

## **Chapter Four**

### **Finding and Discussion**

This chapter discusses the finding of the research based on the data collection method by using the interview. The data come from the perception of four parents who had been selected and interviewed at a private university in Yogyakarta. The findings of this research include the parents' reason and ways to introduce English to their children at early age based on their perception. Moreover, the elaboration of the findings, discussion and the theories of expert judges are reported in this chapter.

#### **The Parents' Reasons to Introduce English to Their Children at Early Age**

Regarding the first interview of the finding based on the first research question, the participants believed that the children had good ability to know English at an early age, and they thought that English is important. This research found three findings on the factor why the participants introduce English at an early age namely securing the children's future, maintaining communication, and increasing the knowledge. Hence, each finding of the parents' reason to introduce English to their children at early age is explained in the following paragraphs in detail.

**Securing the children's future.** The first finding on the factor why participants introduced English at an early age was for potential economic. 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". The participants declared that introducing English at an early age came up as the potential

economic. Their children could be prepared their self in the workplace because English is the international language which becomes their passport in the future.

In addition, the children who had been introduced the English language started from an early age could have a passport for success and get a better economy in a good workplace. The participant one's statement was in line with Li Wei (2000) s cited in Cardova et al. (2010) who stated that a person who knows the other languages may have a broader of available jobs. Also, in the future, international relationship will become closer and as a union partnership of nations and become more extensive. He also added that it will make a lot of jobs need for the person who has bilingual or multilingual language especially international language. Therefore, the statement showed that knowing the other language became a real asset when it came to the employment opportunities. Furthermore, it could turn into an economic profit to the children who learnt more than one language.

**Maintaining communication.** The second factor why participants' introduced English at an early age was building a new relationship in the specification for the communication. Panji mentioned "We communicated with friends and their children where used to English then when we returned to Indonesia we still communicate with English". Panji also stated "When we were in Australia, a lot of Indonesian children used English language because of that reason my children should speak in English to communicate with them". The other statement came from Pika who stated "We were speaking in English language at home, but it has come automatically to us when we want to communicate to each other". Paul also

mentioned “When I was in America, there were not many people from Indonesian so that we had to speak English all the time with others”. He also added “We were spoke mixing language (Indonesia and English). Then, there was not specific reason why we used English, but it came only for communication to each others”. Finally, Pandu 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”.

Language was one of the simple ways to communicate one another to build the relationship in the environment. The finding mentioned was supported by Sirbu (2015) who stated that essentially, language is the communication tool for the members of society in building up the relationship one another. Additionally, the finding also showed that the children used English as their communication tool to build the relationship including communication at the home and their environment. Moreover, in fact, building the relationship could increase a lot of children’s development aspects. According to Jack and Shonkoff (2004) stated that the relationship of young children with their environment can affect almost all of the aspects of their developing. The relationship can affect to all of the children’ development virtually such as intellectuality, sociality, emotionality, physicality, behavioral, and morality. Hence, the children who learnt English at early age could build their relationship to the others in developing their social and intellectual skills.

**Increasing the children’s knowledge.** The next factor of the participants to introduce English at early age to their children was increasing their children

knowledge. The first participant, Panji stated “Children who learn more than one language will give them more chance to increase their ability of knowledge”. The participant’ statement showed that he was really sure if the children learnt more than one language, the children could get more knowledge. Panji also added “If the children only know one language, they will get limited knowledge”. Consequently, both of the statements mentioned gave the explanation that the children who learned only one language in their life could only get limited knowledge.

Moreover, the participants’ statement was in line with Redy (2016) who showed that the children and adult who know and master the English will be able to learn knowledge and gather a lot of information more. He also stated that the children who master English will give them a lot of knowledge and information. Alfitri (2012) as cited in Reddy (2016) supported the statement mentioned by the participants, and in her research, more than 80 % of the sites use English while only 20% of the rest of the sites use other languages such as Indonesian, Chinese, and the other languages on the internet. From the expert’s statement, if people did not learn English as their second language, they could only get new the knowledge less than 20 %. For the reason, in the globalization era new knowledge are mostly shared through the internet nowadays.

To sum up, based on the findings, there were four factors why the participants introduced their children English at early age. The first finding was potential economic, and the participants aware with the children future which was why they more preferred their children to learn the English at an early age. The second finding

was building relationship, and there were two relationships in the participants' statement. In the first statement, it was about the relationship in the family, and second relationship was the environment. The third finding was about enhancing cultural understanding. Based on the participants' statement, they stayed at the other country with the different culture and sense of humor which was the reason why their children should learn English in enhancing the cultural understanding of the other country. The last finding was increasing the knowledge, and the participants' reason why they introduce the English was to make their children have more chance in increasing new knowledge in their life.

