PARENTS’ ATTITUDES TOWARD SENDING THEIR
CHILDREN TO A BILINGUAL SCHOOL IN SALATIGA

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

Natasya Florency
112012093

ENGLISH LANGUAGE EDUCATION PROGRAM
FACULTY OF LANGUAGE AND ARTS
UNIVERSITAS KRISTEN SATYA WACANA
SALATIGA
2016
PARENTS’ ATTITUDES TOWARD SENDING THEIR
CHILDREN TO A BILINGUAL SCHOOL IN SALATIGA

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

NATASYA FLORENCY
112012093

ENGLISH LANGUAGE EDUCATION PROGRAM
FACULTY OF LANGUAGE AND ARTS
UNIVERSITAS KRISTEN SATYA WACANA
SALATIGA
2016
PERNYATAAN TIDAK PLAGIAT

Saya yang bertanda tangan di bawah ini:

Nama : Natsaya Floremy
NIM : 112012095 Email : 112012095@student.uksw.edu
Fakultas : Bahasa dan Seni Program Studi : Pendidikan Bahasa Inggris
Judul tugas akhir : Parents' Attitudes toward Sending Their Children to a Bilingual School in Salatiga
Pembimbing : 1. Anne I. Timotus, M.Ed.
2. Andi Kurniaswati, M.Hum.

Dengan ini menyatakan bahwa:

1. Hasil karya yang saya serahkan ini adalah asli dan belum pernah diajukan untuk mendapatkan gelar kesarjanaan baik di Universitas Kristen Satya Wacana maupun di institusi pendidikan lainnya.
2. Hasil karya saya ini bukan sedang atau jumahan melainkan merupakan gagasan, rumusan, dan hasil pelaksanaan penelitian/implentasi saya sendiri, tanpa bantuan pihak lain, kecuali arahan pembimbing akademik dan narasumber penelitian.
3. Hasil karya saya ini merupakan hasil revisi terakhir setelah diujikan yang telah diketahui dan disetujui oleh pembimbing.
4. Dalam karya saya ini tidak terdapat karya atau pendapat yang telah ditulis atau dipublikasikan orang lain, kecuali yang digunakan sebagai acuan dalam naskah dengan menyebutkan nama pengarang dan dicantumkan dalam daftar pustaka.

Pernyataan ini saya buat dengan sejujurnya. Apabila di kemudian hari terbukti ada penyimpangan dan ketidakbenaran dalam pernyataan ini maka saya bersedia menerima sanksi akademik berupa pencabutan gelar yang telah diperoleh karena karya saya ini, serta sanksi lain yang sesuai dengan ketentuan yang berlaku di Universitas Kristen Satya Wacana.

Salatiga, 13 September 2016

Natsaya Floremy

F-LIB-080
PERNYATAAN PERSETUJUAN AKSES

Saya yang bertanda tangan di bawah ini:

Nama : Nataanya Florency
NIM : 112012093 Email : 112012093@student.uksw.edu
Fakultas : Bahasa dan Seni Program Studi : Pendidikan Bahasa Inggris
Judul tugas akhir : Parents’ Attitudes toward Sending Their Children to a Bilingual School in Salatiga

Dengan ini saya menyerahkan hak non-eksklusif kepada Perpustakaan Universitas – Universitas Kristen Satya Wacana untuk menyimpan, mengatur akses serta melakukan pengelolaan terhadap karya saya ini dengan mengacu pada ketentuan akses tugas akhir elektronik sebagai berikut (beri tanda pada kotak yang sesuai):

✔ a. Saya mengijinkan karya tersebut diunggah ke dalam aplikasi Repositori Perpustakaan Universitas, dan/atau portal GARUDA

□ b. Saya tidak mengijinkan karya tersebut diunggah ke dalam aplikasi Repositori Perpustakaan Universitas, dan/atau portal GARUDA**

Demikian pernyataan ini saya buat dengan sebenarnya.

Salatiga, 13 September 2016

[Signature]
Nataanya Florency

[Signature]
[Name]
Penerima

[Signature]
[Name]
Tanda warga & wam terang melahiran

[Signature]
[Name]
Tanda warga & wam terang pensiun/bangku

---
F-LIB-081
PARENTS' ATTITUDES TOWARD SENDING THEIR
CHILDREN TO A BILINGUAL SCHOOL IN SALATIGA

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

NATASYA FLORENCY
112012093

Approved by:

Anne I. Timotius, M.Ed.
Supervisor

Anita Kurniawati, M.Hum.
Examiner
COPYRIGHT STATEMENT

This thesis contains no such material as has been submitted for examination in any course or accepted for the fulfillment of any degree or diploma in any university. To the best of my knowledge and belief, this contains no material previously published or written by any other person except where due reference is made in the text.

Copyright © 2016: Natasya Floency and Anne I. Timotius, M.Ed.

All rights reserved. No part of this thesis may be reproduced by any means without the prior written permission of at least one of the copyright owners or the English Language Education Program of Universitas Kristen Satya Wacana, Salatiga.

