BILINGUALISM: PARENTS' PERCEPTIONS ON LEARNING
ENGLISH AS A FOREIGN LANGUAGE IN THE EARLY AGE FOR THEIR CHILDREN

The purpose

The thesis is submitted in partial fulfillment of the requirements for the degree of Sarjana Pendidikan.

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ENGLISH AS A FOREIGN LANGUAGE IN THE EARLY AGE FOR

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THESIS

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INTRODUCTION

The number of parents who make their children to learn English in the early age as their foreign language in Asia, especially in Indonesia is increasing. After the government released the Decree of Culture and Education Minister No. 0487/4/1992, Chapter VIII, which supports English to be taught in the elementary schools starting from grade 4 (Diah : 2008 as cited in Kristiana : 2013), most parents have been trying to find a reputable bilingual school to expose their children with English. Parents think that learning English as early as possible and sending their children into bilingual school will give these children an opportunity to be more competitive, (Oladejo, 2006 as cited in Shang, Ingebritson and Tseng, 2010). Moreover, mastering English can be a good investment for the children’ future, (Zacharias, 2010). Parents believed that children are more effective in learning English in their early age because children’ brain can accept language easily (ibid.).

Accordingly, learning English as early as possible can give advantages in the academic competence and other things for their better life in the future, such as career self-image and confidence in speaking with foreigners, because children have the ability in absorbing the languages easier for their “asset” in the future. On the other hand, Bhatia and Ritchie (2006) reported that a bilingual study has some consequences. For example, early age children will not be fluent in all language skills of all their languages if they learn English as early as possible. Moreover, Genesee (2010) stated, there are wrong assumptions about learning dual language in the early age, because it will “cognitively and linguistically burdensome for children” (p.60) and “the child will learn better and faster if they only learn one language.” (p.61)
However, Genesee disagreed by saying that there is no evidence supporting those assumptions (2010, p.60). Therefore, out of all this controversy, this study aims to investigate parents’ perceptions on learning English as a foreign language in the early age for their children. The study was guided by one question, “What are the parents’ perceptions toward their children when they are learning English in the early age?”

REVIEW OF LITERATURE

English as an international language

There are many assumptions recently that people have to learn English because English is a number one language use in this world as Sharifian (2009) said that English is a bridge between communities of speakers around the world or a global language needs. Grosjean (1997b as cited in Bhatia and Ritchie, 2006) also said that people who are learning more than one language can use their language with different people around the world for socialization. I do agree with those experts that English has become a bridge for people around the world. By mastering English they can communicate and socialize with different people around the world.

As Broughton, Brumfit, Flavell, Hill and Pincas (2003) assumed, in foreign language situations, hundreds of thousands of English learners tend to have an instrumental motivation for learning the foreign language such as when they want to visit England or America, to be able to communicate with English-speaking tourists or friends, read English books and English electronic tools. They added the purpose of people learn English as a foreign language is to express ideas rather than emotion: for his emotional expression he has the mother tongue, and English as their foreign language is as their tool to share their thought to the world. Those facts can be the parents’ consideration to make their children learn English as early as possible.
Learning English in the early age

Many different assumptions about the advantages or disadvantages on learning English in the early age. Some think that all children have the innate ability to learn languages, (Lennerberg, 1967, and Chomsky, 1959, as cited in Zacharias, 2010). Gordon (2007) added that children are easily learning languages because it is part of their natural development, (p.45). Therefore, children have advantages to learn English because they have more capable in accepting the language. Gentner and Boroditsky (2001) assumed that children are born with a concept of figuring more than one language. It means that the younger children are, the faster they learn the language. Also supported by Kuhl, Tsao, and Liu (2003) that infants are acquired language with remarkable speed, because they are eager to learn something around them. The children have the ability to discriminate a foreign-language sharply declines (ibid.). On the other word, children have a good ability in learning and differentiating languages. Therefore, they will be able to use the right language in the right place. On the other hand, a research done by Bialystok, Luk, and Craik (2008) showed that in bilingual children have poorer language knowledge than monolingual.

Hence, bilingualism has caused the children not be able to master both languages: the native or the foreign language. Ivanova and Costa (2008) also stated that bilingual children have disadvantages in the language production than monolingual children. It means, the children who are bilingual since early age have a difficulty in producing the language. The children will mix the language between L1 and the foreign language, so learning English in the early age only caused bad effects to the children’ language development. Based on several arguments above, I do agree with all of them, because I think learning English in the early age sometimes can be the child’s
disadvantages if the children’ innate capability is not really good, I mean they cannot accept something or learning something easily than others who can.

