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B2 Abilities In Bilingual Speech of 6th Grade Students of State Elementary School 83 Ternate City

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Abstract

This study is a qualitative study that aims to identify the bilingualism abiliti of 6th grade elementary school children by observing the B1 and B2 senten patterns, and the code-mixing phenomenon spoken by the bilinguals. Th study uses a qualitative descriptive method, data collection using tl listening method with recording and note-taking techniques then da analysis using content analysis. The results of the study consisting of 70 dat found that the B1 and B2 speech of 6th grade elementary school children ha met the standards of good sentences. However, several grammatical erro were found, including the incorrect placement of conjunctions, then in tl utterance of B2/Indonesian sentences, 4 data were found to contain cod mixing while the B1 data did not find any form of Ternate Malay cod mixing, so it can be concluded that mastery of B1 is better than mastery B2.

Keywords: B1 and B2, Bilingual, **Students**

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INTRODUCTION

Language acquisition in children is a natural process that occurs as they develop. However, sometimes each child's language acquisition process differs from child to child. This is because each child has their own unique abilities for various reasons. Klein (Ahmadi 2020) suggests that language acquisition occurs in every normal child, specifically the development of early language during the first years of life. Children are usually able to communicate well by the time they enter school. Therefore, the importance of first language acquisition is crucial because it influences the sequence of language acquisition.

As the current era of globalization advances, the mother tongue (B1) or regional languages acquired by children in their early years are gradually fading. This is due to the growing linguistic contamination, as well as Indonesian being adopted as a second language (B2). This has led to the social fact that most children prefer to use Indonesian in their daily communication. On the other hand, Indonesian is a language used as a unifying tool in communication between ethnic groups from various regions.

In general, today's society is bilingual. Almost all humans are able to understand or master two languages, or even three or more, which is commonly called multilingualism. Chaer (2004) states that bilinguals can be found almost everywhere in the world, in all social classes, and at all ages. The term bilingualism in Indonesian is dwibahasa. A person must master two different languages as a means of daily communication to be considered a bilingual speaker.

As linguistics advances, linguists are beginning to recognize the influence of the first language on the second language. In French, this is called language *transfer* (Gass & Selingker , 2008). Language transfer is also widely known as language interference . According to (Lado, 1957), every language user tends to transfer the form and meaning as well as the distribution of the form and meaning contained in their L1 and culture into a foreign language and culture. To see the phenomenon of language interference more specifically, we must conduct research on L1 and L2 languages. From this research, we can use bilingual language users as research samples. So we can find a comparison of the use of L1 and L2 languages in language speakers, we will see the occurrence of interference and which of the L1 and L2 languages is more dominant.

Usually the acquisition of a first language occurs when children who at the beginning of their growth period do not have any language then acquire language as they grow. If one language is acquired, it is called monolingual first language acquisition (*Imonolingual first language acquisition*). However, if two languages are acquired in parallel, it is called bilingual first language acquisition . However, in the language acquisition stage, monolingualism occurs most often (Klein, 1990:4).

There are essentially three important systems in language acquisition: input, process, and output. Input is the primary linguistic data a child acquires from environmental conditions. The process of language acquisition is a black box that cannot be observed and is unknown. Output, on *the* other hand, is the tangible evidence or results of the language patterns used by children in communication. While these three systems require a considerable amount of time to acquire, the innate psychology of humans makes language acquisition through these three systems easier. This is in line with Mc Graw's argument that language acquisition is a gradual beginning that emerges from prelinguistic motor, social, and cognitive achievements (Tarigan, 1988:4).

Efforts to acquire language based on form start from first language acquisition *(first language acquisition)*, second language acquisition *(second language acquisition)*, and re *-acquisition.* Meanwhile, language acquisition based on sequence is the acquisition of the first language and then the acquisition of the second language. If viewed based on numbers, language acquisition includes the acquisition of one language *(monolingual acquisition)* and the acquisition of two languages *(bilingual acquisition).* Next is the acquisition of language from the media, so that the acquisition of spoken and written language occurs.

