

PARENTS' STRATEGY IN INTRODUCING ENGLISH FOR YOUNG LEARNERS

Thesis

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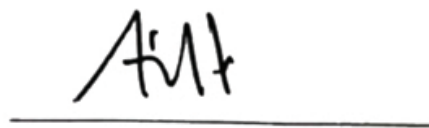
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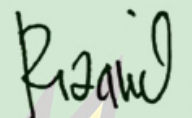
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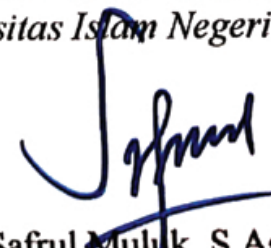

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**Parents' Strategy in Introducing English for Young
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adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggungjawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

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Alhamdulillah, all praise be to Allah SWT, who has given grace, guidance, health and strength so that I was able to finish writing this thesis. Shalawat and Salam to beloved Prophet Muhammad SAW who has guided us to a better life and been an inspiration in living the life of this world.

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Finally, I realize that this thesis is still far from perfect. Still need ideas that build and support the improvement of any shortcomings. However, I hope that this thesis is able to provide some benefits for readers and make a meaningful contribution to students and lecturers in the English education department at UIN Ar-Raniry Banda Aceh.

May Allah SWT always bless us.

A R - R A N I R Y

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ABSTRACT

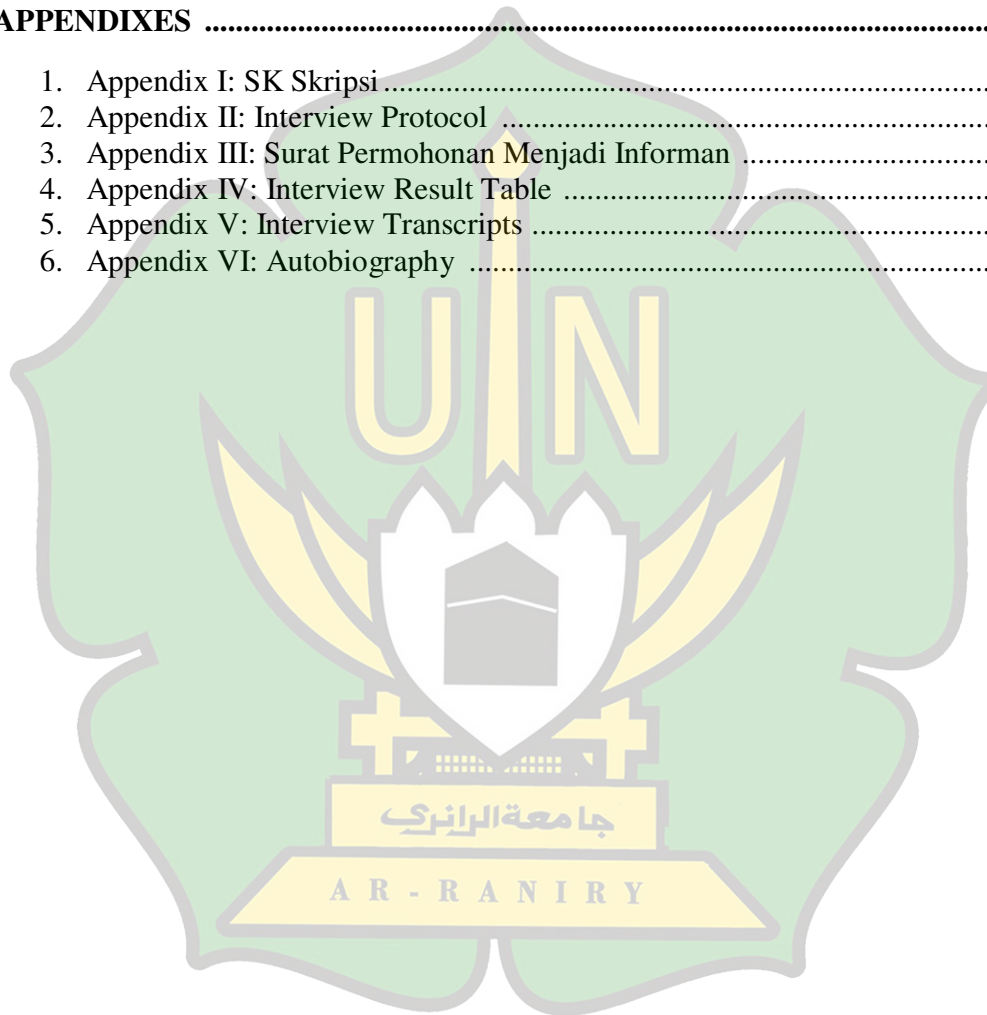
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English education is very important to be taught to young learners from an early age. Parents have an important responsibility towards their children's English education. Parents can start learning English for their children from an early age by applying various learning strategies. This study aims to see how the strategies used by parents in order to start and introduce English to their children who are young learners. This research was conducted qualitatively by using research instruments in the form of interviews with 8 parents as a method of data collection. This study categorizes several methods used by parents in the context of teaching their children English. The results showed that parents introduced their children to English in various ways, such as introducing vocabulary, enrolling children in English school, using a vocabulary memorization system, using fun learning methods, and using learning media.

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CHAPTER I

INTRODUCTION

This chapter provides a background of research, research questions, research objectives, benefits of research, and a bit of terminology information contained in this research.