Natasya Floency:
PUBLICATION AGREEMENT DECLARATION

As a member of the (UKSW) Universitas Kristen Satya Wacana academic community, I verify that:

Name: Natasya Florency
Student ID Number: 112012093
Study Program: English Language Education
Faculty: Language and Arts
Kind of Work: Undergraduate Thesis

In developing my knowledge, I agree to provide UKSW with a non-exclusive royalty free right for my intellectual property and the contents therein entitled:

PARENTS’ ATTITUDES TOWARD SENDING THEIR CHILDREN TO A BILINGUAL SCHOOL IN SALATIGA

along with any pertinent equipment.

With this non-exclusive royalty free right, UKSW maintains the right to copy, reproduce, print, publish, post, display, incorporate, store in or scan into a retrieval system or database, transmit, broadcast, barter or sell my intellectual property, in whole or in part without my express written permission, as long as my name is still included as the writer.

This declaration is made according to the best of my knowledge.

Made in: Salatiga
Date: August 24th, 2016
Verified by signee,

Approved by:

Thesis Supervisor
Anne T. Timotius, M.Ed.

Thesis Examiner
Anita Kurniawati, M.Hum.
TABLE OF CONTENTS

INSIDE COVER PAGE............................................................................................................ i
APPROVAL PAGE .................................................................................................................... iv
COPYRIGHT STATEMENT ........................................................................................................ v
PUBLICATION AGREEMENT DECLARATION ........................................................................ vi
TABLE OF CONTENTS .......................................................................................................... vii
ABSTRACT .............................................................................................................................. 1
INTRODUCTION ...................................................................................................................... 1
LITERATURE REVIEW .............................................................................................................. 3
  Definition of Bilingualism .................................................................................................. 3
  Definition of Bilingual Education ...................................................................................... 4
  Definition of Attitude ....................................................................................................... 4
  Disadvantage and advantage of bilingual education ....................................................... 5
  Parents’ attitudes toward bilingual education ................................................................. 5
  Relevant studies/research ............................................................................................... 6
THE STUDY .............................................................................................................................. 7
  Context of study and participants ................................................................................... 7
  Data collection instrument ............................................................................................. 10
  Data collection procedure ............................................................................................ 10
  Data analysis procedure ............................................................................................... 10
FINDINGS AND DISCUSSION ............................................................................................... 10
  A. Cognitive Attitude ..................................................................................................... 11
  B. Behavior Attitude ..................................................................................................... 13
  C. Affective Attitude ..................................................................................................... 15
CONCLUSION ........................................................................................................................ 17
PARENTS’ ATTITUDES TOWARD SENDING THEIR CHILDREN TO A BILINGUAL SCHOOL IN SALATIGA

Natasya Florency

ABSTRACT

At the present time, many parents want their children to be able to speak in both their mother tongue and English. Children in three to twelve years old have a better chance to learn English, so the parents take this opportunity to send their children to a bilingual school. This study aims to examine parents’ attitude toward sending their children to a bilingual school. Eighteen parents from Bethany Elementary School, a local bilingual school, participated in this study. A questionnaire with twenty-five items was distributed to explore parents’ considerations and attitude on sending their children to a bilingual school. Questionnaires were distributed to answer the research question. From the questionnaires, the parents’ attitudes on sending their children to a bilingual school are based on three main components. The result of the survey is categorized into three based on LaPiere’s study (1934), as cited in McLeod (2014). The three components are (1) Cognitive Attitude: Parents’ Awareness toward Bilingual Education in Early Age, (2) Behavior Attitude: Parents’ Efforts in Helping Their Children Learning English, and (3) Affective Attitude: Parents Feel Children’s Improvement in Learning English. Overall, the parents had a positive attitude toward sending their children to Bethany Elementary School. Besides, they also feel significant progress on their children’s English skills.

Keywords: bilingual, bilingual education, early education, parents, children, attitude.

INTRODUCTION

Bilingualism becomes one of the issues happening lately, which also refers to bilingual education. In bilingual education, children in their early age like 3 to 12 years old have more chances to learn faster both their mother tongue (L1) and their second language (L2), which is English. Thus, most parents take this opportunity to send their young children, specifically those who are elementary students; to a bilingual school and attend classes using English so that they learn to speak English better. While bilingualism as a phenomenon, as stated by Lam (2001), refers to the phenomenon of competence and communication in two languages, and are used for communication. Besides, Haugen (1968) also cited in Margana (2015), who states that
bilingualism refers to a speaker’s native ability to apply more than one language. By saying, it means that the school will be children’s nature to learn EFL, especially bilingual school is also a society where the children can develop their skills in speaking by increasing the vocabulary, grammar and also the pronunciation.

In Indonesia, too, there is a phenomenon of bilingualism which happens to young learners of English at the age of 3 to 12 years old. Most parents in Indonesia, specifically in Salatiga, Central Java, want their children to learn English as early as possible. Besides, parents’ beliefs and attitudes about a school or program have a tremendous impact on the decisions of other parents seeking a good school for their child (Giacchino-Baker & Piller, 2006; Sheldon, 2002; Wesely & Baig, 2012). Besides, the success and effectiveness of the school itself also influence parents’ decisions (Heining-Boynton, 1990). Therefore, the parents have to think wisely about choosing the best school for their children, in particular for a bilingual school.

