

**PARENTS' PERCEPTIONS ON INTRODUCING ENGLISH AS
A FOREIGN LANGUAGE TO THEIR CHILDREN AT THEIR
EARLY AGE**

THESIS

Submitted by

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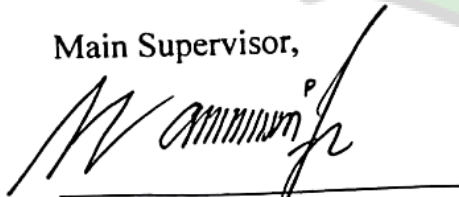
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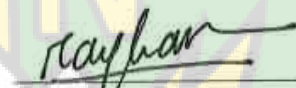
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adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka dengan sepenuhnya akan menjadi tanggungjawab saya. Demikian surat pernyataan ini saya buat dengan sesungguhnya.

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Saya yang membuat pernyataan,



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In the name of Allah, the beneficent, the merciful. All praise belongs to Allah, the lord of the world. Peace and greetings be upon our Prophet, Muhammad SAW and his immaculate household, chosen companions and those who follow them well until the Day of Judgment.

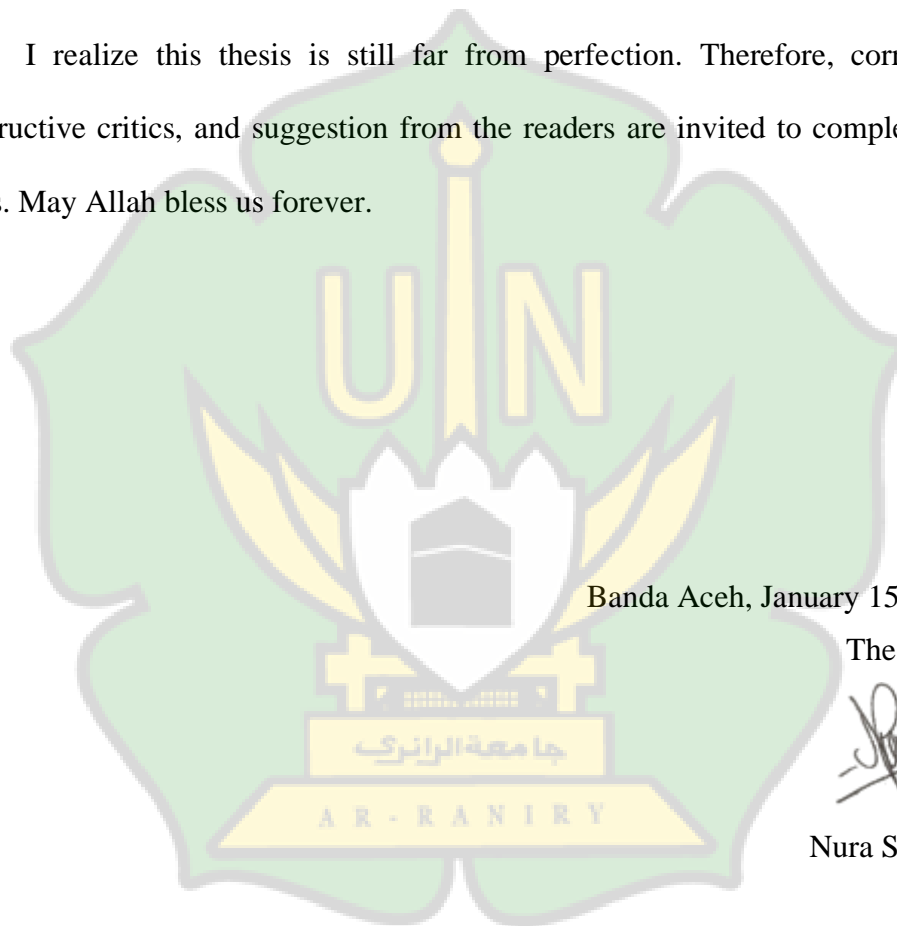
My deepest gratitude is addressed to my supervisors, Mrs. Nidawati, M.Ag and Mrs. Fithriyah, S.Ag., M.Pd for their guidances, helps, advices, supports, and kindness. My appreciation is also addressed to my academic supervisor, Mrs. Khairiyah Syahabuddin, MHSc. ESL., M. TESOL., P.hD, all English Language Education Department lecturers and staffs, and all lecturers from Tarbiyah Faculty who participated in this study.

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I realize this thesis is still far from perfection. Therefore, correction, constructive critics, and suggestion from the readers are invited to complete this thesis. May Allah bless us forever.



Banda Aceh, January 15th 2021

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ABSTRACT

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This study aims at investigating parents' perception toward introducing English to children at early age and parents' reasons to let their children learn English at early age. In this research, the researcher used purposive sampling in choosing the sample. There were 26 participants chosen in Tarbiyah Faculty of UIN Ar-Raniry who have children around the age of 2-7 years old. The participants consisted of 2 lecturers from each department of Tarbiyah Faculty. The instrument used in this research was an online questionnaire. The researcher found a positive attitude among participants toward introducing English to children at early age. The researcher found five reasons why parents perceive early introduction to English is significant. They were: early introduction to English is fun for children, it is a supporting skill for the children future, it can develop basic communication skills in English, and it makes children at a better level of mastery. There were three ways that all parents chose to utilize when they started introducing English to children. They were: doing repetition as often as possible, providing pictures with English vocabulary at home, and using everyday situations and real objects from around the house to practice the language naturally and in context.

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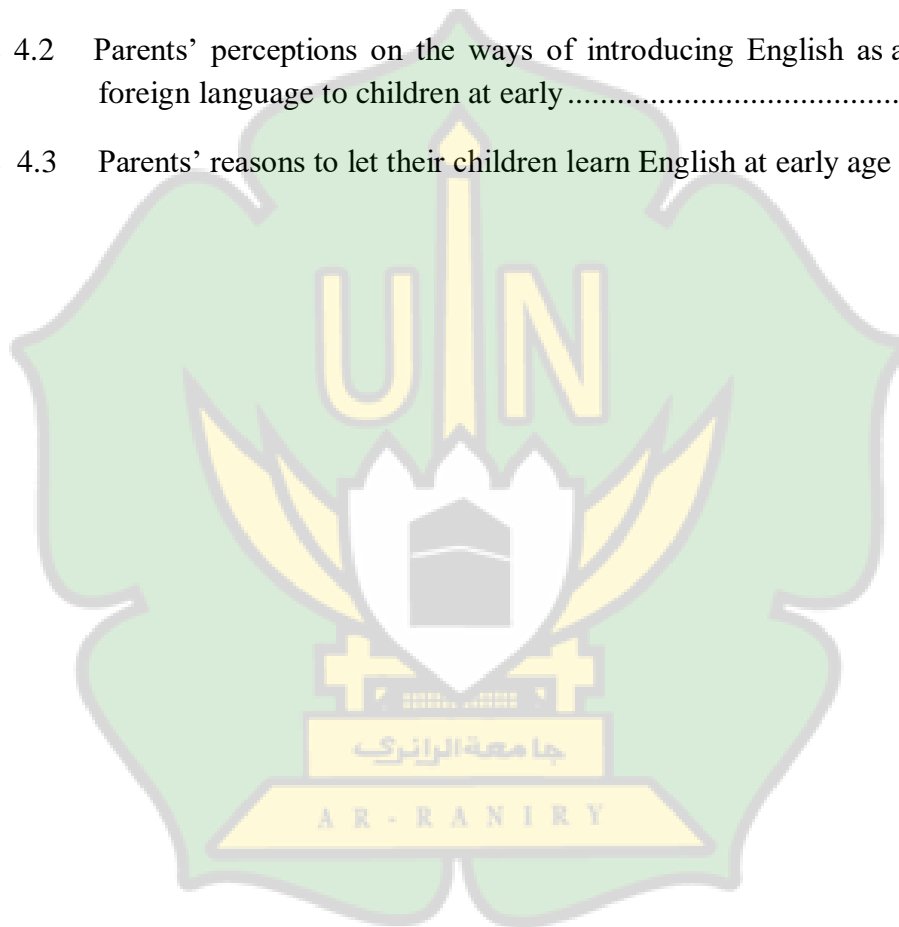
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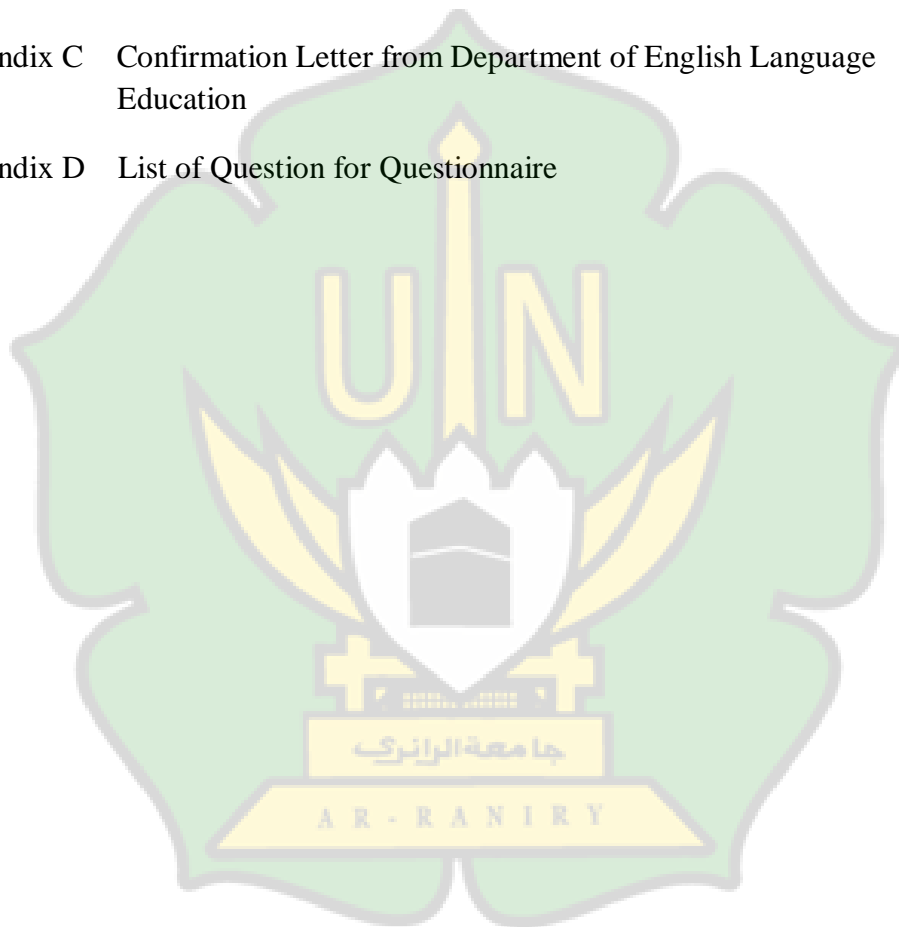
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CHAPTER I

INTRODUCTION

This chapter describes the reasons for conducting the research and deals with several points such as background of study, research questions, aims of study, significance of study, and terminologies as elaborated in the following sections.

A. Background of Study

English has been considered as the most influential language in the world. According to Eberhard, David, Gary & Charles (2020), English is the most spoken language worldwide in 2020. It is spoken by around 753 billion second language speakers and 379 billion native speakers in the world. Moreover, English has made a significant contribution in world development, not only economy, but also in education, social, politics, and others. The awareness of the importance of English in this era leads to the effort to learn and master English as early as possible.

It is generally assumed that younger is better which in line with the concept of critical period hypothesis. Ellis (1986, as cited in Nikolov, 2000) defined it as:

“critical period is used to refer to the general phenomenon of declining competence over increasing age of exposure and in used to state that there is a period when language acquisition can take place naturally and effortlessly, but after a certain age the brain is no longer able to process language input in this way”. (Ellis, 1986, p.107).

