

THESIS

PARENTAL STRATEGIES IN INTRODUCING ENGLISH FOR YOUNG LEARNERS

(Descriptive Qualitative Research)



*Submitted as Partial Fulfillment of The Requirements
for The Degree of Master of English Education*

**MASTER OF ENGLISH EDUCATION
POSTGRADUATE PROGRAM**

UNIVERSITAS MUHAMMADIYAH MAKASSAR

2025

APPROVAL SHEET

Thesis Title : Parental Strategies in Introducing English for young learner
Name : Nurul Khairiyah
Nim : 105071101823
Study Program : Magister Pendidikan Bahasa Inggris

This is to certify that the thesis entitled Parental Strategies in Introducing English for Young Learner has been approved by the thesis examination ready to be implemented in thesis examination.

Approved by
Committee of supervisors

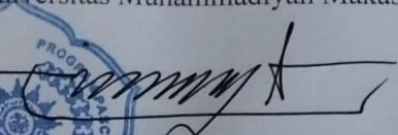
Consultant I


Dr. Saiful, M.Pd.
NIDN. 0915068701

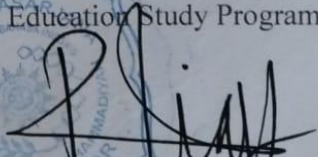
Consultant II


Dr. Nur Qalbi, S.S., M.Hum.
NIDN. 009066901

Director of Post Graduate Program
Universitas Muhammadiyah Makassar


Prof. Dr. H. Irwan Akib., M.Pd.
NBM. 616 949

Head Master of English
Education Study Program


Dr. Radiah Hamid, M.Pd.
NBM. 767 402

APPROVAL SHEET

Thesis Title : Parental Strategies in Introducing English for young learner
Name : Nurul Khairiyah
Nim : 105071101823
Study Program : Magister Pendidikan Bahasa Inggris

This is to certify that the thesis entitled Parental Strategies in Introducing English for Young Learner on May 31th 2025 has been approved by the committee of examiners and fulfilled requirements.

Makassar, 1st June 2025

Approved by

Committee Of Examiners

1. Dr. Sukmawati, S.Pd., M.Pd.

(Chair of Examiners)

2. Dr. Radiah Hamid, M.Pd.

(Member of Examiners)

3. Prof. Sulfasyah, S.Pd., MA., Ph.D.

(Member of Examiner)

4. Dr. Saiful, S.Pd., M.Pd.

(Advisor I)

5. Dr. Nur Qalbi, S.S., M.Hum

(Advisor II)

STATEMENT OF ORIGINALITY

Yang bertanda tangan dibawah ini :

Name : Nurul Khairiyah

Nim : 105071101823

Study Program : Magister Pendidikan Bahasa Inggris

Menyatakan bahwa tesis yang saya tulis ini benar-benar merupakan hasil karya saya sendiri, bukan merupakan tulisan atau pemikiran orang lain. Apabila dikemudian hari terbukti atau dapat dibuktikan bahwa sebahagian atau keseluruhan tesis ini adalah karya orang lain, saya bersedia menerima sanksi atas perbuatan tersebut.

Makassar, 1 Juli 2025

Nurul Khairiyah

ACKNOWLEDGEMENT



Alhamdulillah Rabbil 'Alamin, the researcher would like to express her deepest gratitude to Allah Subhanawata'ala, the most merciful, who always provides guidance, inspiration and health so that this research can be completed to the end. The researchers offer greetings and blessings to the Prophet Muhammad Sallallahu 'Alaihi Wasallam who has brought us from darkness to the bright world we live in today.

First of all, the researcher expresses her deepest gratitude to her family, which includes her mother Hj. Husnaeni S.Ag, her siblings Amni and Shadiq for their loves, prayers, and supports. Furthermore, the researcher would like to express gratitude to all of the people who helped to finish this thesis through their wise suggestions, guidance, and support. They are listed as follows:

1. The Rector of Muhammadiyah University of Makassar, Dr. Ir. H. Abd. Rakhim Nanda, ST. MT. IPU.
2. The Director of Postgraduate Program of Muhammadiyah University of Makasar, Prof. Dr. H. Irwan Akib, M.Pd.
3. The Head of Master of English Language Education Study Program, Dr. Radiah Hamid, M.Pd
4. The first consultant Dr. Saiful, M.Pd and the second consultant Dr. Nur Qalbi, S.S., M.Hum, who had given their valuable time, patience, assistance and guidance to

finish this thesis.

5. All lecturers of Master of English Education Program who have provided valuable knowledge for researchers and also MPBI staff who have helped the researchers in completing this thesis,

6. The parents who had become the respondents of this research so that the data can be collected to complete this thesis..

7. Thanks to all of the classmates of English Education Master Program 2023 and the other people who have helped the researcher, also gave the encouragement, and support.

The researcher realizes that this thesis is not perfect yet. Any remaining errors are the responsibility of the researcher. Therefore, we are very grateful for your input, suggestions, and suggestions for the perfection of this thesis.

Makassar, April 1th 2025

Researcher

Nurul Khairiyah

ABSTRACT

Nurul Khairiyah, 2025. Parental Strategies in introducing English for young learner. Supervised by Saiful and Nur Qalbi.

This study aims to see how the strategies used by parents in order to start and introduce English to their children who are young learners and some constraints they may faced. English education is very important to be taught to young learners from an early age. Parents have an important responsibility towards their children's English education. Parents can start learning English for their children from an early age by applying various learning strategies.

This research was conducted qualitatively by using research instruments in the form of interviews with 7 parents as a method of data collection. This study categorizes several strategies used by parents in the context of teaching their children English.

The results showed that parents introduced their children to English in various ways, such as introducing vocabulary, using a vocabulary memorization system, using fun learning methods, and using learning media. Some constrains showed that parents faced are lack of English skills, limited exposure to English, time constraints, cultural barriers, and financial constraints.

Keywords : *English for Young Learners; Parental Strategies; English Learning*

ABSTRAK

Nurul Khairiyah, 2025. Strategi orang tua dalam memperkenalkan bahasa

Inggris untuk pelajar muda. Dibimbing oleh Saiful dan Nur Qalbi.

Penelitian ini bertujuan untuk melihat bagaimana strategi yang digunakan oleh orang tua dalam memulai dan memperkenalkan bahasa Inggris kepada anak-anaknya yang masih dalam kategori pembelajar muda dan tantangan yang mereka hadapi. Pendidikan bahasa Inggris sangat penting untuk diajarkan kepada pembelajar muda sejak dini. Orang tua memiliki tanggung jawab penting terhadap pendidikan bahasa Inggris anak-anak mereka. Orang tua dapat mulai memperkenalkan bahasa Inggris untuk anaknya sejak dini dengan menerapkan berbagai strategi pembelajaran.

Penelitian ini dilakukan secara kualitatif dengan menggunakan instrumen penelitian berupa wawancara terhadap 7 orang tua sebagai metode pengumpulan data. Penelitian ini mengkategorikan beberapa strategi yang digunakan oleh orang tua dalam konteks mengajar anak-anak mereka bahasa Inggris.

Hasil penelitian menunjukkan bahwa orang tua mengenalkan bahasa Inggris kepada anaknya dengan berbagai cara, seperti mengenalkan kosakata, menggunakan sistem penghafalan kosakata, menggunakan metode pembelajaran yang menyenangkan, dan menggunakan media pembelajaran. Adapun beberapa kendala yang dihadapi orang tua adalah kurangnya kemampuan Bahasa Inggris, terbatasnya paparan terhadap Bahasa Inggris, kendala waktu, hambatan budaya dan kendala keuangan.

Kata Kunci : Bahasa Inggris untuk pelajar muda, strategi orang tua, pembelajaran Bahasa Inggris.

TABLE OF CONTENTS

TITLE PAGES	i
APPROVAL SHEET.....	ii
REVISION SHEET.....	iii
ACKNOWLEDGEMENT.....	iv
ABSTRACT.....	v
TABLE OF CONTENTS	vii
LIST OF APPENDICES	x
CHAPTER I: INTRODUCTION.....	1
A. Background	1
B. Problem statement	9
C. Objective of the research.....	9
D. Significant of the research.....	9
E. Scope of the research.....	10
CHAPTER II: LITERATURE REVIEW.....	11
A. Related Al-Qur'an verses and Hadith.....	11
B. Concept of research variables.....	13
1. English for Young Learners	13
2. English Learning Strategies for Young Learners.....	14
3. Parent's Strategy.....	17
4. The Role of Parents on Students Achievement	17
5. Challenges in TEYL.....	15
C. Conceptual framework.....	22
CHAPTER III: RESEARCH METHODOLOGY.....	22
A. Research Design.....	22
B. Research Subject and Setting	22
C. Research Instrument.....	23
D. Data Collection Procedure.....	25
E. Data Analysis	25
CHAPTER IV: FINDINGS AND DISCUSSIONS.....	27
A. Findings	27
1. Introduction to Vocabularies	27
2. Vocabulary Memorization.....	28
3. Using Learning Methods	29
4. Using Learning Media.....	37
5. Some Constraints.....	41
B. Discussions	44

CHAPTER V: CONCLUSION AND SUGGENSTIONS	49
A. Conclusion.....	49
B. Suggestions.....	50
REFERENCES	51
APPENDIXES	57



LIST OF APPENDICES

- Appendix 1 : Instrument of the Research
- Appendix 2 : Raw Data/Hasil Analisis Data
- Appendix 3 : Documentation
- Appendix 4 : Surat Keterangan Penelitian
- Appendix 5 : Surat Keterangan Bebas Plagiasi
- Appendix 6 : Curriculum Vitae



CHAPTER I

INTRODUCTION

A. Background

Learning foreign languages from an early age has been developed since the 20th century. Many people believe that learning language from an early age can *improve* children's language skills that are useful in the future. One of the foreign languages that are most often applied in early childhood learning is English. English is a language that is learned as a means of daily communication. Brumfit (2011) argues that English is an international language whose use is very wide as a medium of international communication. Hornby (2015) sees the role of English and concludes that English is the language that was originally come from England itself, now it is spoken in many other countries around the world and used as a language of international communication with brief histories in it. Therefore, English is very important to be mastered to make it easier for users to communicate with other people outside their environment.

English education for early childhood is very important for the development and growth of children. It is crucial to introduce English from an early age because it can help develop the language skills needed to a higher level. Nowadays, English has become a necessary subject of learning in the world of education included in early age school. Early childhood is often categorized as the golden age of learning.

The urgency of learning English for early childhood has been stated by Jazuly (2016) in which he argues that the reason it is important for children to learn English is

as an international communication tool. He further said that by learning English, children can improve their critical thinking skills in digesting incoming information from an international scope. Santrock (2017) also assumes that children will be more receptive to learning foreign languages than adults. In Indonesia itself, English language education appears at the elementary age level. According to Munawarah (2021) in her thesis, she argues that there are only a few kindergarten schools in Indonesia that start English language education and children tend to get English language learning outside of formal education.

In addition to learning at school, learning at home is the key to success in children's learning, especially learning English. The role of parents cannot be separated from the education of their children. Based on the explanation of Papalia et.al (2018), parental involvement in the development of children's language learning is very important. Many parents are trying to introduce English to their children through the help of schools that apply English as learning (Oladejo, 2016). This is based on the development of the era which increasingly requires the ability to speak English in the real world. Parents are increasingly aware that English language skills are a good investment to be developed from an early age for the future of their children (Zacharias, 2010). This is what makes parents flock to send their children to schools that have English as a subject. No matter what their background, parents in general have a variety of reasons to start their child's English (Lee & Bowen, 2016). Generally, parents aim for their children to be able to speak foreign languages properly and correctly. Parents agree that English is a necessary skill in today's era which has involved its use in all aspects of global society and view that English has become the language of international communication. Those reasons are in line with research conducted by Rasyid & Faqihatuddiniyah (2017).

Nevertheless, parents are too focused and depend on learning that applies from school which should be supported by learning activities from parents at home also (Grolnick, et al. 2019). The reasons is because the limited knowledge and confident of parents in teaching their children at home (Lee & Bowen, 2016). The most common form used by parents in stimulating children's language learning is through verbal stimulation and Anggraini (2020) emphasizes that there are many benefits of verbal stimulation given by parents to children in terms of language development. This verbal stimulation can be done by telling stories, singing, inviting children to talk, and reciting new vocabulary consistently.

The role of parents in teaching children English from a young age is prominent to help in the habituation of children using English in everyday life (Epstein, et al. 2022). Parents not only play a role in providing children's learning facilities but also should be directly involved in implementing the learning. Parents can invite children to open up to each other to see how their learning progress.

Given the onset of globalization and the ongoing advancements in science and technology, it is imperative that English be taught from a young age and that parents encourage their children to continue their education even at home. English should be taught to children from an early age because it is the standard language of the globe. It is best to begin learning a language early, especially one as challenging as English. Worldwide, Filipinos are renowned for their fluency in English (Sasan and Rabillas, 2022). The Philippines was recognized as the "world's best country in business English proficiency" by the annual Business English Index (BEI) in 2012 and 2013 (Mendoza, 2012). However, the nation's standing in terms of English proficiency has been progressively dropping in recent years. English should be taught to children from an early age because it is the standard language of the globe.

As a youngster develops and evolves, their body of knowledge rises. Since English is now widely used in many aspects of life, it is beneficial for kids to learn the language. Verifying the paradigm established by Hoover-Dempsey and Sandler in 1995 to determine how parental involvement in English language instruction affects their children's language competency was the aim of this study.

In essence, parental strategies are a collection of tailored tactics used by parents to help their kids develop their skills. Parental tactics that help children in a particular process or course of action, such learning a language, are referred to as parental participation (Gao, 2012). Furthermore, according to Gao (2012), there are three different kinds of parental strategies: material support methods, discursive support strategies, and social support strategies.

A lot of study has been done on how parental participation affects kids' academic performance. Early reading experiences and parental involvement in their children's education are crucial components of how well children learn to read, according to Jeynes (2012). To ensure ongoing parental involvement as children advance through school, a variety of factors need to be taken into account (Steiner et al., 2022). It is crucial to understand that parental participation levels are significantly impacted by motivational factors pertaining to both parents and schools. Social surroundings including the home, school, and community have a significant impact on a child's development and have recently become more important in educational partnerships (Kalaycı and Öz, 2018). Children's first teachers are their parents or other major caretakers, and this responsibility lasts even after they enter school.

Furthermore, in order to foster an atmosphere that supports their children's academic achievement, parents and educators must collaborate (Kalaycı and Öz, 2018;

LaRocque et al., 2011). Research indicates that parental involvement in education affects children's interpersonal, emotional, psychological, and transactional development in addition to their academic performance (Al-Mahrooqi et al., 2016; Kalaycı and Öz, 2018). Numerous recent meta-analytic studies have found that parental involvement varies as children move through the educational system and that various forms of parental participation, such as monitoring and guidance, have an impact on accomplishment (Patall et al., 2012).

Therefore, it is important to look into different forms of parental involvement because their effects on accomplishment differ (Hill and Tyson 2012) found that practical obstacles including availability and work schedules predicted parents' inability to keep track of their child's progress (e.g., completing homework). This makes sense because it would be difficult to keep an eye on their kids' growth if parents weren't home when they were most likely to be there. This has to do with the parents' employment status (e.g., shift work vs. 9–5 occupations). But other parents were also keeping an eye on their kids by asking their older siblings, family members, or neighbors to keep tabs on their development. In order to inform parents about after-school tutoring options that are either community-based or school-sponsored, schools may wish to contact parents of students who don't have as easy access to supervision.

Children's early vocabulary development mostly depends on their receptive (hearing) skills. Furthermore, exposing children to interesting media accelerates their vocabulary development in English (Anggraini et al., 2022). In order for the words they learn to stay in their memory and be used in their daily lives. As early as possible, introduce vocabulary using audiovisual content, ideally in the form of musically animated pictures. The term "parental strategies" was conceptually defined in this study as any method that parents employed when teaching their children a language.

Personalized methods used by parents to train their kids to speak English are known as parental assistance tactics. This can include ongoing language use, exposure to the language, or visual acquisition. The limitations in the literature served as the foundation for this study on parents' motivation and methods for teaching English. Few research have been done on parents' motivation and their perceptions of learning English as a skill. This study identified the methods parents use to participate in their children's literary education and growth.

All things considered, there appears to be some proof that parental participation significantly affects students' education, particularly the acquisition of their second language. Researchers were still unable to reach a consensus, though, on how parents should become involved in their children's education. Teachers' conceptions about parents' engagement in teaching English to young students are not well understood. Thus, the goal of this study is to investigate parental engagement in the context of teaching English to young learners from the viewpoint of the teachers.

Several previous studies explain how important parental involvement is in the process of learning English for young students; Emi (2019), Alifah (2022), and Indriati (2016). Their research discusses the factors which influence the process of learning English can be categorized in the form of motivation and also environmental influences and emphasize the classification of the role of parents in learning English in the form of parents as motivators, role models, facilitators, sources of knowledge, and coordinators. Based on their research, it was found that these roles greatly affect the development and success of children's learning. This research was conducted in Makassar which is the capital of the Indonesian province of South Sulawesi. It is the largest city in the region of Eastern Indonesia and the country's fifth-largest urban center. There are 457 elementary school in it. Therefore the researcher wants to

investigate about children's English learning at home.