A. Background of Study

Learning foreign languages from an early age has been developed since the 20th century. Many people believe that learning language from an early age can improve children's language skills that are useful in the future. One of the foreign languages that are most often applied in early childhood learning is English. English is a language that is learned as a means of daily communication. Brumfit (2001) argues that English is an international language whose use is very wide as a medium of international communication. Hornby (2005) sees the role of English and concludes that English is the language that was originally come from England itself, now it is spoken in many other countries around the world and used as a language of international communication with brief histories in it. Therefore, English is very important to be mastered to make it easier for users to communicate with other people outside their environment.

English education for early childhood is very important for the development and growth of children. It is crucial to introduce English from an early age because it

can help develop the language skills needed to a higher level. Nowadays, English has become a necessary subject of learning in the world of education included in early age school. Early childhood is often categorized as the golden age of learning. The process of accepting linguistics in early childhood will be easier than logic-based learning (Anam et. al, 2020). The urgency of learning English for early childhood has been stated by Jazuly (2016) in which he argues that the reason it is important for children to learn English is as an international communication tool. He further said that by learning English, children can improve their critical thinking skills in digesting incoming information from an international scope. Santrock (2007) also assumes that children will be more receptive to learning foreign languages than adults. In Indonesia itself, English language education appears at the elementary age level. According to Munawarah (2021) in her thesis, she argues that there are only a few kindergarten schools in Indonesia that start English language education and children tend to get English language learning outside of formal education.

In addition to learning at school, learning at home is the key to success in children's learning, especially learning English. The role of parents cannot be separated from the education of their children. Based on the explanation of Papalia et.al (2008), parental involvement in the development of children's language learning is very important. Many parents are trying to introduce English to their children through the help of schools that apply English as learning (Oladejo, 2006). This is based on the development of the era which increasingly requires the ability to speak English in the real world. Parents are increasingly aware that English language skills

are a good investment to be developed from an early age for the future of their children (Zacharias, 2010). This is what makes parents flock to send their children to schools that have English as a subject. No matter what their background, parents in general have a variety of reasons to start their child's English (Lee & Bowen, 2006). Generally, parents aim for their children to be able to speak foreign languages properly and correctly. Parents agree that English is a necessary skill in today's era which has involved its use in all aspects of global society and view that English has become the language of international communication. Those reasons are in line with research conducted by Rasyid & Faqihatuddiniyah (2017).

Nevertheless, parents are too focused and depend on learning that applies from school which should be supported by learning activities from parents at home also (Grolnick, et al. 2009). The reasons is because the limited knowledge and confident of parents in teaching their children at home (Lee & Bowen, 2006). According to Anam, et al. (2020), One of the easy ways can be apply by parents to introduce and teach English to their children is to use media assistance, especially technology which is currently developing into a useful learning tool Many parents apply learning materials ranging from picture books to using video and audio to stimulate children with English. The most common form also used by parents in stimulating children's language learning is through verbal stimulation and Anggraini (2020) emphasizes that there are many benefits of verbal stimulation given by parents to children in terms of language development. This verbal stimulation can be done by

telling stories, singing, inviting children to talk, and reciting new vocabulary consistently.

The role of parents in teaching children English from a young age is prominent to help in the habituation of children using English in everyday life (Epstein, et al. 2002). Parents not only play a role in providing children's learning facilities but also should be directly involved in implementing the learning. Parents can invite children to open up to each other to see how their learning progress. The role of parents can also be seen how the discipline of learning at home is applied, how parents supervise children's learning, how parents help children learn, how parents give simple tasks, to how parents give punishment to children if things happen that are not desirable during the learning process. Those examples of parents' roles above are proposed by Susan & Stainback (1999).

Several previous studies explain how important parental involvement is in the process of learning English for young students. Emi (2019) expressed his opinion in his research that the factors which influence the process of learning English can be categorized in the form of motivation and also environmental influences and he emphasize the classification of the role of parents in learning English in the form of parents as motivators, role models, facilitators, sources of knowledge, and coordinators. Based on his research, it was found that these roles greatly affect the development and success of children's learning.

Furthermore, in the research conducted by Wati (2016), it is known that the government has set policies on English language education in elementary schools and emphasizes that the role of parents is very important to support students in the English teaching and learning process. From the results of research conducted by her, it can be seen that parents are very open and positive in learning English for early childhood. This attitude of parents is proven by their involvement in supporting children's English skills such as helping with assignments, helping vocabulary learning, and providing various learning facilities.

The involvement of parents in children's learning certainly faces several challenges and Indriati (2016) expressed in her research that in order to support children's English learning, parents tend to add hours of study outside formal institutions such as tutoring. This is done because most parents do not have adequate skills to help with learning from home. The role of parents is not completely separated. Thus, it is recommended for parents to start simple communication with children related to learning at school. In addition, parents can also consult with teachers to monitor progress and find the right steps to help children learn from home.

Nugraheni (2015) also explains that the influence of parental behavior greatly affects children's achievement while studying. In her research, she concluded that children who received good treatment from their parents got good achievements as well. Meanwhile, children who receive bad treatment from their parents will get not

too good achievements. From this we can conclude that the behavior of parents towards their children has the potential to affect the achievement of children while studying.

As explained above, it is important for parents to introduce and teach English from an early age. From the previous studies presented, it can be seen that the role of parents is very important and cannot be separated from the children's learning process. However, previous research has only focused on one problem, namely the role of parents and has not focused too much on strategies applied by parents to introducing or to support their children's English learning. Parents must have a strong reason before implementing their strategy in learning English. Every parent has different motivations and backgrounds in learning English for their children. Therefore, researchers want to investigate what strategies are implemented by parents in introducing English to their children. Thus, the researcher conduct a study entitled "Parents' Strategy in Introducing English for Young Learner".

