

## Language Attitude of a Bilingual-Bicultural Child: Case Study of a Mixed-Marriage Family

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### Abstrak

Penelitian ini bertujuan untuk meneliti penilaian/sikap/pandangan anak dua-bahasa dan dua-budaya terhadap bahasa yang dia miliki; Bahasa Jawa, Bahasa Indonesia dan Bahasa Inggris. Metode kualitatif dirasa paling pas dalam penelitian ini karena peneliti mempunyai tujuan untuk melakukan penelitian dengan setting yang alami sehingga data yang diperolehpun juga apa adanya. Untuk mendapatkan data yang akurat, kongkret dan cocok, peneliti melakukan interview kepada para informan (ayah, ibu, anak dan budhe) serta tetangga, melakukan penelitian langsung terhadap informan dan juga meneliti dokumen yang ada. Hasil penelitian mengungkapkan bahwa anak dua-bahasa dan dua-budaya memiliki penilaian positif atau baik terhadap Bahasa Jawa, Bahasa Indonesia dan Bahasa Inggris. Ini juga dipengaruhi oleh orang tuanya dan orang-orang disekitarnya. Mereka memiliki pemikiran yang terbuka. Keluarga ini memiliki respek yang tinggi untuk semua bahasa (bahkan semua bahasa di dunia) tanpa menganggap adanya minoritas dan mayoritas bahasa. Anak ini mampu membedakan bahasa apa yang harus dia gunakan untuk siapa yang berkomunikasi dengannya, tujuannya untuk menghargai dan membuat lawan bicaranya merasa nyaman.

**Kata Kunci:** penilaian/sikap/pandangan terhadap bahasa, dua-bahasa, dua-budaya

### Abstract

The researcher investigated the language attitude of the bilingual-bicultural child's languages; Javanese language, Bahasa Indonesia and English. Qualitative method was the proper way to be applied in this study because the researcher purposed to do research in natural setting in order to get the natural data. To achieve the accurate, concrete and matched data, the researcher did interviews the informants (father, mother, child and budhe) and neighbors, did participant-observation and observed documents. The result presented the bilingual-bicultural child had positive attitude toward Javanese language, Bahasa Indonesia and English. It was cause by the influence of his parents and the surrounded people. They were open-minded family. They had high respect to all languages (in the world) without any judging which one was the minor language and which one was the major language. The child capable to differentiate what language to whom he communicated in order to appreciate his addressees and make them comfortable.

**Keywords:** language attitude, bilingual, bicultural

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### INTRODUCTION

This study observed informants from Asian and Western countries. The family contain of an Indonesian father and a Scot mother. One side is from a country which has strong tradition while other side is from a country which highlights the directness. Interestingly, those differences blend into one family through a marriage, called mixed-marriage.

The family lives in Surabaya now. Surabaya is located in East Java. As information, Java is one of big islands in Indonesia. The people mostly speak Javanese

language and Bahasa Indonesia. It is the impact of Surabaya as the metropolitan city where people from different regions and backgrounds are met. Other reasons are because Javanese language is the origin language of Java ethnic and Bahasa Indonesia is the official language of Indonesia. Thus, people often combine those both languages in every day communication. As metropolitan city, Surabaya is more opened to every language and culture.

In this study, the main informant was a bilingual-bicultural child. It is possible if the writer also involved parents, relatives and neighbors to complete the

data. As information, the child was still five years old who schooled in an international kindergarten in Surabaya. Based on short and simple information from the neighbor of that bicultural family, the child was able to speak English (his mother's language), Javanese (his father and Indonesian family's language) and Bahasa Indonesia (the official language). In addition, the mother was an English teacher in International school in Surabaya while the father was a technician.

Different languages that the child learns and the child have would also produce different feeling toward them. Because of that, the writer analyzed the language attitude of the child toward the languages that he used. Thus, the research question of this study was: what is the attitude of bilingual-bicultural child toward his languages?

