

# **The Impact of Bilinguality on Second Language Learning: A Comparison of Structure and Written Expression Test Score between Monolinguals and Bilinguals<sup>1</sup>**

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## **Abstract**

This study aims to examine the impact of bilinguality on the bilinguals and monolinguals' score of TOEFL-like structure and expression test. The subjects are the students of a private university in Jakarta majoring in management. They took the test twice, consisting of 40 items (15 items in the structure section and 25 items in the written expression). The test takers had to do the test in 25 minutes. The result shows that the bilinguals perform better than the monolinguals. That means the bilinguals' score of structure and written expression is higher than that of the monolinguals:

**Keywords:** bilinguality, structure and written expression test

## **1. Introduction**

### **1.1 Background**

Studies on bilingualism and bilinguality have been conducted for so many years. Before 1960s, research showed that bilingualism had negative impacts on ones' cognitive ability and academic performance (Hamers and Blanc, 2000). According to Keshafarz (2004), "The studies of bilingualism supported the idea that bilingual children suffered from academic retardation, had a lower IQ and were socially maladjusted as compared with monolingual children". However, since 1960s, there have been some changes. Many studies and research on bilingualism and bilinguals have proven that being bilinguals is advantageous as it has positive impacts on some variables, such as academic achievement, foreign language achievement, and social development. (Keshafarz, 2004).

Sanz (2000) says that "The positive impact of bilingualism on cognition has also correlated with a number of internal variables, such as intelligence (Peal &

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Lambert, 1962), metalinguistic awareness (Ben-Zeev, 1977; Bialystok, 1991), cognitive flexibility, and processing mechanisms (McLaughlin & Nayak, 1989; Nation & McLaughlin, 1986; Nayak, Hansen, Krueger, & McLaughlin, 1990), and even a more democratic disposition (Pandey, 1991).” Bilingualism or biliteracy makes language learning more efficient shown by research comparing bilinguals’ and monolinguals’ acquisition of a foreign language, in terms of both general language proficiency (Cenoz & Valencia, 1994; Swain et al., 1990) and the acquisition of specific parameters (Klein, 1995).

Bilingualism or bilinguality is defined differently by language experts. For example, Hamers (Hamers and Blanc, 2000) define bilingualism as “The state of a community where two languages are in contact with the result that two codes can be used in the same interaction and that a number of individuals are bilingual (societal bilingualism); but it also includes the concept of bilinguality (or individual bilingualism). Bilinguality is the psychological state of an individual who access to more than one linguistic code as a means of social communication; the degree of access will vary along a number of dimensions which are psychological, cognitive, psycholinguistic, social psychological, social, sociological, sociolinguistic, sociocultural and linguistic.”

As mentioned already that bilinguality affects foreign language achievement. A lot of previous studies on the impact of bilinguality on Second Language Acquisition (SLA) can be references for the further research. For instance, Eisenstein (Keshafarz, 2004) found that “Childhood bilinguality had a positive effect on adult aptitude for learning a foreign language.” That means the children who learn a second language would have greater success in learning foreign languages when they become adults.

In this paper, I shall describe the findings of small research I have conducted on the impact of bilinguality on the bilinguals and monolinguals’ score of one of the sections tested in Test as a Foreign Language (TOEFL). The section deals with structure and written expressions. It tests the test takers’ skills of English structure and grammar, such as reduced adjective clauses, singular and plural forms, and definite and indefinite articles.



## **1.2 Research questions**

Based on the theories of bilinguality, I proposed the following research questions.

1. Do the bilinguals perform better than the monolinguals do?
2. Is the bilinguals' score of structure and written expression test higher than that of the monolinguals?

## **1.3 Research methodology**

### **1.3.1 Research Methods**

The research methods used in this research were quantitative and qualitative. The quantitative method deals with the calculation of the data obtained which cover the subjects' score of Structure and Written Expressions Test while the qualitative method covers the analysis of the answers to the questions included in the questionnaire. To analyse the findings of this research, I also deployed the qualitative method by interpreting the score obtained from the test taken by the subjects.