Bilingualism is usually classified into several types. Classification types This varies depending on the point of view of each language expert . Weinreich (1970) classifies bilingualism is divided into three types: (1) bilingualism equivalent coordinative *(the coordinative type of bilingualism)* , (2) compound bilingualism

(the compound type of bilingualism) , and (3) bilingualism subordination *(the subordinative type of bilingualism)* .

Ervin and Osgood (Rusyana, 1989:24) combine compound type bilingualism and subordinative type become *the compound type of bilingualism* , the two experts classify it bilingualism into only two types: coordinative bilingualism and compound bilingualism.

Several previous expert opinions regarding the acquisition of two languages or bilingualism, are in line with the view of Houston (Beardsmore, 1982:8) mapping bilingualism can divided into primary bilingualism and secondary bilingualism secondary based on method its acquisition. Primary bilingualism refers on condition in where acquisition B2 language is direct and natural, not through a specific educational path . Secondary bilingualism refers to on condition in where L2 language mastery has been achieved achieved through the learning process *at school.* According to Beardsmore (1982:13-16), based on the ability to use both languages, bilingualism can be divided into receptive bilingualism (bilingualism) passive) and productive bilingualism . Receptive bilingualism occurs when somebody Which bilingual understands but unable to use two languages orally and in writing written. In side other, productive bilingualism occurs when a bilingual not only understand both languages but can also use them as a means of bilingual communication both orally and in writing.

based on findings POHL's 1965 research (Breadsmore, 1982:5), bilingualism can classified become three type based on the language used. Namely (1) horizontal bilingualism , (2) vertical bilingualism , and (3) diagonal bilingualism . closely related to research This is type vertical bilingualism, due to lexemes in Indonesian and Sundanese are different status. This means that the vocabulary of the language Indonesian is the official language and Sundanese vocabulary is a regional language , but both still have a linguistic kinship.

From the description above, this research will examine the B1 and B2 language abilities of children. The language aspects that will be used as objects are the Ternate Regional Language of North Maluku Province as the B1 language and Indonesian as the B2 language. The aim is to see which language is dominant, whether B1 or B2.

RESEARCH METHODS

This research is a qualitative descriptive study, using a psycholinguistic approach as the goal to determine which language is more dominant in bilingual children. The aim is to see how children's brains work to create text from the images they see. The data source in this study were 10 sixth-grade elementary school children in North Ternate District, North Maluku Province. The data for this study were recordings of speech produced when informants saw pictures in the book *Frog, Where Are You?* Then the speech was transcribed and sorted into sentences. The data collection method used in this study was the listening method. Sudarayanto (1993) stated that in the

listening method there is a data collection technique called the free listening technique of speaking. Furthermore, in the speaking technique there are advanced techniques, namely recording and note-taking techniques. The results of the recordings of L1 and L2 speech from the ten informants were then transcribed and classified. Next, the data were analyzed using content analysis techniques to identify grammatical patterns, sentence patterns , and whether L1 and L2 code mixing occurred in speech.

RESULTS AND DISCUSSION

In the results and discussion there are 70 data consisting of 35 B1 data and 35 B2 data, which were obtained from informants using instruments in the form of books provided by the researcher, the data were then identified to see the child's bilingualism abilities between B1 and B2, the aspects seen include simple sentences, compound sentences, complex sentences, conjunctions and code mixing.

Data B1

Data 1 : *Ana ndim uni-uni katak.*
SOP
they both look at the frogs.

Data 2: *Ana ndim hotu kara frog supu.*
SP conj SP
they both sleep and the frog comes out.

Data 3: *Ana ndim tike toma capato madaha dogo jar.*
SP Ket Pel
They both searched inside the shoes and jars.

Data 4: *Ana tike toma jandela madudu.*
SP Ket
They looked under the window.

Data 5: *Una doro kara kolong kaso ne.*
S P conj PO
He fell and hugged the dog.

Data 6: *Una se kaso ngele tike frog .*
SOP
He and the dog went looking for frogs.

Data 7: *Ana ndim hida ofu ma fala.*
S PO
They both see a beehive.

