

SYSTEMATIC REVIEW ON FACTORS AND EFFECTS OF AGE RANGE AMONG INDONESIANS ON MULTILINGUALISM

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Abstract: Multilingualism has spread throughout Indonesia in response to the intellectual, social, and linguistic growth of language natives over many generations. Many users continue to think that their first language can bring either a damaging or beneficial impact on their second language(s). As local languages, lingua franca, and foreign languages acquisition and development have rapidly evolved during the recent modern years, accessible reviewed and research articles published from 2013 to 2022 in Google Scholar have found that age ranges of Indonesians bring moderate to substantial positive impacts in a particular situation. This is due to the rapid evolution of local languages, lingua francas, and foreign languages in recent modern times. While the states of foreign and local languages support and sustain their self-language competency in various situations, Indonesian has been trusted to bridge the diversity of native languages.

Keywords: multilingualism, Indonesian, age range

INTRODUCTION

The phenomenon of multilingualism around Indonesia has uncovered a fascinating fact of living in a diverse fettle in the last decade. By the time of rapid language development with its characters, language natives have been settled into three categories: child, adolescent, and adult. UNESCO has figured out that almost half the world's population is bilingual (UNESCO, 2005, cited in Echeverry, 2016; Gration, 2022), yet many parents have still reported worrying that the concept of bilingualism occurred during the early ages of learning exploration will make children unable to tell their two (or more) languages apart. However, research shows that it will not happen. Language mixing in children is not seen as a sign of a lack of knowledge of various systems. Even though they must still use parts of one language in the other, the youngsters utilize their languages differently depending on their interlocutor or the context (e.g., Comeau et al., 2003; Deuchar & Quay, 1999; Genesee, 1989; Lanza, 1992, 1997).

The next stage is in line with Puspita, 2019 who stated that interlanguage has a role in affecting the occurrences of errors performed by adolescent learners in terms of grammatical and structural accuracy. When second-language learners seek to write or talk in the target language, they often use structures from their first language (Karimi & Derakhsan, 2015). Previous studies have demonstrated that a person's first language can influence their second language in a positive or negative way. Positive transfer occurs when two languages' structural similarities are greater than their structural differences, while the reverse is true for negative transfer.

Another content that is crucially linked to the acquisitions of languages, is the use of local languages, lingua franca, and foreign languages. Swift and multilayer will be the best brief explanation of language development in Indonesia. Indonesian has been bridging the diversity of hundreds of Indonesians' ethnic languages in this archipelago for many decades. Sakti and Nakamura (2014) and Cohn and Ravindranath (2014) announce their discovery of downgrading

applications and different proficiency ranges of Indonesian and 726 ethnic languages by local citizens (Lauder, 2005 cited in Sakti and Nakamura 2014). We may not be so sure to clarify those phenomena as threats or sweet gifts to Indonesia. To take good examples, Papuan Malay, Wandamen (the pidginized lingua franca) and the other eight Austronesian, are still actively used to build social networks and social relations (Sawaki and Arwam, 2018). Another example comes from five areas in Bandung where the domination of Chinese and English characters is commonly used, while Indonesian is commonly used in signage boards. This case occurs to address particular audiences and the community of Sundanese speakers (Goebel, 2020). To be specific, this study focuses on the present ten years multilingual history of Indonesian inter and intra country with various age ranges, by analysing accessible reviewed and research articles published during the period of 2013 to 2022 in Google Scholar.