Language attitude is the feeling/opinion/point of view of the speakers (the languages' owners) towards languages that they have (whether they (the languages) are better than others) and also which language the users prefer to use so the attitude of the speakers (whether it is positive or negative) will be detected (Wardhaugh & Fuller, 2015). Language attitude describes two sides of psychological feeling (whether pros or cons) towards languages that people have/know/face. Language attitude consists of two aspects. They are positive feeling and negative feeling. Positive feeling is produced by the interest to be recognized as the same identity in a group while negative one is the feeling to reject identity (Saville-Troike, 2003, p. 198). Setiawan (2013) explained that the characteristics of people who had positive attitude toward their language was they would chose the language as the language in the most communication. The impact of positive attitude is maintaining language from the language lose. On the opposite, negative attitude will make people avoid or refuse to use that language. Harding-Esch & Riley (2003, p. 44) suggested the keys of saving language from its extinction were by needed and used.

Bilingual children often face the situation where they have to choose what language that they should use. It is happened when they get certain situation or people who do not share same language. The term of this case is called language choice. the attitude of parents and surrounded people play role in the child's language choice (Knapp & Antos, 2007). Harding-Esch & Riley (2003) gave definition of language choice as a condition where people changed their language to another based on the people they communicate to. Sometimes, language choice is considered by either regulation or prestige (Ravindranath, 2009, p. 161). Dweik & Qawar (2015) defined language choice as a challenge to choose language components (words, phrases, clauses or

sentences) appropriately. They mentioned that dominant language had high chance to be chosen in most communication. It is because dominant language has huge social functions and can be the bridge of some minority languages. Language that usually considered as dominant language is more prestigious than others. Prestigious here can be meant as more modern and more suitable to be used in everyday communication. While, sometimes, people use non-dominant language to tight the solidarity in multilingual community. Those theories above helped and leaded the researcher in analyzing the data in order to be able to answer the research question of this study.

## METHOD

This study used qualitative research as the methodology. Qualitative research was suitable to examine informants in natural setting or everyday life with deep or continue research (Miles, Huberman, & Saldana, 2014). They also gave tips to easier analyze the data by using data condensation, data display and conclusion drawing/verification. Those three parallel strategies were applied in this study.

The main informant of this research was a bilingual-bicultural child. The child was a five years old boy which took an international kindergarten which had link to his mother's workplace (they were not in the same school). Let's called the child as Diamond (pseudo-name). The data in this study did not only come from the child (considering his age and information needed) but it was also helped by the parents and surrounded people (relatives and neighbors). The parents are mixed-marriage couple; the father is an Indonesian (the origin of Surabaya person), the mother is a Scott, and father's older sister (*Budhe*). *Budhe* is a term or title for older sister's parents, particularly used in Java. The reason of including *Budhe* as the parent in this study because she had roles as huge as the true parents. She was the bilingual-bicultural child's caregiver during his parents work, thus, she spent much time with him. The father is a technician whereas the mother is a playgroup and kindergarten English teacher in an international-school in Surabaya.

This family lives in Surabaya (one of big cities in Java Island, Indonesia), exactly in a housing-complex. The reason of mentioning housing-complex here because place is also the factor of people's language. In fact, language of housing-complex people and village people in Surabaya are different. Most housing-complex people use Bahasa Indonesia and combined with Javanese language (the Suroboyoan-dialect) while people who live in village mostly use Javanese language. In addition, the

boy spent his more home time in the weekdays with his *Budhe* and his cousin (*Budhe*'s daughter) because his parents work. They (the parents and the child) only communicated in the evening (after the parents came back home from working) and in the weekends. The father uses Javanese (Suroboyoan-dialect) as his ethnic identity language, Bahasa Indonesia as his national language and English to communicate with his wife, the mother uses English (even though, the mother does not master Bahasa Indonesia and Javanese, yet, she understands when her interlocutors speak with those languages and she tries to reply with those languages little), the Diamond's school mostly uses English and little Bahasa Indonesia, the father's relatives use mostly Javanese and mixed with Bahasa Indonesia and the surrounded people (friends and neighbors in the housing-complex) mostly use Bahasa Indonesia and it is mixed with Javanese. This little boy capable to use Bahasa Indonesia, Javanese, and English in daily communication. The child learnt those languages from his parents, school, relatives, friends and the surrounded people. That situation was also explained in the result study from Dweik & Qawar (2015). They proved that domain of home, family, religion, social, education, workplace and formal interactions had crucial role in having, choosing and using the languages.