### **1.3.2 Approaches**

In this research, I used descriptive approach as I only intend to describe the comparison of the monolinguals and bilinguals' score of Structure and Written Expressions test.

### **1.3.3 Subjects of the Research**

The subjects of the research were students of "Universitas Bunda Mulia" majoring in Management. All of them were new students. The total number of the subjects was 16.

### **1.3.4 Research Data**

The data needed in this research were divided into two types of data. The first one was obtained by distributing a questionnaire. The purpose of distributing the questionnaire is to attain monolingual and bilingual groups (bilinguality measurement). The total number of the monolinguals and bilinguals was 16

people, consisting of eight monolinguals and eight bilinguals. The second one was the monolinguals and bilinguals' score of the second section of TOEFL: Structure and Written Expression test. The test consists of 40 items and was administered in 25 minutes.

### **1.3.5 Research Data Collection**

#### **1.3.5.1 Measurement of Bilinguality**

To select the monolinguals and bilinguals, I distributed a questionnaire consisting of ten questions (see the appendix). The questions were based on the definitions of bilingualism which I have synthesized and put into operational definitions. In the beginning, there were 38 respondents who took the questionnaire. Among 38 respondents, 16 respondents could be categorized as monolinguals and bilinguals.

#### **1.3.5.2 Structure and Written Expressions Test**

As the aim of this research is to compare the score of Structure and Written Expressions Test between monolinguals and bilinguals, I took the test from Longman Complete Course for the TOEFL TEST (Philips, 2001). I had the subjects complete the test, consisting of 40 items, in 25 minutes. Before working on the test, I explained the rules of how to do the test, the number of the items, and how long they have to complete the test. The subjects had to take the test twice in order to avoid unreliable and invalid results.

### **1.3.6 Data Processing**

The data obtained were processed by a very simple calculation. The data analysis and the comparison were made by referring to the result of the calculation.

## **2. Literature Reviews**

As mentioned earlier, studies on the impact of bilinguality and bilingualism have been conducted for ages. Before 1960s, negative impacts of bilingualism were frequently reported; however, since 1960s, the research on bilingualism has reported more positive consequences than the negative ones. (Hamers and Blanc, 2000). For further study on bilingualism, let us have a look at some definitions of



bilingualism and bilinguality, measurement of bilingualism, types of bilingualism, and the impacts of bilingualism and bilinguality on second language learning.

## **2.1 Definitions of Bilingualism and Bilinguality**

The definitions and descriptions of bilingualism have often dealt with categories, scales, and dichotomies such as ideal vs. partial bilingual, coordinate vs. compound bilingual, etc., related to factors such as proficiency, function, etc. (Romaine, 1995). Haugen (Bathia and Ritchie, 2004) suggests that “Bilingualism starts with an ability to produce complete and meaningful utterances in the second language.”

Baker (2001) proposes another definition regarding bilingualism. He states that if we relate bilinguals to two language abilities, what language abilities do they refer to? Do they refer to listening and reading skills (receptive skills) or speaking and writing skills (productive skills)? He further says it is not an easy assignment to determine whether or not a person bilingual or monolingual. Hence, a classic definition of bilingualism such as what Bloomfield (Baker 2001) says that bilingualism regards ‘the native-like control of two or more languages’ seems too extreme and maximalist (‘native like’). The meaning of ‘control’ and who forms the ‘native’ reference groups are not clear. Consequently Bloomfield’s definition of bilingualism is ambiguous.

Other linguists, such as Hamers and Blanc (2000) define bilingualism as “The state of a community where two languages are in contact with the result that two codes can be used in the same interaction and that a number of individuals are bilingual (societal bilingualism). In addition, it includes the concept of bilinguality (or individual bilingualism). Bilinguality is “the psychological state of an individual who access to more than one linguistic code as a means of social communication; the degree of access will vary along a number of dimensions which are psychological, cognitive, psycholinguistic, social psychological, social, sociological, sociolinguistic, sociocultural and linguistic.” (Hamers and Blanc, 2000).