As explained above, it is important for parents to introduce and teach English from an early age. From the previous studies presented, it can be seen that the role of parents is very important and cannot be separated from the children's learning process. However, previous research has only focused on one problem, namely the role of parents and has not focused too much on strategies applied by parents to introducing

or to support their children's English learning. Parents must have a strong reason before implementing their technique in learning English. Every parent has different motivations and backgrounds in learning English for their children. Therefore, researcher want to investigate what strategies are implemented by parents in introducing English to their children. Thus, the researcher conduct a study entitled *"Parental Strategies in Introducing English for Young Learner"*.

B. Research Questions

Based on the background above, the problems that researcher want to see are :

1. How are the strategies implemented by parents in introducing English to young learners?
2. How are the constraints faced by parents in introducing English to young learner?

C. Objectives of the Study

Based on the research question above, the objectives of this research are ;

1. To investigate the strategies used by parents in introducing English to young learners.

2. To investigate the constraints faced by parents in introducing English to young learner.

D. Significance of the Study

a. Theoretical

The results of this research are expected to be useful in terms of the realm of theory and the realm of practice. In the realm of theory, this research is expected to be a useful information base for further research that has the same goal.

b. Practical

In the realm of practice, the researcher hopes that this research can see how the views of parents in teaching English to young learners. In addition, the researcher hopes that this research can be useful in enriching knowledge in strategies that can be applied by parents in introducing English to their children. Furthermore, the researcher hopes that this research will increase parents' awareness of the importance of their role in the child's learning process and understand the importance of English for children or young learners.

E. Scope of the Study

This research focuses on examining the various strategies parents use to introduce English to young learners (ages 5–11) in a home setting, exploring how caregivers facilitate early language acquisition outside formal schooling. By focusing on these parental strategies, this study aims to provide a comprehensive understanding of how different methods influence young learners' English

language acquisition.

CHAPTER II

LITERATURE REVIEWS

A. Related Al-Qur'an Verses and Hadith

Parents' strategies in introducing foreign languages to their children can be viewed from various perspectives, both in terms of education and character building. The Qur'an and hadith do not directly discuss the teaching of foreign languages, but there are principles that can be taken to support language education for children, both in their mother tongue and foreign languages. Here are some postulates related to children's education, including in the aspect of language teaching: Language as a Means of Communication Allah SWT also says in Surah Ar-Rum verse 22:

وَمِنْ آيَاتِهِ خَلْقَ السَّمَوَاتِ وَالْأَرْضِ وَاخْتِلَافُ السِّنِّكُمْ وَالْوَلَوَاتِكُمْ إِنَّ فِي ذَلِكَ لَآيَاتٍ لِّلْعَالَمِينَ ٢٢

"And among the signs of His power are the creation of the heavens and the earth, and the differences of your tongues and the color of your skin. Indeed, in such things there are indeed signs for those who know."

This verse shows that language differences are part of the sign of God's power. Teaching foreign languages to children is also part of utilizing God's creation for good, expanding horizons, and improving communication skills.

Seeking Knowledge The Prophet PBUH said *"Studying is mandatory for every Muslim."* (HR. Ibn Majah). This hadith emphasizes the importance of seeking knowledge, which in the context of teaching foreign languages, can be interpreted as an obligation to

introduce and teach languages that are beneficial to children, both in the context of religion and social life.

From the above evidences, it can be concluded that although the Qur'an and hadith do not specifically discuss the teaching of foreign languages, the principles of education, the importance of knowledge, and the responsibility of parents in educating children are very relevant in this regard. Parents are expected to introduce and teach foreign languages as part of education that is beneficial to their children.

B. Concept of Research Variables

1. English for Young Learner

1.1 Definition of English for Young Learner

The definition of a young learner varies widely based on the opinions of experts who put it forward. McKay (2016) defines young language learners as children who learn a foreign language or a second language in formal education. Suyanto (2017) suggests that young learners of English are children of primary school age who receive English language learning. The word young learner itself until now still has a wide range to be categorized. Camreon (2021) argues that young learners are children's learning age with an age range of "5-12 years". Nikmah (2013) defines young learners as children who are in elementary school with an age range of 6-12 years which are divided into 2 group levels, namely "6-8 years" as young level and "9-12 years" older level. Another opinion was expressed by Scot and Ytrebreg (1990) who categorize young learners at 2 levels, namely the age range of "5-7 years" as level one and "8-10 years" as level two. From the above opinion, we can conclude that young learners themselves can be categorized as children aged around 5-12 years who have received formal education.

In learning, of course adults must consider the child's ability to receive learning. Every child

has a different intelligence in learning. Pribilova (2016) suggests that some children can receive knowledge quickly and some take a certain amount of time. Adults need to know the characteristics of the children they teach so that they can see the different developments of each child. Therefore, it is necessary to have the right strategy to start learning for young learners themselves, especially in learning English.

1.2 Principles of Teaching English for Young Learners

In the process of teaching and learning to young learners, especially at the age of children, it is necessary to pay attention to some appropriate learning principles. Nurhadi (2012) in his journal describes several principles that must be considered in teaching English to young learners, including:

- a. The activities implemented must be simple and easy for children to understand.
- b. Tasks given to children must be in accordance with their ability level.
- c. Increase activities to practice listening and speaking skills.
- d. Prevent children from strenuous writing activities.

The above-mentioned teaching principles also affect the material limits that are generally given to young learners, especially young children. Nurhadi (2012) added that the provision of teaching materials to young learners must be in accordance with their level of development. The scope of the material taught includes numbers, family members, body parts, animal names, fruit names, and some simple instructions.

2. English Learning Strategies for Young Learners

The definition of a learning technique is very broad. Numerous experts have expressed their opinion about the meaning of learning strategies. Learning strategies can be

described as a series of learning activities that students and teachers go through to achieve learning objectives (Kemp, 1995). According to Sanjaya (2018), learning strategy is a set of learning materials and procedures that will be applied in learning and Dick & Carey (1996) emphasizes that these procedures will be carried out together to achieve student learning outcomes. From the above understanding, it can be concluded that the learning technique is a series of learning plans that will be carried out by educators and students to achieve learning achievement.

Ma'mun (2012) found that teaching English to young learners is very different from learning carried out at the junior and senior high school levels. Teaching carried out at the young learner level would be more difficult and require a lot of creativity in its application compared to higher levels. She further added that the technique adopted to teach young students must be able to build an active, easy, and enjoyable classroom atmosphere. As an educator, of course we need varied learning strategies or methods to be applied in teaching English to children. Some of the strategies that can be applied are:

- a. Listen and Repeat. This technique is practiced with the educator instructing the child to hear what is being said and then repeating the word.
- b. Listen and Act. This technique is applied by the educator will say the sentence then instruct the child to move to do the given sentence. For example, it can be realized by playing Simon's Says Game.
- c. Question-Answer. This technique aims to provoke children to talk. The teacher gives a few simple questions to the child and sees the child's reaction and the way the child answers it. This technique can be applied by asking questions in the form of WH questions and Yes/No questions.
- d. Substitution. This technique is used to see how responsive the child is to word processing.

The application of this technique is to show certain objects and write a sentence that is left blank in several parts for the child to fill in.

e. See Differences. This technique requires students to observe 2 given objects and then instruct them to look for or describe the differences they see. This technique is intended to train children's memory skills for something they see.

f. Concept Mapping. The concept map technique or can also be referred to as mind mapping aims to train children to enrich vocabulary. For example, educators can give a certain theme and then the child will mention what objects are in accordance with the given theme.

g. Outdoor Activities. In accordance with the characteristics of children who get bored quickly, therefore learning can be done outside the classroom by instructing children to identify objects they encounter.

The implementation of learning strategies is certainly assisted by interactive learning media and in accordance with the learning context. Learning media are everything that is used to stimulate the minds and attention of students who can motivate which aims to carry out the learning process (Miarso, 2004). According to Mardhiah and Akbar (2018), learning media is a means used in learning that aims to improve student learning achievement, is interesting for students, facilitates the interpretation of material and absorbs information in teaching materials. Asra (2017) has classified learning media based on the types which include:

a. Visual media in the form of media that can only be seen such as picture books, flashcards, photos, and posters.

b. Audio media are media that can only be listened to, such as radio, audio cassettes, sound recordings, and MP3s.

- c. Audio visual media is media that can be seen and heard, such as movies, videos, TV programs, and sound slides.
- d. Reality media in the form of media that can be seen in real form and are in the surrounding environment such as plants, animals, rocks, buildings, and water.
- e. Multimedia in the form of media that can present complete learning media elements that are interrelated in the learning process

Often educators have difficulty in applying English language learning to early childhood. Harmer (2017) suggests that the early childhood group is a very challenging English learning group. Therefore, it is important to choose the right technique in teaching English to children. Arifin (2016) mentions that there are many strategies that can be applied in teaching English to non-native children. All types of methods shown above are often implemented in classroom lessons by teachers in introducing English to children. However, parents can also implement it at home as a learning activity while playing. The use of the right method according to the age and behaviour of the child also does not escape the consideration of parents in learning. Therefore, the role of parents in implementing appropriate learning methods is crucial to explore.

3. Parental Strategies

In Anthony's notion (2010) , strategies was the activities manifested in the classroom and it has to be specific and consistently in rhyme with the former terms. So we can say that the strategies is the execution from our assumptions and plans. Learning strategies according to Bastis (2019) are activities that are done mechanically and assimilated through practice. According to Suprihatiningrum (2016) the strategies can be generalized as a procedure for carrying out learning activities and is an implementation of

the method used. Thus, learning strategies can be defined as the steps taken by the teacher during learning in conveying learning material. From this we can see that learning strategies are usually applied by teachers and students in the learning process. However, learning strategies can also be applied by parents in carrying out learning from home. From this we can conclude that the parent strategies is a group of activities arranged by parents in order to support children's learning at home to achieve children's learning achievements.

4. The Role of Parents on Students Achievement

The strategy designed by the parents themselves certainly cannot be separated from the role of parents in the involvement of the child's learning process at home. Parents are free to plan how they start learning at home with their children. The role of parents is very important in realizing fun learning at home for children, especially in learning English. Arifin (2012), states that there are three roles of parents in children's learning achievement. The first is to provide children with the best possible opportunities to discover their talents and interests. The second is to provide information that is relevant to the child's talents and interests. The last is to provide children's learning facilities that can help children's learning difficulties.

According to Susan & Stainback (1999) in Emi (2019), there are several roles of parents in the involvement of children's learning that can be used as a reference for learning strategies at home which can be classified as motivator, model, facilitator, source of knowledge, and coordinator.

a. Parents as Motivator

Parents are people who encourage children to learn in order to improve their

achievements and assume that what is suggested by parents is a good choice (Sucipto & Raflis, 2020). It is important to cultivate children's learning motivation from an early age. Learning motivation that can be applied by parents, among others, is by creating a learning atmosphere at home that is in accordance with the child's developmental stage. One of them is to minimize activities that are less beneficial for children and maximize activities that foster children's curiosity. The higher the child's curiosity, the higher the learning motivation of the child.

b. Parents as Model

Along with its development, children will begin to like to imitate what they see or hear in everyday life. This imitating behaviour will be ineffective if children tend to see or hear things that are not good to do. Therefore, parents act as role models for children to avoid something bad. Parents are the first people who are closest to children so that parents are the first people that children see and hear. Parents are the first educators by giving a good influence to children in a simple way. Parents can set an example in the form of a positive attitude for their children to apply.

c. Parents as Facilitator

Valeza (2017) suggests that in teaching and learning parents facilitate children by providing various learning media. Parents are responsible for providing adequate learning facilities for children according to the child's developmental stage. It is important for parents to know what their children's needs are in their learning so that parents can fulfil them according to their abilities. Learning facilities provided by parents can be in the form of tuition fees, provision of textbooks, stationery, conducive learning places, and adequate technology as needed.

d. Parents as Source of Knowledge

The role of parents in children's learning cannot be separated from the provider of knowledge resources. Parents not only act as providers of facilities but also have a broad view in the field of science itself. Parents as a source of knowledge function as learning assistants for children by providing relevant information according to children's learning needs. In addition, parents are also expected to be able to answer questions given by children during the learning process.

e. Parents as Coordinator

The final parental role is that of coordinator. The coordinator referred to in this case is the parent who is responsible for supervising and assisting the child's learning activities. Without parental supervision, the child's learning process will be disrupted by things that make learning time ineffective. For example, the most vulnerable is to provide a smartphone as learning medium and if it is not properly supervised then the media will be used for other activities such as playing games during study time. Thus, parental supervision must be carried out to maintain the effectiveness of children's learning hours.

As explained previously, parental involvement cannot be separated from the child's learning process both at home and outside the home. Parents as the first source of children's education are expected to fulfil all the elements needed by children during the learning process likewise in terms of learning English in children. Children's language ability is a potential that must be nurtured from an early age. Bredekamp and Copple (1999) say that parents play an important role in the development of children's communication. In this study itself, the researcher focused on how the technique of parents in teaching and introducing English to young learners. This technique will be seen from the involvement of parents in how they bring English to their children.

5. Constraints in Teaching English to Young Learner

In Indonesia, teaching English to young learners (TEYL) has been implemented in some schools since 1994 (Supriyanti, 2012). The constraints are also found in the place and the implementation of English Program in primary level. Veronica (2016) obtained three constraints and those were the status of English as a local content subject creates conditions which is less supportive for the teachers to teach English and socio-economic status from parents plays a big role in students motivation and achievement in learning English. Meanwhile it is a necessity for parents to contribute more in students' improvement in school not only just giving the responsibility to school.

Furthermore, another issue frequently stated is the lack of motivation and interest in English on the part of student, who might not see any need to learn English or simply do not see mastery of it as reasonable (Lee, 2004). Garton (2014) he investigated the teacher's perceptions about the constraints they face in TEYL. It was found that teaching method, classroom size, and learners' factors (dicipline problem, motivation, and mixed level classes) are the problem they faced the most in TEYL.

Thus from the Indonesian cases, the constraints are seen from three different sides, from goverment, teachers, and parents. In relation to that, some implications are aimed to certain parties, not only to the goverment, teachers, and parents, but also to the institution or even the students.

C. Conceptual Framework

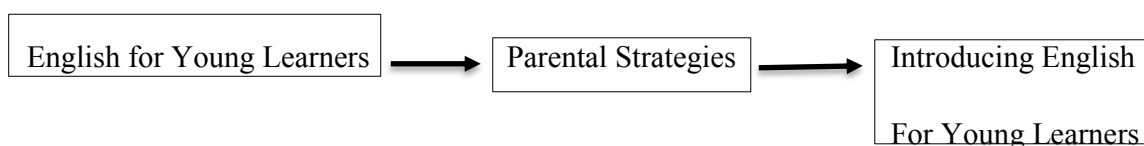


Figure 1. Conceptual Framework

The conceptual framework above describes the stages of research that was carried out by the researcher. The researcher was look for respondents and then interview them one by one. From the interviews that conducted, the researcher are looking for a minimum of 5 respondents. Interviews were conducted to determine the perception regarding the technique used in introducing English for young learner and also the constraints faced by parents in introducing English to young learner.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research used a qualitative research approach with a descriptive type of research. Qualitative research is a subjective approach that is used to examine the life experiences of objects and situations to give the right meaning according to Burns and Grove (2013). In addition, another definition comes from Bogdan and Tylor in Moelong (2012) which defines qualitative research as a research procedure that produces descriptive data in the form of written text or spoken words from people and the behavior obtained. Judging from the definition stated above, this study describe it thoroughly by analyzing the phenomena that occur, events, behaviors, and thoughts of people both individually and in groups.

This research is descriptive in the sense of research that describes information data based on facts obtained in the field (Arikunto, 2017). According to Sukmadinata (2017), descriptive research itself is the most basic research and is intended to describe phenomena that occur around. In this case, the researcher describe how parents apply the introduction of English learning to young learners through the data that has been collected. In addition, researchers want to investigate what strategies are used by parents in order to introduce English to their children.

B. Research Subject and Setting

According to Arikunto (2017), the population is the entire research subject and the sample is part of the population that can represent the research. The population in this study is parents of young learners who received English language education, especially in bilingual or international schools which amounted to about 30 parents who obtained with the help of social media namely Instagram, Whatsapp, and Twitter. The sample or respondents who involved in this study must be chosen carefully by the researcher to produce valid research data. Respondents are selected with purposive sampling method, namely the selection of respondents based on certain provisions (Sugiyono, 2010). The selection of respondents for this study was carried out according to the criteria set by the researcher. This selection is to see how the parental strategies in general to introduce and motivate English to children in the wider community. The respondents in this study are parents of children aged 5 - 11 years who received English education in bilingual schools or at home and understands English in general. The researcher was involved 7 parents of young learner from different bilingual

schools in Makassar. Some of these parents have passive English skills where they understand English in general but cannot speak properly and some others are active English users.

C. Research Instruments

In this research, the researcher used triangulation, namely interviews, observation and documentation. The interview strategies to obtain certain information from the focus of this research which aims to see the strategies used by parents to introduce and teach English to their children. This interview conducted in person and assisted with a voice recorder and notes to collect interview data. The questions was asked in English and Indonesian to avoid misunderstanding the meaning of the question. Observation that esearcher conducted direct observations of respondents (parents of young children), examining their behaviors, activities, and situational interactions to gather empirical data for the study. Documentation as authentic records were compiled to validate and strengthen the research findings.

D. Data Collection Procedure

Data collection procedures are the most important part in a study which in this case is aim at obtaining research results. The research instrument used in collecting data for this study is a semi-structured Interview.

