The Parents' Parenting Perception on English Language Acquisition at Early Age for Their Children

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Abstract

The aim of this research was to investigate the parents' parenting perception on English language acquisition at an early age for their children. In addition, this research focused on two main objectives, first to know the parents' reason and second to know the parent's ways in the habituate their children with the English language acquisition at early age. The participants were the lecturers from two different faculties in a private university in Yogyakarta. The research method that the researcher used was descriptive qualitative design and gathered the data through the interview. The results for the first research question showed there were three reasons why the parents exposed their children with the English language at early age. Those findings were to securing the children's future, to maintaining communication, and to increasing the knowledge. In addition, there were six findings for the second research questions. Those were creating visual aids, exposing with visual aids, exposing with auditory, exposing with audio-visual, creating environments for the English use, demonstrating the example through modeling, and showing the real object.

*Keywords***:** parents' parenting, SLA, the ways of English language acquisition, advantages of the English acquisition, early age.

1. Introduction

The acquisition is the process where humans understand the language using natural communicative situation. According to Sankar, Soundararajan, & Suresh (2016) stated that the acquisition is the process to know and understand the language by human, with produce the words and sentences to communicate with each other. From the statement show that the acquisition including the process by humans to know, understand, produce the words and sentences of the language to communicate with the other people from natural communicative situation. Language acquisition is a process of children obtaining their language. The statement from Sankar, Soundararajan, & Suresh (2016) also show that language acquisition is the process of the children in use and acquiring their first and second language.

Hence, In the language acquisition the children cannot produce and manage the language that they learn. The children need the other people to influece them with the new language besede of their motherthounge. The most influence person who close with them are their parents. The parents who as the stakeholder that can influence them without any limitation of time. Today's the parents know and bealife the perfect timing for children to learning the English language acquisition is in the vey young child. As the statement from Ghasemi & Hashemi (2011), the best time for people in the know and develop new language is starts from birth through age 10. Since the children can understanding faster, and they can better and more often speak near-native pronunciation. Also the researchers predict that a young child up through 5 years old can learn and process up to five languages at the same time. The other statement support according to Alhussein and Melliam (2003) state that the children can learn new languages at the same time because of the children's brain develop a new connection in the structures supply of different languages. From the expert statement show that the children's brain can eases to develop new structure of language and it is also show that as early as the children learning new language as much as the language that they can know and get.

Moreover, the statement above in contradiction with the statement from Farzaneh & Movahed (2015) who state that the children who learn more than one language at the same time, it can strongly influence the children first language. The other statement according to Fry, Ketteridge, & Marshall (2009) show that second laguage acquisition at the adult age have a lot of advantages, such as adult can take personal control and reflect what they have learn and also they have their own strategies from what they have learn before. From both of statement show that adults can control and also they have their own strategies for the new language that they learn.

Based on the explanation above there are parents who confusing with which the percfect age for their children to learning the English language acquisition. The first statement show that the perfect age fro children to know and learning second language beside of their motherthouge is in the early childhood. The statement show that the children's brain can develop the connection to supply the structure of languge which they can develop more than one language and also the child up through 5 years old can learn five languages at the same time of motherthounge. The other statement show that the perfect age for children in the develop new language beside of their motherthouge is when they are in the adult age. The experts' statement show that the the adult age have a good control, have a lot of starategies, and advantages in the

learning English language acquisition. Furthermore, from all of the statements the researcher found that the parents more prefer and allow their children English language acquisition at the early age that has a lot of advantages when they are grow up.

The researcher has choosen the participants who exposed their children with the English language start from infants until th kindergartents. The participants are the parents who are a lecturer a private University in Yogyakarta with different department. From whole of lecturer in a University, the researcher found four lecturers who qualified with all the requirements. The purposes of the researcher choose the parents who are a lecturer is because the lecturer as a professional teacher they can give clear information with in-depth statement that the researcher needed.

So, the researcher has two aims. There are:

1. Identify the parents' reasons for exposing their children with the English language at an early age.

2. Investigate the parents' ways of habituating their children with the English language at early age.

Literature Review

Parents' Parenting Perception

Parents are the most in power person in the language acquisition of the children. The parents has big influence that did n ot have limit time and also as a main construct in their children developing. According to Bibi, Chaudhry, Awan, & Tariq (2013) The parents has their own characteristics in the parenting, based on their attitude, behavior, belifes, values, and their family background. The other statement from Bibi et al (2013) supported that the parents' attitudes and behavior in the parenting style is the most important things in the children development. From both of statement explained that the parents' manner in parenting can foster their children intelligent, especially in the language acquisition that they used at home.

