Parents’ Expectations of Early English Instruction in Bilingual Pre-Schools in Salatiga

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Submitted in Partial Fulfillment
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Garwido Rafwani
112009159

ENGLISH DEPARTMENT
FACULTY OF LANGUAGE AND LITERATURE
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PERNYATAAN TIDAK PLAGIAT

Saya yang bertanda tangan di bawah ini:

Nama : GARWIDHA RAFWANI

NIM : 112009159 Email : garwidharafwani@yahoo.com

Fakultas : BAHASA & SAstra Program Studi : PEND. BAHASA INGERIS

Judul tugas akhir : PARENTS’ EXPECTATIONS OF EARLY ENGLISH INSTRUCTION IN BILINGUAL PRE- SCHOOLS IN SALATIGA

Pembimbing : 1. ANITA KURNIAWATI, M. HuM.

2. LISTYANI, M. HuM.

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NIM: 112009159
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Program Studi: PEND. BAHASA INGGRIS
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112009159

Approved by:

Anita Kurniawati, M.Hum.
Supervisor

Listyani, M.Hum
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Thesis Examiner
Listyani, M.Hum.
Parents’ Expectations of Early English Instruction in Bilingual Pre-Schools in Salatiga

Garwidha Rafwani

Abstract

This paper describes about parents’ expectations of getting their young children to learn English at their early ages in bilingual pre-schools in Salatiga. A closed and open ended questionnaire was used to collect data among 100 parents whose children attain the age of 2 to 5 years old and they learn English in bilingual pre-schools. The results indicate that the majority of the parents highly expect that early English instruction will widen the children’s cultural perspectives of using more than one language; the knowledge of their culture and others, enable them to speak English fluently, and assist them to face the more global era. This study may offer parents, teachers, and other researchers some important points to consider before exposing the young children to early English instruction.

Keywords: parents, young children, early English instruction.

INTRODUCTION

In this globalization era, we cannot ignore that English language is essential and the urge to learn the language is growing increasingly among people. English is the medium of a great deal of the world’s knowledge, especially in areas such as science and technology (Crystal, 2003). “We are living in the globalization era. Getting in touch with foreign matters, including language is not only inevitable but also essential for survival,” Eko Putra Mardianto, a parent who lives in Yogyakarta, told The Jakarta Post (Aritonang, 2012). Meanwhile, the importance of English emerges more pre-schools which offer English to young learners from the first year of schooling. Those pre-schools have
attracted parents to send their young children to the schools. As a result, nowadays most parents look for English school to expose their young children to English as early as possible.

In addition, a study which is about why parents want English teaching for their children in a private course in Malang and conducted by Djiwandoono (2005), reveals that 83.33% of parents get their children to learn English because they want to help their children keep up with English lesson at school. For further information, he involved 46 parents whose children aged from 6 to 12 years in this survey. He used both open-ended and closed-ended questionnaires (2 closed-ended questions and 3 open-ended questions) to elicit the parents’ responses toward their expectations of English learning. He found that 77.78% of parents expected the private English course to teach their children how to speak English. Moreover 61.11% of parents expected that learning English would make their children able to read, write and listen in English. Then 55.56% of parents wanted their children to like English. Furthermore, 16.67% of respondents hoped their children would have a longer time to learn English, 11.11% stated their children would get to know English as early as possible, and 5.56% hoped learning English could widen their children’s perspectives.

When knowing the finding of Djiwandoono’s study, I was inspired to conduct the same study but focused on parents’ expectations of having their young children to learn English in Bilingual Pre-Schools in Salatiga. We can see that many pre-schools which offer English immersion are mushrooming in this town. If Djiwandoono surveyed parents whose children aged 6 to 12 years, I chose parents whose children aged 2 to 5 years. I
notice now that parents expose their young children to English instruction too early. They send their young children to English immersion schools such as bilingual preschools; schools of young children which serve English proficiency (O’Dea, 2001).