The semi- structured interview is aimed at finding problems more openly where respondents was given the opportunity to express their ideas and opinions on the problems addressed. The selection of semi-structured interviews is due to the larger implementation so that it can create the impression of intimacy between researchers and respondents which facilitates the process of collecting data.

E. Data Analysis

The data analysis technique in this research is to use an inductive qualitative analysis technique. This technique is the way the data was obtained then analyzed and then developed with a certain pattern of relationships. According to Nasution (2004), the analysis of qualitative data is divided into three steps, namely, data reduction, data presentation, and drawing conclusions. The steps can be described as follows:

1. Data Reduction

Data reduction is the first step in the data analysis of this article. Data reduction is an activity where the raw data from the Interview results were grouped and then reduced or summarized to facilitate understanding.

Based on the explanation above, it can be understood that data reduction is an activity that aims to summarize data according to the research focus so that it is easier to understand and draw conclusions. In this case, the researchers themselves want to see in general what the strategies applied in introducing English to young learners are.

2. Data Presentation

Presentation of data or can be called data display is an activity of data exposure as a result of data reduction. This method assisted researcher in understanding the results of data reduction that has been carried out with the help of other presentations such as tables, or graphs that aim to arrange the data in a neat and structured manner. In this study, the researcher suggest that the presentation of the data is useful for compiling the reduced data on a regular basis and then writing a description or analysis result obtained to make it easier for researchers to understand what strategies are applied in introducing English to young learners.

3. Drawing Conclusion

The last step of qualitative analysis is drawing conclusions or more often known as verification. Drawing conclusions at this stage is drawing final conclusions based on the results of data analysis. The initial conclusion or hypothesis that was previously determined is temporary in contrast to this final conclusion which is strengthened by research evidence so that it produces a unified and absolute conclusion. In this case, the researcher drew conclusions from the results of the analysis carried out to answer the problem of understanding what the strategies applied in introducing English to young learners.

CHAPTER IV

FINDINGS AND DISCUSSIONS

A. Research Findings

The findings of the research described in this chapter are obtained from the results of interviews that have been conducted. The result of this interview is to answer a previously determined research question, namely to find out what strategies are used by parents in introducing English to young learners and what are the constraints they may faced.

Respondents who were interviewed in this study were disguised using the initials MD, RR, ST, DK, HS, AU, and AS. Based on the results of interviews with respondents, researcher classified **4 strategys** used by parents in introducing English to young learners and **5 constraints** faced by parents in introducing English to young learner.

1. Strategy Implemented

1. 1. Introduction to Vocabularies

Based on the results of interviews that have been carried out, all parents had carried out the stage of introducing English to their children before they get it at school by first introducing basic words in English. In the interview results, most parents said that the way they introduced basics English vocabulary was by introducing objects around the child such as in the home environment. In addition, they also introduce the basics of English such as letters, numbers and the names of colours. Parents start learning their children's vocabulary with the help of the internet and YouTube as an English pronunciation guide.

Extract 1

“From the beginning, I didn’t really tell him much, but I often introduced him to the names of colors, the names of fruits, the names of animals, the main thing is the names of simple objects who is close to him.
(DK,10/03/2025)

In interview with respondent DK, according to her, as a parent, she introduces English to her child by introducing the basic vocabulary of objects around the home environment. Similar to MD, respondents RR, ST, HS, AU, and AS said that they introduced English through basic vocabulary which they often encountered and needed. At the same time, AS said she introduced basic vocabulary to children by using the help of learning media such as picture books to show the objects being studied. Furthermore, AU and RR stated that they have started introducing basic vocabulary since their children before entering kindergarten so that their children are familiar with English terms.

Based on the findings described above, the researcher concludes that the first strategy taken by parents in introducing English to their children is to introduce basic vocabulary which can be in the form of recognizing objects in the surrounding environment, recognizing numbers, letters, and colours. In

addition, the introduction of this vocabulary can be assisted by learning media such as picture books.

1.2 Vocabulary Memorization

2 out of 7 parents interviewed namely MD and HS stated that they applied a vocabulary memorization system to their children. This is intended to monitor the development of the child's English vocabulary. Usually parents give certain targets to memorizing children's vocabulary which will then be deposited with parents at certain times.

Extract 2

The important thing for me is that she has a lot of words in English. Before she went to school until now, it is certain that I gave those words or I repeated them.”

(MD,11/03/2025)

In his interview, MD said that he instructs her daughter to report the latest vocabulary that her child has learned at school. In addition, she also gives assignments to look for certain vocabulary every week. She sees this method can increase the knowledge of her child's vocabulary. Similarly, HS also applies this vocabulary deposit to their children. She said that her husband greatly contributed in giving vocabulary memorization tasks that would be deposited every day with a minimum deposit limit and certain themes. Therefore, the researchers concluded that one way for parents to enrich their children's English vocabulary is to provide learning targets that will be deposited or tested by parents at certain times.

1.3. Using Learning Methods

In terms of introducing and helping children learn English, one of the other strategys used by parents is to apply various interesting learning methods for

their children at home. Parents apply various learning methods that are also used by teachers in schools in order to introduce and become an approach to learning English for young learners. The learning methods applied by parents include the following:

a. Listen and Repeat

6 of the 7 respondents interviewed namely MD, RR, ST, HS, AU, and AS used a similar learning method, namely by giving and saying a number of vocabularies to the child and then instructing the child to repeat the vocabularies. This is done regularly as a way for them to enrich English vocabularies for their children as stated by ST and RR in their interview. They usually give the word followed by how it is pronounced which will then be followed by their child.

Extract 3

“If the method is the most appropriate for children, there should be more exciting activities, right? So at most it’s like listening and repeating, it’s most often when teaching vocabulary.”

(AU,15/03/2025)

Extract 4

“I don’t really understand the method, but usually when she is learning vocabulary, I teach how to pronounce it as best I can while I give her a look at the object and then I tell her to repeat it. Most of the time I just do it”

(MD,11/03/2025)

Similar to AU and MD, 3 other respondents namely HS, ST, and AS also use this method of learning to teach their children how to say an object. They introduce vocabulary to children by giving new words or

showing objects directly while pronouncing the pronunciation of the designated object. Then they instruct their children to repeat what they said. They also saw how things sounded from the internet before teaching them to their children. Furthermore, RR and AU said they used this method because this method is very easy to implement and because children tend to catch what they hear. They often randomly point at objects while saying its vocabulary.

From this the researcher concludes that one of the ways that parents use to help introduce children's English learning is to provide vocabularies that will be followed by children later. This strategy leads children to imitate the sound of their parents pronunciation of the words to be introduced. Some parents also use internet media as a learning medium when applying this method. This learning strategy can also be called a listen and repeat learning strategy.

b. Listen and Act/ Physical Activity

In interviews, 3 out of 6 parents, namely RR, HS, and AU said that another way they used to introduce vocabulary to children was by asking the child to imitate the movements or sounds of the words they gave. RR said she often repeated the vocabulary she had given to her daughter and then asked the child to make movements. Most of the vocabulary in the application of this method that she gave to her daughter is verbs and animal names. Similarly, HS and AU also apply this method by exemplifying children's movements from certain vocabulary, such as when teaching verbs, occupations, or adjectives.

Extract 5

“Then it’s also easy for us to apply and the children are also happy to imitate.

Keep on imitating our movements, the kids like it, so when introducing verbs or adjectives it's also effective.”

(AU,15/03/2025)

From the statement above, the researcher concludes that parents use body movements as a method of learning English for their children. Parents give examples of movements while saying their English vocabulary then children will imitate what parents do. This strategy can be grouped into a listen and act learning strategy or physical activity.

c. Question-Answer/ Repeated Simple Speaking Activity

Extract 6

“If there is communication, yes, he uses English several times with me. It's true that my English isn't really good and it's not fluent, but most of the time when he asks me I answer as best I can. Likewise, if I try to ask simple questions, then he will answer using English. It's like just spontaneous like that.”

(RR,14/03/2025)

Extract 7

“Maybe because he is quite familiar with the questions he hears, so he has the courage to answer when asked, not just yes or no.”

(DK,11/03/2025)

Another method used by parents in introducing and supporting children's English learning is to invite children to speak in English. 6 out of 7 parents namely MD, RR, ST, HS, AU, and AS said that they tend to invite or provoke their children to use simple English at home. They also stated that they often asked simple questions in English with the aim of familiarizing the children with these words as stated by MD and ST. They said that they were asking about the things that their children had previously learned. In addition, they also provoked a conversation using English by asking what activities they were doing at school or what they were doing at the moment. At the same time,

RJ stated that he usually provoked his son by asking to observe if the English that had been taught so far would be used to answer the question. AU added that he did not only ask questions but also introduce children to new words while speaking with his child.

Based on the description above, the researcher summarizes that parents often provoke children to ask questions at home in order to train children's speaking skills. They asked a number of repeated questions as a means for children to familiarize themselves with these questions. According to them, it is easier for children to understand the instructions from the question when it has been done repeatedly. This activity can be categorized as a learning strategy using a question and answer section or simple repetitive speaking activities.

d. Outdoor Activity

Extract 8

“Sometimes I also take him out for a walk like that while I ask him what he saw and sometimes he also asks me if he doesn't know what it is. But usually he does interact more with his older brother.”

(ST, 14/03/2025)

One other way used by parents in introducing English to children is by showing real objects directly to children. 5 out of 7 parents interviewed namely MD, RR, ST, DK, and AS answered that they often do learning activities outside the home environment. They often invite children to go to find something new that can be used as knowledge in learning English. They invite their children to see objects around them directly. Usually they take children for walks while introducing vocabulary or asking vocabulary to their children. DK said that by taking the child out, he became more familiar with the objects around him that he usually rarely saw. RR added that when he picked up his

son after school during the trip he would also invite his son to mention what objects he saw during the trip.

From the description above, the researcher concludes that parents carry out activities outside the home environment to introduce new objects in real and direct ways. Parents help introduce new objects to be recognized by children and also while repeating things that have been taught previously. In addition to helping the discovery of new vocabulary, these outdoor activities help children and parents to interact with each other.

e. Games and Songs

Extract 9

“He plays games, indeed on the cellphone there is indeed an English language. From me, I invite him to play guessing and spelling games. That’s the game that the teacher suggested at school too, because it’s really important for them to know a lot of words and their spelling. Indeed, he don’t play games often.”

(MD,11/03/2025)

Extract 10

“Then if we use songs like that, there are occasional ones, right? Then, games are also appear on TV anyway. The games like searching for matches are so common.”

(AS,12/03/2025)

From the interviews, it was found that parents introduced English to their children using children's songs and simple games. This is similar to the statement of 4 out of 7 resource persons namely MD, ST, HS, and AS who used technology assistance in implementing this strategy. HS and ST said in their interview that they usually played children's songs on YouTube. They admit that they played children's songs since their children had not yet entered school

to familiarize them with English. MD stated the games she played with her daughter were recommendations from the school teacher, namely word and spelling games. Just like MD, AS also uses YouTube media to play children's songs. The game that MD plays with her daughter is the object pointing game. Meanwhile, AS said that her daughter enjoys listening to children's songs and games which are usually played on TV on the cartoons she watches.

From the results shown above, the researcher concludes that parents use English children's songs in introducing English to their children. The more often the song is played, the more children will understand the meaning of the song slowly. In addition to songs, parents sometimes use games to stimulate and hone their children's English skills.

f. Fun Task

Extract 11

“So they often make projects like that, right? Usually drawing or coloring certain objects instructed by the teacher. So because he likes coloring, sometimes when I bring it to office right after work, I print out pictures from the internet, so he colors them later, I tell him to write in English.”

(RR,14/03/2025)

From the results of the interviews, it was found that some parents applied learning strategys using activities that stimulated children's creativity. 3 out of 7 parents who were respondents namely RR, DK, and AU answered that they often applied interesting activities according to the interests of their respective children with the aim of learning English. The three respondents stated that the activities carried out with their children when learning English were drawing and colouring. This shows the child's interest in pictures and colours.

RR and DK said that they chose interesting picture books for their children. Then they will instruct their child to colour the picture in the book while seeing what the English vocabulary is. RR also added that she sometimes gave blank paper to her daughter to draw according to the directions or what words she said to her daughter. Similarly, AU also applies this Drawing and colouring method to her child. She usually prints pictures from the internet with certain themes to colour and then she instructs her daughter to write down English vocabulary after finishing colouring.

Based on the explanation above, the researcher concludes that parents use drawing and colouring activities as a way to learn English at home. drawing and colouring is seen as a way of learning that stimulates children's desire to learn in accordance with the parents' statements above. This learning method can be categorized as a fun task that involves activities that use children's creativity.

g. Mind Mapping

2 out of 7 respondents, namely ST and AU, said that when they asked their children for vocabulary, they applied a learning system using mind mapping. Mind mapping itself is a learning method by mapping known ideas on certain themes or in other words it can be referred to as brainstorming. AU said that mind mapping is a method that he has used for a long time when teaching English and he implements it in his child's vocabulary learning. He gives a certain theme such as the name of a fruit or body part and writes down the branches with vocabulary related to it and then instructs the child to copy the mind mapping. ST also applies the same method, namely giving a certain theme and then writing down some examples on his mind mapping

branch which then instructs his son to add what he knows to the next branch. He said this method is effective to see how far the child has mastered certain vocabulary.

Extract 12

“I uses a method called mind mapping as well to teach vocabulary to my child. So if I want to explainobjects, names of animals, fruits, etc., I use this.

(ST,13/03/2025)

Extract 13

“Usually, I write down the theme, then she can linking it to the related objects. Like the means of transportation, the theme will be a picture later. Because I also use this method until now when I teach, so I try to apply it at home with my child.”

(AU,10/03/2025)

Based on the statements of the two respondents above, the researcher concludes that mind mapping is one of the learning media that can be done by parents. This is done by writing down a particular theme and then linking it with branches that match the written theme. This can hone children's memory better related to the vocabulary they already know.

1.4. Using Learning Media

Based on the results of interviews that have been conducted, it can be seen that in introducing English to children, parents use tools in the form of learning media that are appropriate and practical to use. Looking at the results of the interview, it was found that several types of media were used by parents, ranging from modern learning media with the help of technology to conventional media which are identical to their simplicity. Some of them are

described as follows:

a. YouTube Platform

The learning media used by most of the parents who are respondents is YouTube. From the interview results, it can be seen that 6 out of 7 parents namely MD, RR, ST, DK, AU, and AS apply the YouTube video-based platform as one of the children's learning facilities at home. In order to introduce English, they rely on this video platform to display teaching materials. They say that Youtube is a very useful medium when starting to teach children English. They argue that Youtube provides a variety of videos related to English education for children. They said their children were very happy when learning to use this platform and it was easy to access everywhere. In addition, DK added in her interview that Youtube is very helpful for her as a parent who does not have knowledge of English to find interesting learning materials for her child according to what is taught at school. AU himself stated that he often presents videos of children's stories in English via Youtube while playing with his child.

Extract 14

“If we say via Youtube, yes, I have always see him through there. Because I was looking for study material there. The learning material is video, so it’s interesting for children.”

(MD,14/03/2025)

Extract 15

“When I am at home, I rely more on technology media. Utilizing existing technology, it’s normal that Youtube shows a lot of English shows for children, for example like Cocomelon and so on, he really likes it especially when his songs are played. And I see the videos are also interesting and can be used as learning for children.”

(HS,13/03/2025)

From the presentation of the interview results above, the researcher concludes that Youtube video-based media is used by many parents as a medium for learning English for their children. Parents often use Youtube to show their children English learning materials. The material presented by parents is usually in the form of children's songs or short stories. Parents feel that Youtube is the most accessible learning media nowadays.

b. TV Programs

Extract 16

“So actually, since he was little, he really liked watching movies. But I really don’t use my cellphone to give it to him because it will become a habit later. So I prefer watching on TV. So since he was little, he has often watched foreign TV shows for children, like watching cartoons on Disney and other channels. Indeed, if the cartoons are in English, they use it, so he has heard from there. So until now, that’s still my guideline in terms of accompanying him to study at home.”

(DK,14/03/2025)

From the interview results, it can be seen that other media used by parents is TV programs. 1 out of 7 parents, namely DK, in her interview stated that in introducing English to her daughter she used assistance from foreign TV programs as a learning medium. She said that her daughter really likes watching cartoons. Therefore, she chose several foreign TV channels that were educational for her children. She makes sure that her children get English intake every day so that while watching her child will still receive lessons indirectly. However, she also limits her daughter's screening time so she doesn't watch too much TV.

From the explanation above, it can be concluded by researchers that TV programs are also used by parents in introducing and teaching English to

children. By choosing appropriate shows on foreign TV programs, learning English also becomes more interesting for children. The researcher summarizes that TV programs can also be a medium for parents' strategies to teach their children to English.

c. Pictures

Extract 17

“When he studies, I use pictures more often. If there’s an object we want to tell him the English language for, but we don’t have the object, so we use a picture.”

(MD,15/03/2025)

Extract 18

“I often invite him to learn through pictures. I usually print out the pictures from the internet, then I say the word first, he says, then I tell him to repeat it many times until he remembers.”

(AS.12/03/2025)

From the results of the 8 interviewed respondents, all of them admitted that they used pictures as the simplest way to introduce English to their children. According to them, pictures are an easy way to show children an object and then learn the vocabulary. The pictures used are usually still related to basic materials in English for children. Pictures become learning aids if they cannot show real objects to children. MD, HS, and RR say that they usually show pictures obtained from the internet as a way to show objects. As for MD and HS they use picture books and RR also uses English picture posters that are pasted in their children's room as learning media. Meanwhile, DK, ST, and AU usually use flashcards with various themes to study their children.