Furthermore, Pinter (2006, p.32) also states that early language learning is considered effective to achieve greater proficiency, as it widens children’s horizons and awakens their early enthusiasm and curiosity about the language. However, this achievement cannot be apart from the parent’s role in children life.

It is undeniable that parents play a significant role in children's life. In line with this, the theory of Overlapping Spheres of Influence which was developed by Epstein (1987, as cited in Bago, 2018) who declared that there are three overlapping spheres of influence in children's life: parents, school, and community. Parent's beliefs and attitudes will affect children's behaviors, motivation, and performance because parents are the first teachers of the children. McMillan (2005) explained that the major early childhood educationalists such as Froebel, Montessori, McMillan and Isaacs, whose influences are still tangible today, all regarded the parents as the child's primary educator.

Several studies had been conducted on early language learning (Djiwandono, 2005; Oktaviani and Fauzan, 2017; Bago, 2018; Wati, 2016). What researchers have studied in the area of early language learning are varied. Djiwandono (2005) conducted a study which focused on the reasons why parents send their children to English private courses, also their expectations of their children while learning English and the negative perceptions of the parents in getting their children to learn English earlier. He used a questionnaire for 46 parents to get the data. The result showed that parents are mostly aware of the importance of English. They want their children to gain good grades in English courses so that they can get a good job in the future. They also realize that learning English takes an amount of time, thus learning English should begin at an early age. They expected their children to master the four language skills (listening, speaking, reading, and writing) and most parents told no disadvantage of learning English earlier.

Oktaviani and Fauzan (2017) conducted a research about teacher's perceptions about the importance of English for young learners. The result of the research showed that children who acquire English at the early age will master English better. They also will be easy to get the job and will possess economic and social benefits in the future.

Wati (2016) found that parents provide any assistance for the children to learn English, some of them not only assist the learning at home but also take the children to English courses which show the positive attitudes toward English learning.

Another study on early English introduction was conducted in Croatia by Bago (2018) on the title "The Attitudes of Parents towards Early Foreign Language Learning". The study aims to determine Croatian parents' attitudes towards early foreign learning. He focused on parents of children who attend Croatia Elementary school from different educational levels and socioeconomic status. According to the findings of his study, he found that Croatian parents had positive attitudes towards early foreign language learning even though they do not consider English more important than other school subjects in the lower grades of elementary school. Furthermore, the research was not only conducted on parent and teacher perceptions on early English introduction, but also the parent involvement in language teaching for young learners in Elementary school. Moreover, he didn't find any significant correlation between parents' level of education and their perceptions on early introduction to English for children.

The assumption that early language learners are better than adults is deeply rooted in some parents' minds. Acehnese parents are now very enthusiastic to introduce and support their children to learn English as early as possible. It seems like learning English at an early age has become a trend among society which has to be followed unless they will be left behind. Some parents are also proud when they know their children speak English in their daily life. However, some other parents are more likely to introduce the Quran and support their children to be hafizh and hafizah at their early age with the same reason that early ages are the best period to teach the valuable knowledge in children's minds. These contrast phenomena make the researcher interested to do a research on parents' perception on introducing English to their children at their early age among the lecturers of Tarbiyah Faculty of UIN Arraniry.

Additionally, the researches about parents' perceptions that come from the same educational level were very limited. The researcher wanted to know if there are any pros and cons on introducing English to children at an early age among the lecturers who came from the same educational background and what were the reasons which supported their perceptions.

Perhaps, the result of this research will give a brief understanding on how parents think about teaching English to their children at an early age. Moreover, the result can be useful for the readers in order to have a wider picture on how parents make their decisions about when, where or how they should let their children learn English.

B. Research Questions

1. How do parents perceive the introduction of English as a Foreign Language to children at early age?
2. What are the reasons for parents to let their children learn English at early age?

C. The Aim of Study

1. To explore parents' perception on the introduction of English as a Foreign Language to children at early age
2. To investigate the reasons for parents to let their children to learn English at early age

D. Significance of Study

This research is expected to give a brief understanding on how parents think about teaching English to their children at the early age. The findings of the research can be useful for the readers in order to have a wider picture on how parents make their decisions about when, where or how they should let their children learn English.

Parents' perceptions and reasons regarding this issue are definitely resulted from what they have learned from their educational background or from experiences they had or shared by others. This research is meant to reveal how parents build their perceptions towards the issue being discussed here.

Furthermore, the result of this research will also be useful for the English teacher since they will know the students' family background and they can consider

which activity is more appropriate to apply during the teaching and learning process based on these family background diversities.

E. Terminologies

To avoid misunderstanding in this research, there are several terminologies that are significant to be explained. The terminologies are as follow:

1. Parents' Perceptions

Parents refer to the people who give their care to their children. Davies (2000) stated that the role of parent is to promote and support the physical, emotional, social, financial, and intellectual development of a child from infancy to adulthood. Similarly, Norman (2002, p.73) describes that perception is “a conscious awareness response to objects and events in the recipient's environment”. It means perception is how someone uses their point of view and feelings to interpret his/her surroundings. Additionally, parents' perceptions refer to how parents perceive early English teaching to the children. In this study, the researcher will focus on lecturers' perceptions toward English introduction at the children's early age.

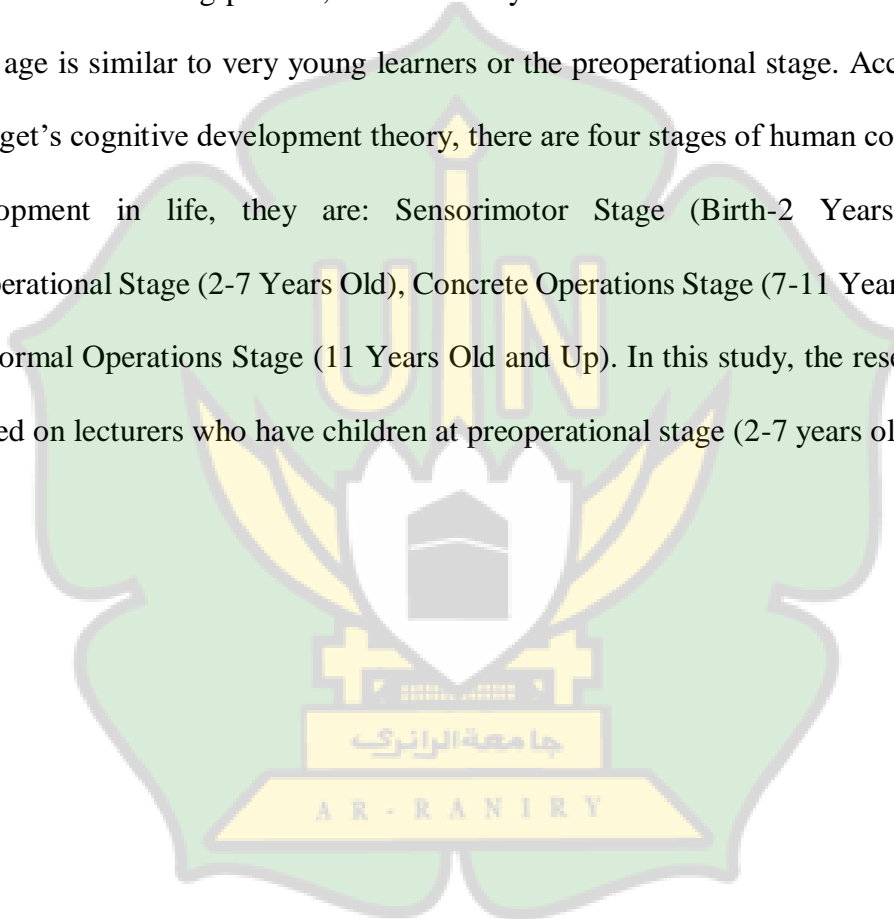
2. English as a Foreign Language

English as a Foreign Language, or EFL, refers to learning and using English in a non-English speaking country. For example: South Korea, China, and Indonesia (Peng, 2019). Indonesian children who learn English in are not using English as their primary language nor secondary language so that those children in Indonesia are called as EFL learners. They do not use English for daily

communication. English is usually used for tourism, communicating with English native speakers, reading English journals and news, and others.

3. *Early age*

In order to know the characteristics of children at the early age and to maximize the learning process, it is necessary to define children at the early age. Early age is similar to very young learners or the preoperational stage. According to Piaget's cognitive development theory, there are four stages of human cognitive development in life, they are: Sensorimotor Stage (Birth-2 Years Old), Preoperational Stage (2-7 Years Old), Concrete Operations Stage (7-11 Years Old), and Formal Operations Stage (11 Years Old and Up). In this study, the researcher focused on lecturers who have children at preoperational stage (2-7 years old).



CHAPTER II

LITERATURE REVIEW

In this chapter, the researcher provides literature review related to this research. This review covers several main concepts including the concept of perception, human development stage theory, the benefits of learning English at an early age, parents' perceptions on introducing EFL at an early age and the ways of introducing EFL at children early age.

A. The Concept of Perception

1. Definition of Perception

Perception involves the way one sees the world. There are many definitions and theories of perception. According to Jeffrey (2005, p.52), perception is the process of using prior experiences to interpret an object into something meaningful. In line with this, Shaleh (2004) defines perception as an ability to focus, classify, and differentiate the attention toward an object. Furthermore, Robbins (2003, p.107) defines perception as a meaning that people have after analyzing, interpreting, and evaluating an impression which is gained through five senses. It is also known as the cognitive ability which helps people understand their surroundings.

Thus, parents' perception is a process of analyzing, interpreting, and evaluating an object through five senses using prior experiences. Based on the definition above, the researcher would say parents' perception in this research is parents' perception on early introduction to English for children

2. *Factors Affecting Perception*

Unumeri (2009) affirms that there are several factors which affect the way individual perceives something. These factors are divided into two factors: internal factor and external factor.

a) Internal factors

1. Needs and desires

The perception of relatively happy individuals is essentially different from unhappy individuals. According to Rao and Narayana (1998, as cited in Unumeri, 2009), "people perceive the same thing differently at different levels of needs and desires." In addition, people's expectations, motivations and desires also shape their perception of others and situations around them.

2. Personality

Another strong impact on what people perceive about the individual is individual characteristic behavior. "It is a simple saying that optimistic people perceive things in favorable terms, pessimistic people in negative terms." According to Maslow (1972, as cited in Unumeri, 2009), "there is a category of people between the optimist and the pessimist who are able to perceive others "accurately and objectively". He concluded this issue in the following outline:

- Safe people prefer to view others as warm, not cold.
- Thoughtful people should not express themselves by showing extreme judgment on others.

- Individuals who accept and believe in themselves view things favorably through their individuality.
- Self-accepting people view themselves as loved, wanted and embraced by others.

3. Experience

Experience which combined with knowledge has an impact on individual's perception. Successful experience increases the ability to perceive something and leads to the perception accuracy.

b) External factors

1. Size

Perceptual stimulation in greater sizes is more likely to be perceived. This is because the fact that dominance is generally correlated with the size factor and others stand out for selection. A straight-forward instance is a complete one. Page ads draw more interest than just a page.

2. Intensity

This factor has to do with promoting the probability of choosing a stimulus. For instance, underlining or bolding or italicizing words in a written text are some of the strategies that foster intensity. "The greater the intensity of the stimulus, the greater the probability of it being noticed."

3. Frequency

It discusses the focus that emerges from the constant repetition of a given stimulus. That is, our consciousness is literally drawn by the art of repetition and

our attention to the message that is sent. It is more likely that the stimulus repeated with greater intensity would qualify for selection, as it were.