However, some parents are hesitating whether they would send their children to a bilingual school. Hallett (2005), said that many parents in Indonesia still think twice before they decide to send their children to a bilingual school due to some factors. They are afraid that the teachers will not have a good strategy to teach English to their children. Besides, they are also feeling anxious whether their children could catch up with the materials give or not. They had another concern on what if the teachers seem embarrassed when it comes to correcting their students’ mistake (Hallett, 2005).

The aim of this study is to examine parents’ attitude toward their children bilingual education. Also, this study will provide parents’ reasons and considerations when choosing the
proper bilingual school for their children. Besides, this study will reveal parents’ attitude to their children’s EFL learning process in a primary.

This study is important to be conducted because of most parents in Salatiga, Central Java, send their children to a bilingual school, and to know more about why parents in Salatiga need to send their children to a bilingual school.

The following research question guides the study:

“What are the parents’ attitudes toward sending their children to a bilingual school?”

Finally, the researcher would like to do the study based on the research question above. Most parents would like to send their children to a bilingual school. This study will explore how parents see a bilingual education and the reasons why they choose the school for their children. Besides, the way parents perceive English learning through a bilingual school will be shown in this study.

LITERATURE REVIEW

Definition of Bilingualism

Lam (2001) defined bilingualism as the phenomenon of competence and communication in two languages, and a bilingual society is one in which two languages are used for communication in society.

Titone (1972), as cited in Hamers and Blanc (2000) stated that bilingualism is the individual's capacity to speak a second language while following the concepts and structures of that language rather than paraphrasing his or her mother tongue.
To conclude, bilingualism refers to a term when someone could master and use two languages equally.

**Definition of Bilingual Education**

Andersson and Boyer (1970), as cited in Pacific Policy Research Center (2010) stated that bilingual education is an education where two languages positioned as the medium of the instruction of any parts and also for school curriculum. The school which has bilingual programs in Indonesia will use both languages; which are Indonesian and English as the medium of interaction in the learning process. Learning English in children's early age will make them become familiar with the language and will give them a better opportunity communicate using the language.

**Definition of Attitude**

Attitude is one of many important points which influence how someone's act toward something. Vaughan & Hogg (1995) defined attitude as, ‘A relatively enduring organization of beliefs, feelings, and behavioral tendencies towards socially significant objects, groups, events or symbols or a general sense or evaluation (positive/ negative) about some person, object or issue.' LaPiere (1934), as cited in McLeod (2014) stated that there are three main components of attitude; which are affective, cognitive, and behavioral. The first one is the affective attitude. This part involves the feelings or emotions of someone toward attitude object. Second, cognitive component contains someone's knowledge or belief about the attitude object. Third, the behavioral component includes how someone acts or behave to the attitude which has influenced them. All of the three elements will affect someone's attitude on something. Therefore, having a good attitude also means that someone has a positive point of view for a certain occasion, in this study the case is about
bilingual education. For example, if the parents have a right or positive point of view toward their children's bilingualism and education, the children will also have positive thoughts about their education and feel motivated to learn more. In contrast, if the parents don't pay much attention to their children's bilingualism and education, the children themselves will not be interested in their study.

Disadvantage and advantage of bilingual education

Being a bilingual had strengths and weaknesses, the same things also happened to bilingual education. For example, parents forcing their children to learn two languages at the same time will make the children’s skills decreasing and confuse of their identity as Indonesians. This is proven by Day’s (2002) statement that the use of language in groups shows our participation. It means Indonesian identity is doubted because children’s group is Indonesian and they speak in Indonesian on the daily basis. However, Pacific Policy Research Center (2010) stated that children who are learning English through bilingual institute will achieve better improvement in their academic. The children who are learning two languages at the same time have a higher ability in improving their cognitive development.

Parents’ attitudes toward bilingual education

Parents’ attitudes and motivations toward language learning were particularly important in concepts when predicting children's level of success in language attainment (Baker, 1992). Besides, Baker added that parents' attitude toward bilingualism also affects the children's attitude toward learning the target language itself. Parents' awareness of bilingual education often leads to the decision of sending their children to a bilingual school. Through many reviews and feedbacks on this case, parents also have their thoughts to decide whether they should send their children to a
bilingual school or not. Parents need to know what language they should choose for their children, in this case, parents want English as the second language. Furthermore, Parents send their kids to such schools in the hope that doing so will give these children the edge in a very competitive educational environment (Amaral, 2001).

However, there is also a contra in parents' attitude toward bilingual education. Chang (2002) argued that teaching English at the early age which is in elementary school would result in a loss of mother tongue competence and could alienate the child from his or her culture and tradition. Also, children could be confused if they are exposed to a foreign language too early because the task of learning a foreign language is involved.