Data 8: *Kaso mau oro kara oho fala nai.*
S P Konj PO
The dog wants to take and eat the beehive.

Data 9 : *Kara una ne dahi tupai.*
Konj S PO
And he saw a squirrel

Data 10 : *Kara ofu fala doro, mo una ne profit sira*
SP conn. SP conn. Ket
And the beehive fell, but he ran first.

Data 11 : *Mongo una ne hida owl ma una doro*
SPO conn. SP conn.
But he saw an owl and he fell down

Data 12 : *Kaso dai dusu se ofu*
SOP
Dog chased by bees
Data 13: *Una ne fere mari kara una nyele rafters*
SP conj S PO
He had climbed first and he was shouting and scolding the dog.
Data 14 : *Una ne cari fere banjanga ma tadu*
S PO
He rode on the antlers of a deer
Data 15 : *Una ne ma kaso doro toma kuai*
S P Ket
The man's dog fell into the river

Data 16 : *Kaso jubere kara inja ma dopolo dawnu*
S P Konj PO pel
The dog climbed on and then stepped on the man's head.
Data 17 : *Una ne waje ma kaso waje ogo-ogo*
S PO
He told the dog to be quiet
Data 18 : *Ana ndim me hida kara tanu*
SP konj Pel
They both looked and peeked
Data 19: *Ana ndim hida frog ma baba dogo ma yaya*
SOP mop
They both saw the father and mother frog
Data 20 : *Ana ndim hida katak ma baba*
S PO
They both saw the frog father
Data 21 : *Ana ndim oro frog ne sikida ma yaya se ma baba*
SPOK Pel
They both took the frogs from the mother and father frogs.
Data 22 : *sema ngofa nau se ma kaso, hida na frog toma ana ma chamber.*
S PO Description
There was a boy with a dog, looking at a frog in their room.
Data 23 : *nau ge se kaso ge hotu, kara ma frog ne supu toma ena ma jar ge.*
SP conj SP Note
The boy and his dog were sleeping, and the frog came out of the jar.
Data 24 : *Kara ma kaso ne ena supu profit achieve ma*
SP Consortium Note
And the dog has run out
Data 25 : *Kara kaso se ngofa ici nau ge, tike toma capato madaha*
S Conjunction P K et
And the dog and the little boy searched in the shoe.
Data 26 : *Kara kaso ne ma masok dopolo toma jar kara kanang ana gie frog*

S Conjunction PO Pel Konj SPO
And the dog put his head into the jar where they had put the frog.
Data 27 : *Kara ana ndim, tike toma jandela .*
Konj SP Ket
And they both looked in the window, but the dog was gone.
Data 28 : *Nau ge kage, kara si nau gelaba taru jandela adu kara oro under the rafters*
S P conj SP Ket conj PO
The man was shocked, and the man ran under the window to get his dog.
data 29 : *pasa kara, ana ndim tagi toma banga, kara tike frog Kanang ya hira ge.*
Note S P Ket konj PO
After that, the two of them went into the forest and looked for the frog that had disappeared.
Data 30: *Hado toma raim, ana ndim hida ofu toma hate manyeku*
SPO Notes Notes
Arriving in the forest, they both saw a bee on a tree.
Data 31: *Kara kaso ge hida oro ofu ma ena*
SPO Conn.
And the dog saw the bee

Data 32: *Kara ma ngofa nau ne tano toma loko kara loko ge sema rabbit.*
Conj SPO Konj P O
And the little boy looked down into the hole and saw a rabbit.
Data 33 : *bangunhi ofu ma ge ena doro, kara si nau gelaba.*
SP Konj SP
The bee house fell, and the little boy ran away.
data 34 : *Una fere hate toma mongo, kara una tano ma hate ma tage mongo.*
SPO conj SPO
The little boy climbed up the tree, he looked into the tree hole
Data 35: *Una nyele toma mari lamo, kara una co hate ma banjanga ma tadu .*
SP Ket konj SPO
He was angry on the rock, then he held the broken horn.

