

Parents' System for Developing Bilingual Children in Makassar

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Abstract

This research is a qualitative descriptive study that aims to find out the system used by parents in developing their children to become bilingual in English. There are 2 research questions in this study, namely parents' system implementation in Makassar in developing their children to be bilingual and the factors that influence the system used by parents in developing their children to be bilingual. The subjects in this study were 5 parents who developed their children to be bilingual and 5 children who were developed to be bilingual by their parents aged 3-5 years. Research data were obtained through in-depth observation and interviews. Data analysis techniques, namely data condensation, data display, and drawing/checking conclusions. Based on data analysis, it was found that there is one system most often used by parents in Makassar, namely Mixed language. It is different with previous research which said that the most parent system used by parents is One Parent One Language (1P1L). It is different because the subjects in previous study are immigrants, while the subject in this research are not immigrants. Then, most of the subject work outside the house, so it is impossible for parents to share two languages. Then, there are 3 factors that influence the system used by parents in developing their children to become bilingual, namely age, media use, and community factors. Based on findings and discussion, it can be concluded that the five parents who were the subjects of this study chose to use the Mixed Language system in the development of bilingual children. Then, the factor that most influences the system used is the media usage factor, especially handphone.

Keywords: Parents system, bilingualism, children,

INTRODUCTION

The common reason that children become bilingual when their parents migrate to an area whose language is not their first language, it forces the child to understand and be able to speak the language spoken in the area where their parents are moving. And another reason, according to Hu et al. (2014) parents favour bilingualism for practical reasons like a successful future and simplicity of family communication. In addition, Palviainen & Boyd (2013) Early bilingualism was then seen as a gift, an investment in the future of the children and as an "asset". There was a strong belief expressed, that in order for languages to develop "unconsciously" and "naturally", the children should receive bilingual input from as early an age as possible, preferably from birth.

If exposed to language only at a later point, the argument goes that the process of language learning will include much more of conscious effort (Palviainen & Boyd, 2013).

One of the things that affect the child's ability to master more than one language and become bilingual is the system used by parents in introducing language to their child, usually, this is called a parents' system in improving the children's bilingual ability. It can be seen in (Palviainen & Boyd (2013) said that "if the parents do the right thing, their children will be highly proficient, balanced bilinguals" (Piller, 2001). Parents can have a positive impact on their children's learning because the family is the most effective system for fostering and maintaining long-term improvement. According to (Baker, 2001) What is culturally appropriate, societal norms, and what is valued by parents and those closest to them will have an important influence on children's language development. Before children enter a community such as a public, school, or other organization, the first community they recognize is family, and the most important point of family is parents. Parents are the first to introduce their children to the world they will face. Parents teach how children hear, speak, read and write later. This causes the system of parents in educating children to be the most important factor, especially in mastering the language, both primary and second languages.

Parents immediately introduce a second language to the child and most of the parents choose English as a second language that must be mastered by the child. Researchers argue that English is the language most parents choose as a child's second language based on observations made by the researcher herself. The researcher can see this phenomenon when in public areas, the researcher often hears parents giving instructions or when parents introduce something to their children using English. The reason why parents choose English as children's second language because English is one of the subjects used as one of the graduation requirements at the junior and high school education levels in Indonesia. In addition, currently, for work, there is an English language test as one of the stages of the test, which is one of the graduation requirements at an instancy or company. English is taught as a primary foreign language in classrooms all over the world. Nakamura (2021) said that In Europe, Parents and decision-makers are anxious to introduce their kids to a foreign language, typically English (De Houwer, 2015). Similarly, In Japanese schools, English is a foreign language which is a compulsory subject (Sakamoto, 2012).

Based on the background above, the researcher formulated three research questions in this study as follows;

1. How do parents implement their systems to make their children bilingual in Makassar?
2. What factors influence parents' system in developing bilingual children?