4. Status

A perception is affected by the status of a person being perceived. Highly placed officers are likely to influence workers within an organization than those who are at the lower levels of organizations.

5. Contrast

Stimulus that share similar environmental characteristics are less likely to be the quality for the perceiver's selection than those that contrast strongly with the environment. An individual who spots riotous colors or dresses like Father Christmas in June, for instance, will definitely draw more attention than those who wear normal suit.

B. Human Language Development Stage

Human development theories focus on explaining the change and growth of the children in life. The study of human development is rich and complex. Each theory has its own focus and limits in certain areas. There are several popular theories of human development which have its own characteristic. They are cognitive development, psychosocial development, behavioral child development, social learning theory, and sociocultural theory.

1. Cognitive Development

Heo, Han, Koch and Aidin (2011) explained that “a cognitive approach to learning and human development emphasizes on mental or internal factors as

contrasted with environmental or external factors as many traditional behaviorists". There are several stages of human cognitive development according to Jean Piaget as explained by Heo, Han, Koch and Aidin (2011), they are:

a) Sensorimotor Stage (Birth-2 Years Old)

At this stage, the infants use motor and senses abilities to have a good grip of the world. They love to suck their fingers, grasp, cry, and move their arms and head. When they are at the age of one and a half, they can draw an image in their minds. Furthermore, Wadsworth (1996, as cited in Heo, et al., 2011) revealed children start thinking and talking after two years from birth.

b) Preoperational Stage (2-7 Years Old)

During the preoperational stage, children move from sensorimotor intelligence to representational intelligence. They can use symbols and language. They try to use drawing, spoken or written words to express the real object. Piaget pointed out that kindergarten students are in the preoperational stage of language development, which is defined as occurring between the ages of 2 and 7. At this point, young kids are learning their phonics and semantics, and are able to get their ideas across in words. Nevertheless, their grammar is not correct, their pronunciation might not be perfected, and their ability to combine several words is limited. Besides that, during the late pre-operation process, there is a special time to showcase young people to a second language as they explore the basis for speaking their primary language. That's because they're at a stage where the

structure of the language hasn't yet been understood beyond a small set of words to which they have so far been exposed, and even these words are not mastered.

For example, a five-year-old child would sometimes use the words "he" and "she" to identify others, instead of properly applying "he" and "she" in appropriate circumstances. Because their minds are aware of the difficulty that emerge when the whole of language is consolidated in someone's brain, in the final stage of their preoperative time, children are able to better understand and develop their native language skills, as well as to start studying other languages.

c) Concrete Operations Stage (7-11 Years Old)

At this point, infants are not only able to use symbols, but are also able to get things done by manipulating these symbols. At the age of six or seven, the number, duration and capacity to preserve liquids have evolved. The concrete operational stage can be seen as a transfer between pre-logic thinking and full logical thinking of older children who have already received formal operation stage.

Lightfoot, Cole & Cole (2008, as cited in Habeeb, 2013) explained that children are typically at their late preoperative stage through the kindergarten and transition to the basic operational stage of development in which children learn a range of skills, such as seriality, differentiation and reversibility. In general, this stage is between the ages of 7 and 11 years. For all of this reason, over the years, concepts such as word problems, mathematics, and writing have been created; for this is when their cognitive functioning is ready to perform such works.

d) Formal Operations Stage (11 Years Old and Up)

Kodak (2002, as cited in Heo, et al., 2011) stated that in this stage, a child starts to think abstractly and scientifically to solve the problems and understand the world around them. However, not all children accomplish the formal operational stage. Additionally, Huitt and Hummel (2003) pointed out that intelligence is demonstrated through the logical use of symbols related to abstract concepts. Early in the period there is a return to egocentric thought. Only 35% of high school graduates in industrialized countries obtain formal operations; many people do not think formally during adulthood.

1. Implication of Piagetian theory for language learning

a) The child as sense-maker

As an active learner and thinker, we may take from Piaget the very essential concept of the infant, creating his or her own experience from interacting with objects or ideas. Donaldson (1978, as cited in Cameron, 2001, p.4) emphasizes that “(the child) *actively tries to make sense of the world . . . asks questions . . . , . . . wants to know . . .*. Also from a very early stage, the child has *purposes and intentions*: he wants to do”.

In what they see other individuals doing, the children also attract attention and purposes, bringing their experience and knowledge to their attempts to make sense of the actions and language of others. Knowing that children are active sense-makers, but that their sense-making is restricted by their experiences, is a best way to understand how they react to the language activities.

b) The world as offering opportunities for learning

If we take Piaget's idea that children adapt through experiences with objects in their environment, and turn it around, we can see how the environment provide the setting for the development through the opportunities that offers the child for action. Transferring this idea metaphorically to the abstract world of learning and ideas.

2. Psychosocial Development

Psychosocial development which was developed by Erickson emphasized the development and its relation to the language and culture. Erickson was interested to how children were socialized and how these affect their identities. The nature of personality development in stage progression (Çağaç, 2018). The psychosocial development consists of eight stages that emerge across the entire lifespan. They are trust vs mistrust, autonomy vs shame and doubt, initiative vs guilt, industry vs inferiority, identity vs role confusion, intimacy vs isolation, generativity vs stagnation, and ego integrity vs despair.

3. Social Learning Theory

Another theory of human development is social learning theory. Cameron (2001) states that development and learning take place in social context. Children are the active learners in a world full of other people. Those people play important roles in helping children to learn, bring objects and ideas to their attentions, talk while playing, read stories, and ask questions. In a whole range, adults mediate the world for children and make it accessible to them.

4. Sociocultural Theory

Sociocultural theory was developed by Albert Bandura. Bandura (1977, as cited in Samkange, 2015) revealed that in social learning theory, behavior is learned from the environment through modelling, observation and vicarious learning. Bandura focuses on social cognitive principles of learning which also apply to the learning of language. Children pay attention to some people to whom they come into contact with and imitate their behavior through observation. In observation, language is acquired through the influence of others who are models.

However, in this study the researcher only focused on Piaget's cognitive development theory which gave a significant contribution to language learning. As it is known that at the end of preoperational stage, children can better understand their native language. It means that the children can start learning another language.

C. Learning English at Early Age

The assumption of "the earlier the better" has been deeply rooted in people's minds. It is in line with the Critical Period Hypothesis which declared that children can learn a language effectively at a certain age (Lenneberg, 1976 as cited in Habeeb, 2013).

1. Critical Period Hypothesis Theory

The topic of age, or perhaps more exactly how young people must start second-language learning, is among the heated debates in the educational community. Because early second-language exposure gives benefits on young child's natural language learning capacity, lack of preconceptions, and strongly

evolving neural pathways, it is commonly believed that the earlier the better (Krashen, Long, & Scarcella, 1979, as cited in Habeeb, 2013).

Critical period hypothesis affirmed that there is “a biologically determined period of life when language can be acquired more easily and beyond which time language is increasingly difficult to acquire” (Brown, 2007, p. 57). Lenneberg (1976, as cited in Habeeb, 2013) suggested that critical period hypothesis might be applied to the second language acquisition.

According to Du (2010), this indicates that the ultimate achievement that a child can achieve in a second language is significantly influenced by the age during which the language is first conveyed to that child. If this theory is correct, it clearly indicates that at the elementary level, and even in kindergarten, it is better to begin second language learning.

In fact, Long (1990, as cited in Bongaerts, 2005) specifically declared that “the ability to attain native-like phonological abilities in second language begins to decline by age 6 in many individuals,” and that “native-like morphology and syntax only appear to be possible for those beginning before age 15”.

This theory is in line with the language development theory to indicate that if their experience with that second language started with the preoperational stage and went through all the same stages of natural acquisition that lead to mastery of a first language, children would perform better in second language acquisition. The validity of this assertion, of course, depends on the accuracy of the related theories.

But Du (2010) pointed out that the findings of most research evaluating the critical theory hypothesis support its arguments over the course of decades. Study, however, has proposed common agreement with the prevailing scholarly opinion. A study conducted by Al-Jarf (2004, as cited in Habeeb, 2013) aimed to survey parents' perceptions of second language acquisition and its effect on simultaneous first language acquisition and academic achievement.

The results showed that many participants in this study believed that the weakness of middle school or high school students in the English language arises from the fact that they did not start learning English in kindergarten or first grade. Moreover, in a study by Addamigh (2011, as cited in Habeeb, 2013) in Saudi Arabia, the results showed that 90% of the parents of sixth grade students in public schools want their children to be taught English from the first grade.

2. The Benefits of Learning English at Early Age

Many experts show the advantages of learning English earlier. Syafiyah (2011) has reviewed some expert's explanations about learning English at an early age from psychomotor, cognitive and affective sides. The explanations also will be followed by some other advantages of learning English earlier.

a) Psychomotor factor

According to Brown (1987, as cited in Syafiyah), human beings have hundreds of muscles that are used in human speech articulation, such as throat, larynx, mouth, lips, and tongue. During childhood, children have good phonemic control. Thus, they can produce a good pronunciation or even can gain a native-

like proficiency in pronunciation. In addition, Valipour and Asl (2014) conducted a study on the age effects on foreign language pronunciation and grammatical rules learning between adults and children. After teaching both groups in 3 weeks, they found that children got higher scores in pronunciation while adults were higher in grammatical rules.

b) Cognitive factor

Els et al., (1987, as cited in syafiyah) argued that children are better language learners than adults because they are more self-centered, tend to think in inflexible ways and only focus on the equality between their L1 and the target language. These attitudes lead to the ease of acquiring the language automatically. Moreover, they are not aware that they are acquiring the language. They also do not construct any social attitudes in using certain languages as opposed to another. These are the reasons why they are considered to be more successful language learners than older people.

c) Affective factor

The affective factor refers to individual emotions such as empathy, self-esteem, extroversion, inhibition, imitation, anxiety, and attitudes (Brown, 1987 as cited in Syafiyah, 2011). Children are more adjustive because they neither have positive nor negative attitudes toward any language. They do not yet have a strong self-identity, thus, when they practice the target language, they are not afraid to sound ludicrous (Els, et al., 1987 as cited in Syafiyah, 2011). Moreover, they possess strong integrative motivation to be accepted by their playing groups in the

target language community. All of these factors are useful to reach better language knowledge.

d) Social-emotional benefits

Bilingual children profit from being able to socialize easily. Using their second language, they can also have strong friendship since they can speak more than one language. In this global environment, this is an essential skill in making new networks. They can also use language to understand a new world. People believe that learning a language means we are also learning the culture.

King and Mackey (2007, p.8) pointed out that bilingual children build relationships from other languages and cultural groups more easily. They still have an optimistic and respectful outlook towards other cultures and classes as well. This means that bilingual children will be multicultural, and people from other countries and cultures are more valued.

e) Academic and career benefits

Thordardottir (2011) showed a solid association between the amount of exposure to a language and success in relation to vocabulary development. Her study focuses on 5-year-old children from Montreal who are learning French and English. She said that "children exposed to both languages scored similarly in receptive vocabulary compared to monolingual children, but greater exposure was needed to meet monolingual levels in expressive vocabulary." It implies that being bilingual gives impact to vocabulary development, however, this relationship was different for receptive and expressive vocabulary.

Supporting children to learn the second language also opens a competition on the job market in the future. Many workplaces and companies want their employees who are proficient in multiple languages. Mastering different languages is an asset for children in the future.

f) Improving self-esteem and self-confidence

Learning a second language at an early age is to improve self-esteem and self-confidence in bilingual children. Thus, to increase their self-esteem and self-confidence with learning more than one language helps the children to adapt easily to the different language in the environment. According to Harding-Esch and Philip (2003), knowing more than one language will provide access and coverage to various cultures the entire world. On the other hand, they also can enjoy the peach of idioms, history songs, folk stories, literature and the last is the poetry in various cultures.