Language Acquisition

The language acquisition is a process to mastering the language. As the statement from Ellis (2005) Language acquisiton is the process of acquired the language that got exposure from random and natural of language activity. According to Cummins (1984) In language acquisition, there are several factors that encourage the acquisition such as age, acculturation, attitude and motivation (as cited in Hamayan & Damico : 1991). Both of the statements above show that

language acquisition is the process to mastering the language that includes several factors such as age, acculturation, attitude and motivation that got from the random and natural process.

Parents Ways to Habituate Their Children

The parents have their own ways in parenting to habituate their children to master the language, especially in the English language acquisition. There are several ways that the parents used to habituate their children;

Visual. Visual aid is one of the most effective tools for the learners; they can see the world through the eyes. According to Pateşan, Balagiu and Alibec (2018) stated visual aid helps the children build their own creative and deep thinking expansion. A lot if kinds of visual aids according to Fatt (2000) some of the examples of visual are using pictures, imageries, graphs, doodles or draws matching games, and spatial perceptions, flash card, textbooks, print materials. The statement get support from Suganda (2016) book is the most effective material because the children can lean new language from the sentences of the book and repeat it. Another statement come from Astuti (2015) Flashcards can help the children can be more focus in the reminding and delivery the content. According to Arif & Hasim (2009) picture can gained the children interest in the learning the language because the pictures can interprate the meaning of the words. From the explanation above, all of the visual aids ways effective to improve and exposed the children interest of new language especially the English language.

Auditory. Exposing with auditory by Kanar (1995) stated that the children who got exposed to auditory can have great understanding through the filter from what they hear and reproduce the information that they received. (As cited in Kayalar & Kayalar, 2017). There are several kinds of auditory according to Fatt (2000) showed the auditory including lectures, seminars, discussions, tape, sounds, and song. According to Speaker (2000) storytelling can improve the children their listening skill, better sequencing in the produce the language, increasing their language apprehension. The other statement come from Brewter (2002), who show that listening song for the children can give the great impact for them especially easier memorizing in the longer period, because listening song can help the children practice their listening and speaking skill including vocabularies, grammar, and also pronounce the words. The other statement come from Lailiyah & Wulansari (2016) Discussion can help the children express their ability, and they also can deliver their ideas based on the knowledge and words that

they got before. Based on all of the explanation above, exposing the children with auditory can help them increase and practice their ability based on what they hear.

Audio-Visual. Creating audio-visual by Iswandari (2013) mentioned that audio-visual can build the children attention, increasing their concentration and also enhance the varieties experiences in the English language acquisition. There are several example of audio-visual by Babajide & Bolaji (2003) those are video, television, computer, YouTube, cinema, drama, puppet show, street play. From those examples YouTube and Television get big attention from the user. As statement from Kralova & Metruk (2010) television one of the most influece tools for the children English knowladge acquisition, such as vocabulary, listening, phrases, idiomatic expressions that produced by native speakers. The other tools influence tools for children is YouTube by Alqahtani (2014) invetigated that YouTube can improve children listening skill comperhension, and also the children can catch the related video based on their age.

Environmental. Building environments for the English use is the most effective activity for the children English acquisition. In line wth the statement from Nafis (2016) explained that the biggest factors of the children language acquisition process is their social environment. The statement get support from Andriany, Rahayu, & Djumahir (2013) basically the environment is one o the most affect the children English language acquisition, the located where the children stay can help them to build an understanding of meaning, the structure of language and also how to produce the language.

Modeling. The children learn from what they see and hear, demonstrating the example through modelling can include both of the children sensory. The visual expression of the modelling can encourage the children understanding and recall the topic of knowledge more easier (Salisu & Ransom 2014). The other statement by Gage & Berliner as cited in Salisu & Ransom(2014) statetd that the children can recall what they learn before as much as 57% by demonstrating through modelling.

Real Object. The children who see the real object can help them remember the words. As the statement from Gairns, R. & Redman, S. (1986) showing the real object is one of the most effective technique to presenting vocabulary for the children (as cited in Alqahtani, 2015). The real object help children have clues of words and build their imagination to remembering the vocabularies that they got from the real object that they learn before Takač & Singleton (2008).

Parents Parenting Reason of Habituate English Language at Early Age

In the globalization era, communication as a pioneer for society to have interaction from one and other people from another place that has a different language. Therefore, the reasons above make the parents aware of the language that the children use in the present and future. The parents' purposes in habituating English language acquisition at an early age are;

Securing the children's future. Language as the main important factor that can help the children in future life. The people who know more than one language especially the English language may have a broad scope of jobs also have a chance in the partnership of nations in the international relationship (Li Wei, 2000 as cited in Cardova et al, 2010).

