PARENTS’ ATTITUDES TOWARD BILINGUAL EDUCATION PROGRAM

THESIS
Submitted in Partial Fulfillment
of the Requirements for the Degree of
Sarjana Pendidikan

Vania Hendra Gunawan
112012024

ENGLISH LANGUAGE EDUCATION PROGRAM
FACULTY OF LANGUAGE AND ARTS
UNIVERSITAS KRISTEN SATYA WACANA
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THESIS
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Vania Hendra Gunawan:
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PARENTS' ATTITUDES TOWARD BILINGUAL EDUCATION PROGRAM

Vania Hendra Gunawan

ABSTRACT

English is an international language around the world. Even in Indonesia, English is widely used by many people. That is why nowadays many parents send their children to a bilingual school to learn and speak in two languages. This study was conducted to investigate on parents’ attitudes toward bilingual education programs. Therefore, the question in this study is: “What were parents’ attitudes toward a bilingual education program?” One hundred participants were selected from four bilingual kindergartens in Salatiga. They were parents whose children were at the age of 5 to 6 years old. A questionnaire with fourteen closed-ended items and three open-ended items was used to collect the data. The researcher presented the data into three general themes based on Bernstein’s study (1991), the three components are (1) Cognitive Attitude: Parents’ opinion toward Bilingual Education Program, (2) Affective Attitude: Parents’ feeling toward Bilingual Education Program, and (3) Behavior Attitude: Parents’ behavior toward Bilingual Education Program. The results indicate that the majority of the parents have positive attitudes toward bilingual education program. They believed that by studying in a bilingual education program, their children will be more confident, fluent in two languages and have a better future.

Keywords: parents, young children, bilingual education program

INTRODUCTION

In this globalization era, the desire to learn English is rapidly growing. Crystal (2000) stated that English is the global language. This statement represents the meaning that English is used by various nations to communicate with other nations around the world. “We are living in the globalization era. Understanding global issues, including foreign language is not only inevitable but also essential for
survival,” Eko Putra Mardianto, a parent who lives in Yogyakarta, wrote The Jakarta Post (Aritonang, 2012). This assumption forces various educational institutions to provide foreign language education, which includes bilingual programs for children from an early age. Those schools attracted parents to send their young children to study there. That is why nowadays many parents look for bilingual schools to expose their young children to English language at an early age.

The researcher would like to conduct a study about parents’ attitudes toward bilingual education program. The researcher would like to explore about parents’ opinions about sending their children, who were still learning their first language, to a bilingual school, which uses Indonesian and English. The researcher wanted to know the reason why parents send their children into bilingual school. It is because the parents already know that bilingual education can have a great impact in their future, or because the parents just follow the trend. The researcher chose kindergarten students at the age five until six because at that age young learners are still acquiring their mother tongue and at the same time they also must master second language. The researcher believes this study will provide useful information and can be applied for future research. Therefore this study will answer the following question: What were parents’ attitudes toward bilingual education for young learners?
LITERATURE REVIEW

Bilingual Education

Schools that provide a bilingual program use two languages to teach non-language subjects during the teaching learning process. The languages that are frequently used in bilingual schools in Indonesia are Indonesian and English. By applying the concept of bilingual schools, parents expect children to be more fluently and confidently speaking in two languages, especially English. Those two languages will be used as the media of instruction and to communicate with each other.

Andersson and Boyer (1970), as cited in Pacific Policy Research Center (2010) stated that bilingual education is an instruction which use two languages as the media of instruction of any part, and also for the school curriculum. In Indonesia, the school which has bilingual programs will use both Indonesian and English as the medium of interaction in the teaching learning process.

Bilingual programs have been shown to have positive benefits on the development of an individual. Many studies have proven the benefits of bilingual programs. Raguenaud (2009) added that bilingual education has some benefits that have been demonstrated by the experts in recent years in that the use of two languages can increase the success of students in academic matters.

Baker (2001) also added that bilingual communication skills can develop an individual so that the individual can communicate in two languages. Individuals who
are bilingual have the opportunity to communicate with other people from different nations and ethnicities in wider and varied scope rather than monolingual children.

Types of Bilingual Education

According to Ball (2011), there are some common bilingual and multilingual program models which can be preferred as bilingual education.