D. Parents Perceptions on Introducing English as a Foreign Language to Children at Early Age

One of the social contexts to be taken into consideration is the various parent factors such as their education, religion, culture, socioeconomic status, place of birth, and knowledge of the target language (Spolsky, 1989, as cited in Getie, 2020). These factors determine the parents' rationales, goals and priorities. Larsen and Long (1991, as cited in Getie, 2020) pointed out that there were several studies which investigated the parental role and beliefs development towards the target language speakers found out that the learners' attitudes reflected their parents' attitudes towards the target language. According to them, it becomes evident that

parents' attitude towards the target language will be adopted by their children and it will affect the learners' achievements in learning the language. The children observe and imitate influential role models to learn behaviors. Getie (2020) stated that attitudes can be learned in similar processes. Parents have a special and strong influence on their children's attitudes.

In line with this, the theory of Overlapping Spheres of Influence which was developed by Epstein declared that there are three overlapping spheres of influence in children's life: parents, school, and community (Epstein, 1987 as cited in Cansler, 2008). Parent's beliefs and attitudes will affect children's behaviors, motivation, and performance because parents are the first teachers of the children.

Parents', teachers' and students' beliefs are significantly important, since they can help conversations concerning the status of foreign languages and have effects on every language policy decision and determine a new direction for education (Griva and Chostelidou, 2011). Parents can play an important role in terms of improving children's positive thinking towards foreign languages. Young (1994) said parental attitudes towards foreign languages influence their children's success in multilingual competence. Both the way in which parents feel about foreign languages and the way they treat have effects on their children's linguistic development.

Some relevant studies have been conducted by many researchers. Wati (2016) conducted a study on parental involvement and English language teaching to young learners in Aceh. She found out that parents have a very positive attitude towards early language teaching to the children. They encourage their children to

learn English. They help them in doing their homework, provide some media while they are learning such as English books, flash cards, and others. They also undoubtedly ask the teacher whenever they get the topic that they cannot understand.

Another research was conducted by Djiwandono (2005). The study focused on the reasons why parents send their children to English private courses, also their expectations of their children while learning English and the negative perceptions of the parents in getting their children to learn English earlier. He used a questionnaire for 46 parents to get the data. The result showed that parents are mostly aware of the importance of English. They want their children to gain good grades in English courses so that they can get a good job in the future. They also realize that learning English takes an amount of time, thus learning English should begin at an early age. They expected their children to master the four language skills (listening, speaking, reading, and writing) and most parents told no disadvantage of learning English earlier.

E. The ways of introducing English as a Foreign Language to children at early age

There are several ways that parents can use when they decided to introduce English at their children early age. They are as follows:

1. Doing repetition

Repetition helps with pronunciation and is non-threatening. Kids, even when they are beginners, have to feel safe and successful. In several practices and through subjects, integrate the same language features, vocabulary and sentences.

Ensure that children have multiple chances to hear and use language functions in conversation.

2. Helping children experience with concrete materials

Piaget (1983, as cited in Morrison, 2003) claimed that pre-schoolers are in the preoperational stage of intelligence so learning can be boosted by helping them experience with concrete materials such as objects, pictures, stories, and videos.

3. Reading English stories

According to Gillanders and Castro (2011), one consideration why reading storybooks is significant for learners of dual language is that it encourages the development of vocabulary. For dual language learners, vocabulary development in English requires both incidental learning and direct teaching of words. Parents can use storybook reading to combine direct teaching of new words with the use of the same words while reading aloud an engaging story. Children who listen to stories in their own language can learn new words through active participation, such as answering questions related to the story.

Some children who learn the two languages at the same time have limited second language proficiency and they cannot actively participate when their parents are reading English stories. Thus, parents can try reading aloud when they read the stories to children which allow them who are at the early stage of learning English to participate during activity. Parents have to utilize strategies that maximize the children chance to understand the text. It will help the children develop their vocabularies and listening comprehension. Storybook reading also promotes the

development of other aspects of the language, such as the pronunciation of sounds of words (phonology), the correct construction of sentences (syntax), and the appropriate use of common phrases or expressions in English.

4. Singing English songs

Because songs and rhymes make constant repetition possible, they are selected as part of everyday activities in which children have the opportunity to practice pronunciation and new vocabulary. Encourage kids to sing along when parents start singing or when a recorded song is played. Songs are better with easy and repeated words for this purpose. For example, singing "Old McDonald had a Farm" It allows kids to use the names and sounds of animals. Young children can only smell the melody or make animal sounds at the beginning and evolving stages of learning English. With time and practice, they'll begin to hear and predict what's next in the song and be able to sing most of the lyrics.

5. Playing English games

Play is the main activity for two-and-a-half to five-years-old in children social, cognitive and language development. Budden (2004) asserts that early childhood professionals should encourage play as the leading activity for children. The relationship between language development and play are the language allows children to set roles, and to negotiate rules and goals for play.

6. Using everyday situations and real objects from around the house

Language learning process can be easier when we use everyday situations and routine activities. Parents have to support their children to learn English by

introducing them to objects around them from the beginning of language learning.

Parents are able to do so by:

- Talking about the activity that they are doing. When your child is getting dressed, talk to them about their clothes, the way to wear it or the color of the clothes.
- Discussing about their toys, the ways to play certain toy or game to improve their vocabularies. Parents are supposed to use simple sentence to make it easy to understand and remember.

7. Allocating 15 minutes to do English activities everyday

Set up a schedule for doing activities related to English at home. Having short frequent sessions is better than long, infrequent ones. For example: reading English stories or playing English games after school. Fifteen minutes is enough for very young children and parents can spend longer sessions for doing English activities as the children grow older and their concentration increase.

8. Do not focus on grammar

According to Gautam (2004), children are good picking-up grammar rather than consciously learn the rules of language. Therefore, do not focus too much on grammar but in built the structures into the language they are going to use in doing certain activity. Focusing too much on grammar may hinder their fluency and they might not be proactive to contribute to the discussion if you talk about the grammar daily routines.

CHAPTER III

RESEARCH METHODOLOGY

This chapter explains and provides the information about the research methodology of this study. It consists of detail descriptions of research design, research participant, instrument of data collection and technique of data analysis.

A. Research Design

In order to explore and understand the parents' perception towards the early English introduction to children, the researcher used a quantitative method. Bryman (2001, p.20) argues that quantitative research method is the research that places emphasis on numbers and figures in the collection and analysis of data. Daniel (2016) states that quantitative methods have several advantages. One of them is the use of scientific methods for data collection and analysis to make generalization possible with this type of approach. Interaction made with one group can be generalized.

In this study, the researcher employed a survey research. Creswell (2009, p.6) stated that survey research provides a quantitative or numeric description of trends, attitudes, or opinions of a population by studying a sample of that population. An online questionnaire was utilized by the researcher to measure parents' perception toward early introduction to English for their children. The reason of using the questionnaire was because it is simple and able to reach wide population (Ismail, 2011).

This study presented the percentage of parents' perception by using close-ended questionnaires as the tool to collect data. Hyman and Sierra (2016) revealed that close-ended questionnaire about attitudes and behavior was simpler and easy to answer. In addition, the data also would be quickly entered and analyzed by the researcher.

Moreover, the researcher chose two lecturers from each department of Tarbiyah Faculty as the participants who have children between 2-7 years old. Thus, the total sample of this study was 26 Tarbiyah Faculty lecturers.

B. Research Participant

1. Population

According to Creswell (2013, p,140), a number of groups who have the same personalities and characteristics are called population. The population in this study was 224 lecturers from Tarbiyah faculty. According to Buku Panduan Akademik (2018), there are 13 departments in Education and Teacher Training faculty. The number of lecturers of each department of Tarbiyah faculty is as follow:

Table 3.1
The number of lecturers of Tarbiyah Faculty

No	Department	Number of Lecturers
1	English Language Education (PBI)	29
2	Arabic Language Education (PBA)	30
3	Islamic Religion Education (PAI)	29

4	Madrasah Ibtidaiyah Teacher Education (PGMI)	14
5	Early Childhood Islamic Education (PIAUD)	11
6	Biology Education (PBL)	12
7	Physics Education (PFS)	14
8	Chemistry Education (PKM)	15
9	Islamic Education Management (MPI)	15
10	Guidance and Counseling (BK)	11
11	Mathematics Education (PMA)	13
12	Electrical Engineering Education (PTE)	13
13	Informatics Technical Education (PTI)	18
Total		224

2. *Sample*

A sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population (Creswell, 2012). Because Tarbiyah faculty has a huge number of lecturers, the researcher chose only 26 lecturers to be the participant in this research.

In this study the researcher uses purposive sampling. Etikan (2016) said that purposive sampling is an intentional choice of respondents because of the criteria that they have. The researcher chose two lecturers from each department of Tarbiyah Faculty with the criteria that they have young children around the age of 2 to 7 years old. The reason of choosing lecturers who have young children around the age of 2 to 7 years old is because the children at this stage already can use the

symbols and language. Besides, as they grow, they will understand and develop their native language. They will gain much spoken language development. Thus, it will be the basis of the second language learning.

C. Instrument for Data Collection

The data about parents' perception on introducing English to the children at an early age was collected by using a questionnaire. Roopa and Rani (2017) state that questionnaire is a series of questions asked to individuals to obtain statistically useful information about a given topic. The questionnaire was in close-ended form. According to Dillman, Smyth, and Christian (2014), closed-ended questions are often used to describe a person's attributes, beliefs, or attitudes.

The researcher decided to use an online questionnaire. The online questionnaire was easily filled by the participants. Besides, the data from the questionnaire would be directly stored to the database and help the researcher to easily analyze the data. The questionnaire consisted of 45 statements. It was divided into two parts. The first part consisted of 30 questions which discussed about parents' perceptions on introducing English to children at early age. While the second part consisted of 15 questions which discussed about parents' reason to let their children learn English at early age.

In this research, the researcher used four-point Likert scale which was adapted from the original 7-point Likert Scale format of Gardner's attitude, ranging from 'Strongly Agree' to 'Strongly Disagree'. There was no neutral option in the

questionnaire to eliminate the possibility that the respondents will misuse the midpoint (Matell and Jacoby, 1971).

Participants were provided four possible answers to fill in Likert Scale form. It was strongly agree, agree, disagree, and strongly disagree. Likert Scale is one of methods that show original data which was collected in scale and categories presented in quantitative. In Likert scales, the participant will answer one of the answers that provide in quantitative. Sugiono (2009) argue that likert scale is more flexible which has no limitation of measurement and it can be used to measure perception from the participant about a phenomenon.

D. Technique of Data Analysis

The researcher analyzed the data statistically by counting the percentage of the parents' answers in each item of the questionnaire. To count the percentage of the answers chosen by the participants, the researcher refers to Metode Statistika which was written by Sudjana (2002). The formula used is:

$$P = \frac{F}{N} \times 100 \%$$

Note:

P : Percentage

F : Frequency of Respondents

N : Number of Sample

100% : Constant Value

This formula was used to calculate students' answer from questionnaire. Then, the researcher interpreted the data into percentage.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter covered the data analysis and discussion of the research. The analysis discussed about the information found from the field, while the discussion was the conclusion about the topic of this research.

A. Research Findings

In this research, the researcher distributed the online questionnaire to 26 lecturers of Tarbiyah faculty of UIN Ar-Raniry who have children around the age of 2-7 years old. The questionnaire was distributed on December 12th, 2020 and completely filled by the participants on December 20th, 2020. The researcher used Bahasa Indonesia in arranging the questionnaire to make the participant easily understand and respond to each statement.