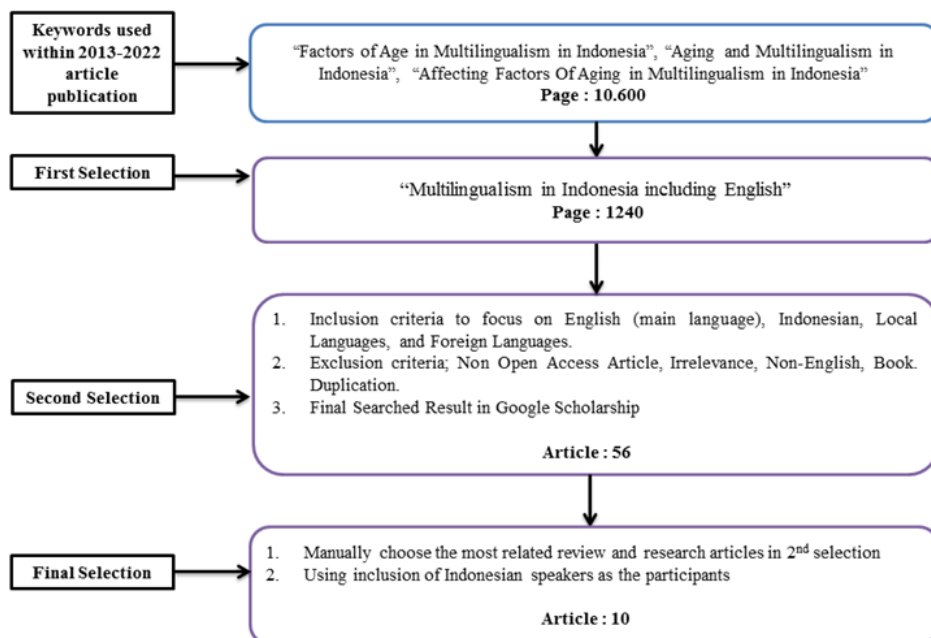
FORMULATING REVIEW QUESTIONS

Seeking the positive and negative factors that lead the ten-year history of language acquisition and multilingualism will next be a contribution. The crucial background above led the researchers to formulate the review questions as follow:

- 1) Do age ranges affect Indonesians' acquisition and learning of multilingualism in recent decade?
- 2) What is the main role of Indonesian toward their multilingual acquisition and development?
- 3) What are the main roles of local and foreign languages toward their multilingual acquisition and development?

METHOD IN SELECTING ARTICLES TO REVIEW

In answering the formulated review questions above, the authors searched for reviewed and research articles in the online database Google Scholar with the following inclusion and exclusion:



RESULT AND DISCUSSION

Despite the fact that the accessible articles were chosen according to representative (probability) sampling techniques each year, they may represent fair results. Ten articles best represent the 56 articles in the final selection, providing precise and complete outcomes.

a. Dilemmatic English Adjustment as The First Foreign Language in 2014

Mappiasse & Sihes in 2014 has brought vital information about how Indonesian curricula should be in line with the Guidelines of the State Policy (GBHN) in 1983 and 1988. Upgrading and adjusting the administrative aspects of the English teaching-learning program will boost students' learning capability. The spreading issue of English as the only dominant global language empowers Indonesian to converse and transact business with neighboring countries. In reverse, English is compulsory, it has not been maximally used and applied to teach other international compulsory subjects (Science, Technology, Math, Economy), which somehow reduces the rate through which learners can build up their vocabulary and support related subjects. As a result, multilingualism in 2014 did not appear to be the central discussion at the secondary level. Nevertheless, the authors suggest enhancing the English drilling besides Indonesian to level up their international standard as an essential aim of the 2013 curriculum formulation.

b. Adjusting the children and adult languages used with the situations and needs in 2015

Two fascinating research articles prove the active inclusion of English, Indonesian, and our local languages. The first research, owned by Rebecca C.Tappendorf, talks about language usage experienced by 10 participants from Indonesia. 4 speak Indonesian (BI), English, Gorontalo, Batak, Manado, Dutch, and Chinese. They range in age from late twenties to late sixties. Some BI words or phrases appeared as additions to justify examples or unconcealed their expression during the interview. Other local languages are commonly used in local Indonesian communities around them. While English is used as a job and global community necessity. English can be the lingua franca of people from different nations. Learning and mastering English through reading, listening, speaking with foreigners, and having at-home intense corrections from family have helped them maximally. Another research article owned by Ananthia et al. 2015, has claimed that the primary purpose for both kindergarten students and early childhood education teachers is memorizing, mentioning, and crafting fruits and numbers in Sundanese, Indonesian and English effectively at once. Significant Sundanese games modification was done to the playing rules, song lyrics, and media used. This process is also propped with a complete lesson plan with essential competencies of learning material, children's activities, local culture & surroundings, and team feedback in the FGD forum. Multilingualism in 2015 appears to be the primary point of both adult and young speakers. In these cases, challenges that emerge in acquiring, learning, and applying languages can be overcome by having one-way learning and communication. Those can contribute to the maximum exposure to English, Indonesian, and other languages.

