

THE ACQUISITION OF ENGLISH ADJECTIVES PLACEMENT ON THE EARLY ACQUISITION OF A BILINGUAL INDONESIAN- ENGLISH CHILD

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Received on 3 July 2023 / Approved on 10 October 2023

Abstract

This paper investigated the development of adjectives in the early acquisition of a bilingual Indonesian–English child in an Indonesian environment. This research conducted a longitudinal study to investigate how the child developed his adjectives on two languages that had been exposed simultaneously and to know whether language dominance influenced the acquisition of the weak language. In addition, this study used descriptive qualitative by writing the adjective productions in participant’s daily communication. The hypothesis of this research was Indonesian would disturb the development of English adjectives in the participant’s early acquisition because the dominance of Indonesian use became the obstacle to English acquisition. The participant was an Indonesian boy who was exposed to Indonesian and English from birth. His mother and sister were bilingual people who spoke Indonesian and English at home. Meanwhile, his father was a multilingual person who spoke Indonesian – Lampungese language – English. However, his father never taught the Lampungese language at home. In addition, he spoke Indonesian with his friends. This study was designed for 17 months starting from respondent was 1,8 until 3 years old. The result shows that the participant developed both languages very well although the exposure to English was limited and English adjective form affected the place of Indonesian adjective forms during his development.

Keywords: simultaneous; bilingual acquisition; adjective placement

Abstrak

Penelitian ini mengkaji perkembangan kata sifat dalam pemerolehan awal pada seorang anak dwibahasa Indonesia-Inggris di sebuah lingkungan Indonesia. Penelitian ini melakukan studi longitudinal untuk menyelidiki bagaimana seorang anak mengembangkan kata sifatnya pada dua bahasa yang diberikan secara simultan dan untuk mengetahui apakah dominasi bahasa mempengaruhi pemerolehan bahasa lemah tersebut. Selain itu, penelitian ini menggunakan deskriptif kualitatif dengan menuliskan produksi kata sifat dalam komunikasi sehari-hari partisipan. Hipotesis penelitian ini adalah bahasa Indonesia akan mengganggu perkembangan kata sifat bahasa Inggris pada awal pemerolehan bahasa Inggris karena dominasi penggunaan bahasa Indonesia yang bisa menjadi penghambat pemerolehan bahasa Inggris. Partisipannya adalah seorang anak laki-laki Indonesia yang sudah mengenal bahasa Indonesia dan Inggris sejak lahir. Ibu dan saudara perempuannya adalah orang dwibahasa yang berbicara bahasa Indonesia dan Inggris di rumah. Sementara itu, ayahnya adalah seorang multibahasa yang mampu berbahasa Indonesia – Bahasa Lampung – Inggris. Namun demikian, ayahnya tidak pernah mengajar bahasa Lampung kepada partisipan di rumah. Selain itu, partisipan berbicara menggunakan bahasa Indonesia dengan teman-temannya. Penelitian ini dirancang selama 17 bulan dimulai dari responden berusia 1,8 sampai 3 tahun. Hasilnya menunjukkan bahwa peserta mengembangkan kedua bahasa dengan sangat baik meskipun paparan bahasa Inggris terbatas dan bentuk kata sifat bahasa Inggris mempengaruhi tempat bentuk kata sifat bahasa Indonesia selama perkembangannya.

Kata Kunci: simultan; pemerolehan bilingual; penempatan kata sifat

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INTRODUCTION

The Critical Period Hypothesis determines an ideal period to achieve a high-level proficiency for young language learners. The period is from early infancy until puberty in which the window of the brain completely opens to acquire certain linguistic system. Ellis (1986:107) argues that the brain could acquire and process language naturally and efficiently at a certain age and be no longer able to do it after passing the critical period. In other words, this period is associated with the mechanism of neurophysiology which occurs from early infancy until before puberty. Due to this condition, many children grow up with two languages from birth.