Table 1. Bilingual and Multilingual Program Models (Ball, 2011)

<table>
<thead>
<tr>
<th>Model</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mother tongue-based Instruction</strong></td>
<td>The learning program is delivered entirely in children’ L1.</td>
</tr>
<tr>
<td><strong>Bilingual education (as known as ‘two way bilingual education’)</strong></td>
<td>Use of two languages as media of instructions. Also known as ‘dual language instruction,’ in which minority and majority language children are taught in both minority and majority languages.</td>
</tr>
<tr>
<td><strong>Mother tongue-based bilingual education (as known as ‘developmental bilingualism’)</strong></td>
<td>L1 is used as the primary medium of instructions for the whole of primary school while L2 is introduced as a subject of the study in itself to prepare students for eventual transition to some academic subjects in L2.</td>
</tr>
<tr>
<td><strong>Multilingual Education</strong></td>
<td>Formal use of more than two languages in the curriculum</td>
</tr>
<tr>
<td><strong>Transitional bi/multilingual education (also called ‘bridging’)</strong></td>
<td></td>
</tr>
</tbody>
</table>
• The objective is a planned transition from one language of instruction to another.

• ‘Short cut’ or ‘early exit’ is a term given to programs that involve an abrupt transition to L2 instruction after only 2 or 3 years in school.

• ‘Late transition’ or ‘late exit’ refers to a switch to L2 instruction after a child has become fully fluent academically in L1.

Maintenance bi/multilingual education

• After L2 has been introduced, both (or all) chosen languages are media of instruction. L1 instruction continues, often as a subject of study, to ensure ongoing support for children to become academically proficient in L1. This is also called ‘additive bilingual education’ because one or more languages are added but do not displace L1.

Immersion for foreign language instruction

• The entire education program is provided in a language that new to the child

Submersion (as known as Sink or Swim)

• Where speakers of non-dominant languages have no choice but to receive education in languages they do not understand, the approach is commonly known as ‘submersion’ or ‘sink or swim’ (e.g., dominant language learning at the expense of L1). This approach promotes subtractive bilingualism; that is, L2 learning at the expense of L1.
Most of the programs focus on the degree to which the child’s L1 should be used in instruction and curriculum; whether using the mother tongue, or two way bilingual education, or multilingual education as the base of instruction.

In ‘Submersion’ the children are expected to receive the academic instruction based in the second language. This program causes the child to be totally immersed in a new language instruction which is unknown to them. Children also are mostly sunk in a new language as the instruction.

There are other programs that give priority helping children fluent and literate in their L1 first before shifting to L2. ‘Transition’ or ‘Bridging’ model use L1 as the medium of instruction. The other program called “Maintenance’ bi/multilingual allows children to get formal instruction in L1 so that it continues to develop even after they are fully immersed in L2 as the medium of instruction.

However, when it comes to bilingual policy, the kind of bilingual program that will be used in the curriculum can be vary. Benson (2009) thinks that some approaches cannot be referred to as a proper bilingual education, for example, ‘Immersion’ because immersion uses the second language as the medium of instruction.

**Bilingual learning to Early learners**

UU No 20 year 2003 about National Education System, Chapter 1, section 1, verse 14 stated that early childhood education is a development efforts aimed at
children from birth to the age of 6 years accomplished by providing stimulation of education to help the growth and development of their physical and spiritual being so they are ready to enter further education. Thus, it is good to start early childhood education since early childhood education can build their physical and spiritual being.

A study in Taiwan by Oladejo (2006) also informs that the view of English learning promoted across the country through formal education make Taiwanese parents would like their children to start formal English learning at an early age. Therefore, it is not a big matter to start learning English as early as possible.

**Parents’ Attitudes toward Bilingual Education**

Baker (1992) added that parents’ attitudes toward language learning are important to predict children’s success. Baker (1992) further explains that parents’ attitudes also affect the children’s attitude toward the language learning. This awareness by parents about bilingual education then motivates them to send their children to a bilingual school.

According to Baron and Byrne (1997) attitudes influence people’s behavior. People’s opinion or feeling about something will show, such as if people like or dislike something, people agree or disagree on something, and people ready or not ready to do something.

Bohner and Dickel (2011) stated that attitude refers to the sum of positive and negative emotions, feelings, and beliefs toward any object, such as people, things,
and ideas, through evaluations of our own mental states. That is, attitude means self-perception and a result of observations of our own behaviors.

Every person has an attitude which is related to his or her thoughts, feelings, and behaviors. According to Bernstein (1991) attitude has three components. They are cognitive, affective and behavioral. Cognitive is a form of “value or beliefs about attitudinal objects” (Bernstein, 1991). It means that attitude has an object to apply the label, and also has cognitions or knowledge associate with the label. Cognitive involves a person’s belief or knowledge about the object.

The second component is affective. According to Bernstein (1991), this attitude refers to “feeling or emotion especially about pleasure or displeasure toward something”. Feeling has positive and negative aspects and also intensity according to each individual’s evaluation ranging from weak to strong. Basically, people shape their own attitude towards something. However, there are some factors like past experience or the influence of other people which are part of the process.