**Relevant Studies/Research**

Three relevant researches were related to this study. From the previous study of Oladejo (2006) and Baig (2011), the researcher found that bilingual education is the most needed education for students in early age like in elementary school. Parents' attitudes toward bilingualism also have a major 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 the schools which offer bilingual education and random sampling, by choosing parents randomly. The results of these two studies were parents' attitudes toward bilingualism would be influenced by individual characteristics, principal among which would be age, education, gender, and income. These studies were aimed to understand bilingualism through students' perspectives to consider in parents' decisions of sending their children to a bilingual school.
There was one thesis on bilingual education done by English Department student of Universitas Kristen Satya Wacana. For example, Widyasari’s (2013) study investigate parents’ reasons for sending their children to bilingual early childhood education. Widyasari’s (2013) used a close-ended questionnaire of 16 items and spread it to 44 parents in Satya Wacana Children Centre. The result of this study was the participants of the study focused more on their social and economic reasons. Besides, parents were less aware of their children’s cognitive development. This study aimed to explore parents’ reasons toward sending their children to early childhood education.

THE STUDY

The researcher will use qualitative research. While using qualitative research, the researcher will get more data by interviewing the participants. Besides, the researcher could explore more about the parents’ attitude toward children's EFL learning process.

Context of the study

The study took place at Bethany Elementary School, which was located in Kalipengging Street no. 4A, Salatiga, Central Java, Indonesia. The researcher focused more on parents of grade 1 to 6 in elementary school. The reason is that Bethany Elementary School is a bilingual school which requires both the teachers and students to communicate in English as the instructional language.

Participants

This study examined parents' attitude toward sending their children to a bilingual school. Thus, parents in Bethany Elementary School were selected to be the participants in
this study. There were 20 parents who filled the questionnaire but only 18 submitted the questionnaire. Chart 1 below indicates parents' occupational background which are Entrepreneur (22.20%), Housewife (22.20%), Teacher (16.80%), Office worker (27.80%), Model (5.50%), and Priest (5.50%).

Not only have the different occupational background, but the parents also have the varied educational background. Chart 2 below indicates parents' educational background which divided into three categories. The three groups are High School Graduate (16.70%), Bachelor Degree (66.60%), and Post Graduate (16.70%).
Each parent also mastered different languages. There are Indonesian, Javanese, English, and Mandarin. The chart below presents which language was learned by most of the parents. All 18 parents mastered Indonesian (100%). For about ten parents mastered Javanese (55.60%), 12 parents mastered English (66.70%), and only two parents mastered Mandarin (11.20%).
Data Collection Instrument

A close-ended questionnaire was used in the study because it is easier for the participants to answer and give fixed responses. The researcher created the questionnaire based on the literature review. The questionnaire contains 25 items which the first ten items have ‘strongly agree', ‘agree,' ‘disagree', and ‘strongly disagree.' statements indicating cognitive attitude. The next 15 items require ‘yes,' 'no', and ‘undecided' which include optional reasons representing behavioral attitude (7 items) and affective attitude (8 items). Since not all parent were able to speak in English, the questionnaire was written in Indonesian. The researcher didn't do piloting during the data collection since there was time limitation during the study.

Data Collection Procedures

The researcher spread around 20 questionnaires to 20 parents in Bethany Elementary School randomly. 20 questionnaires were given to the parents through school's secretary and the teachers. All the questionnaires were brought home to be filled in. The data collection lasted about three weeks starting June 28th, 2016 to July 27th, 2016 due to Eid holidays on July 13th, 2016. However, only 18 out of 20 questionnaires were returned.

Data Analysis Procedure

The researcher collected the data and analyzed it using Microsoft Excel including the statistical data. From the data, the researcher found that almost all parents are giving a positive attitude toward sending their children to Bethany Elementary School.

Findings and Discussions
The aim of this study is to determine parents' attitudes toward sending their children to a bilingual school in Salatiga. The results which are discussed in this section include the parents' cognitive, behavioral, and affective attitudes in their decisions on sending their children to Bethany Elementary School.

A. Cognitive Attitude

Table 1 represents parents' cognitive attitudes which stated that learning English at the early age is necessary. The result showed that 11 parents out of 18 (61.10%) strongly agreed that early bilingual education is important (Question 1). Children are proven to be more useful in learning languages due to their ability to learn the target language in the same way as they learn their mother tongue (Tare & Gelman, 2010). Along with the statement, 12 out of 18 parents (66.67%) believed that bilingual education will help their children to speak in English better as the school taught both the mother tongue and English altogether; besides, 12 out of 18 (66.67%) were certained that their support is strongly needed in their children’s bilingual education (Question 2 and 3). Pugliese (2010) stated that parents thought bilingual education is very helpful for children to build their self-esteem. This was the reason why from the question number 4 and 5, the researcher found that parents also looked for the best institute and facilities for their children. 13 out of 18 parents (72.22%) agreed that Bethany Elementary School was a good bilingual school which will make their children learn English better. While almost all the parents, which is 16 out of 18 (88.89%) agreed that the facilities in Bethany Elementary School was quite satisfying. Another result the researcher found in the survey was parents chose Bethany Elementary School because this institute taught not only academically but also religiously. This was supported by looking at the questionnaire number 6, 10 out of 18 parents agreed to send their children to Bethany Elementary School because of the consideration mentioned before. Bethany Elementary School
also had pleasing services and competent staffs and teachers. These two statements from question number 7 and 8 showed that 12 out of 18 parents strongly agreed that the service was pleasing and around 11 out of 18 (61.10%) agreed that the teachers and staffs were knowledgeable. The materials given to the students were applicable to the students’ ability and 12 (66.67%) agreed to this statement (Question 9). Moreover, from the question number 10, 11 out of 18 parents (61.10%) agreed that Bethany Elementary School involved parents in every learning processes. The statements below are taken from the questionnaire which was distributed to the parents.