Based on the description of the results above, it can be concluded by the

researcher that parents use pictures as a simple way to introduce vocabulary to children in learning English. The pictures used by parents vary according to the form of use. From the results of the interview, it can be seen that the pictures used by parents can be pictures on the internet, posters, flashcards, and picture books.

d. Books

Books are also the learning media chosen by some parents in starting teaching English to their children. Judging from the results of the interviews, 3 out of 7 parents use books as an aid in teaching their children English. RR, AS, and ST argue that books really help them in providing more knowledge to children. Books are a medium that is easy to find and is a medium used by them to avoid too much use of the internet and YouTube. MD and HS as parents choose educational books related to English which provide interesting pictures to stimulate children's desire to learn. Furthermore, HS said she often presents picture story books in English to her daughter.

Extract 19

“When I study, I am usually guided by books. Because the materials I saw were from his school book. I really focus more on him understanding the material, so I often ask questions and answers from him regarding the material that has been taught before.”

(RR,16/03/2025)

Extract 20

“If learning through books is almost every day, yes, every night he likes to leaf through his books.”

(ST,14/032025)

Similarly, ST stated that it also presented story books in English as one

of the learning media. In addition, she also uses learning books from her child's school to review child's teaching and learning activities. She also added that books are very important to train children to read and she stated that she was nurturing her daughter to be able to read in good English.

Based on the results of the interviews above, the researchers concluded that the use of books as a learning medium is one of the strategies of parents in introducing English to their children. The books used by parents vary in the form of picture books, story books and school books. Parents use books as a means of learning vocabulary and also reading.

From the elaboration of all research results, the researchers concluded that the strategies used by parents in introducing English to young learners can be grouped into 5 strategies, namely vocabulary introduction, sending children to English language schools, depositing vocabulary, using varied learning methods, and using learning tools or learning media.

2. Some Constraints

Extract 21

“It’s true that my English isn’t really good and it’s not fluent, but most of the time when he asks me I answer as best I can.”

(ST,14/03/2025)

Extract 22

“Yah maybe the difficulty lies in time management and the concentration of the child who sometimes want to play.”

(MD,11/05/2025)

Extract 23

“It’s because of the environment where the language used is not English, so it’s a bit difficult to introduce it to the child, but I still try to be able to introduce English well.”

(ST,12/03/2025)

Extract 24

“The motivation in learning is lacking because English itself is not the language we use but I think it’s important so I still introduce it to my children.”

(DK,10/03/2025)

Extract 25

“I think the difficulty is in economic problems, because if possible I will send him to an International standard school so that his English can be honed even more.”

(HS,13/03/2025)

Extract 26

“Because I also don’t have an English background, so I sometimes have trouble understanding her material at school, then I am looking for videos that can support her learning at school.”

(RR,12/03/2025)

Teaching English to young students can be a challenging task for parents, especially when English is not their own native language. Here are some common limitations or constraints parents they faced, along with suggestions on how to adress them:

- a. Lack of English skills: Parents who lack English skills themselves may find it difficult to teach their children. They may not be able to pronounce English words correctly or explain grammar rules accurately. Lack of English skills: Parents can have a hard time teaching their children the language if they don't speak English themselves. In this case, parents may consider hiring a itutor or enrolling their children in English classes. Child resistance: Some children may

resist learning English, especially if they feel overwhelmed or frustrated with the language. In this case, parents can try to make learning English fun and engaging through games, songs, and other activities that spark their child's interest.

- b. Limited exposure to English: When parents live in an environment where English is not widely spoken, they may find it difficult to adequately expose their children to English. In this case, parents may need to find other resources to introduce their children to English, such as books, videos, or language courses.
- Limited resources: Parents may not have access to a wide range of English language resources such as books, videos or software. In this case, parents can search for online resources or visit their local library to find free resources.
- c. Time constraints: Busy parents may find it difficult to dedicate enough time to teaching their children English. They may have to balance work and other responsibilities, which can make it difficult to find time to learn the language
- Limited time: Many parents may have limited time to teach English, especially if they work full-time or have other commitments. In this case, parents can try to integrate English into their daily life, use English words during meals or before going to bed, or play English games with their children.
- d. Cultural barriers: In some cultures, English may not be considered a necessary or important language to learn, which can make it difficult for parents to motivate their children to learn the language. Additionally, some parents may feel that introducing English to their children goes against their cultural values and traditions.
- Different cultural norms: In some cultures, learning English may not be common, which can make it difficult for parents to introduce the language to their children. In this case, parents can try to find community groups or online

forums where they can connect with other parents who are also teaching their children English.

- e. Financial constraints: Access to quality English language learning resources such as books, videos, or language courses may be limited by financial constraints. Parents may need to find cheap or free resources to help their children learn English.

Overall, introducing English to young learners can be a rewarding experience for both parents and children, but it may take some effort and creativity to overcome the constraints and constraints that arise.

B. Discussions

This section is a description of the research results that have been shown previously in the results section in the form of exposure to the results of interviews with respondents. The discussion that will be presented is based on considerations on how parents introduce English to their children which is intended to answer the research question. The main focus is to look at the strategies used by parents in starting the introduction of English to young learners.

The results of the research described in the previous section indicate that parents have started introducing English to their children from an early age. This is in line with research conducted by Anam et al. (2020) which stated that parents can take an active role in teaching English from an early age to their children. Based on the results of the study, it can be seen that in introducing English to children, parents apply various strategies. These strategies are carried out by parents in the hope that their children will become interested in learning

English and increasingly to understand English. The results showed that the introduction of vocabulary was the most common and main strategy used by parents for their children. Parents start learning English from vocabulary knowledge first than other language skills. This is related to the results of Muzammil (2017) which explains that parents can help children learn English at home by teaching basic and general vocabulary for children. Parents tend to introduce basic learning such as numbers, letters, colors, object names, animal names, plant names, and body parts.

Another strategy used by parents in common is to enroll their children in schools that use English in the learning process. It can be seen that parents are trying very hard to get their children to speak English by sending children to school who dominate the use of English. Parents do this as a support for children's English learning apart from at home because they think that their knowledge is not enough to teach English at home. Parents argue that children will get more and better knowledge from teachers at school.

Furthermore, some parents use the memorization method as a strategy to introduce English to their children. Parents tend to apply learning targets to their children to memorize and deposit the rote results to parents. Generally this strategy is applied to teach vocabulary to their children. Memorization strategy requires children to continuously acquire new vocabularies. Parents have the opinion that the more vocabularies children memorize, the more their knowledge of English will increase. This method was also applied by Warohma et al. (2020) who suggested that the memorization method was suitable for improving the vocabulary skills of students.

Applying varied learning methods is also one of the strategies for parents in introducing and teaching English to their children. From the research

results, it can be seen that some of the learning methods used by parents can be classified as Listen & Repeat, Listen & Act, Question-Answer, Outdoor Activity, Song & Games, Fun Task and Mind Mapping. Overall, parents apply various interactive learning methods in order to introduce English for young learners which are generally also applied by teachers in schools starting from listening activities, imitating, doing movements, asking questions, songs, games, and doing art activities. This is similar to the results of Ulya (2020) which suggests that strategys for introducing English to young learners, especially early childhood, are carried out using physical activity, question and answer, listening and then repeating, and fun activities such as using songs or creative things. From this, we can understand that children's English learning is not only done at school but must also be obtained from parents as the person in charge of children's education.

Furthermore, the use of learning media is also one of several strategys used by parents. Based on the presentation of the research results, it can be seen that the use of the YouTube video platform is one of the learning media used by most of parents to display children's English learning materials. Similar to this, Esrani (2021) suggests that YouTube is one of the media that can be used to train children's language development. In addition, simple methods such as pictures are also one of the common learning media used by parents. The pictures used by parents can be pictures on the internet, posters, flashcards, and picture books. Apart from Youtube videos and pictures, parents also use foreign TV programs and books as a learning tool. Foreign TV programs are selected according to the child's age stage which usually a special TV channels for children while the books used by parents are mostly picture books and story books.

Finally, from the implementation of strategys that have been carried out by parents, it can be seen that parents are very involved in children's English learning. It can be seen from the results of the study that parents provide full encouragement and support for the development of their children's English lessons. In addition, parents also act as examples that are followed by children so that they as much as possible provide the best example in learning English. Parents also try to fulfill the facilities and infrastructure needed by children to support children's English learning at home, starting from basic knowledge to learning media. All of this is in accordance with the results of Emi (2019), Al-Mahrooqi (2016), and Siddiqi et al. (2021) which suggest the role of parents in children's English learning. However, Pek (2020) stated that although the role of parents can help improve children's learning, parental participation in children's education is still lacking in practice.

1. Teoritical Implication

The results of the research described in the previous section indicate that parents have started introducing English to their children from an early age. This is in line with research conducted by Anam et al. (2020) which stated that parents can take an active role in teaching English from an early age to their children. Based on the results of the study, it can be seen that in introducing English to children, parents apply various strategys. These strategys are carried out by parents in the hope that their children will become interested in learning English and increasingly to understand English. From this, we can understand that children's English learning is not only done at school but must also be obtained from parents as the person in charge of children's education.

2. Practical Implication

In the implementation of strategies that have been carried out by parents, it can be seen that parents are very involved in children's English learning. It can be seen from the results of the study that parents provide full encouragement and support for the development of their children's English lessons. In addition, parents also act as examples that are followed by children so that they as much as possible provide the best example in learning English. Parents also try to fulfill the facilities and infrastructure needed by children to support children's English learning at home, starting from basic knowledge to learning media



CHAPTER V

CONSLUSION AND SUGGESTION

A. Conclusion

English education for young learners is very important in today's era. The use of English which is increasing day by day requires children in today's era to be able to understand English. In children's English learning, not only teachers can play a role, but parents must also play an active role in starting children's English education. The initiative of parents in introducing and teaching English will help their children's English education outside the home. Of course, every parent has their own motive in starting their child's English education. Likewise, parents have various ways to

introduce their children to English.

Based on the results of research conducted, it appears that parents have made efforts to start their children's English education. Parents apply certain strategies to their children in order to introduce English. It can be seen that the parents' strategies are in the form of introducing vocabulary, sending children to English language schools, vocabulary memorization, using certain learning methods that are similar to teacher learning methods at school, and using learning aids in the form of several learning media. In using the learning method, parents use a variety of methods such as listen and repeat, listen and act, question-answer, outside activities, songs, games, and fun activities. The learning media that are used by parents are YouTube video platforms, foreign TV programs, pictures, and books.

The strategy implemented by parents has reflected the role of parents in their participation in children's English language education both at home environment and outside the home. The role of parents is seen in the form of motivating children to learn, providing knowledge, providing children's learning facilities, and supervising children's learning. Parents not only depend on the teacher at school but parents should take as much time as possible to participate in their children's English education from an early age.

B. Suggestions

This study focuses on the strategies used by parents in introducing English to young learners. Referring to the findings in this study, the researcher proposes several suggestions and recommendations for various parties. By conducting this research, researcher expects that readers in general and writers in particular can make the results of this research a reference as learning material or research material in the future. For

parents and teachers, the researcher hopes that this research can be a guide to finding the right way to start children's English education from an early age. For students especially English Department student, the researcher hopes that this research can be used as learning material in certain courses that are used to see how learning for young learners is carried out.

This research is still full of shortcomings due to limitations in conducting the research process and writing this research. Therefore, as the author, researcher hopes that all those who read this research can provide criticism, suggestions, and input to improve the preparation of the next research conducted by researcher.



REFERENCES

- Aeni, Nur (2021). The Contrinution of Active Learning Strategies in Activating Students' Oral Communication.*Scholar Article*.
- Al-Mahrooqi, R., Denman, C., & Al-Maamari, F. (2016). Omani Parents' Involvement in Their Children's English Education. *SAGE Open*. 6(1), 1-12.
- Anam, Nova, K., & Afroni, M. (2020). Peran Penting Orang Tua dalam Pembelajaran Bahasa Inggris pada Anak Usia Dini. *Jurnal Ilmiah PROMIS*. 1(2), 140-152.
- Arifin. (2012). *Pokok-Pokok Pemikiran tentang Bimbingan dan Penyuluhan Agama*. Jakarta: Bulan Bintang.
- Arifin. W.L. (2016). English Instruction for Early-Childhood Education: A Case Study At TK Riyadul Jannah Simo Boyolali Central Java. *Englisia*. 4(1), 27-41.

- Arikunto, S. (2017). *Prosedur Penelitian Suatu Pendekatan Praktek* (Edisi Revisi VI). Jakarta: Rineka Apta.
- Arti, M.S. (2014). *Upaya Meningkatkan Kosakata Bahasa Inggris Melalui Metode Mind Mapping Pada Anak Kelompok B1 TK Aisyiyah Pabelan Kartasura Tahun Pelajaran 2013/2014*. (Bachelor's Thesis, University of Muhammadiyah, Surakarta).
- Arumsari. A.D., Arifin. B., & Rusnalasari. Z. (2017). Pembelajaran Bahasa Inggris Pada Anak Usia Dini. *Jurnal PG-Paud Trunojoyo*. 4(2), 133-142.
- Asra. (2017). *Penerapan Pembelajaran Media Audiovisual*. Jakarta: Grafindo.
- Bogdan & Taylor. (2012). *Prosedur Penelitian*. Dalam Moleong, *Pendekatan Kualitatif*. (him. 4). Jakarta: Rineka Cipta.
- Bredenkamp, Sue & Copple, Carol. (1999). *Developmentally Appropriate Practice in Early Childhood Programs*. Washington, D.C.: National Association for the Education of Young Children.
- Brumfit, C. (2021). *Individual Freedom and Language Teaching: Helping Learners to Develop A Dialect of Their Own*. Oxford: Oxford University Press.
- Cameron, Lynne (2021). *Teaching Language to Young Learners*. Cambridge: Cambridge University Press.
- Darmansyah. (2010). *Teknik Pembelajaran Menyenangkan dengan Humor*. Jakarta: Bumi Aksara.
- David, Fred R. (2011). *Teknik Management*, Buku 1. Edisi 12 Jakarta.
- Dick & Carey (1996). *The Systematic Dessign of Instuction*, New York :Harper Collins Publishers.
- Ellis, Rod. (1997). *Second Language Acquisition*. England: Oxford University Press.
- Emi. (2019). *The Influence of Parents' Role Toward The Student Achievement in Learning English*. (Bachelor's Thesis University of Muhammadiyah ,Makassar).
- Epstein, J. (2002). *School, Family, and Community Partnerships*. ThousandOaks, Ca.:CorwinPress.
- Esrani., & Rahayu. W. (2021). Penggunaan Video Youtube Sebagai Media Pembelajaran bagi Anak Usia Dini Dimasa Pandemi Covid-19. *Jurnal Pendidikan Tambusai*. 5(3), 6150-6156.

- Fajarina. M. (2017). Mastering Teaching English for Young Learners. *Jurnal Pemikiran Penelitian Pendidikan dan Sains*. 5(1), 1-11.
- Friedman, M. (2010). *Buku Ajar Keperawatan Keluarga : Riset, Teori, dan Praktek*. Edisi ke-5. Jakarta: EGC.
- Grolnick, W. and Pomerantz, E. (2009). *Issues and Constraints in Studying Parental Control: Toward a New Conceptualization*. *Child Development Perspectives*, 3(3), pp.165-170.
- Harmer, J. (2017). *The Practice of English Language Teaching* (4 ed.). Harlow: Pearson Education Limited.
- Hornby, A. S. (2015). *Oxford Advance Learner's Dictionary of Current English*. Oxford: Oxford University Press.
- Indriati, Isna. (2016). Parents' Involvement in Supporting Their Children Learn English. *Journal of English as a Foreign Language*. 6(1), 145-170.
- Jazuly, A. (2016). Peran Bahasa Inggris pada Anak Usia Dini. *Jurnal Pendidikan Dompot Dhuafa*, 6(1), 33-40.
- Kemp, Jerrold E. (1995). *Instruction Design: A Plan for Unit and Course Development*. Belmon: Feron.
- Krashen, Stephen D. (1981). *Second Acquisition and Second Language Learning*. Pergamon Press Inc: University of Southern California.
- Lee, J., & Bowen, N. K. (2016). Parent Involvement, Cultural Capital, and The Achievement Gap Among Elementary School Children. *American Educational Research Journal*, 43, 193-215.
- Lee, P., & Azman, H. (Eds.) (2004). *Global English And Primary Schools: Constraints for Elementary Education*. Melbourne: CAE Press.
- Lyons, John. (1981). *Language and Linguistics*. Cambridge University Press.
- Ma'mun, Nadiyah. (2012). *Pembelajaran Bahasa Inggris bagi Anak Sekolah Dasar Lewat Lagu*. Semarang: IAIN Walisongo.
- Maksan, Marjusman. (1993). *Psikolinguistik*. Padang: IKIP Padang Press.
- Mardhiah. A & Akbar, A. (2018). Efektivitas Media Pembelajaran terhadap Hasil Belajar Kimia Siswa SMA Negeri 16 Banda Aceh, *Lantanida Journal*, No.6, 1-102. 10.22373/lj.v6i1.3173.
- Mckay, P. (2016). *Assessing Young Language Learners*. Cambridge: Cambridge University Press.
- Miarso, Y.H. (2004). *Menyemai benih teknologi pendidikan*. Jakarta: Prenoda Media.
- Munawarah. (2021). *Teachers' strategies in teaching English vocabulary for young*

learner. (Bachelor's Thesis Ar-raniry Islamic University, Banda Aceh).