B. Research Question

The problem that researcher want to see is "what are strategies implemented by parents in introducing English to young learners?"

C. Research Aim

The objective of this research is to investigate the strategies used by parents in introducing English to young learners.

D. Significant of Study

The results of this research are expected to be useful in terms of the realm of theory and the realm of practice. In the realm of theory, this research is expected to be a useful information base for further research that has the same goal. In the realm of practice, the researcher hopes that this research can see how the views of parents in teaching English to young learners. In addition, the researcher hopes that this research can be useful in enriching knowledge in strategies that can be applied by parents in introducing English to their children. Furthermore, the researcher hopes that this research will increase parents' awareness of the importance of their role in the child's learning process and understand the importance of English for children or young learners.

E. Research Terminologies

A. English for Young Learner

McKay (2006) defines young language learners as children who learn a foreign language or a second language in formal education. Suyanto (2007) suggests that young learners of English are children of primary school age who receive English language learning. The word young learner itself until now still has a wide range to be categorized. Camreon (2001) argues that young learners are children's learning age with an age range of "5-12 years". Nikmah (2013) defines young learners as children who are in elementary school with an age range of 6-12 years which are

divided into 2 group levels, namely "6-8 years" as young level and "9-12 years" older level. Another opinion was expressed by Scot and Ytereg (2010) who categorize young learners at 2 levels, namely the age range of "5-7 years" as level one and "8-10 years" as level two. From the above opinion, we can conclude that young learners themselves can be categorized as children aged around 5-12 years who have received formal education.

B. Parents' Strategy

Strategy is a shared means with long-term goals to be achieved (David, 2011). Strategy is an outline in a course of action to achieve a goal, or an outline of a course to act in an effort to achieve a predetermined target (Djamarah & Zain, 1996). Learning strategies according to Dick and Carey (in Solihatin, 2013) are general components of a series of learning materials and procedures that will be used jointly by teachers and students during the learning process. Darmayah (2010) states that learning strategies are organizing lesson content, delivering lessons and management of learning activities by using various learning resources used by teachers to support the creation of an effective and efficient learning process. From this we can see that learning strategies are usually applied by teachers and students in the learning process. However, learning strategies can also be applied by parents in carrying out learning from home. From this we can conclude that the parent strategy is a group

of activities arranged by parents in order to support children's learning at home to achieve children's learning achievements.



CHAPTER II

LITERATURE REVIEW

This chapter provides an extensive overview of the variables or terminology related to this research. The reviews here are in the form of theoretical studies and the results of research that has been carried out before this research was made.

A. English for Young Learner

1. Definition of English for Young Learner

The definition of a young learner varies widely based on the opinions of experts who put it forward. McKay (2006) defines young language learners as children who learn a foreign language or a second language in formal education. Suyanto (2007) suggests that young learners of English are children of primary school age who receive English language learning. The word young learner itself until now still has a wide range to be categorized. Camreon (2001) argues that young learners are children's learning age with an age range of "5-12 years". Nikmah (2013) defines young learners as children who are in elementary school with an age range of 6-12 years which are divided into 2 group levels, namely "6-8 years" as young level and "9-12 years" older level. Another opinion was expressed by Scot and Ytrebreg (1990) who categorize young learners at 2 levels, namely the age range of "5-7 years" as level one and "8-10 years" as level

two. From the above opinion, we can conclude that young learners themselves can be categorized as children aged around 5-12 years who have received formal education.

In learning, of course adults must consider the child's ability to receive learning. Every child has a different intelligence in learning. Pribilova (2006) suggests that some children can receive knowledge quickly and some take a certain amount of time. Adults need to know the characteristics of the children they teach so that they can see the different developments of each child. Therefore, it is necessary to have the right strategy to start learning for young learners themselves, especially in learning English.

2. Characteristics of Young Learners

Characteristics of young learners themselves can have different opinions. Usually differences are exposed in the age range and the division of learning age levels. Keep in mind that, in learning it is important to know and see the development of children to be able to categorize children at the right level. In general, the characteristics of young learners themselves are stated by Suyanto (2007) in the form of:

- a) Basically, children in the age range of 5-7 years have an egocentric attitude which is characterized by the tendency of children to relate what they learn to themselves. Most children

at this age like learning that concerns themselves and their daily lives. As they get older, when they reach the age of 9 years and over, they begin to change their attitude of reciprocity.

- b) Young learners with the age range of 5-7 years tend to have difficulty in distinguishing concrete and abstract objects because they have not been able to distinguish between real and imaginative things.
- c) Most young learners have very strong imaginations and are very active. They tend to like fun learning that is done while playing. Children tend to like learning through games, songs, and fairy tales.
- d) Children have cheerful souls. They really like it when learning is done with a lot of media that fosters their pleasure such as using colourful pictures, fun songs, interesting stories and fun games.
- e) Children have a tendency to get bored easily during the learning process. They find it difficult to concentrate in the long term so they feel bored and tired quickly. Therefore, varied learning is needed.
- f) Young learners have active minds so they like to learn by doing activities that can satisfy their imagination and curiosity.

They also like to move so learning with physical activity is not a problem.

