Bilingualism Practices Through Teacher's Verbal Input in Early Childhood Education

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ABSTRACT

This research aims to explore the use of teacher's verbal input in bilingualism practices to children in International Kindergarten. The research design was a qualitative method, specifically thematic analysis. Three preschool teachers from two kindergartens were chosen to be the participants of this research. The teachers were from junior pre-school (3-4 years of age) and senior pre-school (5-6 years of age) in International Islamic School and preparatory class in International Kindergarten Yogyakarta. A set of interview questions served as the instrument for this study. The questions were constructed based on De Houwer et al., (2012) and Hummel (2014) that were related to bilingualism practices through teacher's verbal input to interview the teacher on how the verbal input works in bilingualism practices and what are the challenges the teacher gets. The result showed that both schools have already implemented adult's verbal input to their students' bilingualism practices using two languages at school. The difference is in the most types applied from each school. Most type applied in International Islamic The school was shorter utterances, meanwhile, the most typically applied in International Kindergarten was substantial repetition.

Keywords: bilingualism; early childhood; pre-school; thematic analysis; verbal Input.

INTRODUCTION

Current discussion on bilingualism practices through teachers' verbal input to children mostly highlighted about bilingualism practices at home by the parents (Adnyani et al., 2017), bilingualism practices and its influence on children's' L2 language development (Poulain & Brauer, 2018), and teacher's bilingual verbal input in the classroom (Grøver et al., 2018). Adnyani et al., (2017); Grøver et al., (2018) found that the teacher's verbal input has an important role in bilingualism practices toward children. As a result, future studies might investigate how adult's verbal input might differ in their influence on child language development (Poulain & Brauer, 2018). Thus, comprehensive bilingualism practices through teacher's verbal input to children are an urgent issue to be investigated.

In the specific context of Indonesia's early childhood education, bilingualism practices tend to occur in the learning process of early childhood. As Indonesia is one of the EFL countries, pre-school with bilingual settings have progressively established (Zacharias, 2010). Most kindergartens in specific cities have already implemented a bilingualism practice as a part of their learning process. In International kindergarten, children come from different backgrounds and characteristics. Zuraida et al., (2021) noted that children born from mixed-marriage parents usually use bilingual languages in their daily communication. In addition, children born from a different background of parents are eager to learn a second language at an early age. Both parents and teachers should have a significant role in order to promote successful bilingual development (Pransiska, 2017). In order to face this, the teachers from International kindergarten may apply various strategies and create conditions to enhance the use of both first and second languages.

Bilingualism in Children

The term of bilingualism is defined as the production or comprehension of two languages by the same individual (Cummins, 1981). Similarly, Baker, (2009) stated that bilingualism is the ability to use more than one language. Furthermore, Grøver et al., (2018) notes that bilingual children showed a significantly higher level than monolingual children in the process of using input to learn the new language. In other words, bilingualism is an ability to speak more than one language and be able to comprehend two languages in native level.

In order to give a more profound definition, Valdés and Figueroa (1994) as cited in Baker, (2009) listed some dimensions that should be considered when it comes to analyse bilingualism. These are age (simultaneous/sequential/late), ability (incipient/receptive/productive), balance of two languages, development (ascendant–second language is developing; recessive–one language is decreasing), contexts (where each

language is acquired and used e.g. home, school), elective and circumstantial bilingualism. Elective bilingualism is a characteristic of individuals who choose to learn a language, and circumstantial bilingualism is an individual that learns another language to survive. In addition, Baker, (2009) added the four bilingual language abilities. The four basic language abilities are listening, speaking, reading and writing. These four abilities fit into two dimensions: receptive and productive skills; oracy and literacy. Both receptive and productive skills consist of oracy and literacy skills. Receptive includes listening as oracy skill and reading as literacy skill. Meanwhile the productive includes speaking as oracy skills and writing as literacy skills. It can be concluded that bilingualism consists of several dimensions and four basic language abilities that are involved in defining and measuring bilingualism.