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

Based on the second interview finding based on the second research question, the participants had different ways to introduce and increase their children English language. In this research, the researcher found six findings dealing with the participants' perception about their ways of English acquisition for children. The findings were creating exposing with visual aids, exposing with auditory, exposing the audio-visual, environment for the English use, demonstrating the example through modeling, and showing the real object. In this part, the researcher discusses about the parents' ways to habituate English acquisition to their children supported by statements from expert. Then, the researcher put the statement form the participants. Thus, further discussion about each finding is presented in the following paragraphs in detail.

**Exposing visual aids.** The researcher found the first way which could make the children accustom to the English. According to Fatt (2000), the people who learn with visual is like seeing the world by constructing and remembering the images. Based on the statement mentioned, the children learnt more effectively based on what they see through their eyes. Moreover, visual aids material could make the lessons to be more interesting, and the aid could help the participants and their children in the learning process. Hence, the findings of exposing with visual aids showed that there were three ways which the participants used to increase their children' English development such as picture, book, and flashcard. Besides, each finding is explained in the following paragraphs.

**Picture.** The researcher found that picture could really help the participants to introduce the English to their children. The participant's statement came from first participant, 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 everyday". Panji also added "I cut the picture as a media visual for them". That way, the participants' stated that they used pictures to introduce the English to their children. The participants' statement showed that children felt more interesting when they saw the pictures. In regards to the statement mentioned, it was in line with Arif and Hasim (2009) who said that the picture really gained good interest for children because the pictures became the main instruction in the interpreting of the meaning words. In this case, the participants used the pictures to build the children's creative

thinking in learning English because those could make the children feel motivated and came up as the simple way in interpreting the meaning of words.

**Book.** The next visual aid used by participants used was the book because the book could stimulate the children's English development by what they saw. There were four participants including Panji, Paul, Pika, and Pandu who stated that the book helped them to introduce and increase their 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". The statement mentioned was as same as Paul's statement, and he mentioned "Most of my children's books are English, so they only can read the books in the English". The last finding was from Pandu who said "We brought the books which my children love, and the books are in the English".

These findings showed that the participants used English book as the media to introduce and habituate English to their children. The statement of using the book as the visual aid was in line with Suganda (2016) who stated that one of the most valuable and effective material for the children's ability is a book because the children can be easily to learn the familiar pharaprse and reapeat it. He also stated that the benefit of using a book can improve and help the children's understanding, and they can easily learn phrases and repeat the sentence or vocabulary form the book.

**Flashcard.** The last visual aid finding which the participant used was the flashcard to habituate their children with English. There was one participant who used the flashcard, and he was the first participant named Panji. Besides, he stated “I was taught my children with the flashcard which has the pictures and vocabulary in English everyday until they remember and understand, like what is *kuda*? Horse. Is it Horse? Yes, it is horse. What is *payung*?” Likewise, the participant's statement showed that he used a flashcard which had the pictures and vocabulary in English. The statement gave the indirect explanation that the flashcard could make the children feel more interested because it was colourful, so it could build their imagination from the pictures. That way, the flashcard could make them learn vocabulary easily. As the statement mentioned by Astuti (2015), showed that most of the parents believed that flashcard can help the children to learn the language because the flashcard appeals and makes the children focus on remaining the content, and it can be more effective in the delivery of the content in English. Additionally, Sitompul (2013) stated that the children can memorize word easily to be more motivated to learn and understand English vocabulary easily. Both experts' statements were in line with the participants' statement in this research finding. Those findings showed that the participants used the right way in using the flashcard to habituate their children to know and learn English because flashcard could make them to feel more than motivated, more focus, and memorize word the English vocabulary easily.

To conclude, this finding had three findings which the participants used in to introduce and habituate their children in the English language. In the finding, it



showed that the visual aids had a lot of benefits especially for the children's English development. All findings were in line with Patesan, Balagiu, and Alibec (2018) who stated that the visual aids come one of the best ways to help and build the children's English development towards their creative thinking and developing their deep thinking. Furthermore, the children who had learnt the English language at early age with visual aids learning could help them to build their English development.

**Exposing auditory activities.** Another finding was suggested by four participants including Panji, Paul, Pika and Panji who used auditory to habituate their children to know English in their life. The auditory was one of the learning ways used the ear, and the children could learn from what they hear. The statement mentioned was in line with Fatt (2000) who stated that the learners with auditory learning prefer the sound and will have better decisions on what they heard. In this research, the participants mentioned several activities included in the auditory category. There were storytelling, song, and discussion. Therefore, the explanation of each activity in exposing with the auditory is explained in the following paragraphs in detail.