The last component is behavioral. Behavioral related to someone’s behaviors and action toward something (Bernstein, 1991). It means the way the attitude we have influenced how we act or behave on an object, event, etc. Behavior is more on the action or response toward the object, thought or things.

After we understand the definition of attitude, we know that parents’ attitudes are important for their children development. Mothers play an important role in
developing their children’s language because they serve as significant language learning models for their children (Bartram, 2006; Luo & Wiseman, 2000). When parents have favorable attitudes toward bilingualism, they might select bilingual schools where their children will learn in two languages and successfully become bilingual. These parents like to provide their children variety of family literacy practices such as shared reading of books, hiring tutors, participating in children’s learning activities, watching TV programs, etc. The concepts of parents’ attitudes are important in understanding a child’s language attainment because parents’ language behavior influenced their children’s language learning (Tse, 1998). Therefore, parents’ attitude and the way parents provide their children with home literacy practices can be a way to understand children’s language attainment.

**Relevant Studies**

From the previous study of Oladejo (2006) and Saucedo (1997), the researcher found that bilingual education is needed for students at an early age like in kindergarten. Parents' attitude toward bilingual education program has a big role in choosing their children's education, whether they would send their children to a bilingual school or non-bilingual school. The method used in these studies is giving a questionnaire to schools which offer bilingual education. The results of these two studies are parents' attitude toward bilingual education was influenced by individual characteristics and background, such as age, education,
gender, and income. These studies are aimed to understand bilingual education through parents’ decisions of sending their children to a bilingual school.

THE STUDY

Context of the Study

The purpose of this study is to get a clearer picture of parents’ attitudes toward bilingual education programs. This study was conducted in four kindergartens in Salatiga, they are Bethany School, Yasa Luhur, Rainbow and Apple Kids. Those kindergartens were chosen because those kindergartens are the favorite kindergartens in Salatiga and use English and Indonesian to deliver the material in teaching learning process.

Participants

The participants were 100 parents whose children were at the age of 5 until 6 years old from four kindergartens in Salatiga. The participants consisted of 27 male and 73 female. For the educational background, there were 12 participants who graduated from high school, 18 participants graduated with a diploma, 64 participants graduated with a bachelor degree and 6 participants who graduated with a master degree. For occupational background, there were 33 parents who work as housewife, 2 parents as a lecturer, 26 parents as an entrepreneur, 27 parents as a laborer, 8 parents work as a government’s employee, and 4 parents as an online seller. Table 2 and 3 shows the information of the participants.
For the research, the researcher used a questionnaire as the instrument to collect the data. The questionnaire included both closed and open-ended questions to elicit parents’ responses regarding their attitudes toward bilingual education programs. The questionnaire was in Indonesian because all the participants were Indonesians and some of them may not be really fluent in English. The researcher
believes that using Indonesian is the best way to ensure that the participants understand the questionnaire.

For the closed-ended items, the participants answered fourteen statements which are related to bilingual education program. There were eight questions about cognitive attitude which focus on parents’ opinion toward bilingual education program especially for young learners, two questions related to affective attitude which would pay attention on parents’ feeling toward bilingual education programs, and four questions about behavior attitude which would explore about parents’ behavior to support their children learning English and Indonesia. For the closed-ended items there were three open-ended questions. A space was provided to let parents provide their agreement/disagreement and opinion toward the questions. They were free to write any opinions in open-ended items.

**Data Collection Procedures**

After constructing questionnaire items, the questionnaire was piloted to a group of participants who were similar to the participants that researcher would survey. The pilot test was conducted in a bilingual kindergarten school in Salatiga. The researcher surveyed 13 parents. The purpose was to check the validity of questionnaire items and to let the researcher know if there might be items that were confusing or difficult to understand by the participants. Then researcher made the item analysis of the piloted questionnaire to evaluate each item.
The analysis showed that some items were not clear. Some participants gave no response to item number eight and nine. It could be some items were confusing to answer. Then the researcher changed the items into an understandable language that parents could easily understand.

After that, the researcher distributed the revised questionnaire to parents in four bilingual kindergarten schools in Salatiga. There were 120 questionnaires which were distributed to parents in four bilingual kindergarten schools in Salatiga, 20 of them were not returned, so the researcher used 100 questionnaires which were returned as the data. The distribution of questionnaires in those kindergartens took one month.

**Data Analysis Procedure**

The data was analyzed qualitatively. The researcher read the selected questionnaires which were completely filled in by the participants. The questionnaires were complete check marks in closed-ended items, and statements were clarified in open-ended items. After reading the complete questionnaires, the researcher reread the selected questionnaires to make sure all the questionnaires were completely filled.