LITERATURE REVIEW

The implementation of parents' system are revealed by a review of literature. Curdt-Christiansen and Wang (2018) in 'Parents as agents of multilingual education: family language planning in China' said that in this study, they used formal and informal contexts to develop their children's bilingualism ability, such as doing schoolwork like dictation and learning new vocabulary. Differ with Davies et al. (2017) in 'Co-working: parents' conception of roles in supporting their children's speech and language development' Parents in this study play three roles: attender (attending appointments): they are looking for professionals who understand speech and language development. The second is implementer (doing SLT (Second Language Teaching)-mandated activities): They have assigned some homework and, as an adaptor (a person who adapts

their approach to communication and interaction at home), they are doing activities and talking about them. Similar with previous study Majorano, Rainieri, and Corsano (2013) in 'Parents' child-directed communication and child language development: a longitudinal study with Italian toddlers' explain that father and mother are changing how they interact and communicate with one another at home. Mothers performed more tokens and types than fathers, according to the study. despite the fact that fathers produced more tokens between the first and second observations. This might suggest that fathers talk more as their kids get older, as evidenced by the increase in turns and the symmetry of the conversation.

Then, there is Wati (2015) in Parental Involvement and English Language Teaching to Young Learners: Parents Experience in Aceh found that parents were discovered to have a very positive attitude toward teaching language to young learners. They actively support their kids by helping with homework, learning vocabulary, providing learning materials like English books, vocabulary pictures, English cartoons, and puzzles, and asking teachers about concepts from their kids' textbooks that they do not understand. Parents with less education and a lower income were more eager to help their children.

Parents' System

According to KBBI (Kamus Besar Bahasa Indonesia), regarding the understanding of parents are father, mother biological. According to Wahidin (2019) Parents are people that more elders, but generally in society the meaning of parents is people who have given birth to us namely mother and father, apart from those who gave birth to us to in this world, mothers and fathers are also the ones who nurture and who have guided their children by setting a good example in living everyday life, apart from that parents too introduces their children into things that are exists in this world and answer clearly something the child does not understand, then the first knowledge received by the child is from his parents because parents are center of spiritual life of the children and as the cause of children acquaintance with the outside world, then every emotional reaction of the child and their thoughts on later affected by their attitude towards parents. Then, according to Azhar Susanto (2013) in his book, "that system is a collection or group of sub systems/parts/components or whatever, whether physical or non-physical, are interrelated relate to each other and can work together to achieve one specific purpose. Then, in his book, Sutarman (2009) explains that the system is a collection of elements that interact with each other in unity to carry out a process of achieving a major goal. So, Parents' system is a way that parents can do in this case is a way to make children bilingual. These methods are necessary because introducing children to foreign languages is not an easy thing. Parents must understand the proper use of media and systems. The system used by parents greatly influences the success of parents in making their children bilingual because there are several types of systems that parents can choose and use. According to Curdt-Christiansen and Wang (2018), a parent's system is their capacity to determine the appropriate course of action to promote or demotivate the application and exercises of a particular language based on their understanding of the roles and perceived benefits of the language. As an addition, Curdt-Christiansen and Wang (2018) the adoption of bilingual or multilingual policies in family domains is determined by parents' system. Then, Seo (2021) said that parent's system is a way for achieving children's early bilingualism. And, Wati (2015) explain parents' systems are effective for encouraging and maintaining children's long-term development. Parents' systems can be used by parents to positively influence their children's learning (Pugh, 1998). There are 4 parents'

system that are usually use by parents to develop their children to be bilingual, the first one is One Parent One Language (1P1L), Minority language at Home (MLH), time and place system and mixed language