<table>
<thead>
<tr>
<th>No.</th>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The Early bilingual education program is necessary.</td>
<td>1 (5.57%)</td>
<td>6 (33.33%)</td>
<td>11 (61.10%)</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Bilingual education helps my child to speak in English.</td>
<td></td>
<td>6 (33.33%)</td>
<td></td>
<td>12 (66.67%)</td>
</tr>
<tr>
<td>3.</td>
<td>Parents’ support in early bilingual education is needed.</td>
<td>1 (5.57%)</td>
<td>5 (27.78%)</td>
<td></td>
<td>12 (66.67%)</td>
</tr>
<tr>
<td>4.</td>
<td>Bethany Elementary School is a good bilingual institution.</td>
<td></td>
<td></td>
<td>13 (72.22%)</td>
<td>12 (66.67%)</td>
</tr>
<tr>
<td>5.</td>
<td>Facilities in Bethany Elementary School is quite sufficient.</td>
<td>1 (5.57%)</td>
<td>16 (88.89%)</td>
<td></td>
<td>1 (5.57%)</td>
</tr>
<tr>
<td>6.</td>
<td>Besides academic learning, Bethany Elementary School also teaches spiritual values.</td>
<td></td>
<td></td>
<td>10 (55.56%)</td>
<td>8 (44.44%)</td>
</tr>
<tr>
<td>7.</td>
<td>Bethany Elementary School’s services are satisfying.</td>
<td>1 (5.57%)</td>
<td>5 (27.78%)</td>
<td></td>
<td>12 (66.67%)</td>
</tr>
<tr>
<td>8.</td>
<td>Bethany Elementary School has compatible teachers and staffs.</td>
<td>1 (5.57%)</td>
<td>11 (61.10%)</td>
<td></td>
<td>6 (33.33%)</td>
</tr>
<tr>
<td>9.</td>
<td>Bethany Elementary School’s materials are appropriate and suitable to learners’ ability.</td>
<td>1 (5.57%)</td>
<td>12 (66.67%)</td>
<td></td>
<td>5 (27.78%)</td>
</tr>
</tbody>
</table>
Table 1. Parents’ considerations on choosing school for their children

<table>
<thead>
<tr>
<th></th>
<th>Bethany Elementary School involves parents in every learning processes.</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>10.</td>
<td>5.57%</td>
<td>11</td>
<td>61.10%</td>
</tr>
</tbody>
</table>

Table 1. Parents’ considerations on choosing school for their children

From the table above, the data showed that parents were looking for the information about Bethany Elementary School and dig it deeper to gain as many information as possible to meet their basic knowledge of bilingualism and bilingual education for their children. Not only seek the basic information of the institute’s programs, they also checked if the school’s environment is appropriate for their children. Besides, they want their children to have bilingual education as early as possible and get an ‘investment’ for their future. Therefore, they believed that their support is badly needed by their children in their learning process.

The result of the data was similar to Baker's theory which stated that parents' attitude toward bilingualism can also give impact to the children's attitude toward learning the target language itself (1992). It was also the reason why parents should be aware of bilingualism so that they could help their children to develop their English skills.

B. Behavioral Attitude

Table 2 below displays how parents act toward sending their children to Bethany Elementary School; which is a bilingual school in Salatiga and how they help their children to achieve a better result in learning English. From the table below, we could see that 10 out of 18 parents (55.56%) sent their children to Bethany Elementary School with their colleagues’ or friends’ suggestion (Question 11). Another point was 16 out of 18 parents (88.89%) interested in Bethany Elementary School because use bilingual as the medium of communication in the learning process (Question 12). After sending their children to Bethany Elementary School, parents thought of ways to help their children in improving their English skills. There were some ways the parents
do in order to support their children in learning English. 12 out of 18 parents (66.67%) sent their children to English courses outside the school (Question 15). Also, they would help their children to learn English at home and act as the teacher (Question 16). Despite the fact that parents would support their children learn English by sending them to English courses and act as the teacher at home, some parents did not support much in their children learning process. In question number 13, 12 out of 18 parents (66.67%) frequently spoke in Indonesian when interacting with their children. The same thing happened to 12 out of 18 parents (66.67%) who did not speak much in English when it comes to communicating with their children (Question 14). 15 out of 18 parents (83.33%) agreed to recommend Bethany Elementary School to their friends or colleagues as another action to support other people becoming more aware of the importance of bilingual education for their children (Question 17).