**Parents’ background**

Besides some reasons and assumptions about learning English in the early age above, parents’ background can be an important reason why parents’ nowadays make their children master in English as early as possible. Family is the principal of social institution in a market economy which give links between parents’ and children’ wealth, (Parson, 1975 and Knight, 1935 as stated in Ermisch and Francesconi, 2001). The connection between parents and children are positive because of “cultural transmission”; the more highly educated parents, the better environment they may offer (e.g.: books, technology) for producing the children’ talent (ibid.). Therefore, parents who are from a high social background tend to put pressure to their children to learn English as early as possible because I think that they wanted their children can be more success than them.

**English as a trend**

Nowadays, many parents have wrong assumption that by having a child master in speaking English will make them looks “cool”, so they can show it off to their environment. As Ubaidillah (no date) argued, the position of English as an international language has been in some trend. It makes parents to have misperception that by making their children learning English in the early age, it can put their society level higher than others because their children can speak English in the early age. Wu (2005) also demonstrated that parents tend to put pressure to their children to learn English for the sake of popularity in their environment rather than for the purpose of learning English.
for children’s future needs. Even though the assumptions of Wu and Ubaidillah are correct that some parents in Asia especially Indonesia think to make their children learn English in the early age only for trend, but for me I do disagree about it, because I think the purpose of learning English is to help us “survive” in this world which most of things are using English.

**Mastering English for a better life.**

Krisprasetyama (2013) argued that because of future needs, English has been declared as a requirement skill for people in the world, so children may face many problems if they cannot speak English fluently. As a result, most parents prefer to send their children to a bilingual school.

Crystal (2003a: 29 ff., 2003b: 106) said that there are six aspects of the importance of English:

1. Economics and business reasons: The USA is a global central economy and business. Therefore, the international markets have to put pressure to work using English. They make staffs’ requirement by choosing the one who is equipped with English proficiency.

2. International relations: English is a widely used language. People around the world speak using English as a lingua franca to interact. It affects people to learn English during their career and build international relationships.

3. The media: 57% of the world’s newspapers are published in countries where English has a special position. English controls global televisions and radio broadcasting. Over 80% of all films are using English as the subtitle. Popular music which from other countries have the lyrics translated into English. Therefore, English has a great impact on mass media.
4. Education: A large proportion of the scientific papers has been published in English. English is also more and more used as an instruction at schools and universities. It is also taught widely as a foreign language for students who wanted to either further study in an English speaking country or as a requirement for employment.

5. Communication: 80% of the world’s electronically stored information is in English. Although the internet can now handle a variety of languages, it is still difficult to be able to know the information without a good knowledge of English.

6. International travel and safety: English is the language used for navigation at sea and for air traffic control.

**Mastering English for a better education.**

In the academic context Chang (2008) claimed, the reason parents make their children to learn English in the early age is their anxiety of late learning English. The term of late learning English refers to the inability to learn English in the adulthood. Oladejo (2006) added, parents send their children into a bilingual school in the hope that by doing so it will give these children base knowledge in this very competitive educational environment. I do agree with Chang and Oladejo perceptions that by mastering English can increase the children’ knowledge about the world because nowadays, many information in English.

Moreover, Ramos (2007) said, after they put their children in the English bilingual school, many majorities of the parents supported this program. It supplies their children with subject matter knowledge, literacy skills in two languages and cultures. In addition, it makes the children become highly educated people by mastering the English language.
Leikin (2012) assumed, early bilingualism influences to some level of the children’ general and mathematical creative ability. It promotes a more intensive development of creative thinking. As the reason, parents sent their children in an English bilingual school in the early age hoping that their children can be more creative and critical in the academic context. Brito and Barr (2012) also assumed that by being bilingual, children have advantages in their learning capacity. They will have greater experience in learning from a mix input and flexible memory.

In addition, the purpose of international bilingual schools in Indonesia to use English is to boost their academic and professional competitiveness at the global level, (Mone, 2003; 2009a; 2009b as cited in Haryanto : 2012).

**Mastering English for a better career.**

Based on the study that was conducted by Tsai (2001), it showed that 82.2% of the parents believed children can have great opportunities for getting a good job in the future by having ability in English.