**Storytelling.** Storytelling is the type of material involves a hearing. The findings of this research found that there were two participants who mentioned that they used storytelling to introduce and habituate their children to learn English. Panji as the first participant stated "I gave my children storytelling in English and mixed with the Indonesian language before going to sleep". Pika as the second participant said that she read English book to influence her children. She said "I also read English books for my children". Another participant, Pandu also used storytelling to habituate his children. He explained that he used

storytelling every night when his children were in the school age. He said “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 dinosaur”.

The statement about storytelling above was in line with Speaker (2000) who stated that the children who involved in the storytelling programs showed that it can be improved their listening skill, better sequencing, the ability of language apprehension, and thoughtful organization in their own writing. According to Isik (2016), the stories give positive outcomes on the children in second language development because those can give them challenging, funny, motivating as well as entertaining. The children when listen to the stories, they learn also know how to follow the rhythm, stresses, and punctuations from the second language. Therefore, the participants can use storytelling to habituate and encourage English to their children’s language development because it has a lot of benefits.

***Song.*** Song is one of the most important and familiar methods to enhance second language acquisition. Also, song can make the children feel relax and beneficial in the second language acquisition because it is a form of language and used the tones and rhythm as the media of universal language. The first participant, Panji stated “My child learns western song everytime like was English language song”. From the participants’ statement, it explained that western song could enhance the children’ language skill development and ease to understand the English language.

Therefore, from the participant's statement, it showed that the participants felt helpful to introduce, habituate, and teach English through song. One of the linguistic helped the participants to introduce English language because in the song, there were a lot of benefits. As the statement mentoned, Brewter (2002) showed that song can gave the great impact for the children. Also, singing and listening a song can practice their listening and speaking which the children can increase their vocabularies, grammar, and pronunciation. Besides, song can make the children feel motivated and ease to memorize in the longer period. Thus, the participants used song in the habituate their children to increase and keep their children English language.

**Discussion.** The finding of this research showed that four participants including Panji, Paul, Pika, and Pandu used the discussion to habituate their children in t English language acquisition. Panji as the first participant mentioned "When we were in a discussion, I was immediately switched into English and this activity we repeted everyday in shool day or in the serious problem". He explained that when they were in the discussion, and he directly changed it into English to build his children's interest in English. The other statement came from the second participant, Paul who stated "I used English everyday to talk and discussion with them because they did not have the sense of the Indonesia language". He used English with his children when they talked seriously to get his children's sense and build a connection towards the topic. The third participant, Pika mentioned "My children and I naturally always speak and discussion with the English language everyday". Pika and her children always used English in their daily life especially in the discussion which

could increase their speaking skill. The last participant, Pandu argued “I always discuss and speaking in the English language with my children everyday”. Therefore, based on all the participants’ statements, the discussion could help them to encourage their children’ English acquisition with daily discussion and speaking with their children.

Discussion is one of the effective ways to encourage the children’s language development especially English language acquisition. As the explanation mentioned by participants, they always discussed with their children using English language to expose the language. The findings were line with Lailiyah and Wulansari (2016) who asserted that the discussion comes as one of the children’s effective way to express their ability, and in the discussion, the children can use English in verbal communication with using English vocabulary and deliver their ideas conveyed properly and correctly. Therefore, from the participants' statement and the experts’ statement, the researcher got the explanation about it. The interaction between participants and children showed that the interaction made the children feel more motivated, and the parents could know the children’s language development. Furthermore, the discussion also was the best method to practice their vocabularies which they got before. Also, the participants could oversee their children’s development in the English acquisition. In the end, the children not only listened on what their parents talked about but also in this media, they also encouraged their children’s skill in speaking and listening.

However, the findings of auditory had three findings which were storytelling, song, and discussion. The findings had a lot of advantages which could encourage the children's English language development. As the statement stated by Kanar (1995) as cited in Kayalar and Kayalar (2017), the children who use auditory as their bridge to understand language because they learn something with listening and speaking more, and they filter through what they have heard and replicated from the incoming information. The statements showed that the children who used auditory as their tools of in learning the English language could be good listener, get the better decision, and understand the language faster because they could hear what they speak with their peers in the discussion or conversation.

**Exposing audio-visual.** Audio-visual is one of the most influential children in English language acquisition. This research finding showed that the participants really allowed if their children used audio-visual as the media to expose their children's English language development. Thus, the audio visual which the parents used were Television and YouTube. Each audio visual is explained in the following paragraphs.

**Television.** Based on the findings of this research, only participant two stated that television gave big exposure to his children to know the English language. Paul 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". Therefore, the children who

watched an authentic television program made them feel more motivated in learning a second language. As the statement mentioned by Kralova & Metruk (2010), television program influences the children's pronunciation and the general English knowledge which is considered other aspects of language learning and acquisition<sup>such</sup> as vocabulary, listening, phrases, idiomatic expressions, and possible exposure to English produced by native speakers.