The phenomenon of bilingual first language acquisition (BFLA) in children has been investigated by some researchers. Lanza (1992) investigated an English–Norwegian child who was exposed two languages from birth. She found that the child could separate two different language systems at the age of under 2 years. Babies are capable of storing and differentiating the linguistic systems of different languages biologically (Meisel, 2004). In this case, BFLA children can differentiate two words with different names but similar meanings or concepts and increase their focus on the relevant variables in the context especially the ambiguity or contradictory information. There are some benefits for children who are exposed to two languages since early childhood age. Morford and Mayberry (2000) state that BFLA children outperformed for L1 and L2 language. Oh et al. (2003) investigate Korean consonant production and found that people who experienced listening the Korean language from birth had outperformed in producing the Korean language. In addition, they will achieve higher scores on various cognitive capability tests than monolingual students including problem-solving tasks (Bialystok & Majumder, 1998), semantic and phonetic competence (Bialystok, 1986), and grammatical competence (Galambos & Goldin, 1990). Those competencies are needed in effective communication so that they have more understanding the needs of communication with their partners (Nicoladis & Genesse, 1996; Yow & Markman, 2011; Lanza, 1992).

Meanwhile, some studies argued that the ability of L2 language learners is not only caused by biological factors but also environment support (Krashen, 1973; Johnson & Newport, 1989). There are some environmental supports for language development namely social status, community or amount of exposure. The exposure to language is defined as the duration of target language contact with the learners. The exposure to the target language can be obtained through daily conversation, television, or community. Place & Hoff (2011) argue that the percentage of exposure is around a minimum of 10-20% for being bilingual person. Stainberg (1982) argues that language students are not be able to achieve competency in the first language acquisition because of lack of environment although they had been exposed to television.

In this respect, this paper investigated how Indonesian-English bilingual child developed English adjective placement with limited exposure. In addition, this research looked at whether there was a correlation between language dominance and the acquisition of adjective placements affecting the weak language on Indonesian-English first acquisition in children. Thus, this research aimed to know a how bilingual Indonesian-English child developed his English in the Indonesian environment and whether Indonesian will influence the English adjective acquisition or not. As part of the hypothesis, this study argued that the acquisition of English adjectives would face problems because of the exposure of Indonesians in the Indonesian environment.

Formulation of Problem

In this research, there are two research questions as follow:

1. How does the development of adjective placement on an Indonesian-English bilingual child for English and Indonesian?
2. Does language dominance influence the weak language of an Indonesian-English bilingual child?

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LITERATURE REVIEW

Bilingual First Language Acquisition (BFLA)

Simultaneous acquisition is known as Bilingual First Language Acquisition (BFLA) where children are exposed to two languages since they were born. Meisel (2004:105) elaborates on the types of bilingual acquisition, as follows:

1. Simultaneous acquisition of bilingualism happens when two languages begin acquired at 1, 3, or 4 years old
2. Second Language Acquisition in Children (L2) occurs when L2 is acquired during puberty age (5 and 10)
3. Second Language Acquisition in Adolescence occurs when L2 is acquired after puberty (above 10 years old).

From those types of bilingual acquisition, some studies have been concerned with the acquisition of language simultaneously. Swain (1972) did a cross-sectional study to investigate the development of language in two children, Monica and Douglas, who had been exposed to English and French from an early age. He found that language dominance did not affect weak language. Müller and Hulk (2001) found that there was no influence of language dominance when they investigated three bilingual children who acquired Romance and Germanic languages simultaneously. It can be argued that the children can separate two different linguistics systems. De Houwer (1990) states that bilingual L1 young learners are competent in differentiating between 2 languages both syntax and pragmatic. Furthermore, she elaborated on two conditions of bilingual first language acquisition as follows:

- a. At 1-week-old, the children must be exposed to language A before language B
- b. The exposure to both languages should be regular.

From the condition above, the input of two languages is considered as the important thing in raising the competence of bilingual first acquisition on children. De Houwer (2005:31) says that the input of both languages is used in daily conversation at the same time. In addition, Volterra and Taeschner (1978:308) identified the stages of first bilingual acquisition, they are:

- a. Stage 1 – The child has a lexical system from those languages
- b. Stage 2 – The child develops a distinct lexical system but uses similar syntactic rules for both languages
- c. Stage 3 – The child can differentiate the syntactical system of two languages but each language depends on the parents
- d. Stage 4 – The child can speak languages fluently like monolingual children

From the stages above, the development of L1 bilingual acquisition is similar to monolingual acquisition in children. Some researchers also stated that the process of bilingual and monolingual first acquisition is alike although the babies are exposed to two languages from birth (De Houwer, 2005, Genesee & Nicoladis, 2007, Meisel, 2011).