<table>
<thead>
<tr>
<th>No.</th>
<th>Statement</th>
<th>Yes</th>
<th>No</th>
<th>Indecisive</th>
</tr>
</thead>
<tbody>
<tr>
<td>11.</td>
<td>I sent my child to Bethany Elementary School because of my friend/colleague recommendation me to.</td>
<td>10 (55.56%)</td>
<td>7 (38.89%)</td>
<td>1 (5.57%)</td>
</tr>
<tr>
<td>12.</td>
<td>I sent my child to Bethany Elementary School because this school uses bilingualism as the basis.</td>
<td>16 (88.89%)</td>
<td>2 (11.11%)</td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td>I speak in Indonesian/mother language a lot when communicating with my child.</td>
<td>12 (66.67%)</td>
<td>4 (22.22%)</td>
<td>2 (11.11%)</td>
</tr>
<tr>
<td>14.</td>
<td>I speak English a lot when communicating with my child.</td>
<td>6 (33.33%)</td>
<td>12 (66.67%)</td>
<td></td>
</tr>
<tr>
<td>15.</td>
<td>I send my child to English course outside the school.</td>
<td>12 (66.67%)</td>
<td>5 (27.78%)</td>
<td>1 (5.57%)</td>
</tr>
<tr>
<td>16.</td>
<td>I help my child practicing English at home.</td>
<td>12 (66.67%)</td>
<td>5 (27.78%)</td>
<td>1 (5.57%)</td>
</tr>
</tbody>
</table>
I also recommend Bethany Elementary School to my friend/colleague. 

<table>
<thead>
<tr>
<th></th>
<th>I also recommend Bethany Elementary School to my friend/colleague.</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>(83.33%)</td>
</tr>
<tr>
<td>3</td>
<td>(16.67%)</td>
</tr>
</tbody>
</table>

Table 2. Parents’ efforts in helping their children learning English

From the table above, the researcher found that parents thought additional courses might be needed for their children to master English quicker. Besides, they would act as a tutor for their children at home in learning English even though some parents did not do the same thing to support their children. Another thing is that the parents also recommended Bethany Elementary School to their colleagues to encourage their friends or colleagues aware of the importance of bilingual education.

The result of the data was similar to Kopeliovich (2006) which stated that parents believed in the function of the home language environment, which could provide quantity and quality of language input for the second generation. Parents would find a way to make their children better in their English learning process, such as practicing or talk to them using English on the daily basis.

C. Affective Attitude

Table 3 below will represent parents' feeling toward their children improvement in learning English. From the question number 18, most of all parents (88.89%) thought that their children became more confident when interacting with foreigners. 17 out of 18 parents (94.44%) also feel significant progress in their children learning process (Question 19). Not only academically, but 16 out of 18 parents (88.89%) agreed that their children’s characters turned out to be better. Parents will feel proud if their children succeed in acquiring English (Question 20). For example, 17 out of 18 parents (94.44%) felt that their children became more active in speaking English and it made
them happy (Question 21). In question number 22, the researcher also found that 15 out of 18 parents (83.33%) thought their children became braver in expressing their opinions in English. Besides, 13 out of 18 parents (72.22%) saw their children’s social skills improved as they became easier to get along with their friends (Question 23). These improvements made 13 out of 18 parents (72.22%) feel proud to be able to send their children to Bethany Elementary school (Question 24) and it made most of all parents (88.89%) felt that they made the right decision to send their children to Bethany Elementary School (Question 25).

<table>
<thead>
<tr>
<th>No.</th>
<th>Statement</th>
<th>Yes</th>
<th>No</th>
<th>Indecisive</th>
</tr>
</thead>
<tbody>
<tr>
<td>18.</td>
<td>I think my child becomes more confident when communicating with foreigners than before.</td>
<td>16</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>(88.89%)</td>
<td>(5.57%)</td>
<td>(5.57%)</td>
<td></td>
</tr>
<tr>
<td>19.</td>
<td>I feel a significant progress in my child’s English skill.</td>
<td>17</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>(94.44%)</td>
<td>(5.57%)</td>
<td>(5.57%)</td>
<td></td>
</tr>
<tr>
<td>20.</td>
<td>I see a better change in my child’s characters after studying in Bethany Elementary School.</td>
<td>16</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>(88.89%)</td>
<td>(5.57%)</td>
<td>(5.57%)</td>
<td></td>
</tr>
<tr>
<td>21.</td>
<td>I feel happy when I see my child become more active in speaking English.</td>
<td>17</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>(94.44%)</td>
<td>(5.57%)</td>
<td>(5.57%)</td>
<td></td>
</tr>
<tr>
<td>22.</td>
<td>I think my child becomes braver in expressing his/her opinion in English.</td>
<td>15</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>(83.33%)</td>
<td>(11.11%)</td>
<td>(5.57%)</td>
<td></td>
</tr>
<tr>
<td>23.</td>
<td>I realized child becomes easier to get along with other kids after studying in Bethany Elementary School.</td>
<td>13</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>(72.22%)</td>
<td>(11.11%)</td>
<td>(16.67%)</td>
<td></td>
</tr>
<tr>
<td>24.</td>
<td>I feel proud after sending my child to Bethany Elementary School.</td>
<td>13</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(72.22%)</td>
<td>(27.78%)</td>
<td>(27.78%)</td>
<td></td>
</tr>
<tr>
<td>25.</td>
<td>I made the right decision to send my child to Bethany Elementary School.</td>
<td>16</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(88.89%)</td>
<td>(11.11%)</td>
<td>(11.11%)</td>
<td></td>
</tr>
</tbody>
</table>