Other definitions are proposed by Valdés and Figueroa (Baker, 2001). They state that “Bilinguals are classified by age (simultaneous/sequential/late), ability

(incipient/receptive/productive), balance of two languages, development (ascendant – second language is developing; recessive – one language is decreasing), and contexts in which each language is acquired and used (e.g. home, school).” Mohanty (Baker 2001) says that “Bilingualism covers social-communicative dimensions when dealing with bilingual persons or communities. He further says that they have an ability to meet the communicative demands of the self and the society in their normal functioning in two or more languages in their interaction with the other speakers of any or all of these languages.”

Butler and Hakuta (Bathia and Ritchie, 2004) define bilingualism as “individuals or groups of people who obtain knowledge and use more than one language.” while Hakuta, Macnamara, and Mohanty (Bathia and Ritchie, 2004) say that bilinguals have various degrees of proficiency in both languages.

To sum up, bilingualism and bilinguality deal with individuals or groups of people who use more than one language and have an access to more than one linguistic code as a means of communication.

## **2.2 Measurement of Bilingualism**

According to Edwards (Bathia and Ritchie, 2004), many tests have been used to measure bilingualism. Some of them are rating scales and fluency, flexibility, and dominance tests. Rating scales and fluency involve interviews, language usage measures, and self-assessment procedures. Fluency and flexibility relate to asking people to respond to instructions in two languages, measure their response times and, on this basis, try to measure which language is dominantly used. In addition, we could use picture-naming or word-completion tasks, ask subjects to read aloud, or we might present a word which occurs in both languages (pipe, for example, occurs in both French and English), and find out how the subjects pronounce the words; however, the results of such tests are often questionable and debatable.

Baker (2001) proposes “Language Background Scales” to measure bilingualism.



These scales are categorized as self-rating scales. They attempt to measure actual use of two languages as opposed to proficiency. The following is an example of language background scales adapted by Baker (Baker 2001).

|   |                          |   |                                       |   |                          |
|---|--------------------------|---|---------------------------------------|---|--------------------------|
| <p><b>Here are some questions about the language* in which you talk to different people, and the language in which certain people speak to you. Please answer as honestly as possible. There are no right or wrong answers. Leave an empty space if a question does not fit your position.</b></p> <p><b>In which language do YOU speak to the following people? Choose one of these answers.</b></p> |                          |   |                                       |   |                          |
|   | <b>Always in Spanish</b> | <b>In Spanish more often than English</b> | <b>In Spanish and English equally</b> | <b>In English more often than Spanish</b> | <b>Always in English</b> |
| Father  |                          |   |                                       |   |                          |
| Mother  |                          |   |                                       |   |                          |
| Brothers/Sisters  |                          |   |                                       |   |                          |
| Friends in the classroom  |                          |   |                                       |   |                          |
| Friends on the play ground  |                          |   |                                       |   |                          |
| Teachers  |                          |   |                                       |   |                          |
| Neighbours  |                          |   |                                       |   |                          |
| Grandparents  |                          |   |                                       |   |                          |
| Other relatives   |                          |   |                                       |   |                          |
| Friends outside school  |                          |   |                                       |   |                          |

|   |                          |   |                                       |   |                          |
|---|--------------------------|---|---------------------------------------|---|--------------------------|
| <p><b>In which language do the following people speak TO YOU?</b></p> |                          |   |                                       |   |                          |
|   | <b>Always in Spanish</b> | <b>In Spanish more often than English</b> | <b>In Spanish and English equally</b> | <b>In English more often than Spanish</b> | <b>Always in English</b> |
| Father  |                          |   |                                       |   |                          |
| Mother  |                          |   |                                       |   |                          |

|                            |  |  |  |  |  |
|----------------------------|--|--|--|--|--|
| Brothers/Sisters           |  |  |  |  |  |
| Friends in the classroom   |  |  |  |  |  |
| Friends on the play ground |  |  |  |  |  |
| Teachers                   |  |  |  |  |  |
| Neighbours                 |  |  |  |  |  |
| Grandparents               |  |  |  |  |  |
| Other relatives            |  |  |  |  |  |