The observation of this study took in that bilingual-bicultural family's home. The researcher did not directly intense observe the informants in their house (the researcher only visited the informants' house three times because they were too busy to be met), but on the other hands, the researcher used other strategies to collect the data, by interviewing through WhatsApp application and observing documents. The reasons of the researcher chose the use of language in home domain because home were the first place where time to communicate was much than other setting and family was the purest, most natural and most honest domain to produce and share language. Thus, from those reasons, it gave benefits for the researcher to get the objective and true answers from the informants.

The data were mostly in the form of conversation. Several data sources which were used in this study were taken from the instrument of the study. They were field-note (by interviewing the informants and involved people), interview-recording files, chatting-screenshot pictures from WhatsApp, observation checklist, video-recording files and caption-screenshot pictures from the parents' social media (Facebook and Instagram). Those sources were collected by doing interview, observation and documentation.

#### a) Interview

There were several informants who were interviewed in this study: a bilingual-bicultural child (the main informant of the study), father of the bilingual-bicultural child, *Budhe* (the father's relative and child's caregiver), and close neighbors (they who usually interact with the child and the parents).

The researcher made questions list to be the instrument's feature and used audio-recording (using mobile-phone) and note-taking (using pen and paper) as the tools in doing interview. Because of the time and condition of each informants, the researcher did not only do direct interview to them (face to face) but the researcher also interviewed them by chatting (using WhatsApp application). The informants who were interviewed using that application were the father and a neighbor.

All informants were given same questions for each research-questions. It aimed to check the validity of their answers. It was suggested by Saville-Troike (2003, p. 103) to make sure and match the consistency of the information, it was better to ask equal questions to other people in that community and compared the answers from one informant to another. The bilingual-bicultural child got different questions considering the age of the child and capability to answer the questions. The interview between adult and children are imbalance and it make the children unfree to express their idea (Saville-Troike, 2003, p. 102). The researcher reduced the outcome of the interviews, and only used the answers from the informants which had correlation with the research questions.

#### b) Observation

The observation of this study was located in the informants' house. It functioned to know language situation in the home domain so it gave the data of the language that the informants used in daily communication. The main informant who was observed was a bilingual-bicultural child with the helps from his parents. This observation used observation check list as the instrument's feature which will be worked by the observer herself by joining the activities of the informant at home.

The observer visited the informants' house three times because the time of observer and the time of informants under observation were difficult to be met. It started in November, 24<sup>th</sup> 2017. Firstly, the observer only met the bilingual-bicultural child with his *Budhe* and his cousin because his parents still worked. At that time, the observer informed the observer's aims visited the family's house to the *Budhe*. Then, the observer interviewed and observed them simultaneously. Second visiting was in June, 5<sup>th</sup> 2018. This time, the observer had a chance to



meet the child and the parent of the child (only his father). It was because they were very busy and active family. Because of the observer actually had interviewed the father by WhatsApp application before, so this time the observer added additional questions to him, furthermore, the observer acted like usual guest (interacting and sometimes doing silent-observation (only looking to the child's activities) to the informants). Last observation was done in June, 29<sup>th</sup> 2018. Like previous activity, here, the observer played with the child and the cousin and observed them as natural as their friend. For each investigation, the observer brought observation checklist to make sure the similarity of the previous interviews' results and the real condition in observation. Remember, the main point of this research was the language use of the informants. The result of the observation became the data of the study and was analyzed to help answering the research questions of the study.

#### c) Documentation

The documents in this study were taken from social media (Facebook and Instagram) of bilingual-bicultural child's parents. They were video-recording files, their pictures, and caption-screenshot pictures. This study used documentation as one of the techniques because of some factors. It helped the researcher collect more evidences about the informants' languages related to the research questions in this study. It also minimized the use of observation time with the informants. It meant that by using documents, the researcher did not take the informants' time too much which will annoy them. Documentation technique also aimed to match the results of interview and the results of participant-observation and also to add the data of the study. The more evidences which were provided (by doing interview, observation and documentation) to answer the research questions, the more valid the results of the study are.