Shang, Ingebritson, and Tseng (2010) pointed out that the major reason for parents to send their children in the bilingual programs/schools is to own a high level of bilingualism which could give young learners advantages in the job fields. Living in the information explosion era, we can easily search information through the internet and which is mainly in English (ibid.). Therefore, many parents believe that children who are equipped with English ability will gain more opportunities in job fields. Moreover, there is no doubt that a foreign language proficiency, in this case English, does play an important role in the global village. Not only do companies English proficiency as criteria for hiring employees, but also people need English as a tool to receive messages.
English for a better self-image and better confidence

Another reason for parents to be in favor of making their children learning English as a foreign language is that it can increase their self-image and confidence by learning the English language itself. In the study that was conducted by Lao (2004), it showed that 86 parents taught English as a foreign language to their children because they believed by learning English as a foreign language in the early age, it would help the children developing a positive self-image. Children will understand the importance of being bilingual and to be able to communicate not only with local people but also with foreigners. Therefore, I think that by mastering English the children also can be a good speaker because they can be confident in speaking in front of people around the world because they have mastered the English.

Research question: What are the parents’ perceptions toward their children when they are learning English in the early age?

THE STUDY

Method of research

This study used a qualitative research method. By interviewing the participants, I wants to gain an understanding of what underlying their perceptions, reaskons, and opinions based on the topic of the study. The targeted participants were the parents who have children who are learning English as a foreign language in the early age in the preschool or kindergarten. The reason why this method was chosen was to make it easier in gathering the information and the needed data by engaging the conversations and asking some questions regarding the topic.

Context of the study
The study was done in 2 bilingual informal schools in Salatiga. Jungle school (the international daycare and elementary school) which is located at Jln. Setiaki No. 37, Warak, Salatiga - central Java, and other is Hope school which is located at Jln Wisanggeni number 63 A, Karangalit-Salatiga. The reason why these schools were chosen was because these bilingual schools were easy to access and get the permit. Therefore, the data would be collected faster and the information about parents’ perceptions toward bilingualism would be richer.

Participants

All these participants would be female/mother, because I assumed that mothers more knew and were aware about their child future more, and mostly mothers were the one who were picking their children up or waiting in the school for their children. Therefore, I had more opportunities and a chance to interview and got the information. Table 1 would demonstrate the demographic of each participant.

<table>
<thead>
<tr>
<th>Participants</th>
<th>Age</th>
<th>Career</th>
<th>The child’s school</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1</td>
<td>34</td>
<td>Financial manager</td>
<td>Hope school</td>
</tr>
<tr>
<td>#2</td>
<td>37</td>
<td>School owner</td>
<td>Hope school</td>
</tr>
<tr>
<td>#3</td>
<td>34</td>
<td>Kindergarten teacher</td>
<td>Hope school</td>
</tr>
<tr>
<td>#4</td>
<td>33</td>
<td>Freelance teacher</td>
<td>Hope school</td>
</tr>
<tr>
<td>#5</td>
<td>33</td>
<td>University lecturer</td>
<td>Hope school</td>
</tr>
<tr>
<td>#6</td>
<td>32</td>
<td>Missionary</td>
<td>Hope school</td>
</tr>
</tbody>
</table>
Table 1. The participant background

<table>
<thead>
<tr>
<th>#</th>
<th>Age</th>
<th>Role</th>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td>#7</td>
<td>35</td>
<td>Kindergarten teacher</td>
<td>Jungle school</td>
</tr>
<tr>
<td>#8</td>
<td>30</td>
<td>Kindergarten teacher</td>
<td>Jungle school</td>
</tr>
<tr>
<td>#9</td>
<td>32</td>
<td>Missionary</td>
<td>Jungle school</td>
</tr>
<tr>
<td>#10</td>
<td>31</td>
<td>Missionary</td>
<td>Jungle school</td>
</tr>
</tbody>
</table>

Before the interview begin, all participants informed that each of them was under rigid protection from opening their identities and the interview result.

**Sampling strategy**

To choose the participants, I used random sampling. This kind of sampling was used because I randomly was chosen the participants due to their willingness to be interviewed without asking or knowing their background before. Two informal bilingual schools were chosen as a representative of kindergarten schools in Salatiga. I have chosen those schools because I had to be a volunteer in those schools, so I assumed I would get the permit easily.