There were two research questions in this research: how do parents perceive to the introduction of English as a foreign language to children at early age? and, what are their reasons to let their children learn English at early age. The questionnaire consisted of 45 questions which were divided into 30 questions about parents' perceptions on introducing English as a foreign language to children at early age and 15 questions about their reasons to let their children learn English at early age.

The researcher divided the findings into 3 points in analyzing the data: parents' perceptions on the significance of introducing English as a foreign language at children early age, parents' perception on the ways that parents can

apply when they start introducing English as a foreign language at children early age, and parents' reasons to let their children learn English or not at their early age. The first and second points were related to the first research question, and the third point was related to the second research question.

1. Parents' perception on the significance of introducing English as a foreign language at children early age

Regarding the responses about parents' perception on the significance of introducing English as a foreign language to their children at their early age, the obtained data of the questionnaire can be seen in the following table.

Table 4.1

Responses of parents' perception on the significance of introducing English as a foreign language at children early age

No	Statement	Frequency and Percentage			
		Strongly Agree	Agree	Disagree	Strongly Disagree
1	Early introduction to English for children is important	14 (53,8 %)	12 (46,2 %)	-	-
2	Every child in Indonesia need to learn English since the early ages	10 (38,5 %)	14 (53,8 %)	2 (7,7 %)	-
3	I am proud if my child can speak in English	9 (34,6 %)	14 (53,8%)	3 (11,5%)	-
4	I want my child to learn English very well	18 (69,2%)	8 (30,8%)	-	-
5	The earlier that English learning starts, the better.	12 (46,2%)	10 (38,5%)	4 (15,4%)	-
6	Parent support is important for effective English language learning	21 (80,8%)	5 (19,2%)	-	-
7	Parents' perceptions towards English affect the child's perceptions towards English	16 (61,5%)	9 (34,6%)	1 (3,8%)	-
8	In learning a new/foreign language, age is one of factors that influence the success	16 (61,5%)	7 (26,9%)	3 (11,5%)	-
9	The children who are in golden age, considered better than	15 (57,7%)	11 (42,3%)	-	-

	adults in learning English as a foreign language				
10	There is always the need to follow the trend of learning English early	6 (23,1%)	13 (50%)	7 (26,9%)	-
11	Preoperational age (2-7 years) is the appropriate stage to start introducing children English	14 (53,8%)	8 (30,8%)	3 (11,5%)	1 (3,8%)
12	Children have to learn English early so that they have basic knowledge before learning it at Elementary school	15 (57,7%)	6 (23,1%)	5 (19,2%)	-
13	Knowing English is a mark of prestige in society	4 (15,4%)	11 (42,3%)	9 (34,6%)	2 (7,7%)
14	Children at the preoperational stage (2-7 years) will learn English easily	13 (50%)	12 (46,2%)	1 (3,8%)	-
15	Children at the preoperational stage (2-7 years) are not mature enough to learn English	1 (3,8%)	3 (11,5%)	18 (69,2%)	4 (15,4%)

Regarding to the table, item number 1 showed that 14 participants (53,8%) chose strongly agree and 12 participants (46,2%) chose agree. While none of them chose 'disagree' or 'strongly disagree'. It proved all participants had positive perceptions toward the importance of learning English at an early age.

Item number 2 presented that there were 10 participants (38,5%) chose strongly agree and 12 participants chose agree. While there were only 2 participants (7,7%) chose disagree and none of them chose strongly disagree. It indicates that most of participants had positive perceptions toward the need of Indonesian children to learn English at an early age.

Item number 3 indicated that 9 participants (34,6%) chose strongly agree and 14 participants (53,8%) chose agree. Whereas, there were only 3 participants (11,5%) who chose disagree and none of them chose strongly disagree. The

percentage was still dominated by those who had positive perceptions. It proved parents had positive attitude toward parents' prides if their children can speak in English.

Item number 4 showed that 18 participants (69,2%) chose strongly agree and 8 participants (30,8%) chose agree. While none of them chose disagree or even strongly disagree. It proved all participants wanted their children to learn English very well.

Item number 5 presented that there were 12 participants (46,2%) chose strongly agree and 10 participants (38,5%) chose agree. While there were only 4 participants (15,4%) chose disagree and none of them chose strongly disagree. It indicates that most participants believed that the earlier that English learning starts, the better.

Item number 6 showed that 21 participants (80,8%) chose strongly agree and 5 participants (19,2%) chose agree. While none of them chose negative response. It proved all parents thought that their support was important to accomplish an effective English language learning.

Item number 7 presented that there were 16 participants (61,5%) chose strongly agree and 9 participants (34,6%) chose agree. While only one participant (3,8%) chose disagree and none of them chose strongly disagree. It indicated that most parents believed that their perceptions towards English would affect their children perceptions toward English.

Item number 8 showed that there were 16 participants (61,5%) chose strongly agree and 7 participants (26,9%) chose agree. Whereas, there were only 3 participants (11,5%) chose disagree and none of them chose strongly disagree. It proved the majority of participants thought that age was one of factors that influenced the success in learning a new/foreign language.

Item number 9 presented that 15 participants (57,7%) chose strongly agree and 11 participants (42,3%) chose agree. While none of them chose disagree and strongly disagree. It indicated that all parents considered the children who are in golden age were better than adults in learning English as a foreign language.

Item number 10 showed there were 6 participants (23,1%) chose strongly agree and 13 participants (50%) chose agree. Whereas, there were only 7 participants (26,9%) chose disagree and none of them chose strongly disagree. It proved that most participants believed that learning English at early age is a trend that need to be followed.

Item number 11 indicated that 14 participants (53,8%) chose strongly agree and 8 participants (30,8%) chose agree. While there were only 3 participants (11,5%) chose disagree and one parent (3,8%) chose strongly disagree. It proved most participants thought preoperational stage (2-7 years old) is the appropriate stage to start introducing English to children.

Item number 12 showed there were 15 participants (57,7%) chose strongly agree and 6 participants (23,1%) chose agree. While there were 5 participants (19,2%) chose disagree and none of them chose strongly disagree. It proved the

majority of parents thought that children have to learn English early so that they have basic knowledge before learning it at elementary school.

Item number 13 presented that 4 participants (15,4%) chose strongly agree and 11 participants (42,3%) chose agree. While there were 9 participants (34,6%) chose disagree and 2 participants (7,7%) chose strongly disagree. It can be concluded that parents had various perceptions toward knowing English is a mark of prestige in society. Even though there were almost half of participants had negative responses, the percentage was still dominated by those who had positive perceptions toward knowing English is a mark of prestige in society

Item number 14 showed that there were 13 participants (50%) chose strongly agree and 12 participants (46,2%) chose agree. While there was only one participant (3,8%) chose disagree and none of them chose strongly disagree. It indicated that almost all parents believed that children at the preoperational stage (2-7 years old) will learn English easily.

Item number 15 was a negative statement. As shown in the table, one participant (3,8%) chose strongly agree and 3 participants (11,5%) chose agree. It proved there were only 4 participants who believed that children at the preoperational stage (2-7 years old) are not mature enough to learn English. On the contrary, there were 18 participants (69,2%) chose disagree and 4 participants (15,4%) chose strongly disagree which showed that there were 22 participants who believed that children at preoperational stage are mature enough to learn English. It can be concluded that almost all parents thought that children at preoperational stage are mature enough to learn English.

2. Parents' perception on the ways that parents can apply in introducing English as a foreign language to children at early age

Regarding the responses about parents' perceptions on the ways that parents can apply in introducing English as a foreign language at children early age, the obtained data of the questionnaire can be seen in the following table.

Table 4.2

Responses of parents' perceptions on the ways that parents can apply in introducing English as a foreign language to their children at their early age

No	Statement	Frequency and Percentage			
		Strongly Agree	Agree	Disagree	Strongly Disagree
16	Parents need to provide fun and interesting activity when they start to introduce English to their children	16 (61,5%)	10 (38,5%)	-	-
17	When introducing English to children, parents need to repeat things that are taught to children as often as possible	18 (69,2%)	8 (30,8%)	-	-
18	Learning English at Preoperational stage can be boosted by helping children experience that concrete materials such as objects, pictures, stories, and videos	20 (76,9%)	5 (19,2%)	1 (3,8%)	-
19	Parent can start introduce English to their children by providing some pictures of English vocabulary at home	17 (65,4%)	9 (34,6%)	-	-
20	Parent can start introducing English to their children by providing English TV programmes and movies	15 (57,7%)	9 (34,6%)	1 (3,8%)	1 (3,8%)
21	Parent can start introduce English to their children by reading English stories	11 (42,3%)	11 (42,3%)	4 (15,4%)	-
22	Parent can start introduce English to their children by conversing in English	16 (61,5%)	7 (26,9%)	3 (11,5%)	-
23	Parent can start introducing English to their children by introducing simple English words	16 (61,5%)	9 (34,6%)	1 (3,8%)	-

24	Parent can start introducing English to their children by playing English games	14 (53,8%)	11 (42,3%)	1 (3,8%)	-
25	Parent can start introducing English to their children by singing English songs	13 (50%)	11 (42,3%)	2 (7,7%)	-
26	Parent can start introducing English to their children by allocating 15 minutes every day to do activities related to English	9 (34,6%)	15 (57,7%)	2 (7,7%)	-
27	Parent can start introduce English to their children by creating English corner at home where you keep anything connected to English, for example books, games, DVDs or things that your children have made to boost their interest to learn English	9 (34,6%)	14 (53,8%)	3 (11,5%)	-
28	Parent can start introducing English to their children by using everyday situations and real objects from around the house to practice the language naturally and in context	13 (50%)	13 (50%)	-	-
29	Don't focus on grammar in the process of introducing English to children.	14 (53,8%)	9 (34,6%)	2 (7,7%)	1 3,8%)
30	When children make mistakes in speaking English, parents do not need to continually correct them so that children have the courage to express themselves and do not lose interest in learning English.	15 (57,7%)	7 (26,9%)	4 (15,4%)	-

As shown in the table, item number 16 indicated that 16 participants (61,5%) chose strongly agree and 10 participants (38,5%) chose agree. On the contrary, none of them chose disagree or strongly disagree. It proved all parents (26 participants) believed that they need to provide and interesting activity to start introducing English to children.

Similarly, item number 17 showed that there were 18 participants (69,2%) chose strongly agree and 8 participants (30,8%) chose agree. However, none of them chose disagree or strongly disagree. It can be concluded that all parents (26 participants) believed that parents needed to repeat things that are taught to children as often as possible when introducing English to children.

Item number 18 presented that there were 20 participants (76,9%) chose strongly agree and 5 participants (19,2%) chose agree. However, there was only one parent (3,8%) chose disagree and none of them chose strongly disagree. It indicated that almost all parents thought helping children experience with concrete materials such as objects, pictures, stories, and videos could boost learning English at preoperational stage.

Item number 19 showed that 17 participants (65,4%) chose strongly agree and 9 participants (34,6%) chose agree. None of them chose disagree and strongly disagree. It proved all parents (26 parents) supported providing some pictures of English vocabulary at home.

Item number 20 indicated that 15 participants (57,7%) chose strongly agree and 9 participants (34,6%) chose agree. While there was only one participant (3,8%) chose disagree and one parent (3,8%) chose strongly disagree. It proved almost all parents supported providing TV program and movies when parents started to introduce English to children.

Item number 21 presented that there were 11 participants (42,3%) chose strongly agree and 11 participants (42,3%) chose agree. While there were only 4

participants (15,4%) chose disagree and none of them chose strongly disagree. It indicated that the majority of participants thought that reading English stories is one of activity that they could use to start introducing English to children.

Item number 22 showed that there were 16 participants (61,5%) chose strongly agree and 7 participants (26,9%) chose agree. However, there were only 3 participants (11,5%) chose disagree and none of them chose strongly disagree. It can be concluded that almost all parents thought that conversing in English is one of activity that they could use to start introducing English to children.