Here, the researcher saved the videos of the informants which possibly had something related to this study (about the language etiquette, language attitude and the problem of bilingual-bicultural child in languages) to be the data of the study such as video of birthday party which showed the interaction between the bilingual-bicultural child and his friends, video communication between the child and the parents, and others. Furthermore, the researcher also captured the captions and postings which also contain of words/clauses/sentences/statements which could be observed in this study. Links of videos can be seen in references. Those data collected were analyzed to be the answer of the research questions.

## RESULT

Simply, language attitude is the feeling of the speakers toward the languages that they have and use. Language attitude is strongly correlated with language use and language choice. It means language which is chosen as the language that the speakers use for their communication language presents that the speakers have positive attitude or positive feeling toward that language. So that, before answering the attitude of the bilingual-bicultural child, the researcher will present and explain the language use of the child and his parents. The parents who were observed in this research question were Father, Mother and *Budhe*.

### (1) Interview result with the child and *Budhe*

Researcher	: Kamu bisa Bahasa Jawa? ( <b>Can u speak Javanese language?</b> )
Diamond	: Iya ( <b>Yes, I can</b> )
Researcher	: So, what language do you use to communicate with your friends?
Diamond	: My friends in the school is English
Researcher	: How about in the home? Which language?
Diamond	: with my parents, English
Budhe	: Kalau yang di rumah ini Boso opo? Boso Jowo apa Indonesia? ( <b>How about with people in this house? What language do you use?</b> )
Diamond	: Bahasa Indonesia
Budhe	: Nek mbek Dede ngomong opo, Boso opo? ( <b>How about with Dede? What language do you speak?</b> )
Diamond	: Jawa ( <b>Javanese language</b> )
Researcher	: What language do you mostly use to communicate with your father?
Diamond	: Eeeee
Researcher	: Javanese, English or Bahasa Indonesia?
Diamond	: English. In my Mommy also English
Researcher	: So, with both of them you use English?
Diamond	: Yes, My Mommy taught me French
Researcher	: Diamond, with whom do you usually play?
Diamond	: Mbak Deb
Researcher	: Kalau gitu pakai Bahasa Jawa, Bahasa Indonesia atau campur? ( <b>So, you use Javanese language, Bahasa Indonesia or mixed language?</b> )
Budhe	: Campur, tapi ya gak pernah Bahasa Inggris soalnya gak bisa, sama Maminya sama Dedinya Bahasa Inggris sama di sekolahan Bahasa Inggris ( <b>Of course mixed language, but he never uses English (when speaking with Deb) because Deb has no capability to reply with English too, but when he speaks with his Mommy and Daddy, he always uses English, in the school also uses English</b> )
Researcher	: Kalau sama Budhe pernah ndak tidak sengaja ngomong Bahasa Inggris? ( <b>Has he ever unconsciously used English when communicating with you?</b> )

Budhe : Iya, malah saya diajari, dia Bahasa Inggris terus saya nggak ngerti, terus saya dikasih tau **(Yes, he has, even, he teaches me, for the example, when he speaks English, I do not understand, then, he explains it)**

Researcher : Diamond kamu paling suka pakai bahasa yang mana? **(Diamond, what language do you love most?)**

Diamond : Inggris **(English)**

Researcher : Emangnya Bahasa Jawa sulit ya? **(How about Javanese, is it difficult for you?)**

Diamond : Iya **(Yes)**

Researcher : Sulitnya gimana? **(What makes you feel difficult?)**

Diamond : Gak tau **(I do not know)**

Budhe : Kalau Bahasa Jawa ya cuman sama saudaranya ini, kalau sama temennya ya tetep Inggris **(He only uses Javanese with his cousin, if with other friends (in the school), he uses English)**

Budhe : Maminya bilang gini, "Diamond, kalau ada yang ngajak Bahasa Indonesia, Diamond harus Bahasa Indonesia" **(His Mommy says, "You have to speak Bahasa Indonesia when people communicate with Bahasa Indonesia too")**

Information:

**Bold sentences:** English translation

Datum above was the selected interview results which was done with *Budhe*, Diamond and the researcher. In the datum, Diamond seemed only using Bahasa Indonesia and English. It was caused by his interlocutor was the researcher, the strange person for him. He used Bahasa Indonesia because he knew his interlocutor (the researcher) was an Indonesian who was certainly more comfortable and fluent in using Bahasa Indonesia. And he used English because the researcher started to use English, even though he switched to Bahasa Indonesia again when *Budhe* did interrupting. It was strengthened by *Budhe* who said that his mother suggested him to use Bahasa Indonesia to people who spoke it. He also cheerfully taught English to his *Budhe*.