**Data collection instruments**

The study was used semi-structure interview. The questions given are the same for each parents, but allow flexibility to elicit further answers and other information that may not be addressed by the original questions. Before undertaking formal research questions, a pilot test was done in order to elaborate the interview questions which before piloting the interview questions were only nine. The interview questions also were developed based on five themes that appeared in the literature review. They are: 1.
English as a trend. 2. Mastering English for a better education. 3. Mastering English for a better career. 4. English for a self-image and confidence. 5. Mastering English for a better life. The emergence theme was added if it appears after doing the interview. The interview was conducted in the Indonesian language (for local people) and English language (for foreigners). Those languages were used, in the hope that the interviewees would feel more comfortable and be able to answering the interview questions. It was done around 10-15 minutes for each parent. Audio-recording was used while asking the questions to help me collecting the data. The interview questions are as follows:

The interview questions:

1. When did you send your child in the bilingual school for the first time? How old was she/he then?
2. What was your main reason to send him/her to bilingual kindergarten?
3. Was she/ he willing to go to bilingual kindergarten?
4. Have you ever taught him/her English as a foreign language at home before entering school?
5. Why did you choose English for your children’s foreign language?
6. How is your child language development in L1 and L2 after he/she is acquiring English as their L2 in the early age? What vocabularies or sentence that he / she usually say?
7. What do you about learning English only as a trend?
8. Learning English has become a global trend in Asia. Do you think having children learn English as early as possible will help them to be more competitive in future job markets? Why or why not?
9. Will you send your child abroad for study? What kind of education do you want for your child future?

10. What is your definition about success?

11. What kind of success do you want for your child’s future?

12. Do you think his/her confidence is thereby increased after entering bilingual kindergarten?

Bahasa:

1. Kapan kali pertama anda mengirim anak anda ke sekolah dua Bahasa? Umur berapa anak anda saat itu?

2. Apa alasan anda saat itu mengirim anak anda ke sekolah dua Bahasa?

3. Apakah saat itu anak anda memiliki keinginan juga untuk masuk ke sekolah dua Bahasa?

4. Apakah anda pernah mengajarkan anak anda Bahasa inggris sebelum masuk ke sekolah dua Bahasa ini?

5. Mengapa anda memilih Bahasa inggris sebagai Bahasa asing mereka?

6. Bagaimana perkembangan Bahasa anak anda di dalam Bahasa pertama dan kedua mereka setelah mereka mempelajari Bahasa inggris sebagai Bahasa kedua mereka di waktu yang sangat awal?

7. Apakah pendapat anda mengenai belajar Bahasa inggris hanya untuk bergaya?

9. Akankah anda mengirim anak anda untuk bersekolah di luar negri? Pendidikan yang seperti apa yang anda inginkan buat anak anda?

10. Apakah pengertian anda mengenai kesuksesan?

11. Sukses yang seperti apakah yang anda inginkan buat anak anda?

12. Apakah menurut anda kepercayaan diri anak anda dalam menggunakan Bahasa inggris akan naik setelah mereka selesai belajar di sekolah dua Bahasa? Tolong berikan contoh yang konkret!

Data collection procedure

At first, on 4th January 2016 I did a piloting with one parent whom her child was learning in the bilingual kindergarten. After the questions were developed by doing piloting, I started to collect the data. I asked some parents in the 2 bilingual schools for their willingness to take a part in this study and arranged the date for do the interview. After that, the interviews with ten parents were done in 4 days started from 1st until 5th March.

Data analysis procedure

After I got all the data from the interview, I transcribed and analyzed the data. First I transcribed the data results by grouping the data into the theme table, like the table below.

<table>
<thead>
<tr>
<th>No</th>
<th>Theme</th>
<th>Parent’s perception</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>English as a trend.</td>
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</table>
2. Mastering English for a better education.

3. Mastering English for a better career.

4. English for a better self-image and better confidence.

5. Mastering English for a better life.

6. Other theme.

After that I analyzed the data based on my interpretation and the literature review related to the parents’ perception toward learning English in the early age. At the end I described the conclusion.

**FINDINGS AND DISCUSSION**

In this part, I present the interview results. These results were divided into 2 parts. The first part talked about the emergence theme that appeared after the interview which is language development in learning English in the early age. In this part I discussed about how the children’s language develops when the parents sent them to bilingual schools.

The second part, I talked about the parents’ own perceptions about learning English in the early age which were grouped into 5 themes. The first one is parents’ perceptions on learning English as a trend. The second is parents’ perception on mastering English for a better education. The third is parent’s perception on learning English for a better career. The fourth is parents’ perception on learning English for a
self-image and confidence. The last is parents’ perception on learning English for a better life. Each of the parts are discussed deeper below.

**Language development in learning English in the early age**

The data results showed 6 out of 4 parents agreed that English should be taught in the early age. They thought that by learning English it would help children in their future. On the other hand, 4 other parents are against the idea that English should be taught in the early age because it will disturb their child’s language development by mixing both languages or using the wrong language structure.