Murtiningsih, S. R. (2021). Pengenalan kosa kata bahasa Inggris melalui picture story books. *Prosiding Seminar Nasional Program Pengabdian Masyarakat*, 3(5), 1120-1125.

Muzammil. S. (2017). Pengenalan bahasa Inggris pada anak usia dini. *RAHEEMA: Jurnal Studi Gender dan Anak*. 4(2), 164-169.

Nasution, S. (2004). *Metode penelitian naturalistik-kualitatif*. Bandung: Tarsito Agung.

Newmark, Peter. (1988). *A Textbook of translation*. United States of America: Prentice Hall Inc.

Nikmah, Khoirun. (2013). *Teaching English vocabulary by using random picture technique at fifth grade of SDN 1 Gempolan academic year 2012-2013*. (Bachelor's Thesis State Islamic College of Tulungagung).

Novitanty, S.D., Nuryudia, F.M., & Wardhani, I.Y. (2019). Peran orangtua dalam pemerolehan bahasa kedua pada anak usia dini. *Indonesian Journal of Islamic Teaching*. 2(2), 75-82.

Nugraheni, Kusuma Rarastiti. (2015). *Pengaruh peran orang tua motivasi belajar pada lingkungan keluarga terhadap prestasi belajar siswa kelas iii SD Gugus Sinduharjo*. Yogyakarta: Universitas PGRI.

Nurhadi, Ahmad. (2012). Teaching English to Young Learners (Pengajaran bahasa inggris pada anak usia dini). *EDUCATE*. 1(1).

Onifade, O.F.W., Oladejo B.F., and Oyediji, T. J., 2010, Dynamic Bus Rapid Transit (BRT) Resource Management Modeling Using Fuzzy Logic Paradigm, Department of Computer Science, University of Ibadan, Ibadan.

Papalia, D.E. et. al. (2008). *Human Development* (Psikologi Perkembangan). Jakarta: Kencana.

Pek, Lim. S., & Mee Mee, R. W. (2020). Parental Involvement on Child's Education at Home During School Lockdown. *JHSS: Journal of Humanities and Social Studies*. 4(2), 192-196.

Pribilova, Lenka. (2016). *Teaching Vocabulary to Young Learner*. Paper presented as Bachelor Work. Marsaryk University.

Qalbi, Nur., & Ampa, A. T. (2021). Innovative Learning Strategies to Improve Students Participation and Quality of English Teaching and Learning Process. *Technium Social Sciences Journal*.

Rahayu, Veronica WT. (2016). *Teachers' Constraints in TEYL in Rural Public*. (Bachelor's Thesis Satya Wicana Christian University, Salatiga).

- Rasikha, Putri A. (2022). *Parents Technique in Introducing English to Young Learner*. (Bachelor's Thesis Ar-raniry Islamic University, Banda Aceh).
- Rasyid. H. & Faqihatuddiniyah. (2017). Presepsi Orang Tua dan Guru Mengenai Bahasa Inggris pada Anak Usia Dini Di TK Aba Karangmalang Yogyakarta. *Jurnal Tarbiyah (Jurnal Ilmiah Kependidikan)*. 6(2), 29-39.
- Saiful (2025). Learners' Motivation in Learning English Vocabulary Using Direct Method. *Scholar Article*.
- Sanjaya, Wina. (2016). *Teknik Pembelajaran Berorientasi Standar Proses Pendidikan*. Jakarta: Kencana Prenada Media Group.
- Santrock, J, W. (2017). *Perkembangan Anak*. Jilid 1 Edisi kesebelas. Jakarta : PT. Erlangga.
- Saville – Troike. (2015). *Introducing Second Language Acquisition*. New York: Cambridge University Press.
- Scott, W. E., & Ytreberg, L.H. (1990). *Teaching English to Children*. New York, NY: Longman Publishing
- Setiyadi, Alif., & Salim, Mohammad. (2013). Pemerolehan Bahasa Kedua Menurut Stephen Krashen. *Jurnal At-Ta'dib*. 8(2), 265-280.
- Stainback, W & Stainback, S. (1999). *Bagaimana Membantu Anak Berhasil di Sekolah*. Yogyakarta: Kanisius.
- Subroto Edi. (2014). *Pengantar Metode Penelitian Linguistik*. Surakarta: UNS
- Perss. Sucipto., & Raflis. (2000). *Profesi keorangtuaan*. Jakarta: Rineka Cipta.
- Sugiyono. (2010). *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta.
- Supriyanti, N. (2012). Constraints in Providing Trainings for English Teachers of Elementary Schools. *Journal of education and learning (EduLearn)*, 6(3), 161- 166.
- Suyanto, Kasihani K.E. (2017). *English for Young Learners*. Jakarta: Bumi Aksara
- Syamsiyah, D. (2017). Analisis Deskriptif Teori Pemerolehan Bahasa Kedua. *Jurnal Komunikasi dan Pendidikan Islam*. 6(2), 59-80.
- Ulya, N (2020). Teknik Pengenalan Bahasa Inggris pada Anak Usia Dini di TK Santa Maria Banjarmasin. *Jurnal Warna: Jurnal Pendidikan dan Pembelajaran Anak Usia Dini*. 5(2), 57-68.
- Valeza, Alsi Rizka. (2017). *Peran Orang Tua dalam Meningkatkan Prestasi Anak di Perum Tanjung Raya Permai Kelurahan Pematang Wangi Kecamatan Tanjung Senang Bandar Lampung*. (Bachelor's Thesis State Islamic College of Raden Intan, Lampung).

- Warohma, E., Abdillah. M.I., & Arini. S.M. (2020). Pendampingan Belajar Bahasa Inggris Dasar pada Santri Pondok Pesantren Nurul Huda (PPNH) Sukaraja. *Manhaj: Jurnal Penelitian dan Pengabdian Masyarakat*. 9(2), 81-89.
- Wati, Shafrida. (2016). Parental Involvement and English Language Teaching to Young Learners: Parents' Experience in Aceh. *PROSIDING ICTTE FKIP UNS 2015*. 1(1), 527-533.
- Zacharias, N., T. (2010). Issue of TEYL in Indonesian and What Parent Can Do About



APPENDICES

APPENDIX

Appendix 1 : Interview Protocol

**Project : Parental Strategies in Introducing English for Young
Learner**

Time of Interview :

Date :

Place :

Interviewer : Nurul Khairiyah

This research is about the ways used by parents in introducing English to their children as young learners. The purpose of this study was to see the learning strategies used by parents in introducing English to young learners. The data taken in this study were obtained from the interview process which is semi-structured. The

researcher will ask questions that have been prepared previously as well as additional questions that arise during the interview process. The research data was taken with the help of a voice recorder and a small note which was only used for the purposes of this study to protect the privacy of the respondents. The interview will take about 5- 15 minutes.

Questions

Intro

What strategies parents use to introduce English for Young Learner? (RQ)

1. Does your child accept English lessons? Do you introduce English to your children?
2. What is the background that makes you teach English to your children?
3. How do you introduce and help your child's English learning? Is there any specific strategies?
4. How often do you apply English learning strategies at home to your child?
5. Do you think the technique you have implemented has been effective?
- 6. What are the constraints or difficulties in introducing English to your children so far? RQ**
7. How do you face those constraints or constraints?

Adapted from Susan & Stainback (2019)

Proyek : Strategi Orang Tua dalam Memperkenalkan Bahasa Inggris kepada Anak Usia Dini

Waktu Wawancara :

Tanggal :

Tempat :

Pewawancara : Nurul Khairiyah

Penelitian ini membahas tentang cara-cara yang digunakan oleh orang tua dalam memperkenalkan Bahasa Inggris kepada anak-anak mereka sebagai anak usia dini. Tujuan dari penelitian ini adalah untuk melihat strategi pembelajaran yang digunakan oleh orang tua dalam memperkenalkan Bahasa Inggris kepada anak usia dini. Data yang diambil dalam penelitian ini diperoleh dari proses wawancara yang bersifat semi terstruktur. Peneliti akan mengajukan pertanyaan-pertanyaan yang telah disiapkan sebelumnya serta pertanyaan-pertanyaan tambahan yang muncul selama proses wawancara. Data penelitian diambil dengan bantuan perekam suara dan catatan kecil yang hanya digunakan untuk keperluan penelitian ini untuk melindungi privasi responden. Wawancara akan berlangsung sekitar 5-15 menit.

Pertanyaan

Pendahuluan

Strategi apa yang digunakan orang tua untuk memperkenalkan Bahasa Inggris kepada Anak Usia Dini? (RQ)

1. Apakah anak Anda menerima pelajaran Bahasa Inggris? Apakah Anda memperkenalkan Bahasa Inggris kepada anak-anak Anda?
2. Apa latar belakang yang membuat Anda mengajar Bahasa Inggris kepada anak-anak Anda?
3. Bagaimana Anda memperkenalkan dan membantu pembelajaran bahasa Inggris anak Anda? Apakah ada strategi khusus?
4. Seberapa sering Anda menerapkan strategi pembelajaran bahasa Inggris di rumah kepada anak Anda?
5. Apakah menurut Anda teknik yang Anda terapkan sudah efektif?
6. Apa saja kendala atau kesulitan dalam memperkenalkan bahasa Inggris kepada anak Anda selama ini?
7. Bagaimana Anda menghadapi kendala atau hambatan tersebut?

Diadaptasi dari Susan & Stainback (2019)

Appendix II: Interview Result Table

Table of Parents' Strategys based on Interview Result

Strategys	Parents						
	MD	RR	ST	DK	HS	AU	AS
Introduction to Vocabularies	✓	✓	✓	✓	✓	✓	✓
Vocabulary Deposit		✓	✓				✓
Using Learning Methods							
1. Listen & Repeat	✓	✓		✓	✓	✓	✓

2. Listen & Act				✓			✓
3. Question Answer Sections	✓	✓	✓	✓		✓	✓
4. Outdoor Activity	✓		✓		✓	✓	
5. Song & Games	✓			✓	✓	✓	
6. Fun Task		✓	✓		✓		
7. Mind Mapping							✓
Using Learning Media							
1. YouTube Platform	✓	✓	✓	✓	✓	✓	✓
2. TV Programs				✓			
3. Pictures	✓	✓	✓	✓	✓	✓	✓
4. Books		✓	✓		✓		

Appendix III: Interview Transcripts

Responden 1 (MD)

I : Baik kita mulai. Pertanyaan pertama, apakah anak anda mendapatkan pembelajaran bahasa inggris? Apakah anda memperkenalkan bahasa inggris kepada anak?

MD : Iya anak saya memang saya arahkan untuk belajar bahasa inggris. Kalau memperkenalkan memang saya sendiri sudah memulai sebelum dia masuk sekolah ya. Tapi memang cuma sedikit-sedikit ji. Dia lebih banyak dapat bahasa inggris itu dari gurunya memang. Saya banitu menyesuaikan ji dirumah.

I : Baik. Berarti dirumah juga dilakukan pembelajaran bahasa inggris ya?

MD : Dirumah tetap kita belajar walau memang nda seintens yang dia dapatkan

disekolah.

I : Okay. Kalau boleh tau anaknya bersekolah dimana?

MD : Dia sekolahnya di al-Fatih masih kelas TK ya. Sebentar lagi masuk SD.

I : Okay. Selanjutnya itu apa latar belakang anda memperkenalkan dan mengajarkan bahasa Inggris ke anak anda?

MD : Jadi dia sejak kecil itu sering menonton video dalam bahasa Inggris. Jadi dari situ dia sering tanya-tanya ini itu bahasa Inggris nya apa. Saya lihat dia tertarik sama bahasa Inggris ya. Jadi itu tujuannya belajar bahasa Inggris itu biar kedepannya dia tahu dan lancar bahasa Inggris.

I : Okay. Berarti memang melihat anaknya tertarik ya?

MD : Iya saya lihat dia suka lihat video-video yang ada bahasa Inggrisnya jadi saya arahkan ji dia supaya mendapat bahasa Inggris dan bisa menguasai bahasa Inggris itu kedepannya.

I : Nah kita masuk ke pertanyaan utamanya. Bagaimana sih cara anda dalam memperkenalkan bahasa Inggris itu? Apa ada cara cara khusus yang diterapkan?

MD : Sebenarnya nda ada cara yang khusus sih. Ya cara-cara yang biasa-biasa ji sih kalau saya. Yang penting bagi saya itu kasi dia banyak kata-kata dalam bahasa Inggris. Sebelum dia sekolah sampai sekarang itu tetap pasti kata-kata itu saya berikan atau saya ulang-ulang.

I : Berarti poin utamanya itu kosakata ya. Biasanya kosakata apa ji sih yang anda berikan?

MD : Kalau saya sendiri kasi dia yang masih dasar-dasarnya ji. Biasanya kata-kata benda disekitar dia. Misalnya dikamar, didapur, atau di taman rumah. Ya paling juga pengenalan anndaa, huruf, warna. Masih yang dasar ji.

I : Okay berarti kosakata-kosakata dasar di'.

MD : Iya. Karena saya sendiri juga takut-takut salah juga pas ngajarinnya jadi memang nda banyak yang bisa saya kenalkan ke dia. Makanya saya memilih memasukkan dia ke sekolah yang memang ada bahasa Inggrisnya.

I : Okay berarti menyekolahkan dia ke sekolah berbahasa inggris itu juga salah satu cara?

MD : Kalau dibilang cara sih bisa ji ya memang pilihan saya masukin dia ke sekolah bahasa inggris sejak dini itu selain karena dia memang tertarik juga karena memang itu bisa membantu dia belajar bahasa inggris lebih banyak lagi sih.

I : Baik. Selain itu kira-kira dari cara belajarnya adakah yang anda terapkan? Mungkin ada metode khususkah?

MD : Metode gimana ya?

I : Mungkin ada metode-metode belajar yang menyenangkan bebegitu? Misalnya kalau guru disekolah ada belajar pakai metode meniru yang diucapkan, atau belajar diluar atau bikin proyek sesuiatu. Adakah metode belajar yang dipakai dirumah ketika memperkenalkan bahasa inggris ke anak?

MD : Kalau metode sendiri saya kurang paham ya tapi biasanya waktu belajar kosakata itu memang saya ajarkan cara pengucapannya sebisa saya sambil saya kasih lihat bendanya terus nanti saya suruh dia ulang. Sering pokoknya saya bebegitukan. Sering juga nanti saya tanya-tanya ulang begitu supaya dia ingat dan mau bicara juga kan pakai bahasa inggris itu. Saya tanya apa nama bendanya terus warna apa begitu- begitu. Kalau belajar diluar pastinya ada yaa. Minimal keluar ke pekarangan rumah dan lihat benda-benda disekitar memang dari awal sudah dilakuin.

I : Okay. Tadi sebelumnya anda bilang dia mengenal bahasa inggris nya lewat video-video ya? Video apa ji yang digunakan dalam pembelajaran?

MD : Kalau video sih biasa ya dari dulu waktu dia kecil sudah sering saya putar lagu lagu anak berbahasa inggris lewat YouTube ya. Jadi memang dia sudah mulai familiar sama bahasa inggris itu.

I : Okay kalau game atau permainan begitu-begitu ada tidak?

MD : Dia main game memang di HP itu memang ada bahasa inggrisnya. Kalau dari saya saya ajak dia main game tebak kata dan meneja. Itu game yang disarankan gurunya disekolah juga ya karena memang penting untuk mereka mengenal banyak kata dan ejaan katanya. Memang tapi kalau game nda sering.

I : Okay. Berarti dia belajar banyak lewat YouTube di’?

MD : Kalau dibilang lewat YouTube memang iya saya sendiri dari dulu kasi lihat dia memang lewat situ. Karena memang saya cari bahan belajar dia disitu. Bahan belajarnya kan video ya jadi menarik buat anak. Jadi dia tetap dapat bahasa inggrisnya itu walau bukan dalam waktu belajar jadi bisa dimana ji saya kasi begitu.

I : Selain lewat Youtube adakah media belajar lain? Misalnya pakai gambar atau buku-buku begitu?

MD : Kalau dia belajar, saya lebih sering pakai gambar. Kadangkan ada benda yang mau kita kasi tau bahasa inggrisnya tapi nda ada bendanya kan di kita jadi pakai gambar.

I : Okay kalau pakai gambar, gambarnya didapat dari mana? Sumber gambar yang ditunjuk itu dari mana?

MD : Gambarnya biasanya saya cari di internet ji pas lagi belajar kan. Saya kasi tunjuk ji langsung terus saya tanya-tanya.

I : Okay. Seberapa sering sih cara-cara belajar yang anda terapkan ini?

MD : Kalau seberapa sering memang nda terlalu sering. Karena setiap hari spontan ji begitu belajarnya gimana nda ada waktu-waktu tertentu yang harus gini begitu. Tapi kalau lewat video YouTube memang hampir setiap hari dia dapat ya. Yang penting buat saya itu memang ngulang-ngulang apa yang sudah dipelajari di rumah atau disekolah supaya tidak hilang bahasa inggris itu. Jadi banyak-banyak saya tanya ji ke dia.

I : Baik terakhir, kalau dilihat perkembangan selama menerapkan pembelajaran dengan cara-cara yang sudah disebutkan tadi, kira-kira efektif tidak?

MD : Menurut saya sendiri efektif ya. Saya lihat dia jadi semakin mau bicara pakai bahasa inggris walau memang kadang harus kita pancing dulu. Tapi dia sudah kelihatan lebih banyak tahu bahasa inggrisnya.