Maintaining the communication. Knowing and learning the new language besides the mother tongue can support the children relationships in their social environment. As the statement from Sirbu (2015) investigated language is the main important tools of communication for all of society to build relationship. The statement gets supported from Brice & Brice (2009) stated that the children who speak the English language besides of mother tongue with their own ability, they can talk and also build a relationship with dissimilar people with a different language.

Increase the knowledge. Knowledge is one of the most important things that people should have in their life. The children who have learn the foreign language at an early age; especially the English language can have big opportunity in their future life. As the statement from Redy (2016) the people who master the English language will be able to gather a lot of information. In line with the statement by Alfitri (2012) in the globalization area mostly all of the sites on the internet adopted more than 80% the English language and lest of 20% with another language (as cited in Reddy, 2016)

Methodelogy

Qualitative approach was the suitable technique for this research. The research questions was purposed in the general and need to explored based on the participants' experience. The qualitative research is the suitable approch to explored the varibles that the research need to know (Creswell, 2012). Based on the explanation above, the reason why the researcher used qualitative approach because the researcher intended to describe the data with the interview technique based on the parents' perception and experiences by using words that can be explained elaborately. The researcher used descriptive qualitative as the research design. As support from Merriam (1998), the descriptive qualitative is the research design with a rich and thick

description at the end of the result product of the issue under the research. This design was appropriate for this research because the researcher attempted to explore more about the parents' experiences and to collect the thick data from several participants.

The research was conducted at one a private University in Yogyakarta on March 2019. The researcher used purposive sampling and has selected the participants based on three criteria that they have fulfilled first. Moreover, the researcher found four participants with different study program and different age of children which had been habituated with the English language at an early age. All of them were three males and one female, that not mentioned by their real names. The researcher used pseudonyms to keep their identity and privacy.

The researcher was collected the data by an in-depth interview to allow the participants shared their experiences without any limitation from the researcher. As supported by Cohen et al., (2011) mentioned the in-depth interview has a specific purpose to gain the relevant information based on the participants' experiences, from the two persons' conversation in the interviewees' point of view. In this research, the researcher applied the open-ended interview to make an interview guideline. Open-ended interview can provide the frame of references; also can get larger answers from the participants' point of view that can help the researcher get the thick data (Kerlinger, 1970 as cited in Cohen, et al., 2011).

In data analysis, the researcher has used the coding technique to pull out a conclusion about the information based on the research questions. There were several steps in the data analysis that the researcher used. First, transcribing the data from the voice recording from interview activity into the words. In the second step, the researcher adopted member checking as the way to preserve the trustworthiness of the participants with sending back the transcript that the researcher writes before was correct and valid with the participants' statements. The third step was coding, in the coding there are several processes that help the researcher found the core answers from the research questions. There are; open coding, analytical coding, axial coding, and selective coding. Translating process is the last step in the data analysis.

Findings and Discussions

The findings showed three reasons and six ways from the parents parenting perception in the English language acquisition for their children at early age. They are as follows:

The parents' reasons to introduce English to their children at early age

        Securing the children's future. The first reason deals with children's' future. There were two participants regarding this reason. Panji argued that "English is important because it is a kind of passport for success in the future when they will work in the workplace". Pandu also mentioned, "I think English very useful for them; it is can be their equipment for work or carrier". Moreover from the findings above, the parents aware and make them secure with their children's future. This statement support by Li Wei (2000) the people who know more than one language especially the English language may have broarder scope of jobs also more have a chance in the partnership of nation in the international relationship (as cited in Cardova et al, 2010). Therefore, the statement showed that knowing the other language especially the English language can become the asset for the children in the future.

        Maintaining communication. The second reason deals with maintaining communication. All of the participants mention it, one of them Pandu as the last participant stated "I taught my children with English indirectly because we lived outside of Indonesia. Thus, English was our communication tool, and my child also should speak English to communicate in order to build up the relationship". It is aligned with Brice & Brice (2009) stated that the children who speak the English language besides of mother tongue with their own ability, they can talk and also build a relationship with dissimilar people with a different language. The language especially the English language can affect almost all of the children communication, in their playground, family and environment.