Parent #6’s answer represents the 4 parents who are against the idea of learning English in the early age by saying the following:

My child’s language ability is not good. He always combines the Chinese language with English. Therefore it would be better if my son can learn Chinese fluently and then later on he learns English as his foreign language. (Interview 6, 05 March 2016)

Another perception from parent #6, parent#1 mentioned that the difficulty of learning English only appeared at the beginning of learning, but after some years the child’s language was getting better by mastering both Indonesian and English.

Parent #1 said the following:

By learning English in the early age it helps my child’s language ability. Maybe at the first time he was confused using Indonesian (L1) and English (foreign language), but now he is 3 years old, so his ability is getting better in English and Indonesian. He can speak English at school and speak Indonesian with his babysitter. At first, the ability in speaking for the one who speaks only one language was better than my child, but right now my child have the ability in languages more, especially English. (Interview 1, 01 March 2016)

From those perceptions, it seemed that there was still a controversy toward the language development of learning English in the early age. Parent #1’s perception provides evidence that the assumption of Kuhl, Tsao, and Liu (2003) was right. They argued that children have the ability in differentiating the language whether it is a native or foreign language, and after a couple of times they will use the right language with the right setting. Besides, early bilingual study will only give burden and advantages in children’
language production and as the result, children will mix the language between L1 or foreign language, (Ritchie, 2006; Genesee, 2010; Ivanova & Costa, 2008).

Parents’ perceptions on learning English as a trend

Six out of ten who were disagreed that learning English only as a trend. They thought that English is needed for children’ future such as academic, career and a tool to communicate with people around the world, so learning English is a must. It is not a trend for the children to learn in the early age with the purpose to increase their popularity. The other 4 thought that even though the purpose of learning English actually is not only for trend, if people still think that way it does not matter. Unconsciously English has already become a trend to learn. From those different ideas, all parents gave the same perception that English is a tool that people use to communicate and it is not only a trend to learn.

For example parents #1 said:

- There is no problem if we have perception that learning English is trend, but for me English is not only for trend, but also a need that my child must have because, nowadays the development of this world has pushed us to have English skill to “survive”. (Interview 3 March 2016)

On the other side, parent #3 gave an answer by saying that:

- English is not a trend that people might think by learning that skill they will look “cool” so they pushed their child to learn English, but English is a tool that we must learn, so we can survive in the future. (Interview 1, 01 March 2016)

Parents #1 and #3 emphasized that to survive in the global era their children need a tool for Communication Bridge which is English. The number one language uses which it can support their future life. Those results were supported by the study of Ubaidillah (no date) showed that some parents make their children learn English in the early age to raise their social level. On the other side, it is against the study result of Wu (2005) that because many foreigners are coming to Indonesia, parents can put pressures to their children learn English in the early age to gain their popularity.
Parents’ perceptions on mastering English for a better education.

Nine out of ten participants agreed that English can help their children get a better education. If the children master English well, they can enter school/university abroad.

As an instance parent #1 said that:

Introducing English in the early age, means we as their parents are also introducing the world to the children. If my child can socialize with others using English or Indonesian, later on when he is ready to enter senior high school I’ll send him to study abroad and get better education program there. (Interview 1, 01 March 2016)

The perception from parent #1 was supported by the assumption of Brito and Barr (2012) that by being bilingual, children have advantages in the learning capacity like greater experience in learning from a mix input and flexible memory. Moreover when the children entered a bilingual school in the early age, the parents believed that it gives a positive impact, because as stated in Ramos (2007), English supply the children more knowledge about other culture and gives them literacy skill in L1 and a foreign language (English). Overall, the parents’ perceptions revealed that by learning English in the early age, it gives them an important and useful skill to support their academic context, which is language skill.

Parents’ perceptions on mastering English for a better career.

Eight parents out of ten agreed that English can help their children get a better career. They will unconsciously have one important skill, language, which they can use to get a good job. In the hope that children can add another skills outside language easier which will help them in getting a better career.

As an instance parent #9 said that:

English surely will help the child get a good job, because acquiring more than one language will help my child to be more competitive in the working world. Moreover, if my child already gets the language ability, other skills can be added later on which is also needed to get a good job. (Interview 9, 04 March 2016)
By the parents’ perception above, the results strongly indicate that English is definitely a helpful tool for the children to get a better job. Even though other skills are needed, at least the children have the basic skill, in this case is language. The results above have been proven by the assumption of Shang, Ingebritson and Tseng (2010) that a foreign language skill makes children to be more competitive in the future job. It was also supported by Tsai (2001) previous data which showed that 82% of parents believed children can have great opportunities to get a good job by having language ability.