Table 3. Parents Feel Children’s Improvement in Learning English

From the data above, the researcher found that parents who saw substantial improvements in their children learning process; especially in learning English, would feel proud after sent their
children to a bilingual school, in this case, Bethany Elementary School. Furthermore, the parents would also think that the decision to send their children to a bilingual school was not worthless.

The reason why the participants thought this way was probably because as Pearson (2002) stated that language skills that tend to improve in synchrony for monolingual speakers might progress at different rates in one or both languages for bilingual children. The reason why the participants thought this way was probably because as Pearson (2002) stated that language skills that tend to improve in synchrony for monolingual speakers might progress at different rates in one or both languages for bilingual children.

CONCLUSION

This study aimed to examine parents' attitudes toward sending their children to a bilingual school in Salatiga; in this case Bethany Elementary School. There are three kinds of attitude discussed in this study; they are the cognitive, behavioral, and affective attitude (LaPiere, 1934 as cited in McLeod, 2014). To conclude the whole findings and to answer the research question on “What are the parents’ attitudes toward sending their children to a bilingual school?”; this section represented the findings on parents' attitude toward sending their children to Bethany Elementary School in Salatiga. In general, the researcher found that almost all of the parents had a positive attitude on sending their children to a Bethany Elementary School as the result of the findings. Below are some descriptions of the result.

Initially, parents' awareness toward bilingual education in early age was raised in the cognitive attitude section of the questionnaire. Around 61.10% parents are strongly agreed with the statement of the importance of bilingual education in early age. Besides, 66.67% parents were agreed to support their children's learning English for a better achievement. However, parents were also
paying attention to the school environment for their children education. Most of all parents (88.86%) were agreed to send their children to Bethany Elementary School because this school has a satisfying service and about 61.10% parent were agreed that Bethany Elementary School has competent teachers and staffs.

Not only giving support to their children, but the parents were also taking efforts to help their children develop their English skills. 66.67% parents chose to send their children to an English course as one of the efforts. Also, parents have motivated their children by talking to them using English on the daily basis. On the other hand, around 27.78% parents were not taking effort by sending them to an English course to be tutored and became their children's teacher at home to achieve a better result.

Furthermore, parents feel their children's significant progress in learning English. 88.89% parents are agreed that their children became more confident when talking to foreigners and their children developed better characters after they studied at Bethany Elementary School. Furthermore, almost all parents felt happy when their children speak English, and they saw a better improvement in their children's English skills. As the result, around 88.89% parents were agreed if they had made the right decision in sending their children to Bethany Elementary School.

From all the findings mentioned above, the researcher believes that the parents were giving positive attitude and also made efforts to help their children acquire English skills in their early age. Besides, after meeting their goals on sending their children to Bethany Elementary School, they felt happy and proud that their children are now better academically and morally.

This investigation implies that in this case, young learners should be given support by both the parents and teachers to achieve better improvement. The parents should also be able to support
their children at home in daily basis situation and become their children's compatible interlocutors in speaking English. In the teaching-learning situation at school, it is better for the teachers to teach simple vocabulary first rather than the grammar or tenses. Children in early age will be easier to process the vocabulary and apply it to sentences even though they still don't pay attention whether their sentences are right or wrong.

The researcher would like to admit that this study has a limitation, specifically with the findings of the data due to Eid holidays. This study only used the questionnaire as the instrument of collecting data from the participants. Further research that combines interviews and questionnaires, for example, needs to be done to explore more about parents' considerations and reasons toward sending their children to bilingual school since bilingualism and bilingual education are interesting issues to investigate more.
REFERENCES


ACKNOWLEDGEMENTS

Firstly, I would like to express my biggest gratitude to my Almighty God, Jesus Christ. Without His blessings and helping hands I would never be able to finish my thesis and attained this ‘last stage’ of my college life. I would also say my deepest gratitude to my supervisor, Mrs. Anne I. Timotius, M. Ed., and my examiner, Mrs. Anita Kurniawati, M. Hum.; for always read my revisions and helped me by giving suggestions. I would also express my gratefulness to my parents who always supported me mentally and financially, without you both I would not be able to reach this point. Also, I would say my appreciation to my participants and great Bethany Elementary School family for their assistance during my research work. I also thank my very best friends Hannasista, Putri, Shella, Maulia, Pamela, Ivana, and my numerous friends who were always offering help and love. Lastly, my thanks go to all the people who always support me directly and indirectly.
APPENDIX