I : Nah apa saja sih kesulitan-kesulitan yang anda hadapi selama memperkenalkan bahasa Inggris kepada anak anda ?

MD : Yah mungkin kesulitan nya terletak di manajemen waktu yah dan konsentrasi si anak yg kadang ingin bermain

I : Oke, lalu bagaimana mengatasi hal-hal tersebut ?

MD : Nah biasanya saya mencoba hal-hal yang menarik yah untuk menambah minat anak dalam belajar dan berusaha membagi waktu untuk bisa bermain dengan anak.

Responden 2 (RR)

I : Baik kita mulai, pertama, apakah anak anda mendapatkan pembelajaran bahasa inggris? Apakah anda memperkenalkan bahasa inggris kepada anak anda?

RR : Iya anak saya itu memang sudah dapat yang pembelajaran bahasa inggrisnya selama ini tapi kalau ditanya memperkenalkan sih sebenarnya saya nda terlalu berkontribusi ke pengenalannya sendiri karena memang saya nda punya latar belakang berbahasa inggris jadi memang tidak banyak yang bisa saya kasih. Yang saya kasih palingan cuma kata-kata dasar ji yang saya tahu paling yang ada di dekat dekat saya atau dia. Tapi memang itu dulu banget sih pas dia masih TK dan memang nda terlalu khusus buat belajar begitu.

I : Okay jadi dia mendapatkan pembelajaran bahasa inggris itu dari mana dan sejak kapan?

RR : Jadi sebenarnya awalnya itu dia TK nya itu memang TK bilingual. Jadi kalau bilingual kan cuma kata-kata yang dasar-dasar ji seperti misalnya anndaa, warna itu apa atau benda-benda lainnya itu apa. Kira-kira seperti itulah. Tetapi karena sekarang SD nya sudah di Itu International School yang memang menerapkan full english, jadi otomatis dia belajarnya pakai bahasa inggris dan buku-bukunya juga rata-rata full bahasa inggris semua kecuali pelajaran seperti agama, bahasa Indonesia, pkn, olahraga, dan bahasa arab. Sisanya sudah full english.

I : Berarti memang dari awal itu sudah memasukkan anak kesekolah bahasa inggris bebegitu?

RR : Iya memang saya kepinginnya dia bisa berbahasa inggris ya jadi dari TK itu saya sudah memasukkan dia ke sekolah yang ada bahasa inggrisnya jadi dia tahu dulu oh bahasa inggris itu gini. Selanjutnya saya teruskan kesekolah yang memang full

englishnya seperti di Itu supaya lebih berkembang bahasa nya dan lebih lancar.

I : Okay berarti latar belakangnya apa sehingga anda memutuskan mengenalkan bahasa inggris ke anak dan memilih sekolah tersebut?

RR : Ya latar belakangnya itu saya lebih melihat kalau sekarang kan pendidikan kita itu kan semakin canggih dan rata-rata itu memang ada bahasa inggrisnya ya. Dimanapun kadang-kadang itu memang bahasa inggrisnya itu bukan lagi bahasa yang punya orang tetapi di daerah kita sendiri khususnya Indonesia itu sudah menjadi

bahasa yang penggunaannya sehari-hari sih. Jadi kalau menurut saya itu anak sekarang itu kalau tidak bisa bahasa inggris sudah rasanya ketinggalan. Jadi di era saya ji sebenarnya kalau saya sendiri nda bisa bahasa inggris sebenarnya ketinggalan jadi karena saya merasa ketinggalan dari segi bahasa inggris, jangan sampai deh anak saya ketinggalan juga sih dari bahasa inggrisnya karena saya melihat semakin lama bahasa inggris itu sudah jadi bahasa sehari-hari.

I : Berarti karena anda menganggap sekarang orang bahasa inggris semua jadi itujuan memasukkan anak sekolah berbahasa inggris karena biar menguasai?

RR : Iya karena saya sendiri juga nda bisa berbahasa inggris. Kecuali kalau saya sendiri bisa mungkin kan bisa sehari-hari kita dirumah menggunakan bahasa inggris. Tapi karena saya tidak bisa maka dari itu supaya si anaknya bisa saya berpikir memasukkan ke sekolah yang ada dan full bahasa inggrisnya. Karena kalau menurut saya pribadi sih kalau yang namanya sekolah bilingual itu belum tentu akan mereka full english. Jadi kalau anak-anak kita kasi tempat bilingual yang belum tentu full english, karena sudah keanehan pakai bahasa Indonesia, otomatis bahasa inggris itu tidak akan jalan.

I : Okay berarti kalau dirumah itu ada nda pembelajaran yang dilakukan?

RR : Belajarnya ada tetap ya karena saya juga memantau perkembangan dia disekolah bagaimana. Jadi belajarnya tetap saya dampingi walau memang saya sendiri merasa nda bisa membantu banyak dari segi berbahasa inggrisnya.

I : Okay. Berarti pembelajaran dirumah tetap ada ya. Ada cara atau strategi khusus nda yang dilakukan dalam membantu belajar bahasa inggris anak?

RR : Kalau dari saya pribadi memang nda menerapkan satu cara secara intens ya. Paling dari ayahnya sih yang sering kasih ke dia cara belajar bahasa inggrisnya.

Ayahnya itu memang sangat peduli ya sama pembelajaran bahasa inggris dia. Jadi ayahnya itu sering nanya-nanya ke dia sih kalau ada apa-apa. Terus dari ayahnya sendiri itu mulai dari bulan lalu itu sudah netapin target belajar ke dia kalau sehari itu dia minimal dapat dan bisa 5 kata dalam bahasa inggris. Nanti setorin ke ayahnya setiap malam.

I : Berarti pakai metode hafalan dan setoran ya?

RR : Iya jadi memang ditanya nanti sama ayahnya. Kadang juga ayahnya kasi tema apa yang harus dia setorkan besok bebegitu.

I : Biasanya ayahnya itu nanya apa-apa ji?

RR : Biasanya lebih ketanya benda-benda sih kalau ada ini nanti englisnya apa begitu. Tapi karena memang latar belakang dia bukan TK langsung di Itu jadi sedikit ketinggalan sebenarnya. Kalau yang latar belakangn sekolah di TK itu itu sebenarnya itu mereka sudah bicara sesama temannya itu menggunakan bahasa inggris. Jadi otomatis dia ketinggalan waktu duduk di kelas 1. Jadi karena itu ditugaskan sama ayahnya dalam sehari itu setidaknya adalah 5 kata apa ji yang dia bisa.

I : Okay biasanya kan guru disekolah itu memakai metode belajar yang beragam yaa misalnya meniru ucapan, bernyanyi, bermain permainan, membuat projek-projek, belajar outdoor, dan lainnya. Nah adakah cara seperti ini anda terapkan juga mungkin?

RR : Kalau metode meniru pernah ya saya lakukan ke dia karena kan waktu belajar kosakata di TK dulu bebegitu caranya. Kadang memang saya cari itu gambar di internet nanti saya kasi lihat ke dia terus sama-sama belajar cara nyebutnya. Jadi kadang sampai sekarang masih ada saya gunakan ya dia meniru apa yang saya ucapkan walau sebenarnya bahasa inggris saya nda bagus-bagus sekali malah lebih bagus dia dari saya tapi ada kadang memang saya suruh waktu dia lagi belajar. Kalau belajar saya biasanya memang berpedoman sama buku ya. Karena materi-materi yang saya lihat itu dari buku sekolah dia. Kalau saya memang lebih focus untuk dia memahami materi sih jadi saya sering tanya jawab sama dia terkait materi yang sudah diajarkan sebelumnya. Jadi kalau ditanya cara belajar khusus nda ada selain saya ulang-ulang materi yang dibuku dia dan setoran kata tadi.

I : Okay. Berarti kalau menggunakan lagu atau permainan begitu nda ya?

RR : Iya nda sih soalnya memang saya berpedoman sama apa kebutuhan belajar dia

disekolah. Apalagi kalau di Itu itu memang dianggapnya anak sudah menguasai bahasa inggris jadinya mereka belajar seperti sekolah biasa hanya saja pakainya bahasa inggris di setiap kegiatan. Jadi mereka itu lebih sering bikinnya projek-projek begitu kan. Biasanya menggambar atau mewarnai benda tertentu yang diintruksikan sama gurunya. Jadi karena dia suka ya kalau mewarnai begitu kadang kalau saya bawa ke kantor pas kerja itu saya print gambar dari internet ya terus dia warnain nanti saya suruh tulis bahasa inggrisnya gimana. Paling itu ji sih.

I : Baik. Kalau belajar lewat video begitu pernah?

RR : Lewat video jarang sebenarnya tapi kalau dirumah waktu dia lagi istirahat begitu otomatis dia mintnya HP ya. Jadi saya kasih ji itu video-video YouTube yang ada bahasa inggrisnya. Misalnya cerita-cerita pendek begitu. Karena saya juga nda punya latar belakang berbahasa inggris jadi saya kadang kesulitan memahami materi dia disekolah jadi saya cari video yang bisa mendukung pembelajaran dia disekolah lah.

I : Jadi seberapa sering kira-kira menerapkan pembelajaran tadi?

RR : Kalau ditanya seberapa sering saya nda bilang pasti karena semuanya memang beda-beda ya porsinya. Tapi kalau setoran itu memang wajib setiap malam sama ayahnya. Terus kalau ulang-ulang materi sambil tanya jawab itu juga hampir setiap hari. Paling yang lainnya itu kalau ada waktu luang ji.

I : Dari penerapan startegi tadi itu kira-kira efektif tidak kalau melihat perkembangannya?

RR : Kalau perkembangan belajarnya kelihatan ya. Yang paling kelihatan itu dari segi penguasaan kata dia semakin banyak sejak adanya setoran itu. Kalau dari sekolahnya sendiri saya lihat dia sudah mampu membaca bacaan sinndaat begitu. Terus untuk menulis dia juga sudah lancar kalau kita sebut katanya nanti dia langsung nulis. Karena setiap hari setelah jemput dia selalu saya cek apa ji belajarnya hari itu. Karena kan Itu itu kan juga bukan sekolah yang biayanya standard. Kita keluar banyak uang sampai jutaan setiap bayar spp. Belum lagi buku-bukunya juga kita bayar jutaan. Jadi kan nda mungkin juga kita sekolahin dia asal-asalan begitu jadinya kan sia-sia. Jadi kita banyak usaha sekali buat dia sekolah disitu. Karenanya jadi setiap jemput dia itu saya ngecek hari ini dia belaajr nya apa. Kemudia di sekolah itu juga sering quiz ya. Jadi setiap selesai bab pasti dikuis kan. Jadi saya pribadi sering ngecek hasil quiz dia itu. Kemudia pr juga saya tanyakan. Tapi si anaknya sendiri dia termasuk cepat belajar jadi memang

dia sudah bisa banyak jadi saya yang ketinggalan. Mereka juga kalau nulis bagus yak arena ada kriteria penulisan sendiri yang beda dari biasa. Dari membacanya juga dia sudah cepat nda perlu mengeja lagi sudah bisa baca katanya. Jadi kalau dari saya perkembangannya nampak sekali.

Responden 3 (ST)

I : Kita langsung ke pertanyaan ya bu. Pertama anak ibu sekarang mendapatkan pelajaran bahasa inggris atau tidak? Apakah ibu memperkenalkan bahasa Inggris ke anak ibu?

ST : Dari awalnya sih dia dapat nya itu dari youtube ya nonton bareng sama kakaknya juga. Dan saya lihat dari awal dia itu sudah langsung ada minat. Selain itu dia guru dia di sekolah TK di al-biruni itu juga punya private class bahasa inggris dan dia ikut kelas itu sepulang sekolah. Jadi anak-anak yang mau belajar istilahnya dapat pembelajaran tambahan lah sepulang sekolah khusus pelajaran bahasa inggrisnya. Sebenarnya saya nda pernah kenalin ya secara langsung ke dia. Tapi memang karena dia sering belajar sama kakak-kakaknya jadi saya lihat dia ada minat sama bahasa inggris. Jadi dari situ saya juga kadang-kadang ikut nimbrung ya sambil kasi tahu hal hal yang saya ketahui juga. Karena dia minta kan, dari minat itu saya itunitunlah dia untuk masuk kesekolah yang ada bahasa inggrisnya.

I : Okay kalau boleh tau yang anda perkenalkan atau kasih tahu ke dia itu apa apa saja?

ST : Awal-awalnya ya saya cuma kasih tau yang dasar-dasar ji ya yang saya tahu-tahu juga misalnya kayak benda, huruf, warna, nama-nama hewan, nama-nama anggota tubuh, nama-nama anggota keluarga, yang seperti itulah ya belum yang sulit- sulit sekali. Dia lebih banyak dapat bahasa inggrisnya memang dari kakaknya.

I : Okay jadi latar belakangnya itu kenapa sih memasukkan dia kesekolah yang ada bahasa inggris? Atau kenapa anaknya harus bisa bahasa inggris dan kenapa memilih mengajarkan bahasa inggris ke anak?

ST : Sebenarnya selain karena minat dia yang saya bilang tadi saya jug amelihat kedepannya memang dibuituhkan sangat bahasa inggris itu. Jadi bahasa inggris itu dimanapun ji pasti dibuituhkan. Mau diperusahaan asing, mau di daerah sini juga perlu sekali bahasa inggris itu. Jadi kalau pekerjaan apa ji dan anaknya conversesion nya bagus anaknya itu lebih msudahh lah bersaingnya didunia kerja. Tapi memang

anak saya itu senang sekali belajar bahasa inggris sama kakaknya dan itu poin utama mengapa saya memilih untuk mulai kasih bahasa inggris ke dia.

I : Berarti memang itujuan ta ibu biar si anaknya bisa berkomunikasi dengan baik ya?

ST : Iya benar untuk komunikasi dia kedepan. Jadi selain bahasa Indonesia setidaknya bahasa inggrisnya bisa juga sebagai bahasa sehari-hari. Sekarang ji dia sudah mulai percaya diri an mau untuk bicara pakai bahasa inggris. Dia sudah mulai sering bertanya-tanya ini itu apa. Jadi harapan saya memang kelancaran dia berbicara semakin baik.

I : Oh berarti dirumah itu ada komunikasi ya antara ibu sama anaknya?

ST : Kalau komunikais memang ada ya menggunakan bahasa inggris beberapa kali dia sama saya. Memang sebenarnya bahasa inggris saya nda bisa-bisa dan nda lancar ya tapi sering nya kalau dia tanya sebisa mungkin saya jawab. Begitu juga kalau saya coba tanya-tanya pertanyaan yang simple-simple begitu dia nanti jawabnya pakai bahasa inggris memang. Sudah kayak spontan ji begitu. Mungkin efek lihat kakaknya juga ya yang sering ngomong pakai bahasa inggris jadi dia sering juga ngomong sama kakaknya.

I : Biasanya kalau tanya jawab begitu apa ji yang dibahas?

ST : Nda ada yang susah-susah sih paling yang dasar ji kayak pengenalan diri, terus pengenalan keluarga, kegiatan dia disekolah. Lebih sering sih pas ulang-ulang pelajaran memang sering tanya jawab materi dia disekolah tadi belajar apa begitu.

I : Okay. Pertanyaan selanjutnya itu startegi atau cara apa sih yang ibu gunakan untuk memperkenalkan dan mengajarkan bahasa inggris ke anak ibu? Ada cara khusus nda yang memang ibu lakukan?

ST : Sebenarnya menurut saya itu kunci anak bisa ngomong bahasa inggris itu kalau dia banyak kata yang dia tahu kan jadi memang saya dari awal itu banitu dia disitu. Biasanya saya kasih ke dia atau dia cari sendiri dibanitu sama kakaknya begitu apa yang dia dapat nanti dilapor ke saya atau juga nanti apa yang dia dapat disekolah dia kasi lihat ke saya. Cuma memang kalau belajarnya dirumah dia lebih menggunakan buku. Jadi karena dia memang disekolah sama gurunya sudah bahasa inggris ya sampai

kerumah dia paling nda terlalu banyak dia belajar dirumah lagi ya. Paling dia buka-buka buku yang ada bahasa inggrisnya karena dia memang sukasekali sama buku. Dia sendiri itu karena suka buku-buku bergambar begitu jadinya saya banyak belikan buku sih buat membanitu dia belajar. Bukunya itu memang saya pilihkan yang bergambar dan isinya itu memang bahasa inggris supaya dia memang belajar ya ketika buka buku itu dirumah.

I : Okay berarti lebih kasi buku ya bu. Bisanya buku jenis apa yang ibu pakai?

ST : Kalau saya kasi dia memang buku-buku yang bergambar ya sesuai dengan umur dia juga masih suka buku-buku yang warna warni begitu. Terus juga kadang saya belikan dia buku cerita anak begitu pakai yang pakai bahasa inggris sekalian dia belajar membaca juga. Karena memang dia suka kali kalau lihat gambar-gambar begitu kadang juga saya beli buku mewarnai ya untuk dia tapi nanti saya sambil tanya-tanya benda itu bahasa inggrisnya apa. Kadang juga dia minta kertas sama saya mau menggambar kan katanya jadi saya kasi kertas tapi nanti dia gambar apa yang saya suruh bebegitu.

I : Okay berarti dia belajarnya lewat gambar ya bu?