Thus, I conduct a study to investigate about parents’ expectations of having their young children to learn English at such young age. Additionally, the study tries to answer a question, “What do parents actually expect from early English learning to their young children?” The term “young children” is used to identify children whose age 2-5 years old. As Pratisti (2007) states that to be called as young children is about two and a half years to five years. By conducting this study, I hope that parents can bring into the picture what they really want to their young children toward the early English learning. They can consider some important points for the best of the children in the future before exposing their young children to English or sending them to pre-schools which offer English instruction.

LITERATURE REVIEW

Roles of English in Globalization Era

In this modern and high technology era, we can find that English is widespread all over the world. English has become the world’s global language. English is the language of science, aviation, computing, diplomacy, and tourism. English has achieved a global status because English is the language for several important areas such as international relations, the mass media, international travel, international safety, education, and communications (Chang, 2004). English obviously has achieved its global status because
it is recognized in every country and spoken across the world. Thus, most people learn English to deal with the demands of today’s modern era.

Likewise, Ellis (2000) states that the explosion in technology offers radical changes for the child learning English. As a result, parents now recognize the important role of foreign language that can play in their child’s global development as well as the instrumental role it can play in their future at school, at university and in the work place (Ellis, 2000). In the hope that by learning English early will benefit their children to face present and future’s era which remain English as an International language.

As the world becomes more and more globalized, English becomes less and less of an option. The fact is 80 % of the world’s electronics currently store information in English. As a result, if you want to take full advantages of the internet, there is only one way to do it; learn English (Crystal, 2003). In his book, Crystal (2003) wrote that English will retain its role as a dominant language in the world media and communication, provide the main means of access to high-tech communication and information, and remain the world’s language for international communication for the next twenty five years.

Supporting Crystal’s idea, Guido (2009) adds that the use of English is important and it can be an investment for someone to face the future. The word “Investment” means that many better and higher opportunities could be offered to increase one’s quality life through English. For example, English ability can enlarge the opportunity to get a good job since English skill becomes an essential requirement in the job market. It can be concluded that most jobs nowadays require applicants to have English ability and it
seems to be a necessary thing to get a job. Many people see English ability as a guarantee to gain a better job.

Therefore many parents now notice that being competitive in job fields is usually considered to be a major reason to enroll their kids to learn English in Bilingual schools. As Shang, Ingebritson, & Tseng (2010) assume that parents hope that early exposure to English can improve children’s skills in this language for academic achievements or better career opportunities since English is preferred foreign language of international communication and trade. It is crystal clear that English holds a primary role in the globalization era and it is kind of important to learn English as early as possible. English will be our investment at the present and the future. In addition, anyone who speaks English properly is considered to be more updated than those who are not good at the language and it seems to be next to impossible to get through job interviews without being good at English (Webmaster, 2011).

While English ability increases the chance to have a better job like what Lao, 2004; Shin, 2000; Shannon and Millan, 2002 explained, it arouses most parents to equip their young children with English at such young age by sending them to English immersion school like bilingual school. In accordance, Cazabon, Lambert, and Hall (1993) states that with excellent foreign language ability, bilingual education is considered as a necessity for children in providing better career opportunities. They add that a major reason for parents to send their children to bilingual programs is to process a foreign language skill to make them more competitive in the future job field. In this case,
the role of English as a global language becomes one of reasons for parents to get their young to English immersion school like bilingual pre-schools.

**Language Skills in Learning English**

The ability to speak and write English properly has been one essential benchmark skill in the professional world and it is considered as the universal language and medium of communication for business worldwide (Felix, 2011). Both speaking and writing skill seems to be two major skills that at least we have to master to be success in a job field which places English as an International language that is mostly used in the business world. If Felix states that being able to write and speak can be a means to communicate to people in the business field, Paul (2003) argues that being able to read and write can enable anyone to speak more communicatively. It means that either speaking or listening ability is not the only thing which is needed to be fluent in English but also reading and writing ability which can improve communication skill.