After selecting and rereading the questionnaires, the researcher began analyzing the data. The researcher categorized the data into three categories or themes. The first theme is parents’ cognitive attitude toward bilingual education programs, the second theme is parents’ affective attitude toward bilingual education
programs, and the last theme is parents’ behavior attitude toward bilingual education programs. In each theme there were two until eight questionnaire items. The researcher then displayed each result of the items in a table. After that, the researcher presented the results in a condensed body of information and interpretation.

FINDINGS AND DISCUSSION

The responses from 100 participants about parents’ attitude toward bilingual education program are presented into three themes; parent’s cognitive, affective and behavior attitude toward bilingual education program.

A. Affective Attitude: Parents’ Feeling toward Bilingual Education Program

The researcher would not put parents’ response which has no response on the table. There were two statements under this theme and the result will be displayed in a form of table. From the table we can see clearly parents’ feeling toward bilingual education program.

Table 4. Parents’ feeling toward sending their children to a bilingual school

<table>
<thead>
<tr>
<th>Parents’ Response</th>
<th>Number of Participants</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>46</td>
<td>46</td>
</tr>
<tr>
<td>Agree</td>
<td>54</td>
<td>54</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

Regarding statement no 1, ‘I’m happy because I can send my child to study at a bilingual school’ Table 4 shows all the participants agreed to the statement. They
were happy because they were able to send their children to study in a bilingual school. All of the parents had the same feeling about it, as we can see from the response that 46% parents strongly agreed and 54% agreed.

Table 5. Parents’ happiness seeing their children could speak English

<table>
<thead>
<tr>
<th>Parents’ Response</th>
<th>Number of Participants</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>68</td>
<td>68</td>
</tr>
<tr>
<td>Agree</td>
<td>32</td>
<td>32</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

Regarding statement no 2, ‘I’m happy seeing my child could speak English’ Table 5 shows that parents expressed their agreement that they were happy seeing that their children could speak English. We could see it from the response, 68% parents strongly agreed, and 32% agreed. They were happy to see their children could speak English. In this context of the study, we know that English is the other language that their children learn beside Indonesian.

The finding revealed that parents expressed positive feeling toward the statements. The result from statement question 1 shows that 100% participants are happy because they were able to send their children to bilingual school. The second statement also revealed the same result that all of the parents were happy seeing their children could speak English.

The result of the data was similar to Giacchino-Baker and Piller (2006) which found that the majority of parents were highly committed to placing their children in
the TWI programs. In the statement question above, the result shows that the parents had positive feeling when they were able to send their children study at bilingual school and seeing their kids could communicate in English.

B. Cognitive Attitude: Parents’ Opinion toward Bilingual Education Program

There are 8 statements under the theme parents’ opinion toward bilingual education program. The result will be displayed in Table. From the table we can see clearly parents’ opinions toward bilingual education program.

Table 6. Parents’ think that English can help their children have more knowledge about the world

<table>
<thead>
<tr>
<th>Parents’ Response</th>
<th>Number of participants</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>52</td>
<td>52</td>
</tr>
<tr>
<td>Agree</td>
<td>46</td>
<td>46</td>
</tr>
<tr>
<td>Disagree</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

Regarding statement no 3, ‘I think that English can help their children have more knowledge about the world’ Table 6 clearly shows that 98% of parents agreed with the view that English can help their children have more knowledge about the world (52% strongly agreed, 46% agreed). Only 2% of parents expressed disagreement with the statement. The result shows that almost all of the parents expressed agreement toward the statement, so it explains that most parents have
positive thought that English can help their children have more knowledge about the world.

Table 7. Parent’s think that providing bilingual education is the best choice because their brain’s cell is still developing which make them easier to catch new things.

<table>
<thead>
<tr>
<th>Parents’ Response</th>
<th>Number of participants</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>40</td>
<td>40</td>
</tr>
<tr>
<td>Agree</td>
<td>52</td>
<td>52</td>
</tr>
<tr>
<td>Disagree</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

Regarding statement no 4, ‘I think that providing bilingual education is the best choice because their brain’s cell is still developing which make them easier to catch new things’, Table 7 shows that almost all of the participants agreed to the statement. There were 92% parents’ shows their agreement that they think by giving their children learning bilingual education in young age is the best choice because their brain’s cell is still developing make them easier to catch new things (50% strongly agreed, 42% agreed). The rest of parents, less than 10% expressed their disagreement about it (5% disagreed, 3% strongly disagreed). The result shows that almost all of the parents expressed agreement toward the statement. It explains that parents had positive thought that sending their children to a bilingual education
program in young age is the best choice because their brain’s cell is still developed which make them easier to catch new things.