A similar finding was found in a research conducted by De Houwer et al., (2012) and Bijeljac-Babic et al., (2016). A study from De Houwer et al., (2012) confirmed that bilinguals understand more words than monolinguals at the pre-linguistic stage. Moreover, the ability to discriminate between two native languages in bilingual infants within the pre linguistic stage was additionally confirmed by Bijeljac-Babic et al., (2016). Nevertheless, both studies provide positive results upon the issues.

Adult's Verbal Input in Children's Bilingual Acquisition

Adults' verbal input plays an important role in children's bilingual acquisition. Adnyani et al., (2017) added that input addressed to a child is focusing on the adult's speech input or an adult's verbal input. de Houwer et al., (2006) pointed out that research in developmental bilingualism commonly tends to focus on language production. According to Hummel et al (2014) adult's verbal input in the form of speech spoken to the child were short utterances, often with very high-pitched sounds and rich with repetition. In the first years of life, children's predominant interaction partners are their parents. Poulain & Brauer, (2018) pointed out that the process of language acquisition has been shown to be influenced by caregivers' behaviour, especially speech input by their mothers. Furthermore, Grøver et al., (2018) added that children's vocabulary development is supported by language-learning environments that expose them to rich talk. In other words, an adult's verbal input plays a significant role in the development of children's bilingual acquisition. According to (de Houwer et al., 2006) developmental bilingualism tends to focus on language production, because they learn from their environment that is surrounded by their parents and their teacher at school.

A different finding presented by a study from Adnyani et al., (2017) and a study from Grøver et al., (2018). A study

from Adnyani et al., (2017) uses a "one parent-one language" system in which the child receives Indonesian language from the mother and German language from the father. This study shows that in the pre-production stage, the child could understand words in Indonesian as well as in German including some bilingual synonyms. On the other hand, a study conducted by (Grøver et al., 2018) examined whether five-year-old children with varied mother tongue or first language (L1) vocabulary skills benefitted differentially from second-language (L2) in teacher-led cluster speak and peer-play talk once getting L2 vocabulary in educational institution contexts. This study shows the correlations between maternal education and either of the language measures at age five were not significant. Therefore, the results of both studies tend to be different due to the environment exposed to the children.

Previous studies on bilingualism practices to children through adult's verbal input have been investigated by some scholars both at home with the assistance of parents, and in the classroom with the assistance of a teacher(Adnyani et al., 2017; Nursanti, 2016). Bilingualism practices through adult's verbal input have beneficially improved students' L2 vocabulary acquired through teacher-led group talk and peer-play talk in Norway preschool context (Grøver et al., 2018). Meanwhile, bilingualism practices to children in Indonesia are mainly found at home through parents' verbal input in the

form of short utterances (Adnyani et al., 2017). Moreover, there are several researches which have been conducted in upper education in Indonesia related to bilingualism practices. One of the researches was conducted by Nursanti, (2016) where the result showed that the use of bilingual language done by the teacher as language teaching in English classrooms revealed students' positive perceptions. However, there are still limited studies that examine early childhood bilingualism practices in Indonesia, whereas there are a lot of international kindergartens that already have bilingual classrooms as a part of their learning. Thus, to fill this gap, this paper attempts to investigate the approach or the strategies that the teacher employs to children in the international kindergarten.

METHOD

Due to the effective data collection and analysis of qualitative methods, thus, to investigate bilingualism practices through teacher's verbal input, the research design is a qualitative method, specifically thematic analysis. Thematic analysis is a method to identify, analyze, and report patterns or themes within data. It minimally organizes and describes the data set in detail (e.g., via interview or focus group) (Braun & Clarke, 2006). There were two kindergartens in Yogyakarta as the setting of this research. These two schools were selected due to its curriculum and its policy of English as a

medium of instruction. The first school uses Cambridge as their curriculum and the other uses International Early Years Curriculum (IEYC). Two preschool teachers from International Islamic School and one preschool teacher from International Kindergarten are chosen to be the subject of this research. The teachers from International Islamic School are both from junior pre-school (3-4 years of age) and senior pre-school (5-6 years of age). The teacher from International Kindergarten is a preparatory class teacher. The participants accepted to sign a consent form and agreed to cooperate in an interview session in the process of the data collection. The interviews were held only one time in both schools (International Islamic School and International Kindergarten).