| Which language do YOU use with the following? |                   |                                    |                                |                                    |                   |
|---|-------------------|------------------------------------|--------------------------------|------------------------------------|-------------------|
|   | Always in Spanish | In Spanish more often than English | In Spanish and English equally | In English more often than Spanish | Always in English |
| Watching TV/Videos/DVDs                       |                   |                                    |                                |                                    |                   |
| Religion                                      |                   |                                    |                                |                                    |                   |
| Newspapers/Comics                             |                   |                                    |                                |                                    |                   |
| Records/Cassettes/CDs                         |                   |                                    |                                |                                    |                   |
| Listening to Radio                            |                   |                                    |                                |                                    |                   |
| Shopping                                      |                   |                                    |                                |                                    |                   |
| Playing Sport                                 |                   |                                    |                                |                                    |                   |
| On the Telephone                              |                   |                                    |                                |                                    |                   |
| Reading Books                                 |                   |                                    |                                |                                    |                   |
| Earning Money                                 |                   |                                    |                                |                                    |                   |
| Clubs/Societies                               |                   |                                    |                                |                                    |                   |
| Other Leisure Activities                      |                   |                                    |                                |                                    |                   |

However, this measurement scale, adapted by Baker (2001), is still questionable.

It is illustrated by Baker and Hinde (Baker 2001) as follows:

‘A person who says she speaks Welsh to her father (mostly away at sea), her grandparents (seen once a year), her friends (but tends to be an isolate), reads Welsh books and newspapers (only occasionally), attends Welsh Chapel (marriages and funerals only) but spends most of her time with an English



speaking mother and in an English speaking school might gain a fairly high “Welsh” score.’

Referring to the above illustration, we can conclude that ‘to whom’ people talk to is not sufficient to measure bilingualism. We need to know where and how often people use the languages to determine whether or not they are bilinguals. (Baker 2001)

Baker (2001) further says that another way to measure bilingualism is by conducting “Language Census”. It questions about ones’ home language, mother tongue, and their first language. For example:

(a) Does this person speak a language other than English at home?

☐ Yes

☐ No Skip to 12

(b) What is this language?

(For example: Korean, Italian, Spanish, Vietnamese)

(c) How well does this person speak English?

☐ Very well

☐ Well

☐ Not well

☐ Not at all

**(Taken from Baker, 2001)**

Another example is:

20. ¿Habla algun idioma indigena?

Do you speak any indigenous language?

Si Yes ☐ No No ☐

¿Cuál o cuáles?

Which one or which ones?

21. ¿Habla algun idioma no indigena?

(Puedi marcar más de una respuesta)

Do you speak any non-indigenous language?

(you may choose more than one answer)

Si Yes ☐ No No ☐

Castellano Spanish

Portugués Portuguese

Inglés English

22. ¿En que idioma se comunica usualmente con los demas habitantes de la comunidad?

Which language do you normally use to communicate with other members of the community?

23. Save escribir en:

(Pueda marcar más de una respuesta)

Can you write in:

(You may choose more than one answer)

Castellano Spanish Si Yes ☐ No No ☐

Idioma indigena Indigenous language Si Yes ☐ No No ☐

24. Sabe leer en:

Can you read in:

Castellano Spanish Si Yes ☐ No No ☐

Idoma indigena Indigenous language Si Yes ☐ No No ☐

**(Taken from Baker, 2001)**

Language census, to some extent, is ambiguous. One of the three language questions in the 1986 Canadian Census was 'Can you speak English or French well enough to conduct a conversation?' People could interpret the phrase 'speak well enough' differently. The idea of 'well enough' might depend on ones' level of accuracy and fluency.