Table 8. Parents’ think that if their children fluent speak in two languages, they will have more friends

<table>
<thead>
<tr>
<th>Parents’ Response</th>
<th>Number of participants</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td>Agree</td>
<td>61</td>
<td>61</td>
</tr>
<tr>
<td>Disagree</td>
<td>11</td>
<td>11</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

Regarding statement no 5, ‘I think that if children fluent speak in two languages, they will have more friends’ Table 8 shows that almost all of the participants agreed to the statement. The result is 89% of the participants show agreement toward the statement. They agreed that if their children can speak both English and Indonesian fluently, they will have many friends and they will know more people (61% agreed, 28 strongly agreed). Only 11% shows their disagreement toward the statement. We could say that most parents agreed that being bilingual is a good thing and there were many advantages to it such as their children would like to know many people and had many friends.
Table 9. Parents’ think that bilingual education at early age can disturb their children language learning process

<table>
<thead>
<tr>
<th>Parents’ Response</th>
<th>Number of participants</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Agree</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>Disagree</td>
<td>75</td>
<td>75</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>16</td>
<td>16</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

Regarding statement no 6, ‘I think that bilingual education at early age can disturb their children language learning process’ Table 9 shows that 91% respondents disagreed with the statement that they think bilingual education in early childhood can disrupt the process of language learning in children at an early age because of the mastery of the mother tongue is not perfect. There were 1% parents strongly agreed with the statement, 9% parents agreed with the statement, and 91% parents disagreed with the statement. The majority of the participants disagreed with the statement, the rest which was 10% agreed that English can disrupt the learning process, but other than that the children still have priority to speak Indonesian as their mother tongue and their environment is certainly dominated by a community that speaks Indonesian.

Table 10. Parents’ think bilingual education can increase their children confidence

<table>
<thead>
<tr>
<th>Parents’ Response</th>
<th>Number of participants</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>29</td>
<td>29</td>
</tr>
<tr>
<td>Agree</td>
<td>61</td>
<td>61</td>
</tr>
<tr>
<td>Disagree</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>
Regarding statement question no 7, ‘Parents’ think bilingual education can increase their children confidence’ Table 10 shows that 90% respondents expressed their agreement toward the statement that bilingual education can increase confidence (29% strongly agreed, 61% agreed). The rest of the respondents, which were 10% expressed disagreement. The researcher asked parents on the open-ended question to check their agreement toward bilingual education at an early age. The results show that eight parents agreed with bilingual education at an early age because bilingual education could increase their children’s confidence.

Table 11. Parents’ support is important

<table>
<thead>
<tr>
<th>Parents’ Response</th>
<th>Number of Participants</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>51</td>
<td>51</td>
</tr>
<tr>
<td>Agree</td>
<td>47</td>
<td>47</td>
</tr>
<tr>
<td>Disagree</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

Regarding statement question no 8, ‘I think my support as parents toward bilingual education is important’, Table 11 shows that all the participants agreed to the statement. From table 11 we could see that almost all parents expressed their agreement toward the statement (51% strongly agreed, 47% agreed). Only 2% showed disagreement toward the statement. Almost all of the parents had the same feeling that their support as a parent to their child's bilingual education at an early age is necessary.
Table 12. Parent’s believe that mastering Indonesian and English is important for their child’s future

<table>
<thead>
<tr>
<th>Parents’ Response</th>
<th>Number of Participants</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>74</td>
<td>74</td>
</tr>
<tr>
<td>Agree</td>
<td>26</td>
<td>26</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

Regarding statement question no 9, ‘I believe that mastering Indonesian and English is important for my child’s future’ Table 12 shows that parents expressed their agreement toward the statement that mastering Indonesian and English is important for their children’s future (74% strongly agreed, 26% agreed. The researcher also asked parents on the open-ended question about their agreement toward bilingual education program at an early age. The results show that 30 parents agreed with bilingual education at an early age because of bilingual education useful for their children’s future. The researcher could say that all of the parents were sure that mastering Indonesian and English are important for their children’s future.

Table 13. Parents’ opinion toward sending their child to a good bilingual education program

<table>
<thead>
<tr>
<th>Parents’ Response</th>
<th>Number of Participants</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>44</td>
<td>44</td>
</tr>
<tr>
<td>Agree</td>
<td>55</td>
<td>55</td>
</tr>
<tr>
<td>Disagree</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>
Regarding statement question no 10, ‘I send my child to a school that uses a bilingual program because the schools offering a good bilingual education program’ Table 13 shows that 99% parents expressed their agreement toward the statement (44% strongly agreed, 55% agreed). Only 1% of the parent disagreed with the statement. Almost all of the parents had the same opinion on how to choose a bilingual school and they prefer to send their children to a bilingual school which offering a good bilingual education program. Overall, a bilingual school which has a good program will become parents’ choice.