A set of questions of the interview is the instrument for this study. The questions are constructed based on de Houwer et al., (2006) and Hummel (2014). Data collection was obtained through the recording device used by the author. Meanwhile, the data analysis was analyzed using six phases of thematic analysis. There are six phases/steps of thematic analysis that are noted by Braun & Clarke, (2006). The phases are:

1) Familiarize yourself with the data by repeatedly reading the data in an active way.
2) Generating initial codes.
3) Searches for themes by starting to analyze the codes.
4) Review the themes by comparing them.
5) Defines and further refines the themes.
6) Produces a report by writing up the thematic analysis.

RESULTS AND DISCUSSION

The results include three big themes and three sub-themes. Additionally, a coding translation also displayed to give a detail explanation.

Table 1 Coding Translation

Construct	Themes	Sub-themes	Codes	Coding Translation
Bilingualism in children	- Adults verbal input to stimulate L2 vocab	- "one parent-one language"	- INT/IIS/OPOL /014 - INT/IIS/OPOL /024 - INT/IIS/OPOL /085 - INT/IK/OPOL/054	INT: Interview IIS: International Islamic School IK: International Kindergarten OPOL: "One Parent-One Language" system SU: Shorter Utterances SR: Substantial Repetition
Adult's verbal input in children's bilingual acquisition		- Substantial repetition	- INT/IIS/SR/038 - INT/IK/SR/074 - INT/IK/SR/078 - INT/IK/SR/132	

- Adults verbal input to stimulate casual conversation by using L2	- Shorter utterances	- INT/IIS/SU/049 - INT/IIS/SU/051 - INT/IIS/SU/057 - INT/IK/SU/114 - INT/IK/SU/136
- Students' motivation in practicing English at school	- "one parent-one language"	- INT/IIS/OPOL/024 - INT/IIS/OPOL/028 - INT/IK/OPOL/084 - INT/IK/OPOL/086 - INT/IK/OPOL/088

The transcript of the interview is translated to English. The author also found three themes and three sub-themes from the transcript. Below *(Table 2)* is one example of translated transcription of the interview.

Table 2 Sample of Translated Interview's Transcript

T	086	"Iya… jadi karena harus kebiasa pake Indonesian Language inggris sih jadi kalo lingkungannya pake Indonesian Language inggris, mereka yang belum bisa Indonesian Language inggris tuh merasa kan nggak ngerti tuh, 'aduh temen-temenku ngomong apasih' jadi terus dia berusaha pengen bisa juga gitu… karena orangtuanya sendiri juga bilang ke saya sih kalo apa, intinya dia tuh pengen belajar Indonesian Language inggris gitu, dia biang temen-temennya bisa Indonesian Language inggris kok aku nggak tau gitu"
		"Yes… because they have to get used to English, their surroundings were exposed to English, so the one who hasn't spoken English well will be like 'what are my friends talking about?' (in Indonesian Language) so that they get motivated to learn English more… their parents also said to me that their children are envious because they haven't spoken English as fluent as their friends, they wanted to be just like their friends, they said why does their friends can communicate better in English while they don't (laugh)"

The author themed all of the participant's answers based on analysis and analysed whether or not it's relevant with the participant's adults' verbal input to children. The author categorized the sub-themes into three big themes that the author identified as adults' verbal input to children. Through the data collection and data analysis process, it is found that the most prominent themes are three big themes and another three sub-themes from the transcript. The themes and sub-themes can be seen in figure 1 for the sample.

The results of the interview data obtained by the author have slightly different findings from the two schools. Both schools use two languages which are Indonesian Language and English in the class but the International Islamic School still mostly uses Indonesian Language to talk with the students. Meanwhile the preparatory class in International Kindergarten uses mostly English in the

class. The result of the interview indicated that the entire participants 'adults' verbal input has a role in bilingualism practices to children. It is proved by the teacher who perceived their ability to apply the adult's verbal input to children; which are a 'one parent-one language' system, shorter utterances, and substantial repetition. In the 'one parent-one language' system all of the participants from both schools demonstrated a satisfactory implementation. In shorter utterances, both schools demonstrated bilingualism practices through teacher's verbal input. On the other hand, the preparatory class from International Kindergarten applies substantial repetition more than the International Islamic School does. However, it is necessary to note that both schools still have issues in balancing the use of two languages in children bilingualism practices through teacher's verbal input. Although it occurred, the teacher's verbal input from both languages continued until the students got to balance their input from two languages that were exposed to them from the teacher.