Adjective in Indonesian and English

Tribushinina, et al (2018) argue that adjective is acquired after nouns and verbs for language learners and its more challenging. Some researcher also argue that adjective is difficult for L2 students (Blom, Poliřenská, & Weerman, 2008), and for simultaneous bilinguals (Rodina & Westergaard 2017). Children begin producing adjectives at the age of 2 years and grow faster (Tribushinina et al. 2014). At around three years old, they can reach an adult-like level (Tribushinina & Gillis 2012). Furthermore, Dixson (1982) divides adjective into 5 functions, as follow:

1. Adjectives as Adjective Phrase Head

- Example: 1) I am fond of ice cream.
 2) I am afraid to play soccer.

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The words “fond” and “afraid” have function as adjective phrases head.

2. Adjectives as Noun Phrase Modifier

There are word, phrase, or clause that modifies noun, pronoun, or noun phrase in a noun phrase modifier.

Example: 1) There are many purple dresses in my wardrobe.
 2) There are very tiny puppy.

The words “purple” and “very tiny” are adjectives as noun phrase modifier.

3. Adjectives as Subject Complement

Example: 1) My motorcycle is red and black.
 (subject) (predicate) (subject complement)
 2) Bakso tastes so spicy.
 (subject) (predicate) (subject complement)

4. Adjectives as Object Complement

In English, adjective phrases often can be used as object complements. An object complement consists of a word, phrase, or clause that follows and modifies a direct object.

Example: 1) The boy wants car black.
 (subject) (predicate) (object complement)
 2) They paint the school walls dark red.
 (subject) (predicate) (object complement)

5. Adjectives as Appositive

Adjectives as appositives means a series of adjectives that follows a noun or nonrestrictive appositive. Usually, it is placed before the determiner or after the noun and set off by commas.

Example: 1) A ship, old but strong, brings the tons of iron.
 2) An old person, poor and strange, has paid for my coffee.

In addition, Asscher & Thompson (2014) state that adjective has function as predicative and attributive. Predicative adjective occurs after noun which is typically followed by a linking verb. It is similar to the Indonesian adjective position which occurs after the noun. For example:

1) The food is delicious vs Makanannya enak
 (N) (Adj) (N) (Adj)
 English **Indonesian**

2) This car is luxurious vs Mobil ini mewah
 (N) (Adj) (N) (Adj)
 English **Indonesian**

Meanwhile, attributive adjective occurs prenominal (Adj-N) in English but postnominal (N-Adj) in Indonesia. For example:

1) A big house vs Sebuah Rumah Besar
 (article) (Adj) (N) (Article) (N) (Adj)
 English **Indonesian**

2) Sweet cookie vs Biskuit Manis
 (Adj) (N) (N) (Adj)
 English **Indonesian**

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3) I have a nice skirt vs Saya mempunyai sebuah rok yang bagus
 (Adj) (N) (N) (Adj)
English Indonesian

METHOD

This present research was designed as a longitudinal study case to investigate the development of the adjective in Indonesian-English bilingual child who acquired two languages simultaneously. Thus, this study keeps a diary record of the respondent who grew up with English and Indonesian. Li Wei (2010) states that the benefit of a longitudinal study cases is in-depth observation of participant's language development. Furthermore, Gass and Selinker (2008) argue that longitudinal study or case study often uses a descriptive qualitative rather than quantitative method. Thus, this case study implements descriptive qualitative method in analyzing the data. The data of this research are in the form of sentence which is obtained from the spontaneous speech of the boy.

Participant

The participant of this study is my child named Langit who was born in Indonesia. His age was 1 year 8 months when this study was started. His parents were Indonesian and born in Indonesia. They were English teachers in the university. His mom worked at an office from 10 a.m. until 4 p.m. while his dad worked at home and his sister had online school and stayed at home. He had a sister who was also born in Indonesia. He had been exposed to English and Indonesian since he was born. His mother and sister were bilingual, Indonesian and English, while his dad was multilingual, Indonesian, English, and Lampungese. He also watched English and Indonesian cartoons on Youtube and Television. He lived in Indonesia from birth so his environment and friends spoke Indonesian. Besides, he was invited to read only English books.