ST : Iya memang waktu saya kasi kosakata bahasa inggris itu sambil saya kasi itunjuk bendanya kan tapi kadang kalau nda ada bendanya saya kasi itunjuk lewat gambar di buku kayak yang saya bilang tadi. Kadang juga saya bawa dia keluar jalan- jalan begitu kan sambil saya tanya tanya apa ji sih yang dia lihat dan kadang dia juga tanya ke saya kalau nda tahu apa begitu. Tapi biasanya dia memang lebih sering berinteraksi begitu sama kakaknya. Berhubung kakaknya sekarang sudah di asrama jadi dia sama saya sekarang.

I : Kalau belajar sambil pakai kegiatan meniru, lagu, permainan kayak guru disekolah pernah nda bu?

ST : nda pernah yang kalau saya karena saya juga kurang tau gimana guru disekolah dia ya. Tapi kalau pakai lagu-lagu begitu memang nda pernah sih dia juga nda terlalu suka kalau saya lihat ya.

I : Okay, kalau belajarnya lewat video apa ada?

ST : Kalau video jarang memang saya kasih ke dia cuma dia memang sering lihat

video-video berbahasa inggris itu sama kakaknya kan pas awal-awal. Nah kalau saya paling saya kasih video-video cerita begitu. Video itu saya kasih juga kalau dia lagi bener-bener nda ada hal yang dilakukan. Soalnya memang saya batasin penggunaan HP itu sama dia. Saya pilihkan video-video yang kira-kira bisa dia jadikan pelajaran lah ya.

I : Okay. Selanjutnya itu saya ingin bertanya seberapa sering startegi-teknik tadi ibu terapkan dirumah?

ST : Kalau belajar lewat buku memang hampir setiap hari ya pasti malam itu dia suka buka-buka bukunya apa ji. Kalau hafalan kata-kata itu nda terlalu sering paling per minggu nanti saya tanyakan jadi 1 hari ada saitu kata yang dia tahu begitu minimalnya. Kalau yang lain-lain jarang semua ya kalau ada waktu ji dilakukan sih.

I : Okay bu, melihat perkembangan anak ibu selama ini, apakah cara belajar yang ibu terapkan itu sudah efektif nda?

ST : Kalau menurut saya efeknya pasti ada yang terlihat ya. Semuanya positif sih. Dia makin percaya diri untuk bicara menggunakan bahasa inggris itu ya saya lihat. Kemarin pernah waktu dia saya ajak kesekolah SD percontohan ya pas mau cari info masuk waktu ditanya-tanya sama guru-guru situ dia mau ngomong yan pakai bahasa inggrisnya dan sudah bisa perkenalan. Terus juga sekarang kalau lihat benda dia kadang sudah spontan bilang bahasa inggrisnya begitu. Dan saya lihat dia juga semakin semangat belajar bahasa inggisnya jadi kalau menurut saya memang insyaallah ada perubahan baiknya.

I : Apa saja kesulitan-kesulitan yang anda hadapi dalam memperkenalkan bahasa Inggris ini ke anak anda?

ST : Yah mungkin karena lingkungan nya yah yang dimana bahasa yang dipakai bukan bahasa Inggris jadi agak susah memperkenalkan kepada si anak tapi saya tetap berusaha agar dapat memperkenalkan bahasa Inggris dengan baik.

Responden 4 (DK)

I : Okay pertanyaan pertama itu, selama ini apakah anak anda mendapatkan pendidikan bahasa inggris? Apakah anda memperkenalkan bahasa inggris kepada anak anda?

DK : Alhamdulillah selama ini ada ya. Memang sebagian besar dia dapatkan disekolah tapi dari saya pribadi juga sering memberikan sedikit-sedikit tentang bahasa inggris ke dia.

I : Okay bisa dibilang berarti anda mengenalkan ya bahasa inggris ke anak?

DK : Iya walau memang nda banyak ya.

I : Okay kalau boleh tahu kira-kira apa ji yang ibu ajarkan sebagai langkah awal dia mendapatkan pendidikan bahasa inggris?

DK : Kalau saya dari awal memang nda banyak yang saya kasih tahu ke dia ya cuma dulu pernah ji sering perkenalin ke dia nama-nama warna, nama-nama buah-buahan, nama-nama hewan, ya pokonya nama-nama benda yang sederhana-sederhana ji yang disekitar dia. Terus berlanjut lagi nanti lebih banyak lagi yang kira-kira dia butuhkan lah. Kalau dulu memang cuma buat dia sekedar tahu ji kayak yang mudah-mudah ji begitu. Memang nda seintens itu tapi ada sekali-kalilah.

I : Okay setelah dari pengenalan bahasa inggris itu anda juga memasukkan anak kesekolah berbahasa inggris ya?

DK : Iya sebenarnya alasan saya memasukkan dia ke Itu itu karena saya sndiri yang kepengen dia bisa berbahasa inggris dengan baik ya. Saya inginnya dia benar-benar focus nantinya belajar bahasa inggris nya. Karena menurut saya dia akan lebih banyak mendapat bahasa inggris itu dari sekolahnya karena dirumah saya cuma bisa banitu sedikit-sedikit ji. Supaya dia lebih mendalami bahasa inggris itu saya puituskanlah untuk memasukkan dia kesana dari TK.

I : Okay baik. Pertanyaan selanjutnya itu apakah hal yang menjadi latar belakang ibu untuk mengajarkan bahasa inggris kepada anak ibu?

DK : Sebenarnya simple ji sih kenapa saya mengajarkan bahasa inggris itu keanak

saya karena saya memandang bahasa inggris ini kan sudah menjadi bahasa yang universal ya. Dimana-mana pasti ada yang menggunakan bahasa inggris itu. Terus saya juga melihat ya pengalaman dari sepupu-sepupu dia yang sudah pada besar itu mereka sering merasa kesusahan juga dalam belajar bahasa inggris kan. Dan mereka juga bilang ke saya bahwa bahasa inggris itu penting sekali ya jadi saya juga termotivasi untuk membuat anak saya menjadi bisa berbahasa inggris. Saya sadar kalau bahasa inggris itu diperlukan intinya. Jadi karena saya merasa itu penting saya memutuskan untuk membuat dia terbiasa dengan bahasa inggris itu sejak sekarang.

I : Okay. Pertanyaan selanjutnya nih tentang cara belajar atau pengenalan bahasa inggris yang ibu gunakan. Kira-kira, ada teknik khusus yang ibu pakai ketika belajar bahasa inggris ke anak ibu?

DK : Kalau bicara teknik saya sebenarnya saya ingin dia menguasai banyak kosakata maka dari awal memang yang saya kasi ke dia itu kata-kata bahasa inggris itu. Terus juga saya masukkan ke sekolah Itu itu juga supaya dia lebih mantap bahasa inggrinya. Tapi kalau bicara cara yang saya gunakan dalam mengajarkan ke dia itu saya lebih berganitung sama acara-acara TV sih sebenarnya. Memanfaatkan apa yang ada di rumah memang sayanya.

I : Okay bisa dijelaskan sedikit tentang program TV itu bagaimana ya bu?

DK : Jadi sebenarnya dari dia kecil itu dia suka sekali nonton kan. Tapi memang saya nda menggunakan HP buat kasi ke dia soalnya nanti jadi kebiasaan. Jadi saya lebih memilihkan tontonan lewat TV. Jadi dari kecil dia itu sudah sering menonton acara-acara TV asing untuk anak-anak kayak nonton karitun-karitun yang ada di Disney dan channel lainnya. Memang kan kalau karitun-karitun itu bahasa inggris kan pakainya jadi memang dia dari kecil sudahh dengar-dengar dari situ. Jadi samapi sekarang masih itu yang jadi pedoman saya lah istilahnya dalam menemani belajar dia di rumah. Jadi sambil menonton dia juga sambil belajar bahasa inggrisnya dan kadang kalau sempat memang saya tanyakan apa ji sih yang dia lihat begitu. Tapi tetap ya kalau TV itu kan bahaya juga kalau nda dipantau jadi memang dia saya kasih batas nonton itu 2-3 jam ji perhari.

I : Okay selain menggunakan TV tadi diluar jam tontonan itu apa yang biasa ibu lakukan ketika belajar bersama anak?

DK : Kalau ketika belajar benar-benar dalam suasana belajar sebenarnya nda terlalu sering ya. Paling waktu dia lagi main sendiri kadang saya ajak bicara begitu saya tanya-tanya sedikit-sedikit bahasa inggrisnya ini itu apa. Atau saya tanya dia lagi ngapain ji begitu-begitu.

I : Berarti anda lebih ke ajak dia ngomong ya?

DK : Iya saya sebisa mungkin bikin dia itu bicara pakai bahasa inggris minimal sehari itu adalah keluar bahasa inggrisnya. Dari saya sendiri memang saya inginnya anak saya bisa bicara lancar bahasa inggrisnya. Karena kan kalau yang saya lihat dari sepupu-sepupunya juga itu bahasa inggrisnya memang paham tapi untuk bicara mereka sulit. Jadi saya maunya anak saya bisa lah bicaranya. Tapi memang anaknya itu perlu pancingan kalau kita tanya baru dia jawab begitu. Jadi sebisa mungkin saya sebenarnya tanya-tanya ke dia ji sih dan memang pertanyaan itu hampir setiap hari saya ulang-ulang.

I : Okay sebelumnya kan kalau guru disekolah itu menggunakan metode meniru ya untuk mengajarkan anak atau menggunakan lagu-lagu, game-game yang sesuai dengan pelajaran yang diajarkan ya. Nah kalau dirumah sendiri ibu pakai juga nda metode ini mungkin?

DK : Kalau meniru paling waktu belajar kosakata ya. Dia pastikan ulang ya apa yang saya ucapkan. Misalnya saya bilang red, dia nanti jawab red juga begitu-begitu. Terus kalau pakai lagu-lagu begitu ada sesekali ya karena tadi dia tontonanaya itu channel anak-anak kan, pasti ada ituh lagu-lagu bahasa inggris yang muncul jadi kadang dia juga belajar dari lagu disitu juga. Terus kalau game juga paling game yang muncul di TV sih. game-game kayak mencari sesuaitu begitu biasanya.

I : Okay, kalau belajar lewat gambar begitu pernah?

DK : Oh kalau gambar sudah pasti ya jadi cara saya mengajarkan ke dia kosakata. Waktu saya ingin mengajarkan bahasa inggris ke dia memang saya sempat beli ituh karitu-karitu gambar begitu untuk banitu kasih lihat ke dia benda nya gimana. Saya pikir pakai gambar memang lebih mudah buat anak mengingat apa yang dilihat sih apalagi kan gambar-gambar nya menarik buat dia jadi dia suka sih kalau pakai gambar.

I : Kalau lewat video dari YouTube begitu ada juga?

DK : Kalau YouTube memang saya nda gunakan ke dia ya. Karena saya nda mau dia nanti kebiasaan berganitung sama HP jadi memang nda saya kasih sih dia menggunakan HP kalau memang nda ada saya. Saya lebih ajak dia buat melakukan aktivitas dari pada berganitung sama HP. Misalnya saya ajak dia meniru suara atau gerak-gerak hewan. Atau main dokter-dokteran dan sebagainya. Memang lebih ke kegiatan langsung.

I : Okay pertanyaan selanjutnya. Seberapa sering anda menggunakan teknik tadi ke anak?

DK : Kalau kayak yang saya bilang tadi ya kalau nonton dia pasti sehari itu adalah. Main juga tiap sore pasti ada. Jadi sambil dia nonton dan main saya ajak bicara begitu setiap hari minimal ada. Kalau untuk yang lainnya itu kadang ji kalau ada. Yang paling sering itu interaksi memang antara saya ke dia pakai bahasa inggris sih.

I : Okay menurut ibu nih, efektifkah cara-cara yang sudah ibu terapkan selama ini?

DK : Pasti efektif ya kalau menurut saya semua ada sisi positifnya. Selama ini alhamdulillahnya ada ya. Saya lihat dia lebih berani bicara. Mungkin karena dia sudah lumayan familiar dengan pertanyaan-pertanyaan yang dia dengar jadi dia sudah berani jawab kalau ditanya bukan sekedar yes atau no ji. Mungkin efek saya juga sering memancing dia untuk bicara jadi sekarang dia mulai sudah lebih nyamanlah bicara pakai bahasa inggris dengan saya. Terus yang paling keliatan adalah kosakata dia sudah mulai banyak ya. Mungkin karena diimbangi dengan apa yang dia dapat di sekolah juga.

I : Apa saja kesulitan-kesulitan yang dihadapi dalam memperkenalkan bahasa Inggris kepada anak anda?

DK : Mungkin motivasinya dalam belajar yang kurang karena bahasa Inggris itu sendiri bukan bahasa yang kita pakai tapi menurut saya itu penting jadi tetap saya perkenalkan kepada anak saya. Dan saya pun masih kurang dalam kemampuan

berbahasa Inggris jadi sama-sama belajar lah ya.

Responden 5 (HS)

I : Okay untuk pertanyaan pertama, selama ini anak anda ada mendapatkan pembelajaran bahasa inggris atau tidak dan apakah anda memperkenalkan bahasa inggris ke anak anda?

HS : Alhamdulillah memang selama ini dia ada belajar bahasa inggris dari sekolahnya maupun dari rumah dengan saya sendiri ya. Memang dari awal saya yang ingin anak saya itu bisa berbahasa inggris sejak kecil.

I : Okay berarti sejak awal ibu sudah pekenalin ke anaknya? Itu dilakukan sebelum atau sesudah masuk sekolah mungkin?

HS : Sebenarnya memang sebelum sekolah dia sudah saya kasih sedikit ya tentang bahasa inggris itu karena dari awal dia memang sering saya putarkan lagu-lagu anak yang berbahasa inggris ke dia. Dari situ nanti saya lanjutkan ke pengenalan-pengenalan kata ya dalam bahasa inggris. Yang sederhana ji sih yang umum ji. Cuma untuk dia tahu ji beberapa kata benda disekitar dia. Jadi ketika masuk sekolah setidaknya dia sudah ada kosakata beberapalah yang dia tahu. Buat menjadi pondasi awal lah isitilahnya.

I : Okay kalau boleh tahu kosakata apa ji yang ibu berikan sebagai awalan pengenalan bahasa inggris ke anak ibu?

HS : Sebenarnya nda ada yang susah ya karena saya sendiri kurang banyak juga tahunya. Paling benda-benda disekitar dia saya kasi namanya. Lainnya paling saya kasih nama-nama hewan, itumbuhan, warna, begitu-begitu. Yang dasar ji karena nantinya untuk yang lebih banyak lagi saya pikir disekolah dia akan lebih dapatnya.

I : Okay berarti memasukkan ke sekolah juga itujuannya untuk memperkenalkan bahasa inggris ke anak ya bu?

HS : Iya karena saya sendiri nda bisa memberikan banyak padahal saya inginnya dia itu bisa ngomong bahasa inggris jadi saya kasih dia kesekolah bilingual iya biar dia bisa paham bahasa inggris sih. saya inginnya dia menjadi mendalami bahasainggris

itu dan tentu pengetahuannya disekolah akan lebih banyak.

I : Okay berarti apa latar belakang ibu dalam memperkenalkan bahasa inggris ke anak ibu?

HS : Menurut saya sendiri sebenarnya bahasa inggris ini sangat penting ya apalagi di jaman sekarang lah ya yang makin kekinian yang dimana-mana muncul bahasa inggris itu. Dan juga menurut saya dengan dia bisa bahasa inggris itu nantinya akan semakin mudah ya untuk mendapatkan pendidikan yang lebih lanjut dan luas. Kalau saya sih inginnya dengan dia bisa berbahasa inggris itu di jidi sudah berinteraksi dengan lebih luas dan bisa mencari banyak pengalaman baru lagi. Apalagi kan bahasa inggris ini bahasa internasional. Terus saya juga merasa dia jadi bisa mengasah otak dia dengan semakin banyak bahasa yang dia bisa kan. Insyaallah ya.

I : Okay untuk pertanyaan selanjutnya itu, bagaimana cara anda memperkenalkan dan mengajarkan bahasa inggris ke anak anda? Ada teknik khusus anda yang selama ini anda terapkan?

HS : Kalau saya sendiri sih dirumah lebih mengandalkan media teknologi ya. Memanfaatkan teknologi yang ada ya biasa YouTube kan banyak tontonan bahasa inggris untuk anak misalnya kayak Cocomelon dan sebagainya dia suka sekali apalagi kalau diputar lagu-lagunya. Dan saya liat video-videonya juga menarik dan bisa dijadikan pembelajaran buat anak ya. Terus saya juga lewat buku ya. Buku-buku bergambar biasanya yang bisa dia warnai jadi dia lebih tertarik buat belajarnya juga karena memang suka sekali kalau saya suruh gambar dan mewarnai. Kalau awal-awalnya sih saya sering ngajarin dia lewat poster-poster bahasa inggris juga yang saya tempel di kamarnya. Biasanya poster-poster kata-kata begitu sih seperti bagian tubuh, nama-nama hewan, nama-nama buah atau sayur. Begitu ji sih.

I : Okay berarti ibu lebih penggunaan alat belajar ya bu?

HS : Iya lebih ke pakai bahan-bahan yang bisa membantu dia belajar sih. Yang bisa dia lakukan, lihat dan dengar ji.

I : Okay bu, biasanya guru disekolah itu pakai metode yang kayak meniru ucapan, meniru gerakan, atau belajar diluar dan main game misalnya. Apakah cara-cara ini ada ibu terapkan juga kalau dirumah?