Adult's verbal input to stimulate L2 vocabularies

By considering the theory by de Houwer et al., (2006) in the implementation of adult's verbal input to children through "one parent-one language" system and the theory by Hummel (2014) which include shorter utterances and substantial repetition were implemented to stimulate L2 vocab.

According to de Houwer et al., (2006) "one parent-one language" system is where the child received two different languages from their parents, for example Dutch from the mother and French from the father. The participants also included other adults who knew the child very well, consisting of the child's grandmother, aunty, nanny, or other caregivers. This study shows that the child could understand words in Dutch as well as in French including some bilingual synonyms. The process of language acquisition is influenced by their caregivers, it could be their parents at home or their teachers at school. Parents use this system at home to communicate with their children through two languages that can make the children understand both languages. Teachers use this system so that the use of two languages that are exposed to the children could make them understand words in Indonesian as well as in English at school. The data is in the statement below:

> *"Here we use mostly Indonesian Language Indonesia and the English language used as the medium of instruction such as the simple instruction for them to do something"*
> (INT/IIS/OPOL/014)
> *"The children is more familiar with Indonesian Language Indonesia so English is a little bit difficult for them, on Wednesday the teacher usually use English but if the children still not understand we will help them with Indonesian Language Indonesia"*
> (INT/IIS/OPOL/024)

"There are a children that also uses two languages at home, maybe it will help them to balance the language at home and at school, because in school they use two languages so the parents also uses two languages at home"
(INT/IIS/OPOL/085)

Based on the data from International Islamic School INT/IIS/OPOL/014, it shows that the teacher uses two languages at school as a medium instruction in the class, the simple instructions also uses two languages. In data INT/IIS/OPOL/085 although some of the students already use two languages at home, there are also students that came from a background that have never used English at all before. This has caused a difficulty to understand English for some of the students because they are more familiar in Indonesian Language rather than English. It shows that the teacher still helps them to understand English by translating to Indonesian Language every time they spoke full English to them based on the data INT/IIS/OPOL/024. Apparently, different findings are raised by the teacher in International Kindergarten. It is due to the different cultural background of the students' parents. In International Islamic School, most of the students' parents are nationally inherited as Indonesian. Yet, in International Kindergarten, some of the students' parents are not Indonesian. Thus, being able to speak English is not a special issue. The teacher described in details in the following encryptions:

"He is a mixed German and Indonesian. His father is German and his mother is Indonesian... so he use two languages but he use mostly English than Indonesian Language Indonesia, while the rest of the class is consist of those who already go to kindergarten and use English as well in the school, and also there were a children that use two languages at home, English and Indonesian Language Indonesia because their parents makes them to do so"
 (INT/IK/OPOL/054)
"Aside from their teacher, they also heard English language from their friends, so their friends who already speaks English is usually talk in English, and the one who hasn't spoken English also want to know what their friends talking about, so that we use English to talk to them as much as we can"
(INT/IK/OPOL/084)

The data from International Kindergarten INT/IK/OPOL/054 shows that there are children that were born from a mixed-marriage parent which is German-Indonesian. He usually uses bilingual languages in their daily communication but mostly in English. Aside from this, the rest of the class were also familiar with English because some of them are those who already go to kindergarten and use English as well in the school, and also those who were children that use two languages at home. In addition, children born from a different background of parents are willing to learn a second language at an early age. This is in line with a study from Adnyani et al., (2017) that shows a child simultaneously exposed to two languages already has the capacity to acquire dual lexical knowledge. It means that the parents successfully balance their verbal input in

two languages to their children. The bilingualism started from home even before they got used to a bilingual setting in school. However, the school environment also supports them to use two languages in the data INT/IK/OPOL/084. As they were already familiar with Indonesian Language, they were also exposed to English that their teacher and their friends talked in English mostly. This motivates them to learn English because of the environment surrounding them.