Bilingual Children

There are several definitions of bilingual children according to the experts. According to Baker (2001) children who are adapted to two languages are bilingual children. Then, Hakuta and Garcia (1989) describe the term "bilingualism" has been used to describe a trait shared by social institutions as well as by specific children. On both levels, controversy has dominated the subject. Individual discussions have centered on the advantages and disadvantages of bilingualism for young children. On a community level, there is a heated argument in the United States about whether bilingual education is wise and whether the government should encourage languages other than English. Then, Hamers and Blanc (2000) Bilingualism is defined as "the permanent oral use of two languages" and as "having or using two languages, especially as spoken with the fluency characteristic of a native speaker; a person using two languages, especially habitually and with control like that of a native speaker," (Webster's dictionary, 1961). Next, Hamers and Blanc (2000) suggests that if a person is at least minimally proficient in one of the four language skills—listening comprehension, speaking, reading, and writing—in a language other than their mother tongue, they are considered bilingual (Macnamara, 1967). And Hamers and Blanc (2000) explain that A bilingual person can speak a second language while adhering to that language's concepts and grammar rather than paraphrasing their mother tongue (Titone, 1972).

According to Baker (2001) the age factor is the factor that most influences the child's bilingual development. One claim is that the long-term proficiency in a second language is increased the younger the age at which it is learned. This point of view contends that young children learn a language more quickly and effectively. Others frequently contend that young adults and older kids are better at learning a language than young kids are. A 14-year-old learning Spanish, for instance, has better cognitive processing abilities than a 5-year-old learning the language. As a result, learning a second language takes less time when a person is a teenager than when they are younger. According to Pearson (2007) there are five key factors influencing bilingual children, they are input, language status, language factor, family factor and community factor.

METHOD

This study used a descriptive qualitative research design. In this research, the researcher used descriptive information from a structured interview and in-depth observation to analyze the data. The type of research that the researcher did was the type of research that people do naturally in society. It can be said that in this study, the researcher takes on a qualitative descriptive design. The researcher chooses this research design because the researcher wants to know which system is very influential in developing children's bilingualism abilities. The place where this research carried out was in Bumi Tamalanrea Permai, Makassar City. There are 10 informants of the research, 5 parents and 5 children.

FINDINGS AND DISCUSSIONS

Parents' System Implementation

Mixed Language is the most dominant system used by each subject. Mixed Language policy is a system of combining languages. Usually, when communicating, parents who use this system speak their native language and then use English in the middle of a conversation. Based on findings HP, RA, SN, SES and FT use this system.

Table 1. Parents' System Implementation in Subject HP

No.	Parents System	Indicators	Subject HP
1.	One Parent One Language (1P1L)	1. Mother uses English when the child's age is not included in school age.	The mother first uses English when communicating with the child before the child enters school age
		2. Mother and father have work to do outside the home.	The place where the mother and father work is not at home, but outside the home
2.	Minority Language at Home (MLH)	1. Parents use their first language at home	When at home, parents use their first language, namely Indonesian.
3.	Time and Place System	-	
4.	Mixed Language Policy	1. Parents mix their first language and English when talking to their child.	When communicating with children, parents mix Indonesian and English.
		2. Parents understand the meaning of the child's speech that mixes the first language and English.	Parents understand every word that the child says when mixing Indonesian and English
		3. Children mix their first language with English because they don't have much knowledge of the English vocabulary.	at the age of 3 years children have not explored much English vocabulary.
		4. Children mix their first language and English when socializing with people outside the home, such as friends and teachers.	The place where children socialize also combines Indonesian and English.

		5. People outside the home understand what children are saying when mixing their first language and English.	The place where children socialize also combines Indonesian and English so that people outside the home also understand what is the child spoken when communicating with others.
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The above indicators are in accordance with Pearson (2008) which says that a mixed language uses both languages consistently. When someone uses two languages consistently, it can be said that the system used is Mixed Language Policy. This is different from the results of research by Piller & Gerber (2021), which says that parents who live abroad and have immigrant status use more of the one parent one language (1P1L) and the minority language at home in the development of bilingual children. Piller & Gerber (2021) says that the most widely used parent system is One Parent One Language (1P1L), this is difference from the findings in this study because the subjects in Piller & Gerber's (2021) research are parents who are immigrants, while the subject of this research is not an immigrant. In addition, HP's job is that of a housewife and the father of the child works outside the home, making it impossible for parents to share two languages.