Data Collection

The data of this research were from Langit's spontaneous speech in naturalistic settings. It means that the data were taken from respondent's daily activities at home, the supermarket, and so on. Then, the parents wrote down the kid's utterances which contained the adjective word in two languages, English and Indonesian. This study was conducted for about 17 months (from 1;8 to 3;0). The participant was given a schedule relating the input of two languages. The schedule was as follows:

Table 1. The participant's language input schedule for Indonesian-English

Time	Activity	Language Input
07.00 – 08.00 am	Wake up and breakfast	English
08.00 am	Bath	Indonesian
08.30 – 10.00 am	Playing with friends	Indonesian
10.00 – 12.00 am	Watching TV and playing with dad	Indonesian
12.00 – 14.00 am	Take a nap	-
14.00 – 16.00 am	Watching Youtube and playing toys with dad	English
16.00 – 17.00 am	Playing with friends	Indonesian
17.30 – 18.00 am	Bath	Indonesian
18.00 – 18.30 am	Going to Mosque	Indonesian
18.30 – 19.00 am	Dinner and speak with family	English

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	members	
19.00 – 21.00 am	Watching Indonesian Cartoon on TV together with family members	Indonesian - English
21.00 – 21.30 am	Reading story with mother and father	English
21.30 am	Sleep	-

As shown in the table above, Langit was exposed by Indonesian for daily communication. His English input is less than Indonesian because his mother was frequently absent. In this respect, Langit's environment was 100% Indonesian. After collecting the data, this study categorized the participant's utterances in the type of adjective form including mixed utterances in English and Indonesian. Lanza (2004) states that mixed utterances are important to investigate language development although in a small number.

FINDING AND DISCUSSION

Finding

1. Langit's adjective development at 1,8 until 2,0 years old

At this age, Langit was only able to produce one word in the term of adjective production for both languages, English and Indonesian. For example:

Conversation 1

Mother : Langit, what flavor of chips do you want to eat? Cheese or Seaweed?
 Langit : Seaweed.

Conversation 2

Father : Langit, do you want a red or green bicycle?
 Langit : Green.

The conversations above happened at home and bicycle shop respectively in English. In those examples, the participant was able to acquire the English adjective words; "Seaweed" and "Green". Then, this study compared Indonesian adjective production which has the same meaning as the conversation above as below:

Conversation 3

Kakak : Langit, kakak mau beli snack. Mau rasa apa?
 (Langit, I want to buy a snack. Which flavor do you want?)
 Langit : Rumput Laut.
 (Seaweed)

Conversation 4

Kakak : Langit, mau dibikin sirup merah atau hijau?
 (Langit, do you want to drink red or green syrup?)
 Langit : Hijau. Thank you kakak.
 (Green. Thank you sister)

Conversation 3 and 4 above shows that the participant and his sister were speaking in Indonesian. His sister offered the snack and syrup for him and interestingly he answered by using Indonesian as well. It can be assumed that he could separate the words between two different languages. Overall, the respondent could produce the name of colour in both languages as follows:

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Table 2. The participant's color production in Indonesian and English

Indonesian	English
Putih	White
Merah	Red
Hitam	Black
Hijau	Green
Coklat	Chocolate
Biru	Blue
Kuning	Yellow
Pink (Merah Muda)	Pink
Orange (Jingga)	Orange

However, he could not produce Jingga, Merah Muda, and Coklat in Indonesian in those colors are known as Chocolate (Coklat), Orange (Jingga) and Pink (Merah Muda) for Indonesian people. Those color names had been borrowed from Indonesian words. Thus, he has no input “jingga” and “merah muda” during the process of Indonesian adjective acquisition. In addition, he could say the adjective of feeling, taste, and shape as follow:

Sakit	-	Sick
Capek	-	Tired
Pegal	-	Pain
Manis	-	Sweet
Asin	-	Salty
Besar	-	Big
Kecil	-	Small

Interestingly, those conversations showed that the acquisition of adjectives is not influenced by the dominance of language use. The participant was able to use Indonesian adjective words when he was asked by using Indonesian and switch to English when people asked him in English.