In fact, children's vocabulary development is supported by language-learning environments that expose them to rich talk (Grøver et al., 2018). In addition, a study from Pransiska, (2017) shows both parents and teachers should have a significant role in order to promote successful bilingual development.

From the result presented above, it can be concluded that both International Islamic School and International Kindergarten have already implemented bilingualism practices through their teacher's verbal input but at a different load. The bilingualism practices in International Islamic School are in the form of instruction. On the other hand, the bilingualism practices in International Kindergarten are applied not only in the form of instruction but also in conversation. Both schools have the same goal which is to make the student accustomed in a bilingual setting, yet the practices were different. International Islamic School has a specific program for

their students such as English day and courses. Meanwhile, the International Kindergarten makes the bilingual setting into a natural condition where the students are already exposed to two languages in every school activity. In addition, their parents also play a significant role in using two languages at home. The teachers have successfully applied two languages as a medium of instruction in the class that makes the student understand both Indonesian Language and English at such an early age. Through these findings the practices are necessary to be elaborated. One of the practices that were implemented by both schools is to expose the student with substantial repetition.

According to Hummel (2014) children understand a language and even attempt to imitate by a substantial repetition of words produced by their surroundings which can be their parents or their caregivers. In school context, teachers use substantial repetition to make learning into routines. They provide a great opportunity to introduce new knowledge including new vocabularies to the students by repeatedly saying the words every day. This can encourage the children to use new words and engage in communication. The data is in the statements below:

> *"For example, if there is a child that has not understand yet, we repeat the sentence every day, because there will be a new word, new vocabularies, the pronunciation were sometimes also not clear enough for*

the children so we have to repeat the sentence every day until they understand" (INT/IIS/SR/038)

The data shown from International Islamic School INT/IIS/SR/038 is that the teachers use substantial repetition to make their students get used and understand a new language and new vocabularies. As the medium instructions are both in English and Indonesian Language, there will be new words and new vocabularies every day, especially in English. So, in order to make them understand, the teacher needs to repeat the words every day including the pronunciation to be clear enough for them. As a further explanation, different findings were found in International kindergarten. The sentences are being repeated not only to make the students understand but also to make them imitate and lead them to produce their own sentences later. Hence, the teachers make learning into routines that the word or sentences said repeatedly every day. The teacher described in the encryptions bellow:

"We repeated it continuously, because they heard it every day so that the next day, they can imitate the words or the sentence"
(INT/IK/SR/074)
"Yes... it must be repeated all the time because they are at the age where they need to heard sentences being repeatedly saying"
(INT/IK/SR/078)
"Yes, we repeated it continuously, usually they already know what 'pee' means but they didn't use that word, usually I give the example like "may I pee?" and they usually started saying "miss may I pee"

from "may I pee?" (in Indonesian Language) they will get used to English" (INT/IK/SR/132)

The data INT/IK/SR/074 shows the teacher believes that the student can at least imitate before producing their own sentences as they are in the age where they need to hear sentences being repeated. This is shown in the data INT/IK/SR/078. In order to make them understand and imitate the words, the teacher needs to repeat the words every day. The data INT/IK/SR/132 is shown that repeatedly saying the words to children can be influential in that they started to make progress from only knowing one word (ex: pee) to imitating a full phrase such as "may I pee?".

A study from Adnyani et al., (2017) states that children's response becomes increasingly developed from day to day if the words or sentences are being said repeatedly. From the data presented above, it can be concluded that substantial repetition is beneficial for both International Islamic School and International Kindergarten. The students showed a positive result in progressing every day as they always heard words or sentences being said repeatedly by their teacher.