Item number 23 indicated that 16 participants (61,5%) chose strongly agree and 9 participants (34,6%) chose agree. Nevertheless, there were only one parent (3,8%) chose disagree and none of them chose strongly disagree. It proved almost all parents believed that introducing simple English words could be used by them to start introducing English to children.

Item number 24 presented that there were 14 participants (53,8%) chose strongly agree and 11 participants (42,3%) chose agree. However, there were only one parent (3,8%) chose disagree and none of them chose strongly disagree. It indicated that almost all parents thought that playing English games could be applied by parents when they started introducing English to their children.

Item number 25 showed that 13 participants (50%) chose strongly agree and 11 participants (42,3%) chose agree. Nevertheless, there were 2 participants (7,7%) chose disagree and none of them chose strongly disagree. It proved the majority of

participants believed that they could sing English songs with their children when they started to introduce English to children.

Item number 26 indicated that there were 9 participants (34,6%) chose strongly agree and 15 participants (57,7%) chose agree. However, there were 2 participants (7,7%) chose disagree and none of them chose strongly disagree. It can be concluded that almost all parents thought that allocating 15 minutes every day to do activities related to English could be used by them to start introducing English to children.

Item number 27 presented that 9 participants (34,6%) chose strongly agree and 14 participants (53,8%) chose agree. While there were 3 participants (11,5%) chose disagree and none of them chose strongly disagree. It proved the majority of participants believed that creating English corner at home where parents keep anything connected to English, for example books, games, DVDs or things that your children have made could boost their interest to learn English.

Item number 28 showed that there were 13 participants (50%) chose strongly agree and 13 participants (50%) chose agree. None of them chose disagree and strongly disagree. It can be concluded that all participants supported using everyday situations and real objects from around the house to practice the language naturally and in context could be one of the ways of introducing English to children.

Item number 29 indicated that 14 participants (53,8%) chose strongly agree and 9 participants (34,6%) chose agree. Additionally, there were 2 participants (7,7%) chose disagree and one participant (3,8%) chose strongly disagree. It proved

the majority of participants believed that parents should not focus on grammar when they started introducing English to their children.

Item number 30 showed that there were 15 participants (57,7%) chose strongly agree and 7 participants (26,9%) chose agree. However, there were 4 participants (15,4%) chose disagree and none of them chose strongly disagree. It indicated that almost all participants thought that parents should not continually correct the children mistake in learning English. Thus, they had courage to express themselves and did not lose interest in learning English.

3. Parents' reasons to let their children learn English or not at children early age

Regarding the responses about parents' reasons to let their children learn English or not at children early age, the obtained data of the questionnaire can be seen in the following table.

Table 4.3

Responses of parents' reasons to let their children learn English at early age

No	Statement	Frequency and Percentage			
		Strongly Agree	Agree	Disagree	Strongly Disagree
31	Early introduction to English is difficult for children	-	-	24 (92,3%)	2 (7,7%)
32	Early introduction to English is important because it will positively affect the child's cognitive, affective, and psychomotor ability	10 (38,5%)	13 (50%)	2 (7,7%)	1 (3,8%)
33	Early introduction to English is important because it is useful for children	11 (42,3%)	12 (46,2%)	3 (11,5%)	-
34	Early introduction to English is fun for children	10 (38,5%)	16 (61,5%)	-	-
35	Early introduction to English is important because it can increase the children' self confidence	15 (57,7%)	7 (26,9%)	3 (11,5%)	1 (3,8%)

36	Learning English at an early age is important because it can increase the child's ability to develop social relationships that others	12 (46,2%)	7 (26,9%)	7 (26,9%)	-
37	Early introduction to English is important because it develops the child's positive attitude toward other cultures	15 (57,7%)	10 (38,5%)	1 (3,8%)	-
38	Early introduction to English for children is important because it makes the child produce the native like pronunciation	13 (50%)	11 (42,3%)	2 (7,7%)	-
39	Early introduction to English is important because it is a supporting skill for his/her future	15 (57,7%)	11 (42,3%)	-	-
40	Early introduction to English is important because it can develop basic communication skills in English	15 (57,7%)	11 (42,3%)	-	-
41	Early introduction to English is important because it makes children at a better level of mastery	14 (53,8%)	12 (46,2%)	-	-
42	Early introduction to English is important because it will help children in acquiring their native language	8 (30,8%)	13 (50%)	3 (11,5%)	2 (7,7%)
43	Early introduction to English is not important because learning several languages at the same time can limit the number of words a child can learn in a given time	2 (7,7%)	3 (11,5%)	16 (61,5%)	5 (19,2%)
44	Early introduction to English is not important because it negatively affects the child's native language	3 (11,5%)	10 (38,5%)	8 (30,8%)	5 (19,2%)
45	Early introduction to English is not important because it will not affect someone's opportunity to get a job	-	3 (11,5%)	18 (69,2%)	5 (19,2%)

As shown in the table, item number 31 was the negative statement. None of participants chose strongly agree and agree to the statement learning English early is difficult for children. On the contrary, there were 24 participants (92,3%) chose

disagree and 2 participants (7,7%) chose strongly disagree. It indicated that all participants (26 participants) stated that learning English was easy for children.

Item number 32 presented that there were 10 participants (38,5%) chose strongly agree and 13 participants (50%) chose agree. However, there were 2 participants (7,7%) chose disagree and one participant (3,8%) chose strongly disagree. It can be concluded that most parents said that learning English at early age is important because it positively affect the child's cognitive, affective, and psychomotor sides.

Item number 33 indicated that 11 participants (42,3%) chose strongly agree and 12 participants (46,2%) chose agree. There were only 3 participants chose disagree and none of them chose strongly disagree. It proved the majority of participants believed that learning English early is important because it is useful for children.

Item number 34 showed that there were 10 participants (38,5%) chose strongly agree and 16 participants (61,5%) chose agree. On the contrary, none of them chose disagree and strongly disagree. It can be concluded that all participants (26 participants) thought that learning English at early age was fun for children.

Item number 35 presented that 15 participants (57,7%) chose strongly agree and 7 participants (26,9%) chose agree. There were 3 participants (11,5%) chose disagree and one participant (3,8%) chose strongly disagree. It indicated that almost all participants believed that learning English at early age is important because it could increase the children self-confidence.

Item number 36 indicated that there were 12 participants (46,2%) chose strongly agree and 7 participants (26,9%) chose agree. However, there were 7 participants (26,9%) chose disagree and none of them chose strongly disagree. It proved the majority of parents thought that learning English at early age is important because it could increase the child's ability to develop social relationship with others.

Item number 37 showed that 15 participants (57,7%) chose strongly agree and 10 participants (38,5%) chose agree. Nevertheless, there was only one parent (3,8%) chose disagree and none of them chose strongly disagree. It indicated that the majority of participants believed that learning English at early age is important because it develops the child's positive attitude toward other cultures.

Item number 38 presented that there were 13 participants (50%) chose strongly agree and 11 participants (42,3%) chose agree. There were only 2 participants (7,7%) chose disagree and none of them chose strongly disagree. It can be concluded that most participants thought that learning English at early age is important because it makes the child produce native-like pronunciation.

Item number 39 showed that 15 participants (57,7%) chose strongly agree and 11 participants (42,3%) chose agree. On the contrary, none of them chose disagree and strongly disagree. It proved all participants (26 participants) believed that learning English at early age is important because it would be the supporting skill for the children future.

Similarly, item number 40 indicated that there were 15 participants (57,7%) chose strongly agree and 11 participants (42,3%) chose agree. On the contrary, none of them chose disagree and strongly disagree. It proved all participants (26 participants) believed that learning English at early age is important because it developed the children basic communication skill in English.

Item number 41 showed that 14 participants (53,8%) chose strongly agree and 12 participants (46,2%) chose agree. In contrast, none of them chose disagree or even strongly disagree. It could be concluded that all participants (26 participants) thought that learning English at early age is important because it makes children at a better level of mastery.

Item number 42 was the negative statement. It indicated that there were 2 participants (7,7%) chose strongly agree and 3 participants (11,5%) chose agree. However, there were 13 participants (50%) chose disagree and 8 participants (30,8%) chose strongly disagree. It proved that the majority of parents believed that early introduction to English is important because it positively affects the child's native language.

Item number 43 was the negative statement. There were 2 participants (7,7%) chose strongly agree and 3 participants (11,5%) chose agree. It proved there were 5 participants believed that learning English at early age is not important because learning several languages at the same time could limit the number of words a child could learn in a given time. Nevertheless, there were 16 participants (61,5%) chose disagree and 5 participants (19,2%) chose strongly disagree. It indicated that 21 participants believed that learning English at early age is important

because learning several languages at the same time could not limit the number of words a child could learn in a given time.

Item number 44 showed that there were 3 participants (11,5%) chose strongly agree and 10 participants (38,5%) chose agree. Additionally, 8 participants (30,8%) chose disagree and 5 participants (19,2%) chose strongly disagree. It indicated that half of participants believed that learning English at early age is not important because it negatively affect the child's native language. On the contrary, another half thought that learning English is important because it positively affect the child's native language.

Item number 45 was also the negative statement, the table showed that none of the participants chose strongly agree and there were 3 participants (11,5%) chose agree. However, there were 18 participants (69,2%) chose disagree and 5 participants (19,2%) chose strongly disagree. It can be concluded that the majority of participants believed that learning English at early age is important because it would not burden the children.

B. Discussion

This study explores parents' perception of the introduction of English as a Foreign Language at children's early age and investigates the reasons for parents to let their children to learn English or not at children's early age.

For the first research question, the researcher found that all parents perceived that learning English at an early age is important. Additionally, all parents wanted their children to learn English very well. Besides, they thought that children

who are in golden age are better than adults in learning English. Krashen & Scarcella (1979, as cited in Habeeb, 2013) argued that early exposure to a second language takes advantage of the natural language learning capacity of a young child, lack of preconceptions, and strongly evolving neural pathways.

All parents also thought that their support was very important to accomplish effective foreign language learning. It was reflected from their positive responses to almost all statements in table 4.2. All parents believed that parents need to provide fun and interesting activity to start introducing English to children. Kusmaryati and Amertaningrum (2017) emphasized that fun learning is needed when it deals with introducing English to children at early age. Thus, they will be interested to learn English and enjoy the activities. There were three ways that all parents chose to utilize when they started introducing English to children.

The first way was doing repetition as often as possible. At first, language use can be low-level; e.g., repetition. Repetition helped pronunciation and is non-threatening. Kids, even when they are beginners, need to feel safe and effective. In several practices and across themes, integrate the same language features, vocabulary and sentences. Ensure that children have multiple chances to hear and use language functions in conversation.

The second activity was providing pictures with English vocabulary at home. According to Uberman (1998, p:20), “the learner remembers better the material that has been presented by means of visual aid”. The children can easily remember the word when they see a picture. The use of picture as the media also is

a kind of indirect learning because when the children look at the picture, they do not realize that they are also learning to get the new vocabulary too.

The third activity was using everyday situations and real objects from around the house to practice the language naturally and in context. Morrison (2003, p. 118) stated that:

“when children look at an object that has multiple characteristics, such as a long, round, yellow pencil, they will “see” whichever of those qualities first catches their eye. Preoperational children’s knowledge is based mainly on what they are able to see, simply because they do not yet have operational intelligence or the ability to think using mental images”.

Overall, the responses of the ways that parents could use to start introducing English to children were dominated by those who had positive responses. Even though there were some of them who disagreed to some statements, the number of them was less than 5 participants.

For the second research question, the researcher found some reasons why parents perceive early introduction to English is significant. Among all reasons, there were five reasons which were mostly chosen by parents.