In contrast, listening is said as a major component in language learning and teaching that holds an important role of comprehension since learners are given great quantities of language to listen to before they are encouraged to respond orally (Oxford, 2001). Similarly, Silvia (2009) clarifies that listening competence is generally larger than speaking competence and language teaching profession has placed a concerted emphasis on listening comprehension in recent years. However, she also assumes that it is undeniable that the emphasis has been put on speaking proficiency in the last years as the ability to function adequately in speaking continues to be an important goal for many second language learners. The idea of listening ability is over speaking ability looks like
discriminating speaking or other language skills. It is not possible to emphasis one skill only when learning a language because four language skills should be integrated. It is possible to master at least two language skills though. The best thing, it is going to be better if four language skills can be acquired equally.

In the view of Brown (1994), he assumes that speaking and listening are the most often used skills in the classroom. The situations outside the classroom require the mastery of those two skills much more than reading and speaking (Rivers, 1981). Additionally, speaking along with listening is crucial for a language learner to be able to function totally in an English-speaking situation (Florez, 1999). Those researchers (Brown, 1994; Rivers, 1981; Florez, 1999) argue that speaking ability needs to give more attention over reading, writing, and listening ability. It means that speaking competence needs to be the first priority when learning a language.

The importance of speaking ability to be mastered in learning a language especially English is seen by parents as one of considerations to expose their children to early English instruction. As Oladejo (2006) explains that with the international requirement for global competition, parents in Taiwan are faced with the need to increase length of exposure to English in order to raise students’ English communicative competence. It is concluded that by giving more time for children to learn English, they can achieve fluent English for their future career. Meanwhile parents likely believe that speaking ability is crucial in learning language since it is going to take long enough time to speak the target language (English) fluently. In addition, children don’t use English in their daily communication. It is clarified by Djiwandono (2005) that there should be a
longer time for children to study the language in order to master since English is not used widely in daily basis. That is why starting English at early age is definitely required to have a good speaking competence.

The earlier children learn English, the better their English will be. Likewise Haas (1998) is cited by Djiwandono (2005) believes that to gain proficiency in a foreign language takes a long time, so the earlier students start the higher the level they achieve. This belief seems to be one of reasons for parents to have their young children to be good at communicative competence. In line with the argument, Shang, Ingebritson, & Tseng (2010) demonstrate that English education will enhance the communicative ability, so it is kind of important to learn English in order to be able to speak the language fluently. In other words, parents consider speaking ability as a necessary language skill in the hope that their children can speak like native speakers. When the objective is native-like or near native-like performance in the second language learning, then it is desirable to begin exposure to the language as early as possible (Lightbown & Spada, 1994).

Being like native speakers is considered as an imagined figure or known as imagined community by most parents to have fluent English and to be success in learning that target language. Similarly, Dincay (2011) states that significant exposure to a language in childhood can end up speaking like a native, so the children can speak smoothly and confidently from the first by starting early. Furthermore, Dincay also assumes that starting a language early can provide better and more advanced reading skills. The knowledge of two languages improves the ability to apply the insights and experiences of one language to the other language. Providing early English learning is not
only a focus to get a high-quality of communicative skill but also to have a good reading skill.

**Benefits of Starting English Early**

The widely held belief of the earlier the better offer some possible set of advantages. It is said that learning an additional language/second language/ foreign language makes children to be more creative and better at solving complex problems, and usually score higher on standardized tests (Caldas & Boudreaux, 1999). Children who usually start learning language at early age are regarded to be more critical because their ability of using more than one language that facilitate them to see anything through different ways. In addition, Dincay (2011) views that starting a language early can provide bigger view of the world. In other words, by going abroad and feeling comfortable in the language of your destination means you are doing more than just traveling. The ability to use more than one language enables them to see their own culture and another culture. It benefits anyone to see new frames of mind and new perspectives and feel as if you are a part of the culture and the life of this new world, as if you are not a total stranger just visiting.