2. Langit's adjective development at 2,1 until 2,5 years old

At this age, the participant only produced a word because of his grammar development. Furthermore, the participant's adjective production is grouped into several categories, namely quality, size, shape, duration, feeling, temperature, color, and texture as below:

Table 3. The participant's adjective development on different categories for Indonesian and English

Adjective Categories	Adjective Word in English	Adjective Word in Indonesia
Quality	Good, bad, yummy, tasty, excellent, lazy, naughty, great	Jelek (Bad), Enak (Yummy), Pintar (Smart), Hebat (Great)
Size	Big, small, little, mini, tall, baby, slim, large, tiny	Besar, kecil
Shape	Long, round, flat	Panjang, bulat
Duration	Long	Long
Feeling	Happy, fun, sad	Senang, sedih

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Temperature	Cold, hot, ice	Dingin, Es, panas
Color	White, black, pink, orange, red, chocolate	Putih, pink, red, orange
Texture	Smooth, Soft	Lembut, soft

Based on the table above, the boy produced many adjective words in English. He could say small, tiny, baby, and little when he wanted something but he only said kecil (small) when he was speaking in Indonesian. In terms of shape, he produced only two English adjective words namely long, and round as same as in Indonesian. Interestingly, he never said the adjective of duration category in both English and Indonesian.

It is interesting to note that the participant spoke happy, fun, and sad to express his feelings in English but he could not separate between “happy” and “fun” words in Indonesian. “Happy” and “fun” have two different meanings namely “senang/bahagia” and “seru”. He preferred to say “senang” to represent the words of “happy” and “fun”. It was caused by Indonesian people has tendency to use “senang/fun” instead of “seru” in the use of “fun” word. The word “seru” is identified as the weak word while “fun/senang” are the strong word stimuli.

In addition, the child was able to produce some colors in English such as white, black, pink, orange, and red, but he said chocolate to express the color of brown. In addition, he could not translate pink, and orange in Indonesian. In terms of temperature, the respondent could say the words of cold, ice, and hot in those languages; Indonesian and English. In the terms of texture, the kid could be able to say smooth and translate it in Indonesian. Yet, he still said the word “soft” when he was speaking with his friends in Indonesian. There are other examples of the participant’s utterance when he was speaking English with his sister as follows:

Example 1

- Sister : How was the play?
 Langit : It’s fun. I cannot play
 Sister : Yeah, because you are still young
 Langit : No, Langit still big

The example above shows that he had put the adjective in the right position although the meaning was a bit weird in the second sentence. Besides, he showed his development in making the sentence when he was responding to the statements from his sister and friend in their conversation at home.

Example 2

- Langit lagi sedih.
(Langit is sad!)
- Aku hebat
(I am great!)

Example 2 shows that Langit was expressing his feelings to his friends after playing together. In the first sentence, he said that he was feeling sad because his friend had broken his favorite toy. In this respect, he tried to arrange the Subject and Adjective into one sentence. He had no error in placing the adjective although he used non-formal Indonesian. Next, Langit said that he was great went he finished his meal. He spoke to his friends in Indonesian because they always used Indonesian. In this sentence, he used non-formal Indonesian with the correct adjective form. Interestingly, Langit was not able to produce the attributive adjective in which there is an adjective before a noun. In another situation, his father taught him an attributive adjective in both languages

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when they were reading the story together. The participant produced the adjective based on what the parents' taught such as "smart kids" and "a white house".

3. The development of Langit's adjective at 2,6 until 2,8 years old

In this age, the participant showed his grammatical development in both languages, English and Indonesian. In terms of adjective acquisition, he started using attributive adjectives by arranging the adjectives in simple sentences. For example:

- 1) I want drink iced tea, father.
I want to drink iced tea, father!

In this context, he was speaking with his father when he felt thirsty after playing with his friends outside. He put the noun after the adjective to emphasize "cold tea". Interestingly, his L2 adjective form production was similar to the Indonesian adjective form. For example:

- 2) *Langit punya es teh teman-teman.*
Langit has iced tea.