Table 2. Parents' System Implementation in Subject RA

No.	Parents System	Indicators	Subject RA
1.	One Parent One Language (1P1L)	1. Mother and father have work to do outside the home.	The place where the mother and father work is not at home, but outside the home
2.	Minority Language at Home (MLH)	1. Parents use their first language at home	When at home, parents use their first language, namely Indonesian.
		2. Parents enroll their children in an English tutoring program	in developing children to become bilingual parents enroll children in English tutoring
3.	Time and Place System	1. The rules for the use of the first language and English are not only carried out at home but also outside the home	Parents apply rules so that children do not only use their first language and English When at home, but also outside the home

4.	Mixed Language Policy	1. Parents mix their first language and English when talking to their child.	When communicating with children, parents mix Indonesian and English.
		2. Parents understand the meaning of the child's speech that mixes the first language and English.	Parents understand every word that the child says when mixing Indonesian and English
		3. Children mix their first language with English because they don't have much knowledge of the English vocabulary.	at the age of 3 years children have not explored much English vocabulary.
		4. Children mix their first language and English when socializing with people outside the home, such as friends and teachers.	The place where children socialize also combines Indonesian and English.
		5. People outside the home understand what children are saying when mixing their first language and English.	The place where children socialize also combines Indonesian and English so that people outside the home also understand what is the child spoken when communicating with others.

The second subject, RA, also chose to use Mixed Language Policy as a system used in developing children to become bilingual. This is different from the findings of Piller & Gerber (2021) which says that One Parent One Language (1P1L) is the system most used by immigrants. The system used may be different because the subjects in this study are not immigrants. The subjects in this study were people who were born and grew up in Makassar. In addition, English in Makassar is the majority language so it does not require children to master this language. RA chose to use a Mixed Language Policy compared to One Parent One Language (1P1L) because RA's husband worked outside the home and spent more time outside the home, so if RA and husband divided the use of two languages, it would be difficult for children to learn the language used by their father in daily life. -days because the intensity of time to meet a little. Then, RA does not use the Minority Language at Home system because RA wants children to master two languages at once, namely Indonesian and English, so RA chooses to mix the two languages in everyday life. Then, RA did not choose to use the Time and Place System because there are rules for using language at any time and in any place that can confuse children under 5 years of age.

Table 3. Parents' System Implementation in Subject SN, SES, FT

No.	Parents System	Indicators	Subject SN, SES, FT
1.	One Parent One Language (1P1L)	1. Mother and father have work to do outside the home.	The place where the mother and father work is not at home, but outside the home
2.	Minority Language at Home (MLH)	1. Parents use their first language at home	When at home, parents use their first language, namely Indonesian.
		2. Parents enroll their children in an English tutoring program	in developing children to become bilingual parents enroll children in English tutoring
3.	Time and Place System	1. The rules for the use of the first language and English are not only carried out at home but also outside the home	Parents apply rules so that children do not only use their first language and English When at home, but also outside the home
4.	Mixed Language Policy	1. Parents mix their first language and English when talking to their child.	When communicating with children, parents mix Indonesian and English.
		2. Parents understand the meaning of the child's speech that mixes the first language and English.	Parents understand every word that the child says when mixing Indonesian and English
		3. Children mix their first language with English because they don't have much knowledge of the English vocabulary.	at the age of 3 years children have not explored much English vocabulary.
		4. Children mix their first language and English when socializing with people outside the home, such as friends and teachers.	The place where children socialize also combines Indonesian and English.
		5. People outside the home understand what children are saying when mixing their first language and English.	The place where children socialize also combines Indonesian and English so that people outside the home also understand what is the child spoken when communicating with others.

The next subject is SN, SES and FT. The system used by SN, SES and FT in developing their children to become bilingual is the Mixed Language. the system implemented by SN, SES and FT is different from the statement by Piller & Gerber (2021) which states that Minority Language at Home is one of the most popular systems used by parents in developing children to become bilingual.