Those results above supported by two open-ended questions under this theme. Based on the results from the number of occurrences on the open-ended question, parents also shows positive attitude toward bilingual education program. The first question asked about parents’ agreement toward bilingual education program at an early age. The most frequent reason given by participants were 36 % of the participants agreed that bilingual education program at early age could make their children speak more than one languages, 30 % stated that bilingual education useful for their children future, 22 % stated that at early age it is easier for children to understand and absorb new things, last but not least 8 % stated that bilingual education could increase children confidence.

The second open-ended question is to assess parents’ opinions on their beliefs that bilingual education will dilute Indonesian’s culture. There were two general answers, one side disagreed with the statement that bilingual education could dilute
Indonesian’s culture, and the other side said that it depends on the parents and the child’s environment and if the parents and environment would reinforce Indonesian culture or not. There were 88 parents who disagreed with the question because Indonesian culture was still present in the children’s environment, and there were 12 parents who said that it depends on parents and the environment. From the result, it explains that parents had positive thought that English could help their children had more knowledge about the world.

Parents had highly influence toward bilingual education program in determining the bilingual school for their children. Most of the parents had positive feeling toward all of the statement question. The result of statement number 3 shows that 98% of parents believe that English could help their children had more knowledge about the world. The result of statement number 4 revealed that 92% parents also believe that providing bilingual education was the best choice because their brain’s cell was still developed which make them easier to catch new things. Next, statement number 5 shows that 89% parents agreed that if children fluent speak in two languages, they would have more friends. Statement number 6 conclude that 91% parents disagreed with the statement number 4 which stated that bilingual education in early childhood could disrupt the process of language learning in children at an early age because of the mastery of the mother tongue was not perfect. 90% parents expressed their agreement toward the statement number 7 that bilingual education could increase confidence. 98% parents also had the same belief toward
statement number 8 that their support as a parent to the child's bilingual education at an early age was necessary. For the statement number 9, all of the parents’ belief that mastering Indonesian and English were important for their children’s future, it was supported by the results of the open-ended question that show 30 parents agreed with bilingual education at an early age because bilingual education useful for their children’s future. Last but not least, 99% parents also believe in sending their children into a school that offering a good bilingual education program.

From the result, we know that parents show positive belief toward bilingual education program. As we see the percentage, the result is around 89% to 99% which means it shows a good result, overall almost all of parents shows positive opinion toward bilingual education program. The result of the study was similar with Saucedo (1997) which found that 97% of the parents in his study were satisfied with their child's second language development and that being able to speak two languages helped their child's self-esteem.

C. Behavior Attitude: Parents’ Behavior toward Bilingual Education Program

There are 4 statements under this theme and the result will be displayed in a form of table. From the table we can see clearly parents’ behavior toward bilingual education program; whether they agree or disagree with the statement.
Table 14. Parents’ provide books and audio visual materials to develop their children English language skills.

<table>
<thead>
<tr>
<th>Parents’ Response</th>
<th>Number of Participants</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>37</td>
<td>37</td>
</tr>
<tr>
<td>Agree</td>
<td>54</td>
<td>54</td>
</tr>
<tr>
<td>Disagree</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

Regarding statement question no 11, ‘I provide books and audio visual materials to develop my children English language skills’ Table 14 shows 91% parents expressed their agreement with the statement (37% strongly agreed, 54% agreed). They had the same opinion that providing their children with many books and audio visual materials such as English books, movie etc. would develop their children’s English language skills. The researcher also asked parents what they did to support their children on the open-ended question. The result shows that 33 parents provided their children with books and also audio & video which use two languages. Therefore, we know that almost all of the parents agreed with the view that providing their children with many materials would develop their children’s English language skills.

Table 15. Parents’ noticed that their children comfortable using two languages

<table>
<thead>
<tr>
<th>Parents’ Response</th>
<th>Number of Participants</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>31</td>
<td>31</td>
</tr>
<tr>
<td>Agree</td>
<td>67</td>
<td>67</td>
</tr>
<tr>
<td>Disagree</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>
Regarding statement question no 12, ‘I noticed that their children comfortable using two languages’ Table 15 show that almost all of the participants agreed to the statement. Based on the result on table, it shows that parents expressed their agreement with the statement (31% strongly agreed, 67% agreed). Only 2% of parents disagreed with the statement. The result also shows that almost all of the parents which agreed with the statement, they noticed that their children felt comfortable using two languages.