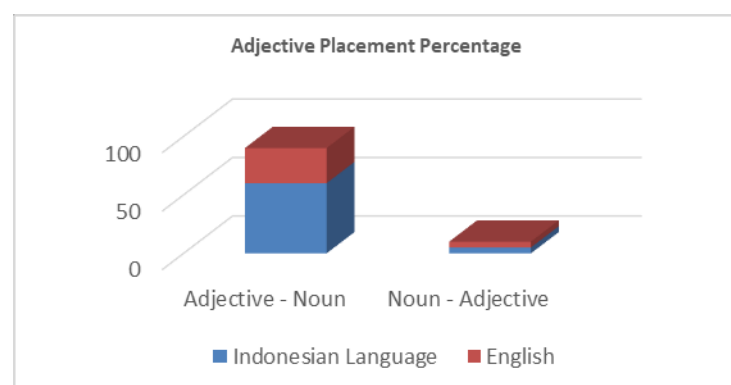
In the example above, the participant had no problem with the structure of Indonesian adjectives in which the adjective is placed before the noun. However, the participant had challenge when he produced Adj + Noun in his conversations with his friends when he was playing at home below:

- 1) *Langit mau merah mobil itu.*
Langit wants that red car.
- 2) *Langit minum hangat susu dulu ya.*
Langit drinks hot milk wait ya.
"Wait the minute, I want to drink hot milk!"

The examples above show that the participant adopted the English adjective form in his Indonesian communication. In the first sentence, Langit used the word "merah mobil" instead of "mobil merah" to indicate that he wants a car which is red in color. In this respect, he has an error in Indonesian grammar where the position of adjectives must be after the noun. In the following sentence, the boy produced the Indonesian word "hangat susu" when he asked permission to drink milk from his friends. In the correct Indonesian grammar, he must say "susu hangat" because the form of an Indonesian adjective is followed by a noun.

Furthermore, the total number of respondent's adjective forms in both languages, English and Indonesian at this age duration is presented in the figure below:

Figure 1. The percentage of adjective placement in Indonesian and English



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The figure above shows that the respondent applied adjective placement based on English rules although he used Indonesian vocabulary. He over-generalized the English system in his Indonesian communication although the input of English was lower than in Indonesian. In the Indonesian linguistics system, adjectives must be placed after nouns such as “nilai + baik” (score + good). Despite the implementation of English rule, he produced many Indonesian adjective words because the exposure of Indonesian was higher than English as a foreign language in Indonesia which was around 60%. In daily activity, the participant spoke Indonesian when he was playing with friends and father. Meanwhile, his English production was only 30%. In other words, the use of Indonesian is more dominant than English.

4. The development of Langit’s adjective at 2,9 until 3,0 years old

At this age, the participant developed his adjective placement better than before for both languages, Indonesian and English. These are the adjective positions of his Indonesian production when he and his mother were watching a competition as follow:

Example 1

“Mom, lomba nya seru.”
 (Mother, it was a fun competition!)

The sentence above shows that the respondent was expressing his feelings. He argued that the competition was fun. In his Indonesian production, he began to use Indonesian rule correctly in which the adjective was placed after the noun “lomba” + “seru”. On another day, he also tried to speak Indonesian carefully with his friends as follows:

Example 2

“Harris, mobil kecil kamu mana?”
 (Harris, where is your small car?)

The sentence above tells that Langit wanted to ask about Harris’s small car by using Indonesian. In this respect, Langit had tried to use the correct adjective placement in Indonesian. He put the word “small” before “car” in which “small” is an adjective and “car” is a noun. From this sentence, we can say that he developed his Indonesian well in terms of adjective position. Furthermore, this study investigated his small talk with his mother at home as below:

Example 3

“Mom, I love strawberry milk, not vanilla milk”
 Mom, I love to drink strawberry milk rather than vanilla milk

The sentence above happened when his mother wanted to make a glass of milk for him but there were two flavors of milk, strawberry and vanilla. At that time, Langit wanted to drink strawberry milk. The adjective phrases “strawberry milk” and “vanilla milk” show that the participant developed the English adjective rule in a sentence. If it is compared to his Indonesian, there is no confusion when he used two languages with two different linguistic system.

Example 4

“Kak, you see my red car?”
 Kak, do you see my red car?

In this context, Langit was asking his sister about the location of his red car. He was trying to find it but there was no result. In this case, he has formed the place of English adjective correctly “red” + “car”.