Adult's verbal input to stimulate casual conversation by using L2

By considering the study of Hummel (2014) how adults speak to young children includes shorter

utterances because children at a younger age are still difficult to understand complicated words or longer utterances. A simple instruction was also made in shorter utterances. A simple instruction is used to make them do something. The data are displayed below:

> *"Last year we already had English for Children actually, and the teacher was a native speaker. The program was held once a month but the school thought that the program was still not enough. So, starting this year, the teacher already uses simple instructions in English. We also have another program called English day. It was the day where we are required to use full English. It is held every Wednesday."*
> (INT/IIS/SU/016)

> *"The difference is when we try to speak full English a lot, they will be like 'what did you say, miss?' 'miss i don't understand' if the teacher uses longer instructions, they will be like that. In Indonesian Language Indonesia they already understand but in English, if the instruction is too long or if the teacher talk more than one sentence they will ask"*
> (INT/IIS/SU/049)

> *"Yes… we use the shorter utterances, if we talk in long sentences, they are most likely to be confused like 'what are you saying miss? I don't understand'"*
> (INT/IIS/SU/051)

> *"The example of simple instruction is 'sit on your chair please' 'take your book' 'take your pencil' or taking another stationary, sit on the chair, take a food, and then for lineup"*
> (INT/IIS/SU/057)

Based on the data INT/IIS/SU/016, the school has a specific program that supports their students in learning English. The program is expected to enhance bilingual settings in school. Aside from that, the teacher is also required to use English in the simple instruction to make the students get used

to a bilingual setting. This is approved by the data INT/IIS/SU/057 that the teacher mentioned some of the simple instructions made in English using shorter utterances. The simple instructions were "sit on your chair please" "take your book" "take your pencil" and any other instruction made in the class. The data INT/IIS/SU/049 shows that the students are still difficult to understand English if their teacher spoke more than one sentence. It is also difficult for them if the instruction is too long. Children tend to understand language easily if the utterances made were shorter. This is in line with the data INT/IIS/SU/051 that shows the students are confused whenever their teacher talks in long sentences.

> *"Usually, the simple instructions used when we were about to make something or to do something, for example to do a worksheet, to make a handcraft, we usually used simple instructions for that. We asked them to take something, for example we are going to cut a picture and then i will say "I need you to take scissors and glue" the point is the stuffs they needed to do something, we asked them to take that stuffs"*
> (INT/IK/SU/114)

> *"Yes… because usually they just say "miss, may i pee?" "miss, can I play outside?" (in Indonesian Language) "may i play outside?" and then they started to get used to it, for example when we were tidying up they already know "let's clean up" "let's tidy up" just like that"*
> (INT/IK/SU/136)

Similar to the data from International Islamic School, the data from International Kindergarten INT/IK/SU/114 were also used as a simple instruction in English. As the

children understand shorter utterances easily, the teacher uses English in shorter utterances to help them adapt to a new language faster. An example of simple instruction is "I need you to take scissors and glue". In addition, the use of shorter utterances showed effective from the data INT/IK/SU/136. The teacher taught them to use shorter utterances in English to make a permission. The examples are mentioned above such as "Miss, may I pee?" "May I play outside?" It is said to be effective because later the students get used to the shorter utterances that they started to know if the teacher said "let's tidy up" or "let's clean up" because it is easier for them.

Soderstrom, (2007) stated that a language addressed to children is characterized by rather simple language, containing shorter and syntactically fewer complex utterances. From the data above, it can be concluded that both International Islamic School and International Kindergarten present a similar finding where the students find it easier to understand language in shorter utterances. The teachers also made a great demonstration in using English in shorter utterances to apply a simple instruction and also to give an example of making permission.

Students' motivation in practicing English at school

Children's vocabulary development is supported by language-learning environments that expose them to rich talk (Grøver et al., 2018). Adult's verbal input plays a significant role in the development of children's bilingual acquisition in which developmental bilingualism tends to focus on language production, because they learn from their environment that is surrounded by their parents and their teacher at school. The data is in the statements below:

> *"The difficulty is that the children are more familiar with Indonesian Language, so the English is quite difficult for them. In Wednesday or in English day we already use English when teaching but if the student still difficult to understand us we still help them by translating it to a Indonesian Language"*
> INT/IIS/OPOL /024
> *"They understand if the simple instruction is in English, because the simple instruction is only responsive instruction or basic instruction. They understand if we asked them to do this or that (in English) however the struggle is they are reluctant to speak English"*
> INT/IIS/OPOL/028

The data INT/IIS/OPOL/024 shows that the teacher already uses English to improve their skill by teaching mostly in English. The teachers mostly use English especially on Wednesdays because they have a program called English day where they are required to use full English in the teaching-learning process. However, the students are more familiar with Indonesian Language so that English is quite difficult for them. This is in line with the data INT/IIS/OPOL/028 that shows the students understand simple instruction in English yet they still have a difficulty to speak or produce sentences in English.

