommy draw" but then she realized that 'draw' was not the correct verb she needed. Apparently subject A cared about the use of verb in past tense so that she immediately corrected it by saying "I mean drew". However, in uttering the past tense subject A ever experienced the mistake that she did not realize like when subject A misused the past form of verb to express the future event. She said "we got pudding today" to tell that she was still about to get the pudding for lunch.

After the use of the verb 2 to indicate the past event, subject A was shown to be aware of the use of 'will' in referring to the future event. The example occurrence of the future tense can be seen in Data 05 above. The structure of English language in uttering the future event was undoubtedly correct.

However, subject A used English a lot in her everyday communication although it does not dominate Indonesian in the daily language application. Subject A showed incredible ability in English by considering the rules of English grammar which is not commonly well recognized by children in her age. To look simply to simultaneous bilingual's structure of English, here is the summary to reflect her English ability.

Table 3. Structure of simultaneous bilingual's English

STRUCTURE	NOTE
Gerund	Often used, No mistake
Subject-Verb Agreement	Often used, No mistake
Past Tense	Often used, Rare mistakes
Future Tense	Often used, No mistake

After examining the vocabularies and structure of each language simultaneous bilingual possesses, the measurement of her ability is shown in the table below;

Table 4. Measurement of simultaneous bilingual's language ability.

LANGUAGE	COMPONENT	MEASUREMENT
English	Vocabulary	A
	Structure	A
Indonesian	Vocabulary	B+
	Structure	A-

NOTE:
'A'   means 'Excellent'
'A-'   means 'Great'
'B+'   means 'Good'
'B'   means 'Average'

The scores are given according to the result in everyday communication and supported by the written story test. Subject A shows excellent ability in her English but just less in her Indonesian. According to the use of language, subject A seems to be balanced bilingual. Yet, her ability in both languages seems unbalanced. The measurement of simultaneous bilingual child shows that she is English Dominant Bilingual (Setiawan, 2013).

1.2   The Language Ability of Subject B (Sequential Bilingual)

As the sequential bilingual child, subject A firstly acquired Indonesian as his first language. The English was acquired later when he went to the preschool at the age of four years old. The expectation was his language ability in Indonesian will be better than in English for it has been acquired earlier. Whether this idea is true or not, the explanation about it is shown below:

1)   Indonesian Language Ability

In the recorded conversation, Indonesian was used dominantly over the other languages that subject B holds as his linguistic repertoire. According to the result of the language use, however, Indonesian was often overlapped with the Javanese in subject B's utterances. This section will mainly focus on the language ability of subject B in mastering Indonesian and excludes the Javanese as the different code. The analysis of subject B's Indonesian language ability is distinguished according to the vocabulary and the structure of language.

(1)   Vocabulary

Subject B employed Indonesian as his main language when he communicated to the interlocutors who understand Indonesian. The use of Indonesian, unfortunately often collides to the use of English and Javanese by subject B. By taking a look to the use of language of subject B, it's seen that often employed the intrasentential switch. Subject B tended to mix his language to overcome his difficulty in expressing particular word in particular language. He preferred to employ another language to state the word rather than to look for the way to state it in that particular language. This actually becomes the barrier for subject B in mastering Indonesian. The Indonesian vocabulary was not maximally enriched since subject B was accustomed to term many things in the way they were acquired. Subject B rarely tried to produce the full sentence in any particular language in his casual conversation as can be seen in Data 06 below;

(06)   Subject B: Yeeek *bilangin kok*. Daddy *besok ikut* tah birthday*nya cece?*

   Daddy: *Enggak lho.* Daddy should go to Jakarta tomorrow.

(06)   Subject B: See? I told you. Daddy tomorrow can also go to the cousin's birthday, right?

Daddy: Of course not. Daddy should go to Jakarta tomorrow.

In subject B's conversation above, the use of languages is mixed up arbitrarily. He employed Javanese, Indonesian, and English at once which shows that subject B uses his languages in terming words that are familiar in each particular language. Javanese is mostly used for interjection, English is used for words which popular to be expressed in English while Indonesian fills the rest.

Indonesian language was the language that suffered the consequence of the habit of subject B to employ the intrasentential switch. The use of Javanese and English which often covers the use of Indonesian in his daily conversation limits his ability in mastering Indonesian vocabulary. The Javanese words which were found in the conversations took over the Indonesian words that may never be used by subject B and so were particular English words.

(2) Structure of Language

The ability of subject B to structure the Indonesian utterances seemed to encounter any problem. As his first language, Indonesian should be already familiar to subject B in the use of it. Moreover, the structure of Indonesian language was not as complicated as English. For people who acquire Indonesian as the mother tongue language, forming good Indonesian sentence is very easy and is subject B. The only problem for subject B in structuring Indonesian language is his tendency to mix his languages as he pleases. To fulfill the referential function, English and Javanese were often applied to complete subject B's Indonesian utterance. This prevented subject B in arranging the full perfect Indonesian utterances during his daily communication.

Subject B is able to structure Indonesian utterances well since he used it dominantly in his conversations. However, subject B still found the difficulty in distinguishing formal form from informal form. One of some occurrences is shown by his production in Indonesian story;
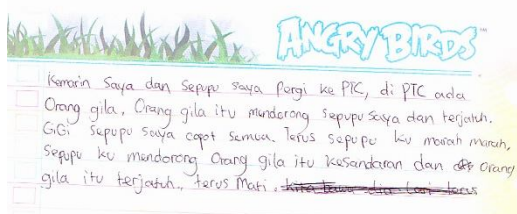
Picture 3. Indonesian Story of Sequential Bilingual

> Yesterday my cousin and I went to PTC, in PTC there was crazy man. That crazy man pushed my cousin and fell. My cousin's teeth were off completely. Then my cousin got mad. My cousin pushed back the crazy man to fence and that crazy man fell. then dead.

Picture 4. Indonesian story of sequential bilingual's translation
NOTE:
1. Highlighted word means informal word
2. The use of punctuation and the structure are translated precisely in the way they are in the original story.

There were some informal words used in the written story. The first one when he described his cousin's teeth and second one when he used '*mati*' (dead) which is pretty improper to describe that someone passed away (*meninggal*).

3. English Language Ability
Subject B showed that he did not apply English in his utterances very often. He would prefer to use Indonesian to the interlocutors around him. English will be visible in the subject B's utterance when only he had no choice as in the interlocutors did not understand Indonesian or as in the school environment where English is compulsory. Related to the use of language, the language ability in English that subject B masters could be seen by taking a closer look to the vocabulary and the language structure of English in subject B's speech production.

(1) Vocabulary

The vocabulary of English of subject B is not too vary considering subject B did not have too much opportunity in applying and improving his English. The vocabularies of English that subject B masters are commonly the educational terms that he got from school. This is because the school gives more opportunity for subject B to enrich his English vocabularies. Other than that, subject B masters the easy common verbs that were mostly used in his daily communication.

Subject B showed the lack of English vocabulary since he tended to do the intrasentential switch by using Indonesian when he started not to be able to continue his utterance in English. This occurrence can be mostly seen in the conversations of subject B with his private tutor. In the result of the written story test, subject B applied many easy common words in expressing his story in English. This was affected by the tendency of subject B to choose Indonesian over English to express his thought or feelings. This causes his English vocabularies are hardly improved and are limited.