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Discussion

This study attempts to answer two research questions as follows:

1. How does the development of adjective placement on an Indonesian-English bilingual child for English and Indonesian?

Based on the findings, bilingual children develop two languages at the same time revealing De Houwer's statement that children must be exposed to their mother tongue before learning other languages (1990). The bilingual child has competency in differentiating two different language systems. De Houwer (1990) states that bilingual L1 young learners can differentiate two language rules. In this study, the simultaneous bilingual child demonstrated a better fluency in Indonesian and English starting at before 2 years old. It reveals some studies that argue bilingual children start producing the adjective at the age of 2 years (Tribushinina et al. 2014) and adjective is difficult for L2 students (Blom, Poliřenska, & Weerman, 2008), especially for simultaneous bilinguals (Rodina & Westergaard, 2017). Meisel (2004:105) states that children can acquire language when they are exposed to two languages simultaneously at 1, 3, or 4 years old. However, the bilingual child goes through some stages in his two languages development process that similar to the stages of bilingual acquisition proposed by Volterra and Taeschner (1978:308) as follows:

- In Stage 1, the bilingual child has two lexical systems by showing his production of adjectives in Indonesian and English without any confusion. Dixon (1982) classified some adjective properties acquisition namely color, value, human propensity, physical property, dimension, and others. This study also found that bilingual child produces those adjectives classification including naughty, long, soft, pink, and others.
- In Stage 2, the bilingual child develops a distinct lexical system but uses similar syntactic rules of those languages. For example, the production of "red car" and "merah mobil" that must be "mobil merah" in Indonesian. Similar syntactic rules are applied in placing the adjectives for both languages. It is determined by the less complex analysis use of grammatical rules for two languages, Indonesian-English. Serratrice et al., (2004) state that the complexity of analysis may be happens due to the difficulty of different grammatical rule process that integrates at interface level.
- In Stage 3 and 4, the bilingual child can separate two different language systems and speak that languages fluently like monolingual children.

Thus, the competency of bilingual simultaneous children is similar to monolingual children competence because they can acquire those languages at the same time.

2. Does language dominance influence the weak language of an Indonesian-English bilingual child?

In addition, this study attempts to find the influence between dominant and weak languages. The findings of this study are different from some research on dominant language (Genesee, 1996; Meisel, 2007). Genesee (1996) states that language dominance is the essential factor to influence weak language. It is believed that dominance and weak language influence performance (Meisel, 2007). In addition, Gaskell and Dumay (2003) state that there is a competition between the strong and weaker spoken words simultaneously. In the process of second language learning, the amount of language input is perceived as the most important factor. Ellis (2002) states that high exposure to L2 creates a high production for second language learners. In other words, the children can develop their second language because they have received L2 knowledge frequently.

However, this study clearly shows that the bilingual child has fluency in both languages although Indonesian is the dominant and English is the weak language. The bilingual boy can produce adjective as object complement in both languages. Interestingly, this study found that the English adjective rule influenced Indonesian adjective rule in a bilingual child when he was 2,6

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years old. The interference of the English adjective placement system happens during his communication in Indonesian although the input of English was lower than in Indonesian. In this respect, the high amounts of Indonesian exposure do not influence the development of English rule. This finding is in line with Muller and Hulk's finding when they conducted the study of simultaneous acquisition on three bilingual children in 2001. They found that the dominant language cannot influence bilingual children's language production when their parents exposed two languages simultaneously.

Thus, the result confirms that there is no influence between strong and weak language in the adjective placement because bilingual children have two different linguistic systems.

CONCLUSION

In investigating Langit's early acquisition, this study focused on the development of adjectives for two languages simultaneously, English and Indonesian. The result of this research found that the child acquired simple adjective words in English and Indonesian at the beginning of this study. The dominant properties were some colors, feelings, tastes, and shapes. Then, his ability of adjective acquisition grew significantly for some properties of adjectives including quality, size, shape, duration, feeling, temperature, color, and texture. However, he was not able to differentiate between the color of "coklat" (brown) and chocolate because it has a similar sound. Besides, he also could not produce pink and orange because it had been borrowed in Indonesian vocabulary. Interestingly, the participant was able to use the adjective in a simple sentence. Yet, the location of adjectives has many errors for Indonesian as the dominant language. The influence of English brings the difficulty in placing Indonesian adjectives in his early simultaneous acquisition. Thus, this study found that the dominant language did not affect the system of weak language. It can be a suggestion for parent who wants to teach a foreign language at the early age of their babies.

This investigation has many limitations because there is no comparison between bilingual and monolingual kids. Besides, the use of a single respondent might influence different results from a study that uses more than one respondent.

Conflict of Interest

I, as the author of this study, declare that this paper is my original work. This paper is never published in a journal.

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