**Parents’ perceptions on learning English for a better self-image and better confidence**

The data showed nine to ten parents agreed English for self-image and confidence especially when their children can talk to foreign friend at their bilingual school. Parent #2 gave perception by saying that:

> After learning in the bilingual school, she is more confident in speaking English with her foreign friend at school and with me. It was not like before; whenever I spoke in English she would answer it in Indonesian. (Interview 2, 01 March 2016)

The results above are reinforced by Lao’s (2004) study which showed that children develop a positive self-image and confidence, because the children can understand the important of being bilingual as they can communicate not only with local people but also foreigners. As the reason, the children can be more confident and brave in communicating with foreigners because they have the English language ability.

**Parents’ perceptions on mastering English for a better life.**

Even though being able to speak English can help children in their career, academic matter, self-image and confidence, those things do not support and guarantee that the children to have a better life. This idea was stated by all ten parents who were interviewed. They think, when the children can be happy with their life, get what they
have dreamed about and can share what they have with others, these mean that child has a better life.

For example parent #10 said:

Having a better job, and graduated from a good school do not guarantee that the child can have a good life if that child cannot be proud with themselves and share what they have got to others. (Interview 10, 04 March 2016)

Those parents seemed to understand the context that English doesn’t guarantee people to be better in their life. The results did not match with the assumption of Krisprasetyama (2013) that children will face many problems if they are not fluent in English because English is the requirement for all courses and the future need. Moreover, the results are supported by Crystal (2003a: 29 ff., 2003b:106) who said that English is important to some aspects only. It means that English does not completely help children in getting a better life in the future.

**CONCLUSION**

This study aimed to determine the parents’ perceptions on learning English as a foreign language in the early age for their children. Based on ten parents who have been interviewed, the result shows that there are still different perceptions among the parents about the development of young learners. Almost in the same amount, some parents thought that it is a bad choice to make their children to learn English in the early age, because it will disturb the children’ language development. Children tend to mix the two languages, English (foreign language) and Indonesian (native language) or use the wrong structure such as using the structure of Indonesian while they are speaking in English. Therefore, it makes the children to be not fluent in both languages. Other parents think it is good to learn English in the early age, because children have ability to learn language faster than adults. Even though at the first the bilingual children are
confused in using the language, after a couple of years the children will be able to use both language Indonesian (l1) and English (foreign language) better than monolingual children.

Concerning the idea about learning English in the early age, parents believed that mastering English in the early age can help their children to be success in their future career. Many companies need people who have language skills, especially English, because a lot of foreigners are coming to Indonesia. Moreover, parents stated that English can increase their children’ knowledge, especially when they wanted to send their children to study abroad which have better education programs. By mastering English their children will open their mind wider regarding to the world which will help them in the academic context.

Moreover, almost all parents also thought that by mastering English in the early age their children will increase their self-image and confidence to communicate with foreigners in their bilingual school or in the future when they “face” foreign people. Additionally, even though parents gave perceptions that by mastering English can help their academic competence, career, self-image and confidence in using English language. Even though, those things cannot guarantee that children can have a better life in the future if they cannot be happy with what they have reached, did not get what they have dreamed and never shared what they have to others. In general, parents sent their children to bilingual schools because many foreign people nowadays are coming to Asia, especially Indonesia. Therefore, many companies and schools make a requirement for people can master English language. Even though parents knew that is not guarantee their child can get a better life.
However, this study had two limitations. First, this study focused only on two bilingual schools in small areas; those are Warak and Karangalit, Salatiga-Central Java. Those two bilingual schools are closed, so the findings are similar. Second, this study involved a small number of participants. For further research can extent the number of the participants to cover more issue that happen among parents about learning English in the early age. I also suggest that there needs to be further research that focus on parents’ perception on learning English as a trend and the language development of children who are learning English in the early age. Moreover, I suggest to use questionnaire also besides interview to get richer data.
ACKNOWLEDGEMENT

First of all, I would like to give my deepest thanks to my Almighty God and savior, Jesus Christ. I am nothing without Him and I would never be able to finish this thesis without His blessing. I would also like to express my sincere gratitude to my supervisor, Martha Nandari, M. A. for her patience, enthusiasm, and willingness to give his time to read and give inputs to my thesis. As for my examiner, Anita Kurniawati, M. Hum. a great gratitude comes from my heart for her times to help me with the inputs and examine my thesis.