The results of the identification of 35 data that have been described above found a sentence pattern made in the form of simple sentences totaling 20 simple sentences found in data 1,3,4,6,7,9,10,12,14,15,17,19,20,21,22,24,25,27,30,31. Researchers identified these simple sentences from the results of the analysis of the SPOK syntactic function in the sentences conveyed by the informant. In these 20 simple sentences, the informant was able to create a basic sentence pattern in the form of a clause consisting of S and P Functions, but not all simple sentences created by the informants were in the form of complete functions that already had SPOK, there were several simple sentences that only had SP and Ket Functions.

Then, from the 35 data above, after analysis, five data were found which, after being identified, were classified as compound sentences because the five sentences were **A sentence consisting of two or more main clauses, each of which can stand as a separate sentence and can be identified through** conjunctions that are usually

used in compound sentences, namely coordinating conjunctions, such as **and, or, but, while, then, and then .** Compound sentences can be seen in the data (2,11,13,32,33).

On the other hand, from the results of the identification of the 35 B1 data above. It was found that the sentence patterns created by the informant were in the form of 10 complex sentences, because from the results of identifying the transcribed recordings, in data 5,8,16,18,23,26,28,29,34,35 after analyzing the syntactic pattern, it turned out that the sentence was classified as a Complex sentence **consisting of a main clause and a subordinate clause .** The main clause in a complex sentence is a clause that **can stand alone** as a separate sentence.

The results of the analysis of the 35 data above did not find any cases of code mixing between B1 and B2, however, several data were found where there were errors in the placement of conjunctions, many errors were found in the placement of the conjunction "and " which is at the beginning of the sentence, this affects the ineffectiveness of the sentence, the error in the conjunction and can be seen in the data (9,10,11,25,27,31,32).

Data B2

Data 1: The child and his dog saw a frog in a jar.
S P O Ket
Data 2 : They sleep and the frog plans to escape.
S P Konj SP konj Ket
Data 3: They both wake up and are sad.
S P Konj P
Data 4: The child looked for a frog in his shoe and a dog's head went into a jar.
SPO Ket Konj SPO
Data 5: They both looked outside and the dog fell down the window.
S P K Konj S P K
Data 6: The dog came out and the little child came out.
SP conj S P
Data 7 : They tried to search in the forest.
S P K
Data 8: they tried to look inside the hole but the child was
S P K S
bitten by a rabbit.
PO
Data 9: The dog shook the tree, but the bee house fell.
SP O S P
Data 10: The dog was chased by lots of bees.
S P O Pel
Data 11: They kept looking but couldn't find **a** deer.
S P Konj S
Data 12 : The deer stabbed the little boy and the puppy.
SP O Pel
Data 13: They ran and fell in a ravine and they arrived at the river.
S P Pel Ket konj SO
Data 14: They shouted "frog where are you".

S P O

Data 15: They got a frog with its family, and brought the frog.

S P O PEL Kon P O

Data 16: The child saw his frog accompanied by his dog at night.

S P O Konj Pel K

Data 17: This child fell asleep and the frog was still in the jar and then he lay down.

S P ket konj S P

Data 18: In the morning he looked for a frog in his shoe. Then a dog's head went into the jar.

K S P O K konj SPK

Data 19: they both looked for frogs in the window, then the dog fell out the window.

S P O K conj S P K

Data 20 : then he took his dog and hugged it.

SP O Konj P

Data 21: then the boy looked for frogs in the forest.

SPOK

Data 22: They searched in the forest but did not find it.

S P Note

Data 23: they found a deer and climbed onto the deer.

S P O Konj PO

Data 24 : then the deer dropped the boy.

S P O

Data 25: the child fell in the river and the dog. Then, the child hid.

S P K pel konjl S P

Data 26: they both met, then they both rested in the trees.

S P conj S P K

Data 27: They both looked very tired because of the long journey.

S P ket

Data 28 : They both took a break and they saw a frog on a tree.

S P SPO K

Data 29: They both hold one of the frogs.

S P O

Data 30: the frogs gathered in the trees.