In the view of Curtain and Dahlberg’s study (2004) reveal that early foreign language learning gives children unique insights into other cultures, so they will have the opportunity to experience involvement with another culture through the foreign language. It shows that children learn how to tolerate and appreciate differences across other cultures. Then based on a study in Taiwan by Oladejo (2006) informs that given the view of English learning promoted across the country, especially through formal education, it
is not surprising that more and more Taiwanese parents would like their children to start formal English learning even before the official beginning age. To sum up, it is not a big matter to start learning English as early as possible as long as the children enjoy it.

METHODOLOGY

A. Context of The Study

The study was conducted in preschools that are located in Salatiga, Central Java, Indonesia. I was given an opportunity to carry out the study at Bethany, Rainbow, SWCC, and Yasa Luhur. Those pre-schools use 50% English and 50% Bahasa Indonesia to deliver the material in the teaching and learning process. In addition, at the present, we can also see how several parents are very enthusiastic about getting their young children to English immersion schools such as bilingual pre-schools. In this case, I investigated about parents’ expectations of having their young children to learn English at such young age; what they actually expect from the early English learning.

B. Participants

Participants were selected by using random sampling technique. In a random sampling technique, every individual in a particular population has an equal chance of being included in the survey (Zacharias, 2011). In this study, 100 parents (can be the mother or father) whose children are around 2-5 years old were surveyed. The ages are categorized as early ages based on the levels of children start learning English formally are varied in every pre-school. Then, the number of participants for each pre-school was selected based on good and complete responses in the questionnaires. Here is the information of the participants.
### Participants of Bilingual Pre-schools

<table>
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<th>Bethany</th>
<th>Rainbow</th>
<th>SWCC</th>
<th>Yasa Luhur</th>
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<td>20 parents</td>
<td>25 parents</td>
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### Children’s Ages

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<td>35 children</td>
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### Participants’ Gender

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<th>Bachelor</th>
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<tbody>
<tr>
<td>22 people</td>
<td>78 people</td>
<td>18 people</td>
<td>82 people</td>
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### Participants’ Education

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<tr>
<td>18 people</td>
<td>82 people</td>
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### C. Instrument of Data Collection

A questionnaire was chosen in order to collect data, to reach 100 parents’ responses, and to decrease the data collection time. Furthermore, a questionnaire gives convincing data because it offers many respondents which support the aim of the study. In other words, it is said that the more respondents we have, the stronger the data we get. The questionnaire included both closed and open items to elicit parents’ responses regarding their expectations toward early English learning. In the closed-ended questionnaire, participants are being controlled by the choices designed by the researcher, whereas in open-ended questionnaire, they are free to write their responses to the questions given (Zacharias, 2011).
For the closed items, participants indicated three statements which were about the reasons of early English learning, the language skill to be mastered, and the future expectations of the early English learning. Each of the three statements provided four choices to be chosen based on its statement. Besides, participants were allowed to choose more than one choice of each statement. Following each statement, a space was provided to allow parents to give their opinions toward the choices they had checked or chosen which means they were free to write any thoughts in given open-ended items.

D. Procedure of Data Collection

After constructing questionnaire items, the questionnaire was piloted to a group of participants who were similar to the participants that I was about to survey. The piloting was conducted in “Little Stars”; a bilingual pre-school that uses 50% English and 50% Bahasa Indonesia in teaching and learning process. It surveyed about a quarter of the total sample size (25%). The purpose of this piloting is to check the validity of the questionnaire items and explore potential problems that may exist such as the clarity of the instructions and items that might be confusing or difficult to understand. Then an item analysis of the piloted questionnaire was carried out to evaluate the effectiveness of each item.

The analysis showed that instructions of items were not clear. Most participants gave irrelevant responses of its items and some gave no response. It could be some items were confusing and difficult to answer. Then I was about to shorten the instruction and change it into an understandable language that was easily understood by parents. The important thing was the participants’ phone number needed to be provided in the
questionnaire to help researcher clarifying the unclear participants’ responses. The last thing to do was revising questionnaire that had been piloted and distributed it to parents in bilingual pre-schools in Salatiga. There were 175 questionnaires which were distributed to parents in four bilingual pre-schools in Salatiga, 50 of them were not back, 25 were broken, and 100 were selected. Meanwhile the distribution of questionnaires in those pre-schools took one month.