**YouTube.** The findings showed that videos on YouTube were really beneficial in the learning English language acquisition especially for the children. The participant one, Panji said "My child develops their English by watching and hearing on YouTube using English, so they watch YouTube every day". The other statement came from participant three; Pika mentioned "My children like watching videos on YouTube 3-4 hours/day and using English-language". As mentioned by the participant four, Pandu "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". From the participants' statement, the parents used YouTube to improve their children's English language acquisition. According to Alqahtani (2014), YouTube has a lot of information which the children can find related to what the children needed in their age, and YouTube is as a tool to improve the children's listening skill comprehension.

Therefore, the participants used audio-visual aid learning to habituate their children to learn the English. There are two Medias which parents used such as

YouTube and Television. As the statement mentioned by the parents, the audiovisual helped their children to understand English more quickly. The statement mentioned was line with Iswandari (2013) who stated that Audio-visual could create the children's interest in learning new varieties of experience for students, and it helps them in concentrating the attention in learning English. Shyamlee and Phil (2012) argued that audio-visual can build children' creative, analytical, and productive skills from the video which they see such as showing colorful pictures and inspiring speeches by great people. From the parents' and an experts' statement, it showed that from the visual aids, the children could learn pronunciation, accent, vocabulary, reading, listening, and speaking skills. Also, it could help the children to improve their communicative skills in English language acquisition.

**Creating environments for English use.** The researcher revealed that there were the ways of participants' perception on to introduce and teach their children with English language. The researcher found that the environment was the way of the participants to habituate their children. Panji mentioned "My children learn English language from the treatment of family's environment that we used everyday 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 everyday".

In addition, the children who got the exposure from their environment especially at the home could get faster in learning a new language. Nafis (2016) explained that the child's social environment is one of the biggest significant factors in the language acquisition process. Andriany, Rahayu, and Djumahir (2013) also stated that the language acquisition of children is based on the environment in which they are located because the environment builds their understanding started from understanding the meaning, language structure, and how to produce the language. Therefore, the children who are often given exposure, they can get faster in their language development which is different from children who are given exposure naturally.

**Demonstrating the example through modeling.** Another research finding that the researcher found related to the issue of the parents' style to expose their children English language was demonstrating the example through modeling. There were two participants who stated in this finding including Panji and Pika. In this finding, Panji mentioned "I went to go outside with my children, and everytime 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".



Indeed, the children who got the exposure from the demonstrating example of English through the modeling understand what they talked about. Gage and Berliner as cited in Salisu and Ransom (2014) maintained that the children who learn from demonstrating modelling may recall as much as 57% rather than the children without seeing and demonstrating with the model. Besides, Salisu and Ransom (2014) stated that demonstrating the model to the children makes to ease the process of understanding the knowledge because it includes a visual expression of the topic which they learn. The statements from the participants show that they used demonstrating what they see around them through the body language or only see talk about the objects. Therefore, the participants' statements was in line with both experts' statements and showed that the children who learnt English with demonstrating a model can remember and recall their memories as much as 57 % to make the children to understand more about the topic because it included the children's visual expression.

**Showing the real object.** Another finding which the research found related with this issue was showing the real objects. There were two participants including Pika and Pandu. The second participant, Pika stated “I habituated my children everytime 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 everytime such as doll, action figure, and the other things with using English language”.

In addition, the participants mentioned that they exposed their children with the real object such as toys and action figure. The participants used those objects to expose and introduce the English to their children. The real object really helped the children to improve their vocabularies. As the statement mentioned by Gairns and Redman (1986) as cited in Alqahtani stated that real object is the most appropriate technique to introduce the children in presenting the vocabulary. Takač and Singleton (2008) said that the real object to the children has a function to help them to get better remembering the vocabulary and as cues for remembering the words. Therefore, the participants' statements were in line with the experts which the real object really helped them to habituate their children to know the English language with learning vocabulary from the real object

Based on the findings, the researcher found there were six ways about how to habituate the children with the English language acquisition at early age. Those ways were exposing with visual aids, exposing with auditory, exposing through the audio-visual, creating environments for the English use, demonstrating the example through the modeling, and showing the real object. In the exposing with visual aids, there were two materials which could help the children development such as pictures and book. In the exposing with auditory, there were three media that the parents used were storytelling, song, and discussion. There were two kinds of media that the parents used such as television and YouTube in exposing through the audio-visual. In the creating environments for the English use, the researcher figured out that the family and the children of the playground could help the children's English language

acquisition development. In the demonstrating the example through the modeling, the participants demonstrated the English language vocabulary directly with body language and modeling. Thus, in showing the real object, the participants showed the English vocabulary with toys to show their children directly about English.