        Increasing the knowledge. The third reason deals with increasing knowledge. A statement from the first participant, Panji stated: "Children who learn more than one language will give them more chance to increase their ability of knowledge". Panji also added, "If the children only know one language, they will get limited knowledge". Based on the participant statement above, the children who know the English language as the international language can have large information of the knowledge from all the world wide which in line with (Alfitri, 2012) in the globalization area mostly all of the sites on the internet adopted more than 80% the English language and 20% with another language on the internet (as cited in Reddy, 2016) .

The Parents' Ways to Introduce English to Their Children at Early Age

      Exposing with visual aids. The first way that the participants used to habituate their children is exposing with visual aids. There are have three visual aids that the participants used, it was presented below;

      Picture. The first visual aid that the participants use to help them introduce the English language is that picture. As mentioned by Panji who stated "I taught my children when they were children with the picture which included sort of English vocabulary that I put on the wall and used it every day". He also added "I cut the picture as a media visual for them". Based on the statement above, the participants habituate their children every day with the picture that they cut as a visual media to make their children more understand. As a statement by Arif and Hasim (2009) Picture can inpreting the main instruction of the words, it was the reason the picture can obtain interest the children in the English language acquisition.

      Book. The second visual is that book, where can help participants to get the children good interest. There were four participants including Panji, Paul, Pika, and Pandu who helped them to increase the children's English development. The first participant, Panji said "I gave an English language book which had a picture because my children felt more interest with the book which had the pictures". Another participant, Pika stated "The sources in our house are in English, and when I want to read the book, it is only English book". Paul mentions "Most of my children's books are English, so they only can read the books in the English". Pandu said "We brought the books which my children love, and the books are in the English". The participants statement is supported by Suganda (2016) Book is one of the most effective material that can help increase the children ability development with learn the familiar pharaprase and repeat it again. Based on the that explanation above, it can inferred that book may gained the children interest and developing the children English development.

      Flashcard. The last finding is flashcard that can habituate the children in know the English language acquisition more fun. There was one participant named Panji, who stated "I was taught my children with the flashcard which has the pictures and vocabulary in English every day until they remember and understand, like what is *kuda*? Horse. Is it Horse? Yes, it is horse. What is *payung*?" From the statement above, it is aligned with the statement from Astuti (2015) flashcard can motivated and makes the words more easily to memorize. It can conclude

that the flashcard can make the children more understand with the vocabulary that they drill every day from the combination of picture and words.

Exposing with auditory activities. The second way that the participants used to habituate their children is with exposing with auditory. There are three way in the auditory activities that the participants used.

Storytelling. The first auditory activity that the participants used in habituate their children with the English language acquisition is storytelling. There were three participants who mentioned it, the first participants Panji, he stated "I gave my children storytelling in English and mixed with the Indonesian language before going to sleep". The second participant Pika said that "I also read English books for my children". Another participant, Pandu also used storytelling to habituate his children he explained that "We often do the storytelling every night when he was in school age, and we always give the exposure from storytelling based on they learn at the school. Now, they like storytelling about dinosaurs". All of the participants stated that they habituate their children with storytelling that includes the English language every day. As the statement from Speaker (2000) giving the storytelling to children in the English language acquisition can improve the children listening skill, better sequencing in the language, good in the language apprehension, and thoughtful organization in their writing skill. From the participants statement and expert judgment showed that the children who got exposure from early age can increase their English acquisition development.

Song. Song is the second method of auditory activity that the participants used to habituate their children. Panji stated that "My child learns western song every time like was English language song". As the statement from Brewter (2002) showed that listening the English language song can improve the children vocabularies, grammar, pronunciation and also can practice their speaking skill from sing the song. It showed that the children' participant listening song to improve their the English language development.

Discussion. The last method in the auditory activity is discussion. This method comes from all of the participants. One of them Panji as the first participant mentioned that "When we were in a discussion, I was immediately switched into English and this activity we repeated every day in shool day or in the serious problem". Paul also stated "I used English every day to talk and discussion with them because they did not have the sense of the Indonesia language". From all of the participants' statement showed that discussion could help the participants to encourage their

children English language acquisition ability. As stated by Lailiyah and Wulansari (2016) discussion activity is one of the activities that can help children deliver and express their idea using English vocabulary with properly and correctly.

Exposing with audio-visual. The third ways that the participants use in the habituate their children is audio-visual. There are two media that the participants use, they are presented below:

Television. The first audio-visual by the participants' statement is television. This finding came from the second participant, Paul who stated "their English shows up because of exposure from TV and his siblings". Paul also added "They watch the movie on television 5 hours in one day, and they watch a movie which is from channel PBS kids (pbskids.org) because they have a special program, so it is straight for kids to learn English". The statements supported by Kralova & Metruk (2010) television program that produced by native speaker that effect the children's the english language acquisition development such as children's pronounciation, vocabulary, listening, phrases, and idiomatic expression. Based on the explanation above the participants used television to help them habituate their children that increase the children English development by the native speakers.