c. Indonesia Multilingual and Cultural Survival in 2017

Lie in 2017 recorded 513 data from 16 to 29 years old respondents who were separated into two major groups of Indonesian or English users in social media, while the rest used mixed languages. A few factors are pioneering this phenomenon. The industrialization has caused significant migration and created multilingual civilizations, planning to make English an official second/foreign language can also trigger Arabic or Chinese and inconsistent teaching of English's policies and its internationalization. Further information also captured the rapid

raising of language attrition, cultural identity, and high-low English proficiency of Indonesians. Based on the clear evidence above, multilingualism appears to be a two-sided sword for Indonesia with those facts above. However, the author still suggests enhancing intense English or other language training as an essential aim of identity expansion.

d. Contributions of Intercultural Competence on Multilingual in 2018

An article discussed the importance of multilingual ability as a driving force for global citizenship. Five students representing the nations of Brunei, the Philippines, Indonesia, and Japan are research participants. All respondents are multilingual and have previously participated in foreign activities such as student exchange programs, international conferences, and international competitions. The nationalities above were picked to acquire a general perspective of experiences in East Asia. Since there are so few samples in this study, generalization can only be made by looking at similar studies. An Indonesian student shares a viewpoint that being multilingual is a valuable skill that can improve her intercultural understanding. Discussing trade and education, counterterrorism efforts, education, and tourism are all made possible by intercultural understanding. Intercultural competence, in turn, forms the basis for global citizenship, where people are comparable on a global scale.

e. Government Policy Affects How English is Viewed together with L1 in 2019

In the first article, a one-week observation was conducted to see how English was taught in a bilingual kindergarten and an Islamic primary school. It was found that since the government never makes English a required subject, only an optional one, it may be concluded that teaching English in primary schools is not necessary. In line with the impact of the current position of English as an extracurricular class in Garut, primary schools can still include English in their curricula thanks to significant financial resources, teaching resources, and parental support. However, English is not a part of the curriculum for schools that are not well-established in terms of the economy and human resources. Another article discussed the importance of L1 in EFL learning. Teachers' and learners' L1 and translation can be helpful tools for assisting students in improving their EFL proficiency and mastery. As a result, L1 is tolerable among beginners, and its use should be limited as their proficiency becomes more advanced.

f. Being Multilingual is Essential for Identity in 2021

One article showed that people also speak a particular language for a specific situation. This paper is exemplified by describing phenomena that happened to youth. For Java society which respected the values of politeness in Javanese, those young people would tend to use Krama instead of Indonesian or ngoko. When they were in study-program-related classes, they spoke English. Nevertheless, for English Student Association events, the members did not speak English most of the time since language mastery may affect the information delivery effectiveness.

g. Early Exposure for Better Language Learning in 2022

An article believes early exposure to English helps children develop a sense of belonging to the language, which will motivate them to learn later. Since Englishes have different phonological, morphological, and syntactical features, speaking English correctly in terms of pronunciation and grammar might be difficult. Indonesian speakers who master English typically come from a circle of people who encourage language use, whether family or friends. These systems will allow the individual to practice their English skills, such as through code-mixing or code-switching behaviours. Due to their fear of seeming awkward, many Indonesian

English learners reluctantly express themselves in spoken English. Another article investigated that positive mood and future outlook were very beneficial in language learning, so teachers and students should have a comfortable atmosphere in the classroom to form academic self-concept.

CONCLUSION

The decade review of 2013 to 2022 with open access articles on Google Scholar has portrayed the answers to three research questions of Indonesians' multilingualism inter and intra-country. Various age ranges of Indonesians bring moderate to substantial positive impacts during acquiring, learning, and applying two to more languages at once. Using English and other foreign languages can level up self-standards globally, especially in adolescence and adulthood in multi-social situations. They can benefit speakers in positive and supportive environments with various insightful and fun activities for intercultural understanding. Indonesia is trusted to bridge the better understanding, acquiring, and learning of foreign languages, while local languages are ideally used in local communities inside or outside the homeland. Another conclusion drawn during the literature review is that accessible articles are relatively adequate to be our references yet limited to capturing the whole Indonesian multilingual history each year.

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