Table 16. Parents help their children learning English and Indonesian

<table>
<thead>
<tr>
<th>Parents’ Response</th>
<th>Number of Participants</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>37</td>
<td>37</td>
</tr>
<tr>
<td>Agree</td>
<td>62</td>
<td>62</td>
</tr>
<tr>
<td>Disagree</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

Regarding statement question no 13, ‘I helped my children learning English and Indonesian’ Table 16 shows that almost all of the participants agreed to the statement. The percentage shows that 99% expressed their agreement with the statement (37% strongly agreed, 62% agreed). On the open-ended question parents said that they helped their children learned two languages by teaching and speaking to them using two languages at home.
Table 17. Parents teach and let their children familiar with English and Indonesian at home

<table>
<thead>
<tr>
<th>Parents’ Response</th>
<th>Number of Participants</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>Agree</td>
<td>65</td>
<td>65</td>
</tr>
<tr>
<td>Disagree</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

Regarding statement question no 14, ‘I teach and let my children familiar with English and Indonesian at home’ Table 17 shows that almost all of the participants agreed to the statement. The table shows that 90% parents expressed their agreement with the statement (25% strongly agreed, 65% agreed). The result also shows that the 90% of the participants taught and familiarized their children by using two languages at home. The researcher also asked parents what they did to support their children in learning two languages. The result shows that 30 parents used English and Indonesian to support their children language learning process. Overall, we could say that parents speak in two languages in order to teach their children and let their children become familiar with the use of the two languages.

There were many things that parents could do to support their children’s learning process. The researcher asked parents an open-ended question related to what would they did to support their children, the result comes into two main areas
and supported the result on parents’ behavior toward bilingual education program. There were 39 parents who sent their children to a private English course. Besides sent their children to an English course, 31 parents provided their children with books and visual materials which use two languages and 30 parents supported their children by speaking with them using two languages.

The statement question number 11 results’ shows that 91% parents expressed their agreement with the statement that they were agreed that providing books and audio visual materials to develop my children English language skills. The result on the open-ended question also supported the closed-ended question; the parents said that they supported their children with books and also audio & video materials which use two languages. The statement question number 12 shows that 98% parents noticed that their children felt comfortable using two languages. On the statement question number 13, 99% parents helped their children learning English and Indonesian, they helped their children learned two languages by teaching and speaking to them using two languages at home. Last, 90% parents teach and familiarize their children by using two languages at home, they used English and Indonesian to support their children language learning process.

Bartram, 2006; Luo & Wiseman, 2000 stated that parents especially mother plays an important role in developing their children’s language because they serve as significant language learning models for their children. It is true that parents have a big role in their children development and children learning language through their
parents. For learning, Freeman, 2000, pp 23-28 stated that visual materials also helps the learners to have a clear idea about the subject matter. Parents nowadays also use visual materials to help their children learning.

The result is in line with Bartram; Luo & Wiseman and also Freeman. We know from the statement question result that parents had a big role in their children learning process, we could see that they helped their children learn two languages by also using two languages at home. They also agreed that they providing books and audio & video materials to develop their children learning process, it is supported by the open ended question, the parents answer that they provide their children with bilingual books and video & audio materials.

CONCLUSION

This study aimed to explore parents’ attitudes toward having their children study with bilingual education program at an early age. There were three major points that can be drawn from their responses. First, most parents had positive feelings about bilingual education and English. They were happy because they were able to send their child to bilingual education program and they were happy to see that their children can communicate using English. Second, parents’ shows positive opinion toward bilingual education. They believe that bilingual education has a great impact on their children, such as mastering two languages were important to their language future and it can increase their children’s confidence. Third, parents exhibit positive
behavior toward bilingual education programs. They were happy about the bilingual programs. They helped their children practices using two languages, provide materials and tools for their children, and also notice that their children enjoy speaking using two languages.

The results of this research were limited by the small number of participants. The participants consisted of only 100 parents, which is not sufficient to represent all Indonesian parents. So the results cannot be generalized as reflecting the thoughts of Indonesian parents as a whole. This research also only used questionnaires which might miss important data that would help the researcher to interpret participants’ thoughts accurately and in detail.

For parents who want their children to be bilingual and illiterate in English and Indonesian, parents also should consider bringing their children continue their study into elementary school that provides immersion or bilingual education program so that their children language skills will always develop.