The difference in the system chosen by SN, SES, FT and previous researchers is because in Piller & Gerber's research (2021) English is the majority language so that children can learn this language when they are outside the home, and when at home the child and all family members can communicate using that language. In contrast, English is a minority language in Makassar so children cannot learn English outside the home. Children can only communicate using English at home where all family members are not fluent in English, so they choose to combine English and Indonesian in communicating with children.

Factors Influencing Parents' System

This section is factors influencing parents' system. The results of data analysis in this section use observation checklist instrument and interview guide instrument. Factors influencing parents' system is several factors (things or circumstances) that influence the success of the system used by parents in developing children to be bilingual. the observation checklist contains data of parent's demographic and data of children's demographics, these two data are used to analyze the age factor and input factor. The interview guide consists of 20 questions related to bilingualism activities. there are 10 questions related to the implementation of the parents' system and 10 questions related to factors that influence the parents' system.

There were several factors that can influence the system that parents choose in developing children's bilingual abilities such as age, input, language factors, family factors, and community factors. In addition, based on interviews, there were additional factors that can influence the results of the system chosen by parents, namely media factors.

a. Age Factor

Table 4. Observation Results in Terms of Children Demographics

No.	Child's Initial	Mother's Initial	Age	First Stage of Bilingualism	First Environment of Bilingualism	English Proficiency	Media used
1.	NMSP	HP	3	2-3 years	Home Setting	Fair	Handphone
2.	TAST	RA	5	2-3 years	Home Setting	Good	Handphone, TV, Flashcard
3.	AA	SN	4	0-1 years	Home Setting	Good	Handphone, TV, Flashcard, Books, Toys
4.	AT	SES	3	1-2 years	Home Setting	Fair	Handphone and TV
5.	IL	FT	3	1-2 years	Home Setting	Fair	Handphone

The first factor that influences the parents' system in developing their children is the age factor. In this case, it is the age of the child where parents begin to introduce a second language. The faster or slower the introduction of a second language to children affects the child's bilingual development.

In table 4 above there are observations regarding the age at which parents introduce their children to English. Subject AA taught English to the child since the age of 0 months, then SES and FT introduced English to their children from the age of 1-2 years. In addition, subject HP and RA introduce their children to English when they are 2-3 years old. NMSP, AT, and IL were first exposed to English at the age of 1-2 years. NMSP, AT, and IL's English proficiency are average. Whereas TAST and AA were introduced to English and developed to be bilingual at the age of 0-1 years and currently TAST and AA's English skills are at good level.

It can be said that the earlier the child is introduced to a second language, the faster the child understands the second language. This can have a positive impact on children's bilingual development. This is in accordance with the statement of Baker (2000) that the age factor is the factor that most influence the development of bilingual children.

b. Input (parents' media use)

Table 5. Interview Results of Input (Parents' Media Use)

HP	"Through the media of the cellphone my child learns several languages such as animal names and numbers in English."
RA	"at this time, the usual factors are from socializing as well as one of them, because now there are still a lot of children who are only 1 year old but are smart enough to say No..Yes...that means the social factor is also a little bit more it's easy for them to speak. In addition, media factors are also very influential, such as cellphones, especially the YouTube application. And, I also facilitate my child by buying flash cards for him."
SN	"For now, we really can't deny that children's development is actually dominated by technology, especially now that there are gadgets, children tend to learn more from real gadgets than life around them, I can see it from my own children. Indeed, from social media, yes, from technology because I don't think it's from the environment because I grew up, my family grew up in a Bugis family, my parents tend to speak Bugis, even though we children are taught Indonesian from a young age, right, the environment, brothers and sisters, her cousins all speak Indonesian with regional language accents, sometimes they even mix it with regional languages so I think he learns more from technology, right? Especially the rich from gadgets, from watching TV, like that."
FT	"The most influencing factor is the cellphone, because on the cellphone everything uses English, so they can speak English but don't understand the meaning, so they use cellphones more often."
SES	"Social media factors and the people around them, especially their parents, are the most influencing factors."