The first reason was early introduction to English is fun for children. The second reason was early introduction to English is important because it is a supporting skill for the children future. It is in line with the previous research which was conducted by Mwalongo (2016). He found that most parents sent their children to English Medium School at early age because they prepared their children for good future education. They wanted their children to study at good university in China where English is one of needed requirement. Besides, they also wanted their children to study abroad in the future.

The third reason was early introduction to English is important because it can develop basic communication skills in English. According to Pinter (2011, p. 87), learning English at primary or even pre-primary level is a preparation for the secondary-level of learning. Thus, it does not focus on linguistic and proficiency outcomes. The last reason was early introduction to English is important because it makes children at a better level of mastery.

Furthermore, the researcher found that half participants argued that early introduction to English is not important because it negatively affects the child's native language while the other half thought it did not negatively affect the child's native language. The researcher also discovered that parents believed that learning several languages at the same time did not limit the number of words a child could learn in a given time.

In addition, the participants also thought that learning English at early age is important because it will not burden the children. Bialystok (2016) emphasized that there is no evidence that learning English at early age negatively affect the children. In contrast, there were many advantages of early bilingualism in many domains.

Based on the data analysis and discussion above, the researcher concluded that parents perceived that learning English since the early age is essential for children because early introduction to English is fun for children. It would be a supporting skill for the children future and develop basic communication skills in English. Moreover, it made children at a better level of mastery. Parents also believed that their support is essential to achieve effective foreign language

learning. This could be seen from their positive response to every way of introducing English to children that the researcher provided in table 4.2. There were several ways that most parents tend to support, they are: doing repetition as soon as possible, providing pictures with English vocabulary at home, and using everyday situations and real objects from around the house to practice the language naturally and in context.

The researcher assumes that these kinds of perceptions cannot be apart from the participant's educational background, career and study field. Spolsky, (1989, as cited in Getie, 2020) stated that one of the social contexts to be taken into consideration is the various parent factors such as their education, religion, culture, socioeconomic status, place of birth, and knowledge of the target language. These factors determine the parents' rationales, goals and priorities. All of the participants were the lecturers of Tarbiyah Faculty of UIN Ar-Raniry who graduated with master and doctoral degree. Their concern is always related to education. Thus, they know the importance of English in this era, specifically in education. They do know how crucial the preoperational stage (2-7 years old) where children will learn anything easily. Thus, they supported introducing English to children .at early age.

CHAPTER V

CONCLUSION AND RECOMMENDATION

After conducting the research, calculating the series data and analyzing it, the researcher would like to draw conclusion and give suggestion about parents' perceptions on introducing English to their children at their early age.

A. Conclusion

This point presented the conclusion related to the two research questions. They were parents' perceptions about introducing English to children at early age and the parents' reasons to let their children learn English at early age. The first conclusion was parents perceived that learning English since the early age is essential for children. Parents also believed that their support is essential to achieve effective foreign language learning. There were several ways that most parents were most likely to choose, they are: doing repetition as soon as possible, providing pictures with English vocabulary at home, and using everyday situations and real objects from around the house to practice the language naturally and in context.

The second conclusion was parents have several reasons on why they thought introducing English to children at their early age is significant. They were early introduction to English is fun for children. Additionally, it would be a supporting skill for the children future and develop basic communication skills in English. Moreover, it made children at a better level of mastery.

The researcher assumed that the participant responses cannot be apart from the \participant's educational background, career and study field. All of the

participants were the lecturers of Tarbiyah Faculty of UIN Ar-Raniry who graduated with master and doctoral degree. Their concern is always related to education. Thus, they know the importance of English in this era, specifically in education. They do know how crucial the preoperational stage (2-7 years old) where children will learn anything easily. Thus, they support early introduction to English for children.

B. Recommendation

1. The parents

Parents are able to start introducing English from the children early because it has many advantages. Parents also can do various activities to support and make the children interested to learn English early. If parents do not have any English background, they can use TV or smartphone to watch video in English. On the other hand, if parents have English background, they can start learning by introducing new simple English words, teaching pronunciation of simple vocabulary, reading English stories and playing English games.

2. Further researcher

This study only focuses on parents' perceptions on introducing English to children at early age. It is suggested for future researcher to focus on children whose parents have positive attitude toward early introduction to English. It is important to know the correlation between parents' positive perceptions toward learning English at early age and children's English capabilities.

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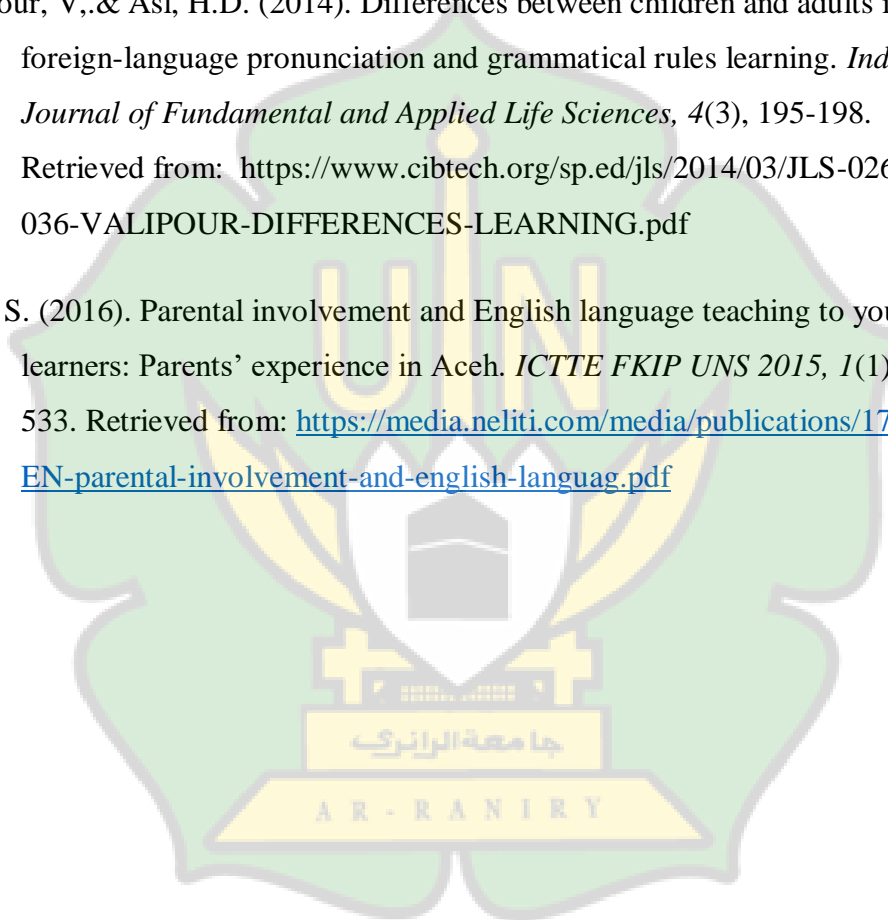
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APPENDICES

Appendix A: Appointment Letter of Supervisor


SURAT KEPUTUSAN DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B-17084/UN.08/FTK/KP.07.6/12/2019

TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBİYAH DAN KEGURUAN
UIN AR-RANIRY

DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY

- Menimbang : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
- Mengingat : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
- Memperhatikan : Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 30 Oktober 2019
- Menetapkan
PERTAMA :
MEMUTUSKAN
Menunjuk Saudara:
1. Nidawati, M.Ag
2. Fithriyah, S. Ag., M. Pd
Sebagai Pembimbing Pertama
Sebagai Pembimbing Kedua
Untuk membimbing Skripsi :
Nama : Nura Safarina
NIM : 150203077
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Parents' Perceptions on Introducing English as a Foreign Language to Their Children at Their Early Age
- KEDUA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2019; No.025.04.2.423925/2019 tanggal 5 Desember 2018.
- KETIGA : Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2020/2021
- KEEMPAT : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 02 Desember 2019
An. Rektor
Dekan,


Muslim Razali

Tembusan

1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;
5. Arsip.

Appendix B: Recommendation Letter from Fakultas Tarbiyah dan Keguruan to conduct the research



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBİYAH DAN KEGURUAN
Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
Telepon : 0651- 7557321, Email : uin@ar-raniry.ac.id

Nomor : B-13942/Un.08/FTK.1/TL.00/12/2020
Lamp : -
Hal : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,
Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar - Raniry Banda Aceh

Assalamu'alaikum Wr.Wb.
Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : **NURA SAFARINA / 150203077**
Semester/Jurusan : **XI / Pendidikan Bahasa Inggris**
Alamat sekarang : **Jl. Tgk. Chiek Silang Gampoeng Blang Krueng Kec. Baitussalam Kab. Aceh Besar**

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak pimpin dalam rangka penulisan Skripsi dengan judul *Parents' Perception on Introducing English as a Foreign Language to Their Children at Their Early Age*

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 17 Desember 2020
an. Dekan
Wakil Dekan Bidang Akademik dan Kelembagaan,



Dr. M. Chalis, M.Ag.

Berlaku sampai : 17 Desember
2021

جامعة الرانيري

AR - RANIRY

Appendix C: Confirmation Letter from Department of English Language Education



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
PRODI PENDIDIKAN BAHASA INGGRIS

Jln Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
Email pbi.ftk@ar-raniry.ac.id Website http://ar-raniry.ac.id

SURAT KETERANGAN

Nomor: B-29/Un.08/PBI/TL.00/01/2021

Sehubungan dengan surat An. Dekan, Wakil Dekan Bidang Akademik dan Kelembagaan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry, Nomor: B-13942/Un.08/FTK.I/TL.00/12/2020 tanggal 17 Desember 2020, Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang namanya tersebut di bawah ini:

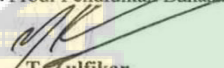
Nama : Nura Safarina
NIM : 150203077
Fak/Prodi : FTK/Pendidikan Bahasa Inggris

Benar telah melakukan penelitian dan mengumpulkan data pada mahasiswa Prodi Pendidikan Bahasa Inggris dalam rangka penyusunan Skripsi yang berjudul:

Parent's Perception on Introducing English as a Foreign Language on Their Children at Their Early Age.

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 12 Januari 2021
Ketua Prodi Pendidikan Bahasa Inggris,


T. Zulfikar

AR - RANIRY

Appendix D: List of Questionnaire

Assalamu'alaikum Wr.Wb

Nama saya Nura Safarina. Saya merupakan mahasiswi angkatan 2015 di prodi Pendidikan Bahasa Inggris. Saya sedang melakukan penelitian tentang persepsi orang tua terhadap pengenalan bahasa Inggris sebagai bahasa asing terhadap anak usia dini.

Penelitian ini berfokus pada dosen Fakultas Tarbiyah UIN Arraniry yang memiliki anak dengan rentang usia 2-7 tahun. Saya ingin mengetahui persepsi Bpk/Ibu terhadap pengenalan bahasa Inggris sebagai bahasa asing terhadap anak usia dini serta alasan yang mendukung persepsi Bpk/Ibu untuk mengenalkan bahasa Inggris kepada anak di usia dini ataupun sebaliknya. Saya memerlukan bantuan Bpk/Ibu untuk mengisi angket ini.