Some other critics for language census are the questions rarely cover the four basic skills of English (listening, speaking, reading, and writing skills), language questions can be politically provocative, not all censuses include questions on language, such as asking about ethnic groups, which may not correspond to language groups. (Baker, 2001)

I myself question the indicator or the parameter of "very well", "well", "not well" in question "How well does this person speak English?" because the indicator of "very well", "well", "not well" might depend on the level of ones' English.

### 2.3 Types and Dimensions of Bilingualism

Romaine (1995) states that one of the hottest debates on individual bilingualism is that between “compound” and “coordinate” bilingualism. Weinreich (Romaine 1995) says that there are three types of bilingualism related to the notions of a language were encoded in the individual’s brain. He believes that these three types of bilingualism resulted from the way in which the languages have been learned. In coordinate bilingualism, the person learns the languages in different environments, and the words of the two languages are kept separate with each other word having its own specific meaning. An example for this type of bilingualism is when someone whose first language is Indonesian learn English later in school. In compound bilingualism, the person learns two languages in the same context and they use them simultaneously so that there is a compound representation of the languages in the brain. For instance, a child who acquires both Indonesian and English in the home would know both Indonesian “meja” and English “table”, but would have one common meaning to both of them. Both of them would represent the same concept. (Romaine 1995)

Another term dealing with types of bilingualism is a balanced bilingual. Someone who is approximately equally fluent in two languages across various contexts may be termed an equilingual or ambilingual or, more commonly, a balanced bilingual. (Baker 2001). Baker (2001) points out that balanced bilingualism is occasionally used as an idealized concept. Fishman (Baker 2001) underlines that it is rarely found that people can be equally competent in any kinds of situations. He further says “Most bilinguals will use their two languages for different purposes and with different people. For example, a person may use one language at work; the other language at home and in the local community.”

According to Pearl and Lambert (Butler and Hakuta in Bathia and Ritchie, 2004), bilingualism has multiple dimensions. For example, the differences between balanced and dominant bilinguals are based on the relationship between the proficiency of the respective languages that bilinguals master. Balanced bilinguals acquire similar degrees of proficiency in both languages while



dominant or unbalanced bilinguals' proficiency in one language is higher than that in the other languages.

Fishman (Bathia and Ritchie, 2004) differentiates bilinguals based on the social status of language: folk bilinguals and elite bilinguals. Folk bilinguals deal with language minority groups whose own language does not have a high status in the dominant language society in which they belong to while elite bilinguals speak a dominant language in a society in which they live in and who also speak another language which gives them additional value within the society.

Hamers and Blanc (2000) proposes the following dimensions relevant to bilingualism:

- a. relative competence;
- b. cognitive organization;
- c. age of acquisition;
- d. exogeneity;
- e. social cultural status; and
- f. cultural identity

In my opinion, the most probable type of bilingual that might be revealed through the questionnaire used in this mini research is the blend of folk and elite bilinguals because the descriptions of the subjects who participated in the research match the definitions of these two types of bilinguals.

#### **2.4 Impacts or Consequences of Bilingualism on Second Language Learning**

Most of the earlier studies reported that bilingualism was associated with negative impacts or consequences. (Keshafarz 2004). For instance, bilingual children suffered from academic retardation, had a lower IQ, and were socially maladjusted as compared with monolingual children. Nevertheless, research findings in the 1970s and 1980s showed that bilingualism had positive influences on the child's cognitive and social development. (Keshafarz 2004)

Keshafarz (2004) further says that many researchers have also found that bilingualism has a positive effect on foreign language achievement (Cummins, 1979; Eisentein, 1980; Hoffman, 2001; Klein, 1995; Lerea & Laporta, 1971; Ringbom, 1985; Sanz, 2000; Thomas, 1988; Valencia & Cenoz, 1992; Zobl,

1993). Eisenstein (1980), for instance, found that children bilinguality had a positive effect on adult aptitude for learning a foreign language. That means those learning a second language during when they were children would be more successful in learning foreign language when they become adults.