Para Orang tua yang terhormat,


Hormat saya,

Natasya Florency

<table>
<thead>
<tr>
<th>Data Orang tua</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Jenis Kelamin Orang tua: L/P *lingkari salah satu</td>
<td>Pendidikan terakhir:</td>
</tr>
<tr>
<td>Pekerjaan:........................</td>
<td></td>
</tr>
<tr>
<td>Bahasa yang dipakai sehari-hari?</td>
<td>Bahasa yang dikuasai?</td>
</tr>
<tr>
<td>□ Bahasa Indonesia</td>
<td>□ Bahasa Indonesia</td>
</tr>
<tr>
<td>□ Bahasa Inggris</td>
<td>□ Bahasa Inggris</td>
</tr>
<tr>
<td>□ Bahasa Jawa</td>
<td>□ Bahasa Jawa</td>
</tr>
<tr>
<td>□ Lainnya, ..................</td>
<td>□ Lainnya, ..................</td>
</tr>
<tr>
<td>*silahkan pilih lebih dari satu.</td>
<td>*silahkan pilih lebih dari satu.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Data Anak</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Jenis kelamin anak: L/P</td>
<td>Kelas: .............</td>
</tr>
<tr>
<td>Usia: ............ tahun</td>
<td></td>
</tr>
<tr>
<td>Bahasa yang dipakai sehari-hari?</td>
<td>Bahasa yang dikuasai?</td>
</tr>
<tr>
<td>□ Bahasa Indonesia</td>
<td>□ Bahasa Indonesia</td>
</tr>
<tr>
<td>□ Bahasa Inggris</td>
<td>□ Bahasa Inggris</td>
</tr>
<tr>
<td>□ Bahasa Jawa</td>
<td>□ Bahasa Jawa</td>
</tr>
<tr>
<td>□ Lainnya, ................</td>
<td>□ Lainnya, ................</td>
</tr>
<tr>
<td>*silahkan pilih lebih dari satu.</td>
<td>*silahkan pilih lebih dari satu.</td>
</tr>
</tbody>
</table>
Berilah tanda centang (√) pada kolom yang tersedia berdasarkan pendapat Bapak/Ibu yang sesuai dengan pernyataan-pernyataan berikut.

Keterangan:

SS: Sangat Setuju    TS: Tidak Setuju
S: Setuju     STS: Sangat Tidak Setuju

<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>Program pendidikan bilingual penting untuk dilakukan sejak usia dini.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Pendidikan bilingual membantu anak saya untuk berbahasa Inggris.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Dukungan orangtua dalam pembelajaran bilingual terhadap anak usia dini diperlukan.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Bethany School merupakan institusi pendidikan bilingual yang baik.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Sarana prasarana pembelajaran di Bethany School sudah memadai.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Selain mengajarkan tentang akademik, Bethany school juga mengajarkan nilai kerohanian.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Pelayanan di Bethany School sudah cukup memuaskan.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Bethany School memiliki tenaga pengajar yang berkompeten.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No.</td>
<td>Pernyataan</td>
<td>Ya</td>
<td>Tidak</td>
<td>Ragu-ragu</td>
<td>Alasan *optional</td>
</tr>
<tr>
<td>-----</td>
<td>---------------------------------------------------------------------------</td>
<td>----</td>
<td>-------</td>
<td>-----------</td>
<td>------------------</td>
</tr>
<tr>
<td>13.</td>
<td>Saya lebih banyak menggunakan bahasa Indonesia/bahasa ibu saat berkomunikasi dengan anak saya di rumah.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14.</td>
<td>Saya lebih banyak menggunakan bahasa Inggris saat berkomunikasi dengan anak saya di rumah.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15.</td>
<td>Saya juga mengirim anak saya ke kursus bahasa Inggris diluar jam sekolah.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16.</td>
<td>Saya membantu anak saya berlatih bahasa Inggris di rumah.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17.</td>
<td>Saya merekomendasikan Bethany School ke kerabat/teman saya juga.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18.</td>
<td>Saya merasa anak saya menjadi lebih percaya diri ketika berkomunikasi dengan orang asing menggunakan bahasa Inggris.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19.</td>
<td>Saya merasakan adanya peningkatan dalam bahasa Inggris anak saya.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20.</td>
<td>Saya melihat adanya perubahan karakter yang lebih pada anak saya setelah bersekolah di Bethany School.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21.</td>
<td>Saya merasa senang melihat anak saya semakin aktif berbahasa Inggris.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>22.</td>
<td>Saya merasa anak saya menjadi lebih berani dalam mengutarakan pendapatnya dalam bahasa Inggris di sekolah.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No.</td>
<td>Statement</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----</td>
<td>-----------</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>25.</td>
<td>Saya merasa telah membuat pilihan yang tepat dengan menyekolahkan anak saya di Bethany School.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>