In addition, as the information from *Budhe*, Diamond mostly used Javanese language to his Indonesia family (because they are Surabaya-Javanese people), particularly to *Budhe* and his cousin who were almost every day with him. Yet, when the researcher directly asked him about Javanese language, he said that it was difficult language. Then, when the researcher asked the reason, he replied if he did not know the reason. It seemed like he did not really know about what he said, meant, he did not truly feel difficult in Javanese language, he only said the word in his mind at that time. It was proved by the *Budhe's* statement that Diamond spoke Javanese language to his cousin. It meant that he understood and had capability to use that. It was understandable if he got

confused and difficult to answer interview-questions because he was still too young.

## (2) Interview result with father

Researcher : Diamond pakai bahasa apa Om setiap harinya? **(What language does Diamond use in his daily communication?)**

Father : Kita komunikasi tiap harinya Inggris ya ngikut yang inggris gitu **(We communicate in English every day, so, he uses English too)**

Researcher : Berarti Bahasa pertama yang diajari itu Inggris, yang lainnya ngikuti? **(So, is it English that become his first language, then, other languages are taught in order?)**

Father : Heem, ngikuti aja, Indonesia bisa ngikuti, Jawa ngikuti, Yo Diamond yo... **(Yes, other languages follow his development. Bahasa Indonesia, Javanese, he can use them, yo Diamond yo (isn't it Diamond? -in Javanese))**

Diamond : Iyo **(Yes)**

Researcher : Apa ada tujuannya, mengenalkan Bahasa Inggris dulu? **(Do you have special purpose for introducing English first to Diamond than other languages?)**

Father : Ya enggak sih, kan dulu Mominya belum begitu lancar Bahasa Indonesia, ya ngajak ngobrolnya pake Inggris, terus terbiasa Inggris ya Inggris terus, terus pas udah gede gini kan udah banyak temen jadi ya otomatis udah ngikuti bahasa yang lain, saudara-saudaranya juga sering ngajak ngomong Jawa sama Indonesia **(No, at that time, the competence of his Mommy in using Bahasa Indonesia is not as fluent as now, so we use English every day, we introduce everything in English, furthermore, when he grows to be a kid who has many friends and knows more sounds, so, he spontaneously learns other languages that used by surrounded people. His relatives who often visit and play with him also help us introducing Javanese and Bahasa Indonesia to him)**

Researcher : So what language do you use most to your child in daily communication?

Father : Mmm English, it's a most, kalau kita ngobrol ya pakai Inggris semua sih **(we (Diamond's father, his wife and Diamond) use English)**

Researcher : For every time or depends on situation?

Father : Ya setiap waktu. Kalau ada saudara ada temen ya paling Bahasa Indonesia, kalau cuman bertiga ya ngobrolnya full English **(For every time, yet, if there are family or friends, we use Bahasa Indonesia, whereas, when only we three who communicate in, we use full English)**

Father : Udah otomatis, kita nanya Indonesia dia jawabnya Inggris, pasti **(It is like automatic in his brain, we ask questions in Bahasa Indonesia, he answers in English, sure, like that)**

Those conversation was the interview activity between Diamond's father and the researcher. The results of the interview showed the language use of Diamond



when communicating to his parents. The father claimed that the family (Diamond, his father and his mother) always used English in their daily communication. Yet, they still openly welcome other languages, especially to be used to other family and friends. They used all languages that they had separately depended to their receivers.

Datum below shows the attitude of Diamond's parents toward languages that he has which will probably influence the mindset and attitude of Diamond toward his languages too.