3. Young Learners Second Language Acquisition Theory

The process of children getting to know a new language is something that educators need to pay attention to. A second language can be defined as a language acquired or learned by a person other than his/her mother tongue (Ellis, 1997). Second language definition according to Mitchell & Myles (1998) is a language that a person acquires that is different from his/her mother tongue. Saville-Troike (2005) emphasizes that the language other than the mother tongue that children get is a second language. According to Krashen (1981), the process of learning a language can be divided into 2 different concepts.

a. Language Acquisition

The absorption of the second language of children is important to note. Language acquisition itself can be explained as a process carried out by a person unconsciously, informally, and implicitly towards understanding language (Maksan, 1993). Furthermore, Lyons (1981) defines language acquisition as a process in which the language used by a person without certain qualifications results in understanding and knowledge of the language to the speaker. The definition of second language acquisition is a process carried out by someone in generating knowledge, capturing,

understanding, and using words unconsciously for the purpose of communication (Setiyadi, 2013).

Language acquisition can be categorized as a real and natural process that children go through in getting to know a new language. Language acquisition is a product that results from interactions that occur around the child and the target language user. Setiyadi (2013) states that process of language acquisition can produce children's language skills functionally in spoken form without referring to their theoretical use.

b. Language Learning

Language learning is a formal process in starting a new language. In general, the purpose of learning is to understand the language theoretically. Language learning is usually associated with traditional learning carried out in formal educational institutions. The characteristics of the language learning process by Setiyadi (2013) include not focusing on the purpose of communication, learning based on the syllabus, and dwelling around the theoretical use that is emphasized by Newmark (1988) which relates to grammar rules. Another characteristic is the lack of application of language practice and the dominance of the teacher over the students. From the explanation above, it can be understood that the language absorption process carried out by

applying this language learning process can disrupt the language development process because it does not occur naturally but because of the demands of learning and is not accompanied by sufficient practical activities.

Based on the explanation above, it can be seen that there are differences in the process of language entry. Syamsiyah (2017) points out what is in line with Krashen's statement that the process of language entry is grouped differently according to the process. Second language acquisition (SLA) is an entry process that occurs naturally while second language learning (SLL) is a formally conditioned process.

4. Principles of Teaching English for Young Learners

In the process of teaching and learning to young learners, especially at the age of children, it is necessary to pay attention to some appropriate learning principles. Nurhadi (2012) in his journal describes several principles that must be considered in teaching English to young learners, including:

- a. The activities implemented must be simple and easy for children to understand.
- b. Tasks given to children must be in accordance with their ability level.
- c. Increase activities to practice listening and speaking skills.

d. Prevent children from strenuous writing activities.

The above-mentioned teaching principles also affect the material limits that are generally given to young learners, especially young children. Nurhadi (2012) added that the provision of teaching materials to young learners must be in accordance with their level of development. The scope of the material taught includes colour names, numbers, family members, body parts, animal names, vegetable names, fruit names, and some simple instructions.

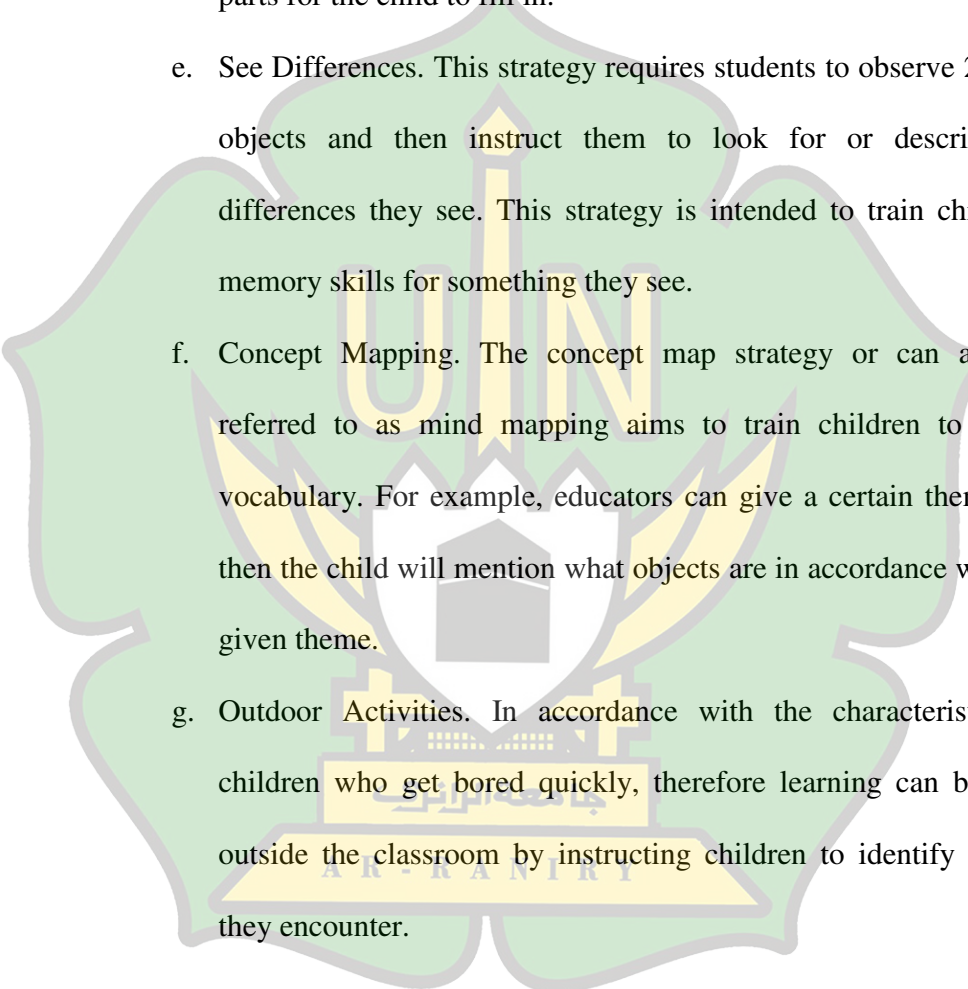
5. English Learning Strategies for Young Learners