E. Data Analysis

Data was analyzed quantitatively. One way to begin analyzing the data gathered was discarding the broken questionnaires (the ones which were only given check marks and no reason follow) and reading 100 selected questionnaires which were completely filled by participants (the ones which were given check marks (V) in closed-ended items and choices were clarified by writing down reasons in the open-ended items). Then participants’ responses were listed based on participants’ demographic information and choices of three statements by using Microsoft Excel.

The listed data were calculated to indicate the number of participants’ responses. Afterward, the number of participants’ responses toward choices of three statements in closed-ended items was displayed in tables. Selected questionnaires were reread to identify emerging themes from answers given by the participants in the open-ended items. There were three emerging themes that came up such as parents’ view toward early English learning, parents’ view toward the most language skill to be mastered in learning English, and parents’ view of future expectations. Last of all, the emerging themes were discussed and described by using diagrams (pie) provided.
FINDINGS and DISCUSSION

Responses from 100 participants about parents’ expectations of having their young children to learn English at early age are showed in figures and presented into three themes; parents’ view toward early English learning, parents’ view toward the most language skill in learning English, and parents’ view toward future expectations of early English learning.

Parents’ View toward Early English Learning

Early English learning is seen by parents as a crucial thing nowadays. Parents point out some reasons of exposing English to their young children. The reasons why English is important are discussed below based on parents’ responses.

Figure 1. Parents’ view toward early English learning

The ability to speak more than one language will enrich children’s knowledge about their own culture and others. Since children deal with two or more cultures, they can
tolerate to each other and respect other’s opinions. Likewise, Curtain and Dahlberg, 2004; Oladejo, 2006; and Dincay, 2011, explain that early foreign language learning provides bigger view of the world and gives children unique insights into other cultures. Children will have the opportunity to experience involvement with another culture through the foreign language.

In line with their statement, most of the parents (57%) expect that early exposure to English can help their young children to widen their cultural perspective because of the ability of using more than one language. Cultural perspective in here is children will have good knowledge to understand their culture and others. Besides that, children with the ability of two languages or more are considered to be more critical in discussing or problem solving because they try to find answers or solutions through different ways, and they tend to be tolerant to each other because of cultural differences. They try to see the problem in different point of view.

Meanwhile the earlier children learn, the better they will be. The belief of early English exposure is getting stronger. It is not undeniable anymore as many researchers agree with this belief. Haas (1998) cited by Djiwandono (2005) reveals that to gain proficiency in a foreign language takes a long time, so the earlier students start the higher the level they achieve. There are 48% of parents who hope that their young children can learn English easily and fast at such young age. The data shows that parents get their young children to learn English at the age of 2 years old (23%), 3 years (30%), and 4 years (35%).
Some parents get their young children to start learning English at 2 years old. It is not surprising since the importance of English in this global era encourages parents to expose their young children with early English instruction by sending them to pre-schools which offer English immersion like bilingual pre-schools. They hope that starting English early can give them a longer time to learn English, so their English can improve from time to time. They can have good English later. In addition, they assume that children can learn better at young age.

Parents’ View toward the Most Language Skill to Be Mastered in Learning English

There are four language skills (speaking, listening, reading, and writing) that need to be mastered when learning English. However, it seems that those language skills cannot be acquired equally in the same time. There must be a language skill that is given much attention. Parents’ points of view about the most language skill that their young children need to master first will be explained in the following discussion.