(3)

Researcher : Om itu pinginnya Diamond jago bahasa apa? **(What language do you want to be the best language to Diamond?)**

Father : Kalau bisa ya lebih banyak lebih bagus, kita semuanya harus belajar, ini sedikit-sedikit sudah mulai ke Bahasa Mandarin sama Prancis **(I think more languages that he has and use, it will be greater for him, we (he and his wife) want Diamond to learn all languages, like now, he starts learning Mandarin and French)**

Researcher : Om, Diamond sengaja diarahkan biar jadi anak bilingual gitu ta Om? **(Do you purposely raise Diamond to be a bilingual child?)**

Father : Bukan sengaja, gini, kita kan emang dari Negara yang beda, ya bahasa kita juga beda, bukan sengaja nge-bilingual-in, tapi emang bilingual dari lahir dari orang tuanya, ya jadi bilingual **(No, so, we are from different countries, certainly, we have different languages too, raising Diamond to be bilingual in purpose is not accurate statement, because, without having a purpose to raise him to be bilingual, he has been a bilingual child since birth)**

Researcher : Kan bisa, misalnya aja Om pinginnya Diamond cuman fokus ke Bahasa Indonesia saja, kan ndak jadi bilingual **(But, if you do not want to him to be bilingual, you can make him focus only in Bahasa Indonesia, or just one language, so he will not be a bilingual child)**

Father : Nggak, kita harus belajar banyak bahasa **(No, we have to learn many languages)**

Researcher : Kalau lingkungannya sini lebih banyak menggunakan Bahasa Jawa gimana menurut Om? **(What do you think about the situation where the use of Javanese is more than the use of English?)**

Father : Ya gak ada masalah sih **(Never mind)**

Researcher : Nanti kalau mempengaruhi Diamond jadi dia cenderung hanya menggunakan Bahasa Jawa gimana? **(How if that situation influence the language use of Diamond? How if Diamond will only use or more comfortable use Javanese?)**

Father : Iya enggak, tergantung. Kalau kita gunakan bahasa tiap hari, ya bahasa itu ga akan ilang, tetep **(No, that will not be occurred. If we use language (whatever language) every day, that language will not disappear, it will keep exist)**

It clearly describes if the parents of the child in this study have high positive attitude toward languages that they have, even all languages in the world. They do not look in the major or minor language. From the father statements, it shows that they appreciate all languages. He emphasized that learning more languages were greater and did not worry about the extinction of language because when we still used it, even though just little, it would not disappear.

#### (4) Mother's Statements about The (Nuclear) Family's Language

When he was first born I was confused. Should we speak only English to him and let him learn Indonesian later? This wasn't really an option as none of my husband's family can speak English. I wanted him to have a close relationship with everyone. Should we just speak to him in Indonesian and I can teach him English later? Well, that wasn't going to work either. I speak Indonesian well but the idea of speaking to my baby in a foreign language all the time just felt too strange and my family can't understand Indonesian either. And then there's Javanese, which is mostly just a spoken language. It is actually the first language of most people in this area and is what my husband's family mainly uses at home. So acquiring three languages was unavoidable. Some people told me he was going to get confused or have some sort of speech delay. Others thought it was a great idea. After thinking it through I realized that being bilingual or trilingual is not a strange thing at all in Indonesia. All children grow up speaking at least 2 languages: Indonesian and their local language. We pretty much decided to go with the flow and what felt most natural. Well, I definitely speak to my son mostly in English but when we are with his cousins or other family, none of whom speak English, I generally speak to him in Indonesian with some Javanese thrown in there. My husband flows between all three languages constantly and I've seen my son copy him. He can do it so easily and seems to enjoy it, treating it like a game. I know he can differentiate between the languages because when he meets someone who can only speak one of the languages he only uses one but when he is with people he knows understand more, then he seems to like to mix things up. So now, he speaks in full sentences in all three languages.

Information:

**Bold sentences:** to emphasize the aptitude of family towards languages that they had.

In datum 4, the mother wrote her experiences in raising his son. In review, after getting long fight with her mind, she and her husband decided to raise their child naturally, followed the flow. It meant that they did not want to force Diamond to have or choose one of the languages that he should use, they let Diamond to learn languages naturally, as the surrounded people used to him. The way of Diamond speaking, such as mixing his languages, was influenced by his father. This datum also gave additional evidence if Diamond capable to use different languages to different people. He mastered on three languages and he used it properly.