The definition of a learning strategy is very broad. Numerous experts have expressed their opinion about the meaning of learning strategies. Learning strategies can be described as a series of learning activities that students and teachers go through to achieve learning objectives (Kemp, 1995). According to Sanjaya (2008), learning strategy is a set of learning materials and procedures that will be applied in learning and Dick & Carey (1996) emphasizes that these procedures will be carried out together to achieve student learning outcomes. From the above understanding, it can be concluded that the learning strategy is a series of learning plans that will be carried out by educators and students to achieve learning achievement.

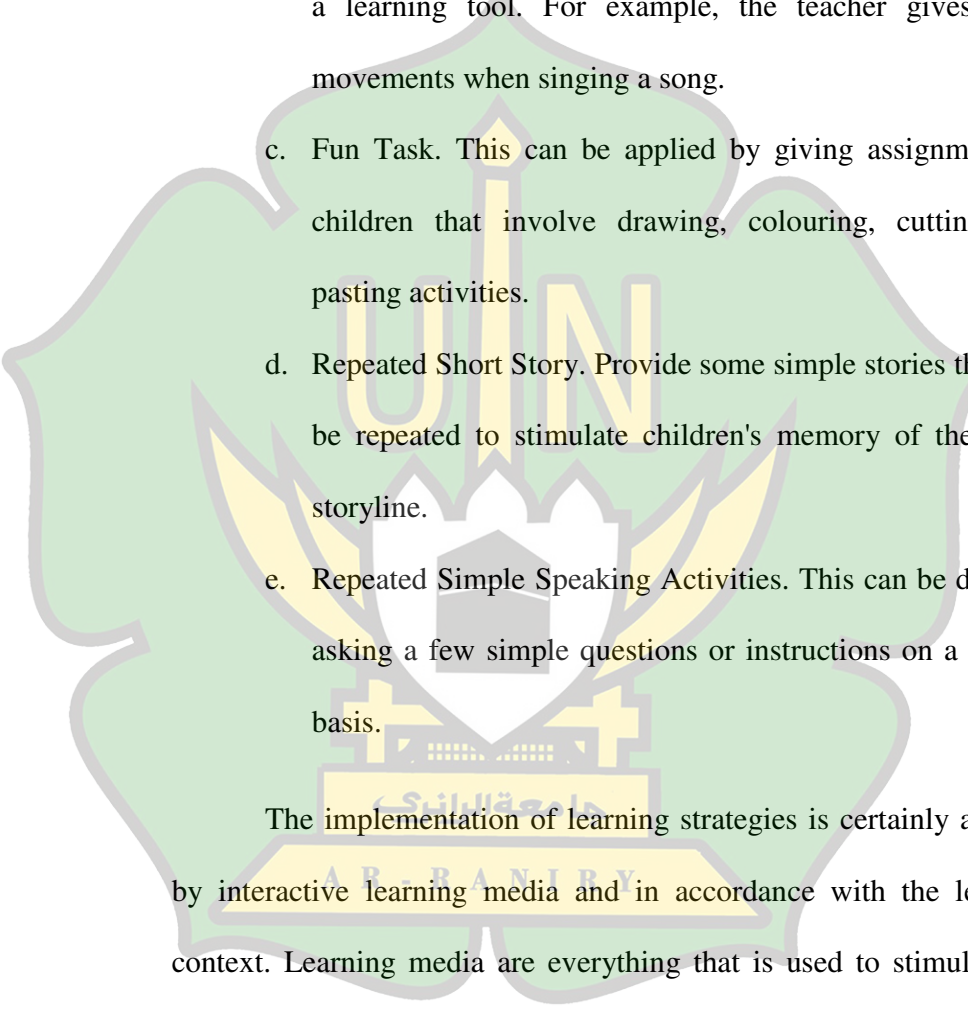
Ma'mun (2012) states that teaching English to young learners is very different from learning carried out at the junior and senior high school levels. Teaching carried out at the young learner level would be more difficult and require a lot of creativity in its application compared to higher levels. She further added that the strategy adopted to teach young students must be able to build an active, easy, and enjoyable classroom atmosphere. As an educator, of course we need varied learning techniques or methods to be applied in teaching English to children. Some of the techniques that can be applied are:

- a. Listen and Repeat. This technique is practiced with the educator instructing the child to hear what is being said and then repeating the word.
- b. Listen and Act. This technique is applied by the educator will say the sentence then instruct the child to move to do the given sentence. For example, it can be realized by playing Simon's Says Game.

- c. Question-Answer. This strategy aims to provoke children to talk. The teacher gives a few simple questions to the child and sees the child's reaction and the way the child answers it. This technique can be applied by asking questions in the form of WH questions and Yes/No questions.