Furthermore, I would like to suggest that further research future researcher will used interview to collect data. Interview will decrease misunderstanding and will help researchers get richer and more accurate data. Future research also can explore teachers’ attitudes so we can compare between the parents’ attitudes and teacher’s attitudes whether they have similar or different attitudes toward bilingual education program for early learners.
REFERENCES


Ball, J. (2011). *Educational equity for children from diverse language backgrounds: Mother tongue-based bilingual or multilingual education in the early years*. University of Victoria, CA.


Undang-Undang No. 20 Tahun 2003 Tentang Sistem Pendidikan Nasional.
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Para Orang Tua yang terkasih,


I. Informasi Demografi

Pendidikan Terakhir : SMA / Diploma / S1 / S2 / S3
Jenis Kelamin Orang Tua : P / L
Pekerjaan :
(centang (√) 1 saja) dan isi lain-lain jika pekerjaan anda tidak ada di pilihan
( ) Ibu Rumah Tangga ( ) Karyawan
( ) Dosen ( ) PNS
( ) Wirausaha ( ) Lain-lain : ...........

Usia Orang Tua :

Usia anak :

II. Berilah tanda centang (√) pada kolom yang tersedia sesuai dengan kecenderungan sikap Anda terhadap pernyataan tersebut!

Keterangan:
<table>
<thead>
<tr>
<th>No</th>
<th>Pernyataan</th>
<th>SS</th>
<th>S</th>
<th>TS</th>
<th>STS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Menurut saya bahasa Inggris dapat membantu anak saya memiliki pengetahuan lebih tentang dunia.</td>
<td>----</td>
<td>---</td>
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</tr>
<tr>
<td>2</td>
<td>Menurut saya memberikan pendidikan bilingual pada anak usia dini adalah pilihan yang tepat karena sel-sel otak anak masih terus berkembang membuat mereka mudah menyerap hal baru.</td>
<td>----</td>
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</tr>
<tr>
<td>3</td>
<td>Menurut saya jika anak fasih berbicara dalam dua bahasa (bahasa Indonesia dan Inggris), mereka dapat memiliki lebih banyak teman dan tahu lebih banyak orang.</td>
<td>----</td>
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</tr>
<tr>
<td>4</td>
<td>Menurut saya pendidikan bilingual pada anak usia dini dapat mengacaukan proses belajar bahasa pada anak di usia dini karena penguasaan bahasa ibu yang belum sempurna.</td>
<td>----</td>
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</tr>
<tr>
<td>5</td>
<td>Menurut saya pendidikan bilingual pada anak usia dini dapat meningkatkan percaya diri dalam berinteraksi dengan orang lain.</td>
<td>----</td>
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</tr>
<tr>
<td>6</td>
<td>Saya merasa dukungan saya sebagai orang tua terhadap pendidikan bilingual pada anak di usia dini sangatlah perlu.</td>
<td>----</td>
<td>---</td>
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</tr>
<tr>
<td>7</td>
<td>Saya merasa senang karena dapat menyekolahkan anak saya bersekolah di sekolah bilingual.</td>
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</tr>
<tr>
<td>8</td>
<td>Saya yakin menguasai Bahasa Indonesia dan Inggris penting bagi masa depan anak saya.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Saya senang melihat anak saya bisa berbahasa Inggris.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Saya menyekolahkan anak saya ke sekolah yang menggunakan program bilingual karena sekolah menawarkan pendidikan bilingual yang bagus.</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>11</td>
<td>Saya membekali anak saya dengan buku dan banyak materi audio visual seperti buku bahasa Inggris, video Bahasa Inggris dll untuk mengembangkan keterampilan Bahasa Inggris mereka.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Saya memperhatikan bahwa anak saya merasa nyaman menggunakan dua bahasa.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Saya membantu anak saya belajar Bahasa Inggris dan Indonesia.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Saya mengajarkan dan membiasakan anak saya menggunakan dua bahasa di rumah.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

III. Jawablah pertanyaan dibawah ini dan berikan alasan Anda!

1. Apakah Anda setuju dengan program pendidikan bilingual pada anak usia dini? Berikan tanggapan Anda dan alasan nya!

........................................................................................................................................................................
........................................................................................................................................................................
........................................................................................................................................................................
........................................................................................................................................................................

2. Apakah dengan menyekolahkan anak di sekolah bilingual membuat lunturnya budaya Indonesia secara perlahan? Berikan pendapat Anda!
3. Apa yang Anda lakukan untuk anak Anda dalam mendukung program pendidikan bilingual?

V. Formulir Persetujuan

Jika saya perlu informasi lebih lanjut tentang pernyataan Anda, apakah saya bisa menghubungi Anda untuk wawancara? Ya / Tidak (lingkaran satu)

Jika Anda menjawab ya, lengkapi informasi berikut:

Nama : .................. Email: ....................

HP : ..................