YouTube. The second audio-visual that the participants used is YouTube. There are theree participants that used it, the first participant Panji stated that "My children develops their English by watching and hearing on YouTube using English, so they watch YouTube every day". The third participant, Pika mentioned "My children like watching videos on YouTube 3-4 hours/day and using English-language". The fourth participant that called with Pandu mentioned "My children always watching YouTube after back to school and him always found English language videos". He also added "My child really likes watching movies like the averages, and we do not use TV but YouTube which is very effective in teaching English". All of the participants' statement gets supported by Alqahtani (2014), with YouTube the children can get a lot of information that they needed and related with their age which help them to advance the children's listening skill ability. From the explanation above, the participants used YouTube every day as a tool to help them encourage their children English ability, that can give a lot of information and related with their children age.

Creating environments for English use. The fourth findings he showed that the environment the most effective way to habituate children in the master with English language. There are three participants that mention it, Panji, Paul and Pandu. The first participant, Panji

mentioned "My children learn English language from the treatment of family's environment that we used every day such as *let's go, have you eaten, ok, and are you ready to go to school*". The other statement come from Paul, he added "My children learn English quickly because they play around home with our neighbors who are native speakers in the winter season". Pandu said "My children got influence of the English language from environment that they hear every day". From the statements of the participants above they create special environments for their children to habituate with the English language acquisition such as; family environment and at the playing place. The explanation above got support by Andriany, Rahayu, and Djumahir (2013) who stated that the environmets where is the children locataed can build their understanding of meaning, language stucture, and how to produce the langauge in the English language acquisition.

Demostrating the example through modeling. The fifth finding that the researcher found is the participants demonstrated the English language through the modelling. In this finding, there were two participants that explained it. The first participant, Panji mentioned "I went to go outside with my children, and every time I saw something around them I immediately revealed and demonstrated it into the English language. I taught them directly to say and also give the example likes "Look at that" "That's a dog" "That's a cat" called as living vocabulary which we see, we say, and we feel. "Are you feeling hot?" "Panas" "What is the panas dek" "hot" something like that". Pika stated "I always used the English and body language we meet new object and the other things. Both of the participants gave the example through body language to their children from what they see and hear either in the home or outside of the home, to make their children get used it with the English language. The children who learn through modeling that includes visual expression from what they see and hear can recall as much as 57% of words that they have learned before (Gage and Berliner as cited in Salisu and Ransom, 2014).

Showing the real object. The last finding that the researcher found from this research is showing the real object. This finding came from two participants, they are; Pika who stated "I habituated my children every time with the English language especially with the object that they saw. For example Fire truck is *mobil pemadam kebakaran*, and he knows semen mixer because he likes car and knows the race car as *meja*". Pandu mentioned "I taught my children with the object that they liked every time such as doll, action figure, and the other things with using English language". Both of the participants' statements above get support from Takač and Singleton (2008) the children can have better remembering in the vocabularies because they got

clues from the object that they see and they have learned before. Therefore, all of the explanation showed that showing the real object is an effective technique because children can improve their English easier through the clues that they got before.

Conclusion

Regarding the findings of the research, there were some factors in the expose the English language at an early age and the ways that the parents used in the English language acquisition at an early age. For the factors, there were three factors as mentioned from the parents. They were as follows; securing the children's future, to maintaining communication, and to increase the knowledge. For the ways, there are six ways as well as mentioned by the parents. The ways include creating visual aids, exposing with visual aids, exposing with auditory, exposing with audio-visual, creating environments for the English use, demonstrating the example through modeling, and showing the real object.

Recommendation

Regarding the findings of this research, there are some suggestions. **For the parents**. It is suggested that the parents can take the advantages from modern material, traditional material and all of the various resources to make their children not feeling bored in the English language acquisition and also aware with what the children needed. **For the children**. The parents have their own purpose that introduce and habituate their children with the English language at early age. Besides the children who know the English language at early age will take a lot of advantages in the future. **For the curriculum developer**. The curriculum developer as the head of the curriculum in all of the schools may provide different technique and activities for the children learning. The researcher suggests the curriculum developer can put the fun games, interesting videos, and the other strategies that appropriate with all of the children activities in the English language acquisition process. **For the other researchers.** It is suggested that the next researcher should involve more participants and focusing on the other aspects beside of the parents parenting perception in the English learning acquisition at the early age.

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