Figure 2. Language skills in learning English
Since we do not use English in our daily communication, speaking competence is considered to be the most desirable skill in learning English. Besides, speaking ability is acquired first before learning how to read and write. In my view, it seems that it is not really necessary to emphasize reading and writing ability at such young age because young children will only have few ideas about both language skills. They are either difficult to read or write in English. However, it is possible to learn how to read and write at such young age as a beginning to introduce and identify letters. Colorado (2008) argues that writing is a difficult skill to learn and master since it needs knowledge to compose meaningful words. Thus, children express what they want through communication. According to Huda (1990), parents and students alike put a great importance on the speaking skill. Additionally, Crocker (1990) points out that an ability
to speak foreign language is seen as being of higher value and importance in term of crucial uses.

In accordance, 95% of parents vote speaking skill as the most language skill to be mastered by their young children in learning English. Parents explain that the ability to speak English will enable their children to communicate using English fluently and actively. This parents’ idea about being fluent in English is strengthened by Dincay (2011), Lightbown, and Spada (1994) who reveals that near native-like performance in the second language learning is desirable to begin exposure to the language as early as possible, so young children can speak smoothly and confidently from the first by starting early.

Parents notice that their children need more exposure to English especially through communicative competence. As they believe that English is rarely used in their children’s daily life, it is essential to vastly emphasize the speaking ability. Several experts (Oladejo, 2006; Shang, Ingebritson, & Tseng, 2010) state that English education will enhance the communicative ability. Most parents hope that being able to speak English can make their children to speak English to foreigners or other people. They also hope that their children can get a job easily by being able to speak English because many job requirements nowadays demand applicants to be good at English.

Another thing why parents mostly vote speaking skill to be mastered is they don’t want their children to leave behind or become old fashioned since recently many people can speak English although they are not fluent enough, so they want their children to keep up with the world’s development along with the global of English. Moreover, to be
able to speak English seems to be a primary goal for language learners to be mastered when they learn English. It can be said that being good at English is measured based on how fluently we speak English.

Parents are not really aware of reading and writing ability to be mastered by their children. They are more aware that children’s speaking ability should be accompanied with listening ability. They can use English actively and communicatively. According to Florez (1999), speaking along with listening is crucial for a language learner to be able to function totally in an English-speaking situation. It is showed through the data that 46% of parents want their young children to master listening skill in the aim that the children’s speaking ability will be more effective if it is balanced by the listening ability. It means that we need to response something actively (speaking) and passively (listening).

The thing is it would be much better if speaking and listening are given much attention when teaching English to young learners. Some parents (the respondents) assume that their children don’t need to read or write in English at such young age because they think that it is still difficult to read and write at their young age. They do not want to burden their young children with reading and writing. However, it does not mean that reading and writing are not important. Those two skills will be more appropriate if they are taught to 5-year-children, not 2 to 4 years. Parents want their children to enjoy learning English at their young age.

As a result, parents prefer their young children to master speaking along with listening first. In conclusion, focusing speaking skill as the first priority to learn a language (English) is a good way to start since young children learn how to speak for the
first time of their life. Then it should be followed by listening ability which can help them to have two ways of communication; they give and accept responses. Afterward reading can be next skill since children have mastered speaking and listening competence which make them easy to read English, whereas writing in English can be the last choice for young children to be acquired as it needs more thoughts, imaginations, and willingness.

Parents’ View toward Future Expectations of Early English Learning

Starting English early can benefit in children’s future. Parents notice some points how English can be very useful in their children’s future. The points are clarified based on the data gathered of the respondents (parents).

Figure 3. Parents’ future expectations of early English learning

Now everything around us is mostly in English. English is used in many aspects of our life such as technology, science, education, communication, computing, trade, entertainment, books, manual instructions, etc. Along with the use of English which has
been widespread all over the world, it is desirable to learn English to keep up with the world’s development. If you want to be updated in this globalization era, it is advisable to start learning English. Then we can go along with the more global era and not leave behind.

The fact that 80% of the world’s electronically stored information is currently in English, so if you want to take full advantages of the internet there is only one way to do it; learn English (Crystal, 2003). He also states that English will retain its role as a dominant language in the world media and communication, provide the main means of access to high-tech communication and information, and remain the world’s language for international communication for the next twenty-five years. As many as 84% of parents expect that starting English as early as possible will assist their young children to face the modern era which is more sophisticated from time to time. English becomes an essential language to be learnt in this globalization era which now many people are struggling with.