(5) **The language use of Diamond during direct-observation**

Table 1. The Language Use of Diamond

No	Informants	Settings	Addressees	Language			Evidences/Examples
				Bahasa Indonesia	Java nese	English	
1.	Diamond	Home	1. Budhe	✓	✓		1. <i>Gaada yang bisa .... (Nothing can ...)</i> 2. <i>Wes (I've done)</i> 3. <i>Uwes (I've done)</i> 4. <i>Akulo yo gak tau (I do not know too)</i> 5. Please <i>ambek</i> excuse me ( <i>Please and excuse me</i> ) 6. <i>Buat bawa kesini (For.. bring it here)</i> 7. <i>Iyo, oh enggak wong Skotland (Yes, oh no, I am a Scott)</i> 8. <i>Iya dipanggil Londo (Yes, they call me Londo)</i> 9. <i>Iya (Yes)</i> 10. <i>Gak tau (I do not know)</i> 11. <i>Sama Indonesia (And Indonesia)</i>
			2. Researcher	✓	✓		12. <i>Tuku sego goreng ambek es (Bought fried rice and ice)</i> 13. <i>Disemua mua mua mua disemua mua mua di Shopee (An advertisement song)</i> 14. <i>Emoh gak mau (No, I do not want that, I dislike it)</i> 15. <i>Walaikum salam, Ms. Hati-hati (Walaikum salam, take care Ms. – in Bahasa Indonesia)</i> 16. So give me another coco crunch, because I know it (the reward from that snack), that one, that one, that one, not this one 17. Okay 18. Iyo (Yes)
			3. Father			✓	

Table above is the result of doing direct observation to Diamond. The data are the list of words/phrases/sentences which are uttered by Diamond which show the language that he use. Matching with the interview results and documents observation results, data in the table agree that Diamond uses his three languages

equally depended on his interlocutors. It shows that sometimes he use one sentence full in one language and sometimes he mixes it between two languages. The languages that mostly mixed by him were Bahasa Indonesia and Javanese language. It probably because the habit of Surabaya people and of course his surrounded people who also did that. Or, for the other reason, it perhaps because he did not know the word in that language so he switched it to other language. Like the first sentence in the table, he said “gak ada yang bisa....” “**Nothing can...**” he actually wanted to utter “terbang” “**fly**” but unfortunately he could not produce it. Again, it was reasonable because he was still five years boy who was still collecting vocabularies, although, he had three languages.

During the participant-observation, the researcher did not find his code-mixing between English and other languages. If he spoke English, he fully spoke it. It could not be totally defined the reasons of it because some factors; the limitation of observation time, setting and the interlocutors. The setting and the interlocutors here were very connected. The observation place was in his home and the participants were Diamond, *Budhe*, Deb (his cousin) and the researcher. Even though, at that time the researcher triggered to use English and he responded in English too but because of the existence of *Budhe* and her daughter who always communicated in Bahasa Indonesia and Javanese language, thus, he backed to those languages again and almost the whole conversations under observation were in Bahasa Indonesia and Javanese language.

## DISCUSSION

The researcher observed language attitude of the parents and the child. The parents are father, mother and *budhe*. Father and Budhe speak in Javanese language combined with Bahasa Indonesia while the mother masters in English. From the result section, the data showed that the parents mostly used Javanese language and Bahasa Indonesia in the home domain with Indonesia family, neighborhood and Indonesia friends. The use of English was only freely used in the main family (father, mother and child) and overseas friends. Using/combining Javanese language and Bahasa Indonesia are common thing in Surabaya, principally for people who live in housing-complex there. As Dweik & Qawar (2015) explain, dominant language or language which is used by most people in that area has highly opportunity to be used in daily communication of the society. Even though English was the minor language in that area, it did not make that language unemployed, the main family still

used it in their home and when only they three who were interacting because positive attitude toward language helped maintaining the language.

The family members showed their high respect to the languages that they had, even, the father clearly stated that all languages in the world were beautiful and interacting to be learnt (datum 3). The family did not judge any language as higher and lower languages. The father also did not feel afraid if his neighborhood only used Javanese language which would influence the language use of his bilingual child which could make him will probably only focused on that language. The researcher agrees with that braveness, as long as the family members still use English, even though, it is in the less portion, the language will never disappear. The keys of saving language from its extinction are by needed and used (Harding-Esch & Riley, 2003, p. 44) if the family need the language they certainly use it, clearly, if they still use it, the language will be not forgotten.