Based on table 5, there are five activities that are carried out by parents, namely reading, using cellphones, watching television and playing with parents, this is done every day in children's language development. Then, there are two languages used in each activity, namely English and Indonesian.

Input is input given by people in the child's environment, such as parents, friends and family. In this study the input provided by parents is the media. So, parents use more media in introducing their children to a second language.

One of the factors that influence the system that parents apply in developing children to be bilingual is the factor of media use. This is in accordance with Nakamura (2021) which states that

the use of two languages in everyday life is quite difficult, so media is needed to help develop bilingual children. And the media that most parents use is handphone, because handphones are very flexible, easy to carry anywhere but through handphones children can explore many things.

c. Community Factor

Table 6. Interview Results of Community Factor

HP	“My child in learning a second language is very supported by his parents, of course, then also her family. However, in the environment outside the family, such as when interacting with friends, these friends don't use English, so that sometimes makes my child confused. Fortunately, my child rarely hangs out outside the house, and spends more time with her parents.”
RA	“Community factors or the surrounding environment are quite influential in the language development of my two children, because their friends also sometimes speak English. For example, Yes or No. so they can learn from each other.”
SN	“yes, very supportive yes. Because I have 4 siblings, I'm the first child, my younger siblings are all still in college, so I automatically think that young people now, modern youth, eeee... English has become a common thing, yes, the language that usually follows development of the times, they also apply childishness and it happens that my child is their first nephew, so they always get used to eee...my child speaks English at home, even though maybe a few words, but as much as possible they have interaction using English.”
FT	“The community or environment of children outside the home seems to be quite influential. Because my child is currently playing games, I chose games that use English. Then, his friends also use the same game, so they can play together using this game and learn from each other also related to the English language in this game.”
SES	“The community itself seems less influential, yes, because my child spends more time with his parents. So, what has the greatest influence on the development of children's bilingualism is the family environment.”

The third factor is community factor. Based on findings, HP and SES argue that the community that plays the most role in the development of a second language is the community that the child first recognizes, namely family, and the second is playmates. However, NMSP, who is a child of HP, has friends who only use Indonesian to play with, so when mixing Indonesian and English, NMSP's playmates get confused. Unlike the TAST children from RA and FT and their children IL, the playing environment also mixes Indonesian and English, so that this can help TAST's bilingual development.

Similar with HP, SN and their children AA also argue that the first community, namely the family, greatly influences AA's bilingual development, because SN still lives with her siblings, where her siblings are still in college which currently in Makassar itself there is also a phenomenon of mixing Indonesian and English. So, when the SN brothers spoke with AA, they also mixed Indonesian and English. It can be said that the community has a considerable influence on children's bilingual development, as Pearson (2007) said that a cohesive community can motivate and assist children in language development.

Community is one of a factors that influences the system that parents apply because if the child is supported by the people around them, then this will increase the child's confidence in learning language. In addition, if the child is in an environment that also combines two languages,

namely Indonesian and English, it will make it easier for the child to master these two languages at the same time. This can influence the child's bilingual development.

CONCLUSIONS

System that parents in Makassar use to developed their children to be bilingual is Mixed Language Policy. Mixed Language is mixing two languages, in this research are Indonesian and English. Based on findings and discussion, all Parents in this research use the same system in their children's bilingual development but they implement it in different ways.

There are three factors that most influence the bilingual development of children in Makassar, namely the age factor, the earlier the child is introduced to a second language or English, the more and faster the child's knowledge of English or second language. Then, the second is input, in this research is media use factor, the media that parents use the most for their children, namely cellular phones, this is because cellular phones are very flexible, easy to carry anywhere but through cellular phones children can explore many things. Then, the third is the community factor, the community in this research is the family community because children aged 3-5 years still spend more time with their families. The most influential factor in this research is media use, especially handphone.

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Celebes Journal of Language Studies Vol. 3, No. 2 December 2023
ISSN: 2776-7493 (Media Cetak)
ISSN: 2808-2079 (Media Online)
Published by. HAR PRESS Indonesia

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