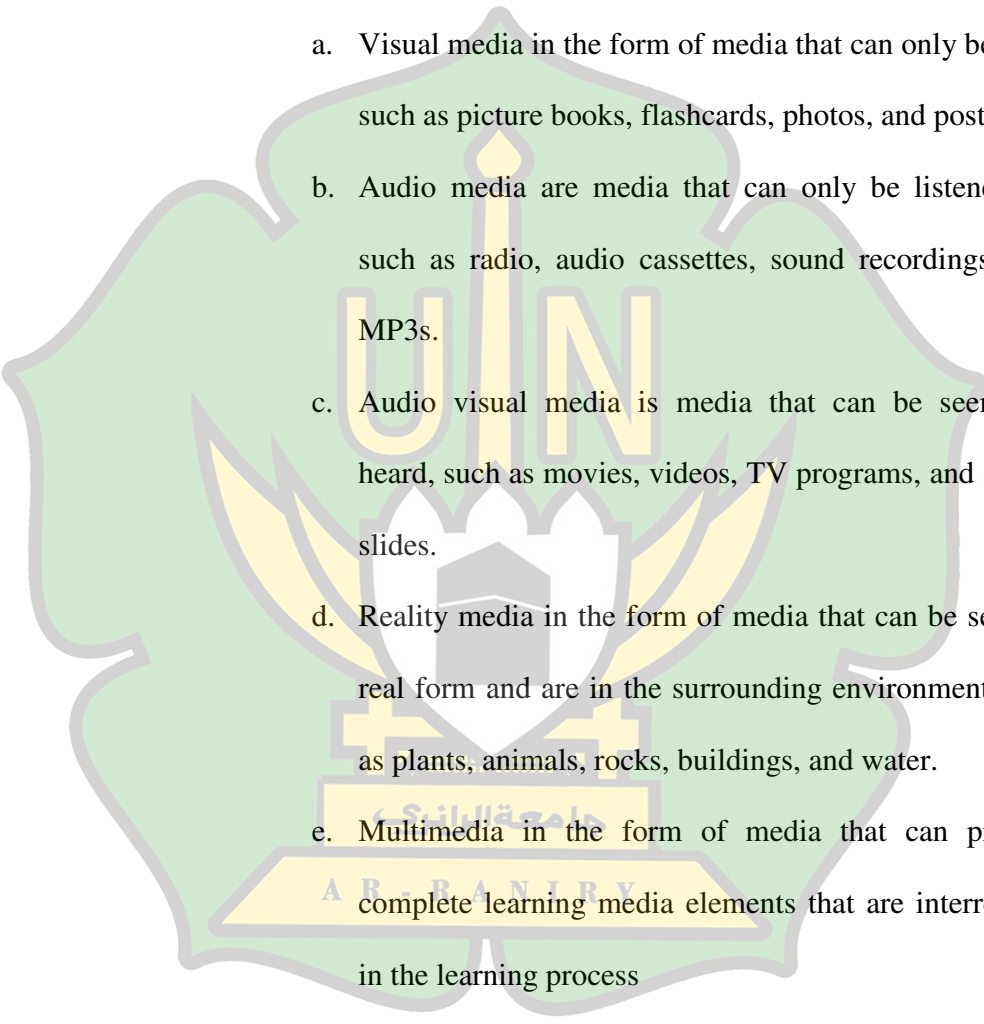
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- d. Substitution. This strategy is used to see how responsive the child is to word processing. The application of this strategy is to show certain objects and write a sentence that is left blank in several parts for the child to fill in.
 - e. See Differences. This strategy requires students to observe 2 given objects and then instruct them to look for or describe the differences they see. This strategy is intended to train children's memory skills for something they see.
 - f. Concept Mapping. The concept map strategy or can also be referred to as mind mapping aims to train children to enrich vocabulary. For example, educators can give a certain theme and then the child will mention what objects are in accordance with the given theme.
 - g. Outdoor Activities. In accordance with the characteristics of children who get bored quickly, therefore learning can be done outside the classroom by instructing children to identify objects they encounter.

Nurhadi (2012) in his journal also suggests several learning strategies that can be applied in teaching English to early childhood. Some of these English learning activities include:

- 
- a. Games and Songs. Stimulate children's motivation by using fun games and interesting songs.
 - b. Physical Activity. Activities that require body movement as a learning tool. For example, the teacher gives some movements when singing a song.
 - c. Fun Task. This can be applied by giving assignments to children that involve drawing, colouring, cutting, and pasting activities.
 - d. Repeated Short Story. Provide some simple stories that will be repeated to stimulate children's memory of the given storyline.
 - e. Repeated Simple Speaking Activities. This can be done by asking a few simple questions or instructions on a regular basis.

The implementation of learning strategies is certainly assisted by interactive learning media and in accordance with the learning context. Learning media are everything that is used to stimulate the minds and attention of students who can motivate which aims to carry out the learning process (Miarso, 2004). According to Mardhiah and Akbar (2018), learning media is a means used in learning that aims to improve student learning achievement, is interesting for students,

facilitates the interpretation of material and absorbs information in teaching materials. Asra (2007) has classified learning media based on the types which include:

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- The background of the list items features a large, semi-transparent watermark of the UIN Ar-Raniry logo. The logo is a green shield-like shape with a yellow border. Inside, there is a yellow sun-like symbol with rays, and the letters 'UIN' in large yellow font. Below 'UIN' is a white building icon. At the bottom of the shield, there is a yellow banner with the text 'AR-RANIRY' in blue letters. Above the banner, there is Arabic text in yellow. The list items are centered over this watermark.
- a. Visual media in the form of media that can only be seen such as picture books, flashcards, photos, and posters.
 - b. Audio media are media that can only be listened to, such as radio, audio cassettes, sound recordings, and MP3s.
 - c. Audio visual media is media that can be seen and heard, such as movies, videos, TV programs, and sound slides.
 - d. Reality media in the form of media that can be seen in real form and are in the surrounding environment such as plants, animals, rocks, buildings, and water.
 - e. Multimedia in the form of media that can present complete learning media elements that are interrelated in the learning process