I would also like to thank my parents for the support they provided me through my entire life and listened to my problems when I was doing my thesis. Also sincerely gratitude I give to parents I have interviewed for the time they gave and the answers which helped me so much to finish my thesis, and the schools’ owner as well who gave me a permission to do the study. Thanks as well to my thesis classmate, Mona who always motivated me to finish my thesis, Evi who helped me to find the way to check my grammar, and Teduh who read and checked my thesis. Last but not least, I would like to deliver my deepest gratitude to all teachers in English department for teaching me the whole time I study in Satya Wacana Christian University.
References:


## Appendix:

### Data results

<table>
<thead>
<tr>
<th>No</th>
<th>Theme</th>
<th>Parent’s perceptions</th>
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| 1. | English as a trend. | #1 “there is no problem if we have perception that learning English is trend, but for me English is not only for trend, but also need that my child must have because nowadays the development of this world has pushed us to have English skill for “survive”

#2 “it is not right if we make our child learn English for trend because English is a need that people must have, because it is an international language, all things like computer, etc are using English.”

#3 “English is not a trend that people might think by learning that skill they will look “cool” so they push their child to learn English, but English is a tool that we must learn, so we can survive in the future.”

#4 “it is right we have perception that English as trend because unconsciously we will learn the skill and that skill will help us, even at the first it was only for a trend.”

#5 “because I studied in Australia so, English is a must, besides that all things nowadays use English especially for our future like when we want to enter in the school outside Indonesia we need English certificate even though we are not fluent in English speaking ability, so I disagree
if English is a trend.”

#6 “the purpose of English is as a tool, people use it for they can communicate with foreigner is not only for a trend.”

#7 “I am good at English, so I teach my child earlier English, also because English is a must tool for communication nowadays.

#8 “English is a number one language that people use in the world, so if people think that English is a trend it is Ok it means that they start to learn about this world.”

#9 “I am feeling sad to the parents who think that English is a trend and push their child to learn English as early as possible for trend, because English is not about it, it is a tool that people use for communicate.”

#10 “English already become a trend because it affected by our environment, and there is no problem with that as long as we use it in the right purpose”.

2. Mastering English for a better life.

#1 acquiring English doesn’t guarantee that my son will be success in our life but, if he can be a good person for his environment and family that means that he got his life successes and it would be better if my son can be more than his family.

#2 acquiring English doesn’t make that person success in their life but, when they can be a good person for their family, environment and
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<td>3.</td>
<td>Mastering English for a better education.</td>
<td>#1 introducing English in the early age, means we also introduce the world to the children. They can socialize with others using English or</td>
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<td>#3</td>
<td>English doesn’t fully make that child get a good life, but be a good person for others is.</td>
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<tr>
<td>#4</td>
<td>better life is when that person can feel satisfy with themselves whatever the condition.</td>
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<tr>
<td>#5</td>
<td>when that person can be just like themselves and love with their life that’s better life.</td>
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<tr>
<td>#6</td>
<td>when that person can live happily, healthy, and have ability in speaking and listening so they will be confident with themselves that’s better life.</td>
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<tr>
<td>#7</td>
<td>success in their life is if that child can do what they like, reach what they have been dreamed about, their family and the child can be proud with the child’s life.</td>
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<tr>
<td>#8</td>
<td>when the child can get what they dream and share what they have with others then, that child has succeed in their life.</td>
<td></td>
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<tr>
<td>#9</td>
<td>when the children can get what are their dreams and be more than his parents.</td>
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<tr>
<td>#10</td>
<td>having a better job and graduated from the good school didn’t guarantee that the child have a good life if that child cannot be proud with themselves and share what they have with others.</td>
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Indonesian, so later on when he is ready to enter senior high school I’ll send him abroad to get better education program there.

#2 English is not the only one can make the child get a better education, but the school’s program and the child willing are.

#3. I speak English in the age when she was starting to speak because, latter on I hope she will study abroad and get better education and more educated than me.

#4. When she was 5 months I introduce her English as her foreign language little bit, because I wanted she can enter university abroad with a high quality of the education program.

#5. English can help that child more knowledgeable about other’s culture. Therefore, In the future my child can be easier enter a good/favorite university that my child wanted which is usually mastering English as the school’s requirement.

#6. I introduce English in the early age because I wanted he can more knowledgeable because English is an international language, so he can easily enter a school with good programs like international school.

#7. Mastering English will help my child more competitive in the academic context later on, so I teach my child English as foreign language in
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<tbody>
<tr>
<td>4.</td>
<td>Mastering English for a better career.</td>
<td>#1 yes, English will really helpful, because many companies needed a person who can speak English and it caused by foreigner who are coming to Indonesia.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>#2 yes, by learning English at least the child has one skill to be consider in getting a job, because by knowing more than one language the child unconsciously become knowledgeable.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>#3 yes, because time to time the competition in getting a god job is becoming tighter, so at least my child should have language skill.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>#4 No, English is only one of other factors that can make that child get a better job. In the outside there is a person who cannot speak English but, can be a manager. That’s why</td>
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The early age.