Nama :

Prodi :

Bagian I: Persepsi orang tua terhadap pengenalan bahasa Inggris sebagai bahasa asing sejak usia dini

1. Pengenalan bahasa Inggris sejak usia dini merupakan hal yang penting
 - Sangat setuju
 - Setuju
 - Netral
 - Tidak setuju
 - Sangat tidak setuju
2. Setiap anak di Indonesia perlu mempelajari bahasa Inggris sejak usia dini

- Sangat setuju
 - Setuju
 - Netral
 - Tidak setuju
 - Sangat tidak setuju
3. Saya bangga anak saya dapat berbicara dalam bahasa Inggris
- Sangat setuju
 - Setuju
 - Netral
 - Tidak setuju
 - Sangat tidak setuju
4. Saya ingin anak saya mempelajari bahasa Inggris dengan baik
- Sangat setuju
 - Setuju
 - Netral
 - Tidak setuju
 - Sangat tidak setuju
5. Semakin cepat pembelajaran bahasa Inggris dimulai, semakin baik
- Sangat setuju
 - Setuju
 - Netral
 - Tidak setuju
 - Sangat tidak setuju
6. Dukungan orang tua sangat penting untuk mencapai pembelajaran bahasa Inggris yang efektif
- Sangat setuju
 - Setuju
 - Netral
 - Tidak setuju
 - Sangat tidak setuju
- 
- The image contains a large, semi-transparent watermark logo in the center. It features a green leaf-like shape with a yellow and white emblem inside. The emblem includes a yellow minaret, the acronym 'UIN' in large yellow letters, and a banner at the bottom with the text 'AR-RANIRY' in yellow. Above the banner, there is Arabic calligraphy: 'جامعة الرانيري' (UIN Ar-Raniry).

7. Persepsi orang tua terhadap bahasa Inggris mempengaruhi persepsi anak terhadap bahasa Inggris
 - Sangat setuju
 - Setuju
 - Netral
 - Tidak setuju
 - Sangat tidak setuju
8. Dalam mempelajari bahasa Inggris sebagai bahasa asing, usia merupakan salah satu faktor penting yang mempengaruhi keberhasilan seseorang dalam mempelajari bahasa Inggris
 - Sangat setuju
 - Setuju
 - Netral
 - Tidak setuju
 - Sangat tidak setuju
9. Anak-anak yang sedang dalam periode emas, dianggap lebih baik dalam mempelajari bahasa Inggris sebagai bahasa asing daripada orang dewasa
 - Sangat setuju
 - Setuju
 - Netral
 - Tidak setuju
 - Sangat tidak setuju
10. Pengenalan bahasa Inggris sejak usia dini merupakan suatu trend yang harus diikuti Sangat setuju
 - Setuju
 - Netral
 - Tidak setuju
 - Sangat tidak setuju
11. Masa Preoperasional (2-7 tahun) merupakan waktu yang tepat untuk memperkenalkan bahasa Inggris kepada anak-anak
 - Sangat setuju

- Setuju
 - Netral
 - Tidak setuju
 - Sangat tidak setuju
12. Bahasa Inggris perlu diperkenalkan sejak usia dini agar anak memiliki pengetahuan dasar mengenai bahasa Inggris sebelum mempelajarinya di tingkat Sekolah Dasar
- Sangat setuju
 - Setuju
 - Netral
 - Tidak setuju
 - Sangat tidak setuju
13. Memiliki kemampuan dalam berbahasa Inggris merupakan tanda kewibawaan dalam pandangan masyarakat
- Sangat setuju
 - Setuju
 - Netral
 - Tidak setuju
 - Sangat tidak setuju
14. Anak-anak pada usia 2-7 tahun akan mudah untuk mempelajari bahasa Inggris
- Sangat setuju
 - Setuju
 - Netral
 - Tidak setuju
 - Sangat tidak setuju
15. Anak-anak yang berada pada masa preoperasional (2-7 tahun) tidak cukup dewasa untuk mempelajari bahasa Inggris
- Sangat setuju
 - Setuju
 - Netral

- Tidak setuju
 - Sangat tidak setuju
16. Orang tua perlu memberikan kegiatan yang menyenangkan dan menarik untuk memulai pengenalan bahasa Inggris
- Sangat setuju
 - Setuju
 - Netral
 - Tidak setuju
 - Sangat tidak setuju
17. Saat memperkenalkan bahasa Inggris kepada anak, orang tua perlu mengulang hal-hal yang diajarkan kepada anak sesering mungkin
- Sangat setuju
 - Setuju
 - Netral
 - Tidak setuju
 - Sangat tidak setuju
18. Pengenalan bahasa Inggris pada tahap praoperasional dapat ditingkatkan dengan mengaitkan bahasa Inggris dengan materi konkret seperti objek, gambar, cerita, dan video
- Sangat setuju
 - Setuju
 - Netral
 - Tidak setuju
 - Sangat tidak setuju
19. Orang tua dapat memulai memperkenalkan bahasa Inggris kepada anak-anaknya dengan menempelkan gambar yang bertuliskan kosa kata bahasa Inggris di rumah
- Sangat setuju
 - Setuju
 - Netral
 - Tidak setuju

- Sangat tidak setuju
20. Orang tua dapat memulai memperkenalkan bahasa Inggris kepada anak-anaknya dengan menyediakan program TV dan film berbahasa Inggris
- Sangat setuju
 - Setuju
 - Netral
 - Tidak setuju
 - Sangat tidak setuju
21. Orang tua dapat memulai memperkenalkan bahasa Inggris kepada anak-anaknya dengan membacakan cerita-cerita berbahasa Inggris
- Sangat setuju
 - Setuju
 - Netral
 - Tidak setuju
 - Sangat tidak setuju
22. Orang tua dapat memulai memperkenalkan bahasa Inggris kepada anak-anaknya dengan melakukan percakapan dalam bahasa Inggris
- Sangat setuju
 - Setuju
 - Netral
 - Tidak setuju
 - Sangat tidak setuju
23. Orang tua dapat memulai memperkenalkan bahasa Inggris kepada anak-anaknya dengan memperkenalkan kosakata sederhana dalam bahasa Inggris
- Sangat setuju
 - Setuju
 - Netral
 - Tidak setuju
 - Sangat tidak setuju

24. Orang tua dapat memulai memperkenalkan bahasa Inggris kepada anak-anaknya dengan memainkan permainan berbahasa Inggris
- Sangat setuju
 - Setuju
 - Netral
 - Tidak setuju
 - Sangat tidak setuju
25. Orang tua dapat memulai memperkenalkan bahasa Inggris kepada anak-anaknya dengan menyanyikan lagu-lagu berbahasa Inggris
- Sangat setuju
 - Setuju
 - Netral
 - Tidak setuju
 - Sangat tidak setuju
26. Orang tua dapat memulai memperkenalkan bahasa Inggris kepada anak-anaknya dengan mengalokasikan waktu selama 15 menit per hari untuk melakukan aktivitas yang berkaitan dengan bahasa Inggris
- Sangat setuju
 - Setuju
 - Netral
 - Tidak setuju
 - Sangat tidak setuju
27. Orang tua juga dapat membuat Pojok bahasa Inggris (English corner) di rumah tempat Anda menyimpan segala sesuatu yang berhubungan dengan bahasa Inggris, misalnya buku, game, DVD atau barang-barang buatan anak untuk meningkatkan minat anak dalam mempelajari bahasa Inggris
- Sangat setuju
 - Setuju
 - Netral
 - Tidak setuju
 - Sangat tidak setuju

28. Dalam proses pengenalan bahasa Inggris kepada anak, orang tua dapat menggunakan situasi sehari-hari dan benda nyata dari sekitar rumah untuk melatih bahasa secara alami dan sesuai konteks.
- Sangat setuju
 - Setuju
 - Netral
 - Tidak setuju
 - Sangat tidak setuju
29. Dalam proses pengenalan bahasa Inggris kepada anak, janganlah terpaku pada grammar.
- Sangat setuju
 - Setuju
 - Netral
 - Tidak setuju
 - Sangat tidak setuju
30. Saat anak melakukan kesalahan dalam berbahasa Inggris, orang tua tidak perlu terus menerus membenarkannya agar anak berani mengekspresikan dirinya dan tidak kehilangan minat dalam belajar bahasa Inggris
- Sangat setuju
 - Setuju
 - Netral
 - Tidak setuju
 - Sangat tidak setuju

Bagian II: Alasan yang mendukung persepsi orang tua untuk mengenalkan bahasa Inggris kepada anaknya sejak usia dini atau sebaliknya

31. Pengenalan bahasa Inggris sejak usia dini merupakan hal yang sulit bagi anak
- Sangat setuju
 - Setuju

- Netral
 - Tidak setuju
 - Sangat tidak setuju
32. Pengenalan bahasa Inggris sejak usia dini merupakan hal yang penting karena hal tersebut akan berdampak positif terhadap kemampuan kognitif, afektif dan psikomotor anak
- Sangat setuju
 - Setuju
 - Netral
 - Tidak setuju
 - Sangat tidak setuju
33. Pengenalan bahasa Inggris sejak usia dini merupakan hal yang penting karena hal tersebut bermanfaat bagi anak
- Sangat setuju
 - Setuju
 - Netral
 - Tidak setuju
 - Sangat tidak setuju
34. Pengenalan bahasa Inggris sejak usia dini merupakan hal yang menyenangkan bagi anak
- Sangat setuju
 - Setuju
 - Netral
 - Tidak setuju
 - Sangat tidak setuju
35. Pengenalan bahasa Inggris sejak usia dini merupakan hal yang penting karena dapat meningkatkan kepercayaan diri anak
- Sangat setuju
 - Setuju
 - Netral
 - Tidak setuju

- Sangat tidak setuju
36. Pengenalan bahasa Inggris sejak usia dini merupakan hal yang penting karena dapat meningkatkan kemampuan anak untuk mengembangkan hubungan sosialnya dengan orang lain
- Sangat setuju
 - Setuju
 - Netral
 - Tidak setuju
 - Sangat tidak setuju
37. Pengenalan bahasa Inggris sejak usia dini merupakan hal yang penting karena dapat mengembangkan sikap positif anak terhadap budaya lain
- Sangat setuju
 - Setuju
 - Netral
 - Tidak setuju
 - Sangat tidak setuju
38. Pengenalan bahasa Inggris sejak usia dini merupakan hal yang penting karena anak dapat menghasilkan pengucapan seperti penutur asli
- Sangat setuju
 - Setuju
 - Netral
 - Tidak setuju
 - Sangat tidak setuju
39. Pengenalan bahasa Inggris sejak usia dini merupakan hal yang penting karena hal tersebut akan menjadi keahlian pendukungnya di masa depan.
- Sangat setuju
 - Setuju
 - Netral
 - Tidak setuju
 - Sangat tidak setuju

40. Pengenalan bahasa Inggris sejak usia dini merupakan hal yang penting karena dapat mengembangkan kemampuan komunikasi dasar dalam bahasa Inggris
- Sangat setuju
 - Setuju
 - Netral
 - Tidak setuju
 - Sangat tidak setuju
41. Pengenalan bahasa Inggris sejak usia dini merupakan hal yang penting karena dapat membuat anak berada pada tingkat penguasaan bahasa Inggris yang lebih baik
- Sangat setuju
 - Setuju
 - Netral
 - Tidak setuju
 - Sangat tidak setuju
42. Pengenalan bahasa Inggris sejak usia dini tidak penting karena hal memberikan efek negatif terhadap bahasa pertama anak
- Sangat setuju
 - Setuju
 - Netral
 - Tidak setuju
 - Sangat tidak setuju
43. Pengenalan bahasa Inggris sejak usia dini tidak penting karena mempelajari beberapa bahasa dalam waktu yang bersamaan dapat membatasi jumlah kata yang dapat dipelajari oleh anak dalam waktu yang diberikan
- Sangat setuju
 - Setuju
 - Netral
 - Tidak setuju

- Sangat tidak setuju
44. Pengenalan bahasa Inggris sejak usia dini penting karena dapat membantu anak dalam memperoleh bahasa pertamanya
- Sangat setuju
 - Setuju
 - Netral
 - Tidak setuju
 - Sangat tidak setuju
45. Pengenalan bahasa Inggris sejak usia dini tidak penting karena hal tersebut akan membebani anak
- Sangat setuju
 - Setuju
 - Netral
 - Tidak setuju
 - Sangat tidak setuju