Often educators have difficulty in applying English language learning to early childhood. Harmer (2007) suggests that the early childhood group is a very challenging English learning group. Therefore, it is important to choose the right strategy in teaching

English to children. Arifin (2016) mentions that there are many strategies that can be applied in teaching English to non-native children. All types of methods shown above are often implemented in classroom lessons by teachers in introducing English to children. However, parents can also implement it at home as a learning activity while playing. The use of the right method according to the age and behaviour of the child also does not escape the consideration of parents in learning. Therefore, the role of parents in implementing appropriate learning methods is crucial to explore.

B. Parents' Strategy

1. Definition of Parents' Strategy

The definition of parents themselves according to Friedman et al (2010) is an older person consisting of a father and mother who should be used as good examples for their children. Hasanuddin (1984) defines parents as fathers and mothers who are first known by their sons and daughters. Parents play a very important role in the development of children both academically and emotionally. The education provided by parents is education based on affection for their children. From this we can conclude that parents are fathers and mothers who are responsible for educating their children from the moment they are born in all aspects of life in the world.

Strategy is a shared means with long-term goals to be achieved (David, 2011). Strategy is an outline in a course of action to achieve a goal, or an outline of a course to act in an effort to achieve a predetermined target (Djamarah & Zain, 1996). Learning strategies according to Dick and Carey (in Solihatin, 2012) are general components of a series of learning materials and procedures that will be used jointly by teachers and students during the learning process. Darmansyah (2010) states that learning strategies are organizing lesson content, delivering lessons and management of learning activities by using various learning resources used by teachers to support the creation of an effective and efficient learning process. From this we can see that learning strategies are usually applied by teachers and students in the learning process. However, learning strategies can also be applied by parents in carrying out learning from home. From this we can conclude that the parent strategy is a group of activities arranged by parents in order to support children's learning at home to achieve children's learning achievements.

2. The Role of Parents on Students Achievement

The strategy designed by the parents themselves certainly cannot be separated from the role of parents in the involvement of the child's learning process at home. Parents are free to plan how they start learning at home with their children. The role of parents is very important in realizing fun learning at home for children, especially in learning English.

Arifin (2012), states that there are three roles of parents in children's learning achievement. The first is to provide children with the best possible opportunities to discover their talents and interests. The second is to provide information that is relevant to the child's talents and interests. The last is to provide children's learning facilities that can help children's learning difficulties.

According to Susan & Stainback (1999) in Emi (2019), there are several roles of parents in the involvement of children's learning that can be used as a reference for learning strategies at home which can be classified as motivator, model, facilitator, source of knowledge, and coordinator.

a. Parents as Motivator

Parents are people who encourage children to learn in order to improve their achievements and assume that what is suggested by parents is a good choice (Sucipto & Raflis, 2000). It is important to cultivate children's learning motivation from an early age. Learning motivation that can be applied by parents, among others, is by creating a learning atmosphere at home that is in accordance with the child's developmental stage. One of them is to minimize activities that are less beneficial for children and maximize activities that foster children's curiosity. The higher the child's curiosity, the higher the learning motivation of the child.

b. Parents as Model

Along with its development, children will begin to like to imitate what they see or hear in everyday life. This imitating behaviour will be ineffective if children tend to see or hear things that are not good to do. Therefore, parents act as role models for children to avoid something bad. Parents are the first people who are closest to children so that parents are the first people that children see and hear. Parents are the first educators by giving a good influence to children in a simple way. Parents can set an example in the form of a positive attitude for their children to apply.

c. Parents as Facilitator

Valeza (2017) suggests that in teaching and learning parents facilitate children by providing various learning media. Parents are responsible for providing adequate learning facilities for children according to the child's developmental stage. It is important for parents to know what their children's needs are in their learning so that parents can fulfil them according to their abilities. Learning facilities provided by parents can be in the form of tuition fees, provision of textbooks, stationery, conducive learning places, and adequate technology as needed.