Most of parents assume that English as an international or global language which nowadays it is used as an instruction in several fields such as in education, science, social, and technology. Even today we can find that many books and journal articles are written in English instruction. Obviously, the global era which places English as a global language used in every country in the world happens to be a major factor for parents to equip their young children with English. They recognize that the world will be more global for the next future, so it is essential to have their children to learn English at young
age. They state that English ability seems to be one of qualities of getting a good job because now many jobs require applicants to be good enough at English.

CONCLUSION

This paper is based on the result of a study aimed at exploring parents’ expectations of having their young children to learn English at such young age. Three major points outline highly in their responses. Firstly, most of parents get their young children early English instruction in order to broaden their children’s cultural perspectives; knowledge about their culture and others. They believe that their young children will be open-minded since they can see everything from different views such as culture differences regarding their ability of using more than one language. Secondly, they expect their young children to master speaking competence because being able to speak English is prominently seen as a primary skill to be able to communicate using English fluently and it is not used in daily communication. Finally, they expect their young children to be able to face more modern era from time to time by immersing them to English early. They explain that employing their young children with English instruction at early age will help them to deal with global era which becomes a key to get access in every field that employs English.

There are two limitations of the study. First, the study focused on bilingual preschools in Salatiga. Second, it involved parents whose children attain the age of 2 to 5 years old. The study is hoped that English teachers of young children can look into parents’ view toward early English exposure before giving the children exposure to English. Teachers know how they are supposed to equip them with English as parents’
hopes. Furthermore, I would like to suggest that further research can explore about teachers’ expectations of early English learning, so we can compare between the parents’ expectations and teacher’s expectations, whether they have similar or different expectations of early English instruction for young children.

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Appendix

Questionnaire Item

Para Orang tua yang terkasih,


Lulusan Orang Tua: SD/SMP/SMA/Sarjana  Jenis Kelamin Orang Tua: P/L
Usia Anak: .... tahun  Jumlah anak yang disekolahkan di Pre-School: ....

Jawablah pernyataan-pernyataan di bawah ini dengan mencantumkan (v) pilihan yang telah tersedia! Anda diperbolehkan memilih lebih dari satu jawaban.

1. Pembelajaran Bahasa Inggris sejak usia dini diharapkan dapat membuat anak saya……
   □ Menyukai Bahasa Inggris.
   □ Mudah dan cepat belajar Bahasa Inggris di usianya.
   □ Lebih unggul dibanding dengan anak-anak lain yang tidak dibekali Bahasa Inggris sejak dini.
   □ Memiliki wawasan budaya yang cukup luas karena kemampuannya menggunakan lebih dari satu bahasa.

Lainnya:

__________________________________________________________________________________________

__________________________________________________________________________________________

24
2. Ketrampilan berbahasa dalam pembelajaran Bahasa Inggris sejak dini yang diharapkan untuk dapat dikuasai oleh anak saya adalah……
   □ Ketrampilan menulis dalam Bahasa Inggris (Writing).
   □ Ketrampilan membaca dalam Bahasa Inggris (Reading).
   □ Ketrampilan mendengarkan percakapan dalam Bahasa Inggris (Listening).
   □ Ketrampilan berbicara dalam Bahasa Inggris (Speaking).
   **Mengapa Anda memilih pilihan yang tersebut di atas?**

3. Dengan membekali anak saya Bahasa Inggris sejak usia dini, kelak di masa datang anak saya…
   □ Memiliki kehidupan yang lebih baik.
   □ Dapat melanjutkan pendidikan lebih tinggi ke luar negeri.
   □ Dapat menghadapi era modern yang semakin canggih dari waktu ke waktu.
   □ Memperoleh karir pekerjaan yang bagus.
   **Mengapa Anda memilih pilihan yang tersebut di atas?**

Apabila Anda bersedia untuk diwawancarai

No. Telp/HP:
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