Another study conducted by Bialystok (2008) reported that there are three main essential things regarding Second Language Acquisition and bilingualism. First of all, bilingual children tend to have a smaller number of vocabulary in each language than monolingual children in their language in terms of language proficiency; however, their understanding of linguistic structure, called metalinguistic awareness, is at least as good and often better than that of comparable monolinguals. Secondly, the acquisition of literacy skills in these children depends on the relationship between the two languages and the level of proficiency in the second language. Particularly, children who learn to read in two languages that share a writing system (e.g. English and French) show accelerated progress in learning to read; children whose two languages are written in different systems (e.g. English and Chinese) seem to have no special advantage, but neither do they demonstrate any deficit relative to monolinguals. Nonetheless, the positive effects of learning to read in two languages require that children be bilingual and not second-language learners whose competence in one of the languages is weak. Third, bilingual children between four and eight years old have more advantages than monolinguals do when asked to solve problems dealing with controlling attention to specific aspects of a display and inhibiting attention to misleading aspects that are salient but associated with an incorrect response. This advantage is not restricted to language processing, but it covers various non-verbal tasks requiring controlled attention and selectivity such as forming conceptual categories, seeing alternative images in ambiguous figures, and understanding the difference between the appearance and functional reality of a misleading object.

Although Bialystok (2008) underlines bilingual children tend to have a smaller number of vocabularies in each language than monolingual children in their language in terms of language proficiency, determining a person's proficiency in two languages is not an easy assignment. (Butler and Hakuta in



Bathia and Ritchie, 2004) Butler and Hakuta further say "How can we measure someone's proficiency in two languages? What is one's proficiency in a given language from the beginning?" The measurement of ones' proficiency in two languages varies greatly and it depends on the views of language and the definitions of the language itself.

In addition, Butler and Hakuta (Bathia and Ritchie, 2004) state that in Second Language Acquisition (SLA) research, which is widely influenced by the theories and methodology used in L1 acquisition research, the major views of language are categorized into three groups: (1) the formal linguistic view; (2) the cognitive and functionalist view; and (3) the socio-cultural view (Hakuta and McLaughlin, 1996). Thus, which view should we refer to in order to measure ones' proficiency in two languages? Which view could be the reference for bilingualism, bilinguality, or bilinguals?

### **3. Results and Discussion**

In order to answer the research questions, a reliable test (Structure and Written Expressions tests), taken from Longman Complete Course for the TOEFL TEST (Phillips, 2001), was administered to 16 subjects. They are majoring in management and all of them are freshmen. They consist of eight monolinguals and eight bilinguals. These monolinguals and bilinguals were selected after I distributed the questionnaire of bilinguality. The questionnaire itself is based on the definitions of bilingualism, bilinguality, and bilinguals. Then I synthesized the definitions so that I can make operational definitions in order to be able to construct questions for the questionnaire. The operational definition is "Bilingualism and bilinguality deal with individuals or groups of people who use more than one language and have an access to more than one linguistic code as a means of communication." The complete questionnaire can be seen in the appendix.



Table 1

## Monolinguals' Score of Structure and Written Expressions Test

| Subjects | Monolinguals |             |             |           |             |             |     |
|----------|--------------|-------------|-------------|-----------|-------------|-------------|-----|
|          | Structure    | Written Exp |             | Structure | Written Exp |             |     |
|          | Test 1       |             | Total Score | Test 2    |             | Total Score |     |
| M1       | 4            | 6           | 10          | 7         | 6           | 13          | 23  |
| M2       | 1            | 6           | 7           | 3         | 7           | 10          | 17  |
| M3       | 7            | 8           | 15          | 7         | 10          | 17          | 32  |
| M4       | 3            | 10          | 13          | 4         | 8           | 12          | 25  |
| M5       | 4            | 5           | 9           | 5         | 9           | 14          | 23  |
| M6       | 4            | 8           | 12          | 6         | 4           | 10          | 22  |
| M7       | 1            | 6           | 7           | 3         | 8           | 11          | 18  |
| M8       | 5            | 5           | 10          | 5         | 4           | 9           | 19  |
|          | 29           | 54          | 83          | 40        | 56          | 96          | 179 |