S P K

Data 31: At night, a small child **with** a dog and a frog in the room.

K S K

Data 32: they both fell asleep and **when** they woke up there was no frog.

S P Konj ket

Data 33: they searched the corners of the house and reached the yard,

S P K Pel

Data 34: they both arrived in the forest, then shouted at the frog.

S K Konj P O

Data 35 : And they went to their tree where the birds **were humming** .

KonjS P K S P O

Data identification was carried out on the results of B2 speech from 25 collected data, the researcher found that the informant succeeded in creating simple sentence patterns, single sentences, and complex sentences, but also found 4 cases of code mixing in the informant's speech.

There are 11 simple sentences in data 1, 7, 10, 11, 12, 14, 21, 24, 27, 29, and 30. These data fall into the simple sentence category because a simple sentence consists of one clause and must have a subject and predicate to form a meaningful sentence. As in data 1.

Data 1: The child and his dog saw a frog in a jar.

The child and his dog (S), Seeing (P), the frog (O), in the jar (Place Description).

Thus, researchers can obtain that the 11 data are in the form of simple sentences which only consist of one clause.

Then, the researcher obtained 16 compound sentences from 35 data collected from the stories of the children who served as informants in this study. These 16 sentences were identified as compound sentences because they consist of two or more main clauses and can stand as independent sentences.

Researchers also found 8 complex sentences consisting of data 6 , 9, 11, 16 , 25, 26, 32, 34. The researchers identified these 8 data as complex sentences because these sentences consist of main sentences and subordinate sentences.

Data 6: They both looked outside the house, but the dog came out and the little child came out.

Main sentence : They both searched outside the house.

Subordinate sentence : but the dog came out and the little child came out too.

Data 9: The dog pushed the tree but the bee house fell.

Main sentence : The dog pushed the tree.

Subordinate sentence : the bee house fell.

Data 11: They kept looking but couldn't find **a** deer.

Main sentence : They kept looking but couldn't find it.

Subordinate sentence : there is **a** deer

Data 16: A child in his room looking at his frog accompanied by his dog at night.

Main sentence : The child is in the room looking at his frog.

Subordinate Sentence : who was accompanied by his dog at night.

Data 25: Then, the child and his dog fell into the river. Then, the child hid.

Main sentence : the child fell into the river and his dog.

Subordinate sentence : the child is hiding.

Data 26: they both met, they both rested in a tree.

Main sentence : they both rested in a tree.

Subordinate sentence : they both have met

Data 32: You both fell asleep and **when you woke up (mixed code)** the frog was no longer there.

Main sentence : you both fell asleep

Subordinate sentence : when I woke up, the frog was no longer there.

Data 34: and the two of them arrived in the forest, and the frog continued shouting where are you?

Main sentence : they both arrived at the forest

Subordination sentence : where are you, frog?

Finally, four data points were found to contain code-mixing, including data 11, 31, 32, and 35. This constitutes code-mixing because the informant mixed Ternate Malay vocabulary into B2 sentences, or Indonesian.

CONCLUSION

From the results of the data that have been analyzed, it can be concluded that 6th grade elementary school students in North Ternate, North Maluku Province, seen from the use of B1 and B2, they can make sentences with three patterns, namely simple sentences, compound sentences and complex sentences. However, in creating the sentence construction there are still several weaknesses, including some choices of words that are not yet appropriate, so this affects the effectiveness of the sentence, the second problem is that many use of the conjunction "and" which is often placed at the beginning of the sentence, if viewed from the aspect of grammatical structure, the conjunction cannot be placed at the beginning of the sentence. Then in the process of speaking sentences, four errors were found in the form of code mixing in B2 or Indonesian data, code mixing occurs because speakers mix Ternate Malay vocabulary into Indonesian sentences . From the bilingual data above, B1 found 20 simple sentences, 5 compound sentences, ten complex sentences, and 7 errors in the use of conjunctions. then in B2, 11 simple sentences, 16 compound sentences, 8 complex sentences were found, and 4 data contained code mixing.

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