The attitude of parents and surrounded people play role in the child's language choice (Knapp & Antos, 2007). The attitude can be also in the form of support to learn other languages. It contributes Diamond's mindset about what language that he should use to different people in the different setting. In datum 4, the mother expressed that she and her husband did not control what language should be the first language of their child, what language should be spoken by the mother and the father and how they taught the languages to their child. They decided to make their child learnt naturally from his surrounded people. It also incidentally answers the type of raising bilingual children in this family. Rather than use one person one language as most people do to their bilingual children, this family prefer to use natural and flow type. It is different with the previous study by Kalayci (2012) where the informant (father) stressed to use one person one language policy to his children. The mother in this study felt that strategy was not suitable to be applied in her family. She wanted his child to be close with everyone. Thus, the parents used the languages that surrounded people used to make the child also accustomed with it. And that was correct, the child could smartly use the Javanese language, Bahasa Indonesia and English properly. Even, he could change it constantly when facing different interlocutors with different aptitude in his languages. This phenomenon was mentioned by Toppelberg & Collins (2012) that children language at home was determined by parents' authority.

The data in result section showed that Diamond mostly used Javanese language and Bahasa Indonesia in home domain. It was the factor of the surrounded people (neighborhood and Indonesia family) who used those language in their daily communication and it was normal



for them to combine Javanese language and Bahasa Indonesia. Furthermore, when the researcher asked about his feeling toward the languages that he had, he answered Javanese language was difficult, yet, when the researcher wanted to know the reason, he could not explain it. Information from children cannot be the main information because children viewpoint on something is different from adult even though they come from same community and the interview-connection between adult and children are not balance, children will get unfree feeling to express their idea (Saville-Troike, 2003, p. 102). It was logical if Diamond got confused and difficult to answer interview-question. Thus, there was probability that he actually only spoke what is in his mind. It meant that he did not really get difficulty in using Javanese language. As the information from *Budhe* that Diamond spoke Javanese language to his cousin. The researcher also noted one Javanese sentence which was clearly produced from his mouth. "Tuku sego goreng ambek es" **"Buy fried rice and ice"**. He said it with the pronunciation as normal as other local children. It seemed that he was usual to use Javanese language, if it was difficult, he would not as fluent and brave as that when saying it.

In the direct observation, the researcher got limited data about the use of English by Diamond. It was caused by the interlocutors and the setting. When the observation held, there were *Budhe* and her daughter who usually communicated with Diamond using Javanese language and Bahasa Indonesia. Thus, even though the researcher spoke in English and he firstly responded it in English too but because of the existence of *Budhe* and the cousin, Diamond used Javanese language and Bahasa Indonesia again. It seemed like what languages should be spoken to whom have been planted in his brain. Thus, the statement from his mother in datum 4 was true information that Diamond had language competence; differentiate language to different addresses.

## CONCLUSION

Because this family is built from mixed-marriage, the languages of the family members of course are varieties. Surabaya people is common and normal to use Javanese language combined with Bahasa Indonesia in their daily communication, so, this is reasonable if this family use them two. Then, the mother brings English in the family. Thus, the family members use Javanese language, Bahasa Indonesia and English (except *Budhe*, she only communicate in Javanese language and Bahasa Indonesia). They used all languages properly, different language to different people without getting confused. They naturally threw the languages depended on their

interlocutors and the setting. It showed that the family members had high respect to other people and other languages. They appreciated their addressees by using language that made the addressees comfortable. Based on the language use of this family, it can be concluded if the parents and the child have positive attitude toward Javanese language, Bahasa Indonesia and English. In addition, even, they clearly emphasized that all language is important and interesting to be learnt.

## SUGGESTION

In this study, because the age of the child it too young to be deeply observed so the data which are collected are limited, thus the researcher suggests for other researchers who want to deeply examine this topic to search the older age of child.

The researcher also suggests to the mixed-marriage parents to raise your children naturally as flow as their development. You do not have to follow the strategies which are popular outside there. Just implanting the strategy which is suitable to your family. Lastly, it is the important one, support your children development.

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