Table 2

## Bilinguals' Score of Structure and Written Expressions Test

| Subjects | Bilinguals |             |             |           |             |             |     |
|----------|------------|-------------|-------------|-----------|-------------|-------------|-----|
|          | Structure  | Written Exp |             | Structure | Written Exp |             |     |
|          | Test 1     |             | Total Score | Tes 2     |             | Total Score |     |
| B1       | 5          | 14          | 19          | 8         | 11          | 19          | 38  |
| B2       | 6          | 9           | 15          | 4         | 9           | 13          | 28  |
| B3       | 3          | 8           | 11          | 4         | 9           | 13          | 25  |
| B4       | 6          | 8           | 14          | 6         | 6           | 12          | 26  |
| B5       | 3          | 6           | 9           | 5         | 7           | 12          | 21  |
| B6       | 3          | 12          | 15          | 4         | 8           | 12          | 27  |
| B7       | 2          | 5           | 7           | 2         | 4           | 6           | 13  |
| B8       | 3          | 6           | 9           | 1         | 8           | 9           | 18  |
|          | 31         | 68          | 99          | 34        | 62          | 96          | 196 |

Table 1 and 2 show the score differences between monolinguals and bilinguals. In general, the bilinguals performed better than the monolinguals did. The monolinguals scored 179 while the bilinguals scored 196. Although there was only a slight difference between the monolinguals and bilinguals, this still proves that bilingualism has a positive effect on foreign language achievement.

#### **4. Conclusion**

To conclude, this small research shows that there is a score difference between the monolinguals and the bilinguals. Thus the answer to the research questions “Do the bilinguals perform better than the monolinguals do?” and “Is the bilinguals’ score of structure and written expression test higher than that of the monolinguals?” is yes. That means bilingualism or bilinguality affects foreign language achievement.

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## APPENDIX

Nama saya Nurdiana. Saat ini saya sedang mengerjakan penelitian yang bertajuk 'The Impact of Bilinguality on Second Language Learning'. Penelitian ini berkenaan dengan Bilinguals dan Monolinguals sehingga angket ini bertujuan untuk mencari tahu apakah subyek penelitian bilingual (menggunakan lebih dari satu bahasa dalam kehidupan sehari-hari) atau monolingual (hanya menggunakan satu bahasa dalam kehidupan sehari-hari).

Berikut adalah angket yang saya buat untuk tujuan penelitian tersebut. Yang perlu anda lakukan adalah menjawab pertanyaan yang tersedia dengan jelas. Terima kasih atas bantuan anda.

Salam,

Nurdiana

### Angket "Bilinguality"

Nama :  
Jurusan :  
Semester :

1. Apakah anda dapat menggunakan lebih dari satu bahasa (selain bahasa Indonesia) ketika berkomunikasi dengan orang lain?
2. Jika iya, bahasa apa saja (tidak harus bahasa asing) yang anda gunakan?
3. Sejak kapan anda menggunakan bahasa tersebut?
4. Kapan biasanya anda menggunakan bahasa tersebut?
5. Seberapa sering anda menggunakan bahasa tersebut?
6. Apakah anda juga menggunakan bahasa tersebut ketika berkomunikasi dengan orang tua dan saudara anda?
7. Jika iya, seberapa sering anda menggunakan bahasa tersebut dengan orang tua atau saudara anda?
8. Seberapa baik kemampuan bahasa yang anda gunakan tersebut ?
9. Apakah anda hanya menggunakan bahasa tersebut dalam bentuk lisan?
10. Jika anda menggunakan bahasa tersebut dalam bentuk tulis, tuliskan beberapa kalimat berikut dalam bahasa yang anda kuasai (tidak dengan bahasa Indonesia).

Nama saya Nurdiana. Saya bekerja sebagai dosen di Universitas Bunda Mulia. Saya menyukai beberapa kegiatan, diantaranya jalan-jalan, mendengarkan musik, dan membaca majalah.

Terimakasih atas kerjasama dan bantuan anda.