#8. By introducing English in the early age, I think it will help my child to be more competitive in the academic mater.

#9. When my child can start learn English in the early age he can be more knowledgeable especially when he enter school in another country, because I am a missionary I will very often to go abroad and stay there for a couple of year.

10. I was graduated from university abroad, so I hope my child can be more than me, that way I teach my child English as early as possible.
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<td>5.</td>
<td>English for a better self-image and better confidence.</td>
<td>other skills also important.</td>
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<tr>
<td>#5</td>
<td>yes, by having language skill, at least my child can fill one requirement which can be consideration to get a good job.</td>
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<tr>
<td>#6</td>
<td>no, because from other skill the child can get a good job too.</td>
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<td>#7</td>
<td>Yes, because English is a useful skill. All things like technology use English.</td>
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<tr>
<td>#8</td>
<td>English only a side skill that the child should master it, the important is how they can socialized with others and have good ability in speaking in public.</td>
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<tr>
<td>#9</td>
<td>English surely will help the child get a good job, because acquire more than one language will help my child more competitive in the working world. Moreover, if my child already gets the language ability others skills can be added later on which also important to get a job.</td>
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<tr>
<td>#10</td>
<td>surely yes, because English will really helpful for my child future, especially in the job matter, because language skill is an important skill and it needed.</td>
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<tr>
<td>#1</td>
<td>because he is learning English at the school and a bit at home he is more confident when talk with my foreign friend in English.</td>
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<td>#2</td>
<td>After learning in the bilingual school she is more confident in speaking English with her</td>
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<td>#</td>
<td>Language development learning English in the early age.</td>
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<td>1.</td>
<td>By learning English in the early age it helps my child language ability, maybe at the first time he was confused using Indonesia and English, but now he is 3 years old, his ability is getting better in English and Indonesia. He can speaks English at school and speaks Indonesia with his babysitter rather than child who only</td>
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<td>2.</td>
<td>foreign friend at school and with me, was not like before whenever I spoke English she will answer in the Indonesia.</td>
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<tr>
<td>3.</td>
<td>Not really, because my child should always practice the English language because sometime my child still confused by mixing the words or the structure Indonesia with English.</td>
<td></td>
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<td>4.</td>
<td>surely, she is more confident and not afraid using English in communication.</td>
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<td>5.</td>
<td>yes, she uses English more in daily life.</td>
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<tr>
<td>6.</td>
<td>surely, because at school my child always uses English.</td>
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<td>7.</td>
<td>surely, because it will help my child to be brave using English for socialization.</td>
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<tr>
<td>8.</td>
<td>surely, because my child always practice it at school even though at home we speak Indonesia.</td>
<td></td>
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<tr>
<td>9.</td>
<td>surely, she becomes more knowledgeable in English vocabulary and more confident using it.</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>surely, because my child always practice it in the other environment outside home.</td>
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</table>
learn one language, even though at the first the ability in speaking for the one who speaks only one language were more better than my child but, right now, my child is more have the ability in language especially his English.

#2 It would be **better if children learn English after mastering their L1**, because my child now seems confused in using both languages.

#3 I teach my child Indonesia and added little bit of English vocabulary, but after entered bilingual school my child’s language ability is better she can use English language for communicate with her foreign friend using English in the sentence even though it is not fluent as her Indonesia.

#4 her Indonesia is really fluent but, her English is so passive whenever I speak with her using English she will answer it with Indonesia, but at least she understand the meaning later on it will help her in acquiring the language skill.

#5 when my child was born we lived in Australia, so she learn English unconsciously with her environment. **I was so lucky she learned English earlier** because now, she can speak with her friend, foreigner, when she is young.

#6 **my child in language ability is not good**, he will always combine the Chinese language with
English. Therefore it would be better if my son can learn Chinese fluently and then later on he learn English.

#7 my child ability in English is better than Indonesia, I think it is good because my child has one good skill in the early age.

#8 my child language ability still bad even though getting better, my child always mix the language in communicate it would be better if my child learn one language first.

#9 it is good when my child learn English little bit in this early child so, later on my child can learn another language besides English.

#10 because my child learn English at school and a bit communicate using English at home it makes my child prefer to use English rather than the mother tongue.