"Aside from their teacher, they also heard English language from their friends, so their friends who already speaks English is usually talk in English, and the one who hasn't spoken English also want to know what their friends talking about, so that we use English to talk to them as much as we can"
(INT/IK/OPOL/084)

"Yes… because they have to get used to English, their surroundings were exposed to English, so the one who hasn't spoken English well will be like 'what are my friends talking about?' (in Indonesian Language) so that they get motivated to learn English more… their parents also said to me that their children are envious because they haven't spoken English as fluent as their friends, they wanted to be just like their friends, they said why does their friends can communicate better in English while they don't (laugh)"
(INT/IK/OPOL/086)

"Yes… the environment should support them, the teacher uses English, their friends use English, because they already fluent in Indonesian Language, the exposure in full English can help them balance their bilingualism"
(INT/IK/OPOL/088)

According to the data INT/IK/OPOL/084, the bilingual settings are supported by their teachers and their friends who speak mostly in English. This has become a motivation to the one who hasn't spoken English well because they felt left behind. In addition, their parents also said that their children got challenged because they felt they were the only ones who had not spoken fluent English. It shows in the data INT/IK/OPOL/086. Moreover, the teacher said that the use of full English can help in balancing children's bilingualism as they are already fluent in Indonesian Language as displayed in data INT/IK/OPOL/088.

Similar to the study from Wijayanti, (2018) that states a bilingual atmosphere approves and demands the use of two languages within the specific environment. Within their environments for educational purposes and activities, the application of both languages is observed as a great success in helping learners acquire the second language. Both International Islamic School and International Kindergarten already employ a bilingual atmosphere by applying two languages in school although the practice tends to be different. International Islamic Schools make a condition to support their students in acquiring English by conducting a program called English day as shown in data INT/IIS/OPOL/024. The program is expected to improve their skills knowing that they are still reluctant to speak English or produce their own sentences. In contrast, International Kindergarten employs a bilingual atmosphere in a natural condition where all of the activity already uses two languages including the teachers and friends who speak mostly in English. This has become a motivation for those who have not spoken fluent English as displayed in data INT/IK/OPOL/086. This is in line with the study from Asmali, (2017) that suggests making learners develop an intrinsic motivation toward learning it and improving their communication skills is the main objective of teaching English to young learners. From the data above, it can be concluded that children who are exposed to the

environment where their surroundings speak mostly English, are more motivated to learn English than the one who still learns English together although the environment is already bilingual

CONCLUSION

The author explored the implementation of bilingualism practices through teacher's verbal input to children in International Islamic School and International Kindergarten. It is found that all of the participants have already implemented adult's verbal input to their students' bilingualism practices using two languages at school. The most types applied by the International Islamic School were shorter utterances in which the shorter utterances are used not only for the simple instruction but also to talk to their children. The teachers say that if they talk in longer sentences their children tend to be confused and are still difficult to understand longer sentences in English. Meanwhile in International Kindergarten, the most type applied was substantial repetition because the teacher says that in order for them to understand both languages quickly, they need to hear that often so that they can slowly progress from imitating to produce their own words to a sentence.

This research is limited to exploring the implementation of bilingualism practices through teacher's verbal input conducted by only an interview which possibly shows different results in comparison to other types of data collection. An emergent finding was found that through the interview process, students in International Islamic School were not as excited as students in International Kindergarten in learning English at school because the International Islamic School still uses Indonesian Language the most while International Kindergarten uses English mostly that makes the students tend to be competitive in learning English. Thus, the author suggests further research to dig more about why children who are not exposed to English intensively have less motivation to learn English. An observation could also help to enrich the data of this research.

AUTHOR CONTRIBUTION STATEMENT

The Author gives her best to write this paper and collect the data by herself.

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