HS : Oh kadang ada juga saya lakukan ya. Misalnya kayak tadi saya bilang waktu saya ajarkan kata ke anaknya biasanya dia pasti niru apa yang saya bilang. Dia ulangi berkali-kali saya arahkan ya. Kalau belajar diluar juga waktu saya ajak dia jalan-jalan ji sih biasanya nanti paling sambil jalan saya kasih lihat ini itu apa bahasa inggrisnya apa yang saya tahu-tahu ji. Kalau permainan saya nda tau ya ini bisa dibilang main atau nda tapi saya ituh pernah kadang kalau lagi luang juga kan ajak dia untuk nunjuk-unjuk benda misalnya saya bilang dimana book nanti dia itunjukin begitu ji sih. Tapi memang nda terlalu sering juga soalnya anaknya itu memang suka belajarnya kalau nda nonton YouTube ya mewarnai. Jadi sebisa mungkin saya ajarkannya pakai cara yang dia mau lah istilahnya.

I : Okay kalau misalnya sering nda ajak anaknya bicara pakai bahasa inggris dirumah? Misalnya ibu sering tanya jawab sama anaknya?

HS : Kayaknya nda pernah sih kalau tanya jawab pakai bahasa inggris begitu. Saya kan memang nda bisa-bisa kali bahasa inggris jadi jarang juga saya ajak dia pakai bahasa inggrisnya kan. Dia juga kalau dirumah itu jarang muncul bahasa inggrisnya. Tapi kalau disekolah kata gurunya dia mau bicara. Mungkin karena dirumah nda ada yang bisa dia ajak bicara juga. Tapi kadang memang saya ajak begitu tapi tetep ji dia pakainya bahasa Indonesia sama saya.

I : Okay pertanyaan selanjutnya itu seberapa sering sih ibu menerapkan teknik tadi ke anak ibu?

HS : Sebenarnya nda setiap hari ji belajar dengan dia. Tapi lumayan sering lah ya. Setidaknya ada sesuatu yang baru yang dipelajari. Dan saya sendiri pun berusaha juga untuk memenuhi apa yang dia perlukan selama belajar. Tapi paling sering sebenarnya itu belajar lewat YouTube ya karena memang msudah untuk dilakukan kapan ji dan nda sulit begitu.

I : Okay selama belajar ini kira-kira cara yang ibu lakukan ini sudah efektifkah?

HS : Sampai saat ini menurut saya cukup efektif ya. Mungkin nanti semakin besarnya dia tekniknya kan pasti akan berubah dan berkembang mengikuti ketertarikan dan usia dia juga. Tapi saya rasa sekarang cukuplah untuk memenuhi kebutuhan belajar dia. Kalau perkembangan yang saya lihat meskipun memang bukan perkembangan yang

pesat ya. Tapi sediki-sedikit ada perkembangan yang saya perhatikan dengan lebih banyak kosakata yang dia ketahui ya. Sering juga dia sudah mulai menggunakan ya kosakata yang dia dapatkan itu. Yang saya harap mudah-mudahan dia semakin mau untuk belajar bahasa Inggris.

I : Apa saja kesulitan-kesulitan yang anda hadapi dalam memperkenalkan bahasa Inggris kepada anak anda?

HS : Mungkin kesulitan nya di masalah ekonomi yah karena jika mungkin saya akan menyekolahkan nya di sekolah bertaraf internasional agar bahasa Inggris nya lebih terasah lagi.

Responden 6 (AS)

I : Baik kita mulai. Pertanyaan pertama, apakah anak anda mendapatkan pembelajaran bahasa Inggris? Apakah anda telah mulai memperkenalkan bahasa Inggris kepada anak?

AS : Sejauh ini memang saya dan istri saya sudah membiasakan dia dirumah dengan bahasa Inggris memang. Jadi kalau ditanya sudah mulai memperkenalkan bisa saya bilang iya.

I : Berarti sudah dimulai di rumah ya? Kira-kira dari sejak usia berapa?

AS : Iya memang dirumah dari dia masih 1-2 tahun itu sudah dibiasain dengan lagu-lagu bahasa Inggris ya yang diputar. Terus waktu dia sudah masuk TK itu sudah mulai diperkenalkan sama kata-kata benda-benda sekitar yang masih dasar lah.

I : Okay. Selanjutnya, apa latar belakang anda memperkenalkan dan mengajarkan bahasa Inggris ke anak? Adakah motivasi tertentu?

AS : Sebenarnya motivasi awalnya istri saya yang semangat sekali untuk anak bisa bahasa Inggris kan. Dia bilang sekarang skill berbahasa Inggris itu dibutuhkan dimana j. Dan saya setuju dengan hal itu ya makanya saya puituskan juga untuk memasukkan dia sekolah yang linndaungannya itu memakai bahasa Inggris dominannya supaya familiar sejak dini dan skill nya itu akan terasah seiring dia besar. Jadi ajak TK

memang dia sudah saya masukkan di sekolah yang bilingual sampai dia SD sekarang supaya bahasa Inggrisnya dia tetap terpakai diluar rumah.

I : Oh berarti di rumah itu pernah ngobrol pakai bahasa Inggris dengan anak?

AS : Kalau sama saya jarang sih tapi kadang kalau sama mamanya anaknya mau pakai bahasa Inggris walau baru kata per kata bukan yang kalimat full begitu. Masih ada bahasa Indonesianya banyaknya. Tapi memang saya sudah coba memancing ya tanya-tanya dia kadang kalau saya luang tapi si anaknya kalo sama saya memang malu.

I : Okay pertanyaan utamanya. Bagaimana sih cara anda dalam memperkenalkan bahasa Inggris itu? Apa ada cara khusus yang diterapkan?

AS : Kalau dari saya sendiri sebenarnya nda banyak ya. Saya memang palingan perkenalannya paling Cuma kosakata ji untuk dia yang kira-kira dia perlu nanti waktu bicara.

I : Kalau metode mengajar kosakata dari anda sendiri ada tidak?

AS : Saya seringnya ajak dia belajar lewat gambar. Biasa saya print gambarnya dari internet terus beljinya saya ucapin dulu katanya terus saya suruh dia ulangi itu berkali-kali nanti sampai dia ingat. Kadang juga saya ajak dia jalan-jalan keluar begitu sambil terus itu saya kasi kosakata ke dia. Lain paling lagu-lagu anak sih yang ada di YouTube sering diputar di rumah sampai dia sudah hapal lagu-lagunya. Sebenarnya nda banyak dari saya karena memang saya sendiri jarang ada di rumah kan. Cuma ituji sih yang kadang saya kasih ke dia. Yang msudah-msudah ji.

I : Selain itu berarti nda ada cara lain?

AS : itu kalau sama saya ji tapi sama istri saya dia memang ada belajar waktu khususnya kan ya. Tapi memang dominannya memang cara itu karena msudah diterapkan kapan ji dimana ji.

I : Okay. Seberapa sering sih cara-cara belajar yang anda terapkan ke anak?

AS : Kalau sama saya paling waktu saya lagi libur ji atau memang waktu saya luang ji spontan ji begitu tiba-tiba. Memang dia lebih sering belajarnya sama mamanya.

I : Okay terakhir, kalau dilihat perkembangan selama menerapkan pembelajaran

dengan cara-cara yang sudah disebutkan tadi, kira-kira efektif tidak?

AS : Sejauh ini menurut saya masih efektif ji ya si anaknya juga sudah mulai terbiasa sama bahasa inggrisnya dan di sekolah pun kata gurunya memang nda ada kendala yang besar banget juga. Mungkin kedepannya kalau memang saya luang saya mau mencoba cara lain yang sekiranya bisa membantu anak saya buat bisa bicara dengan lebih fasih.

I : Apa saja kesulitan-kesulitan yang anda hadapi dalam memperkenalkan bahasa Inggris kepada anak anda?

AS : Mungkin di motivasinya yah dan lingkungan nya yang dimana bahasa Inggris bukan bahasa kita jadi agak sulit memperkenalkan nya walaupun demikian saya tetap mengasah kemampuan berbahasa Inggris nya dengan baik dan benar.

Responden 7 (AU)

I : Kita mulai. Pertanyaan pertama itu apakah anak ta' mendapatkan pendidikan bahasa inggris? Apakah kakak yang memperkenalkan bahasa inggris ke anak ta'?

AU : Sebenarnya memang dari kecil pun dia sudah dibiasakan sama bahasa inggris walau mungkin kami belum terlalu focus untuk dia benar-benar harus belajar bahasa inggris. Tapi sudah lah kita perkenalkan yang basic-basic ke dia yang sederhananya ji kayak nama anggota keluarga, warna, nama-nama benda yang begitu ji. Memang nda banyak tapi kalau dibilang sudah memperkenalkan memang sudah.

I : Sejak kapan kakak memulai perkenalan bahasa inggris itu ke anak?. Kira-kira usia berapa?

AU : Memang sebelum masuk sekolah sih sudah mulai kosakata itu kakak kasi ke dia tapi memang ya sebatas itu ji karena mungkin keterbatasan waktu juga terus mood anaknya yang masih labil juga jadi memang nda terlalu focus banget.

I : Kalau sekarang gimana kakak ngajarin anaknya? Apa sudah lebih intense?

AU : Kalau sekarang karena dia sudah sekolah juga sudah bergaul juga dngan teman-teman dia di sekolah dan gurunya yang mana linndaungannya kan berbahasa inggris ya jadi memang Alhamdulillah sudah bisa mi sedikit lebih serius untuk belajarnya.

I : Berarti memang kakak pilihkan sekolah yang berbahasa inggris sebagai sarana belajar anak?

AU : iya kakak memang sama istri sepakat untuk masukkan dia ke sekolah berbahasa inggris itu supaya dia familiar lah sama linndaungan yang didalamnya terdapat bahasa inggris ya. Karena biar dia memang terpakai bahasa inggris yang dia sudah tahu itu. Jangan nanti apa yang dia belajar itu hilang.

I : Okay. Kalau motivasinya apa? Latar belakangnya kira-kira apa sampai kakak memutuskan untuk memperkenalkan dan mengajarkan anak ke bahasa inggris?

AU : Kalau motivasi terbesarnya ini karena kakak kan pengajar bahasa inggris ya dan memang pinginnya anaknya juga lancar berbahasa inggris. Selain itu juga kakak pengen dia itu bisa sekolah di luar negeri juga apakah nanti waktu kuliah atau gimana. Dan dunia kerja juga sekarang rata-rata memerlukan skill bahasa inggris itu kan. Jadi memang kakak rasa bagus kalau skill bahas inggris dia dikembangkan mulai sekarang supaya dia nda kesusuahan lagi di masa nanti.

I : Okay selanjutnya itu adakah cara atau teknik gimana sih kakak memperkenalkan dan mengajarkan bahasa inggris ke anak ta'?

AU : Caranya sih nda ada yang aneh-aneh ya paling yang standard ji kayak ngajar kosakata, cara ucapan, cara bilang ini itu, memang baru sebatas kosakata ji karena targetnya kan untuk speaking ya.

I : Kalau metode belajarnya bang ada nda? Misal kayak pake lagu kah, atau outdoor learning kah?

AU : Kalau belajarnya diluar begitu jarang kalau sama kakak ya karena memang waktunya itu lebih sering dirumah kalau belajar. Kalau metodenya paling kan memang ke anak-anak itu harus lebih banyak aktivitas yang seru ya. Jadi paling memang kayak listening terus repeat memang paling sering waktu ngajar kosakata. Terus juga cara ini mudah kan untuk kita apply and anaknya juga senang kalo meniru. Terus juga niru gerakan kita juga anak-anak suka kan jadi waktu pengenalan kata kerja atau kata sifat itu efektif juga. Terus yang penting adalah rajin-rajin ajak anak bicara ji sih supaya kita bisa lihat kemampuan berbicara dia sudah sejauh mana. Kadang juga sambil kita ajak bicara nanti ketemu kosakata baru kan. Oha satu lagi

juga kakak ini pake metode namanya mind mapping juga untuk ajarin kosakata ke anak ku. Jadi itu kakak pakai ini kalau misalnya mau jelasin benda-benda, nama hewan-hewan, buah, dll juga.

I : Oh mind mapping ya bang? Penerapannya sendiri gimana kakak?

AU : biasanya kakak tulis tema nya apa kan terus ckakak-ckakakin ji benda- benda terkaitnya. kayak alat transportasi kan tema nya nanti gambar ckakaknya ji transportasi darat ada apa ji. Laut apa ji, sudahra apji begitu ji sih. karena kan cara ini juga kakak pakai dulu sampai sekarang kalau ngajar makanya kakak coba terapkan juga dirumah sama anak ku.

I : Kalau belajar pakai Youtube, gambar atau buku itu ada juga bang?

AU : kalau media belajarnya Youtube dah pasti ada walau jarang sekali cuma waktu cari cerita anaknya baru pakai Youtube. Kalau gambar jelas pasti kita pakai ya apalagi flashcard itu membantu banget kalau kita mau nunjukin benituk benda dan juga di flashcard itu kan beragam banget isinya. Kalau buku nda sih karena sebisa mungkin belajarnya itujuannya untuk speaking jadi nda berpatok sama buku. Ketika dia membaca dan menulis nanti abut kita arahkan pedoman buku.

I : Okay. Selanjutnya seberapa sering metode atau teknik tadi kakak lakukan?

AU : Nda terlalu sering juga kalau sama kakak langsung ya karena memang waktunya juga nda bisa sering-sering. Tapi kalau sama mamanya ituh lebih sering memang dia nya belajar. Kalau sama kakak paling hari libur ji.

I : Nah kalau dilihat dari teknik tadi bang kira-kira selama ini efektifkah?

AU : Selama ini Alhamdulillah memang sudah keliatan bahasa inggrisnya mulai keluar sedkit-sedikit. Kadang juga kalau ngobrol sama kakaknya itu sudah bisa dia gunakan bahasa inggris yang dia tahu. Dan juga anaknya sekarang jadi makin banyak nanya-nanya jadi berarti memang dianya sudah mulai anitusias belajar bahasa inggris.

Appendix IV : Surat Permohonan Menjadi Informan

Surat Permohonan Menjadi Informan

Tahun: 2025

Calon Informan Penelitian

Di Makassar

Dengan Hormat,

Yang bertanda tangan di bawah ini mahasiswa Program Studi Magister Pendidikan Bahasa Inggris Universitas Muhammadiyah Makassar :

Nama : Nurul Khairiyah

NIM : 105071101823

Akan mengadakan penelitian dengan judul "Strategi Orang Tua dalam Memperkenalkan Bahasa Inggris untuk Pembelajar Muda". Penelitian ini dilaksanakan sebagai salah satu kegiatan dalam menyelesaikan tugas akhir di Program Studi Magister Pendidikan Bahasa Inggris Universitas Muhammadiyah Makassar.

Tujuan dari penelitian ini adalah untuk mengetahui strategi belajar yang ditentukan oleh orang tua dalam menyudut bahasa Inggris ke anak. Penelitian ini tidak menimbulkan akibat yang merugikan bagi informan dan kerahasiaan semua informasi yang diberikan akan dijaga, serta hanya digunakan untuk kepentingan penelitian.

Partisipasi dalam penelitian bersifat bebas untuk ikut atau tanpa ada paksaan apapun. Bila telah menjadi Informan dan terjadi hal-hal yang memungkinkan untuk penyesalan diri, informan berhak atas penyesalan diri sebagai informan dalam penelitian ini. Apabila Anda memahami dan menyetujui, maka saya mohon kesediaannya untuk bersedia diwawancarai

lebih lanjut.

Atas perhatian dan kesediaan saudara menjadi informan saya mengucapkan terima kasih.

peneliti,

Nurul Khairiyah



Appendix V. Certificate of Originality



**MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
UPT PERPUSTAKAAN DAN PENERBITAN**

Alamat kantor: Jl. Sultan Alauddin NO.259 Makassar 90221 Tlp.(0411) 866972,881593, Fax.(0411) 865588

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

SURAT KETERANGAN BEBAS PLAGIAT

**UPT Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar,
Menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini:**

Nama : Nurul Khairiyah

Nim : 105071101823

Program Studi : Magister Pendidikan Bahasa Inggris

Dengan nilai:

No	Bab	Nilai	Ambang Batas
1	Bab 1	7%	10 %
2	Bab 2	17%	25 %
3	Bab 3	10%	15 %
4	Bab 4	4%	10 %
5	Bab 5	0%	5 %

Dinyatakan telah lulus cek plagiat yang diadakan oleh UPT- Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar Menggunakan Aplikasi Turnitin.

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan seperlunya.

Makassar, 17 Mei 2025

Mengetahui,

Kepala UPT- Perpustakaan dan Penerbitan,


Nursidah, S. Hum., M.I.P.
NBM. 964 591

Appendix VI. Curriculum Vitae



Nurul Khairiyah was born on 27th October 2001 in Pangkep regency, South Sulawesi, Indonesia. The writer is a daughter of Amiruddin and Husnaeni. The writer's formal education started kindergarten school from 2016-2017 at TK Pertiwi Pinrang, Elementary school from 2017-2013 at SDN 14 Pinrang, Junior and Senior High school from 2013-2019 at Islamic boarding school IUJ DDI Lerang-Lerang, Pinrang. The writer accepted as a student of English Education study program at Faculty of Languages and Literature, State University of Makassar. The writer continues her study at Universitas Muhammadiyah Makassar as a magister student of English Education post graduate program. And in 2025 the writer have finish her thesis under the title "Parental Strategy in Introducing English for Young Learner".