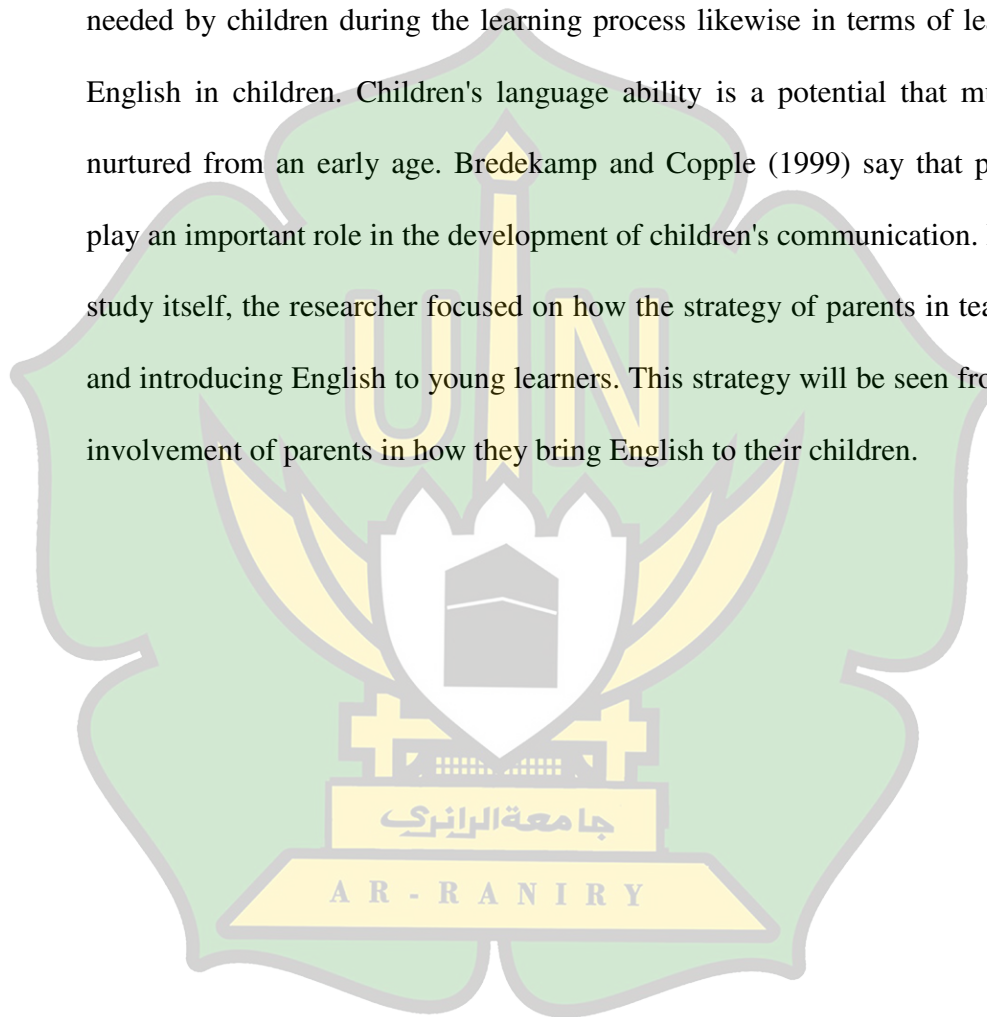
d. Parents as Source of Knowledge

The role of parents in children's learning cannot be separated from the provider of knowledge resources. Parents not only act as providers of facilities but also have a broad view in the field of science itself. Parents as a source of knowledge function as learning assistants for children by providing relevant information according to children's learning needs. In addition, parents are also expected to be able to answer questions given by children during the learning process.

e. Parents as Coordinator

The final parental role is that of coordinator. The coordinator referred to in this case is the parent who is responsible for supervising and assisting the child's learning activities. Without parental supervision, the child's learning process will be disrupted by things that make learning time ineffective. For example, the most vulnerable is to provide a smartphone as learning medium and if it is not properly supervised then the media will be used for other activities such as playing games during study time. Thus, parental supervision must be carried out to maintain the effectiveness of children's learning hours.

As explained previously, parental involvement cannot be separated from the child's learning process both at home and outside the home. Parents as the first source of children's education are expected to fulfil all the elements needed by children during the learning process likewise in terms of learning English in children. Children's language ability is a potential that must be nurtured from an early age. Bredekamp and Copple (1999) say that parents play an important role in the development of children's communication. In this study itself, the researcher focused on how the strategy of parents in teaching and introducing English to young learners. This strategy will be seen from the involvement of parents in how they bring English to their children.



CHAPTER III

RESEARCH METHODOLOGY

This chapter provides an explanation of the type of approach used in this study, the respondents involved in this study, the data collection instruments, and the data analysis procedures applied in this study.

A. Research Approach

This research uses a qualitative research approach with a descriptive type of research. Qualitative research is a subjective approach that is used to examine the life experiences of objects and situations to give the right meaning according to Burns and Grove (2003). In addition, another definition comes from Bogdan and Tylor in Moelong (2012) which defines qualitative research as a research procedure that produces descriptive data in the form of written text or spoken words from people and the behavior obtained. Judging from the definition stated above, this study describe it thoroughly by analyzing the phenomena that occur, events, behaviors, and thoughts of people both individually and in groups.

This research is descriptive in the sense of research that describes information data based on facts obtained in the field (Arikunto, 2007). According to Sukmadinata (2007), descriptive research itself is the most basic research and is intended to describe phenomena that occur around.

In this case, the researcher wants to describe how parents apply the introduction of English learning to young learners through the data that has been collected. In addition, researchers want to investigate what strategies are used by parents in order to introduce English to their children.

B. Research Respondents

According to Arikunto (2007), the population is the entire research subject and the sample is part of the population that can represent the research. The population in this study is parents of young learners who received English language education, especially in bilingual or international schools which amounted to about 30 parents who were obtained with the help of social media namely Instagram, Whatsapp, and Twitter. The sample or respondents who involved in this study were chosen carefully by the researcher to produce valid research data. Respondents are selected with purposive sampling method, namely the selection of respondents based on certain provisions (Sugiyono, 2010). The selection of respondents for this study was carried out according to the criteria set by the researchers themselves. This selection was made to see how the strategy of parents in general to introduce and motivate English to children in the wider community. The respondents in this study are 8 parents of children aged 5-12 years who received English education

both in bilingual or international schools and at home and understands English in general. The researcher involved 8 parents of young learner from different bilingual or international schools in Banda Aceh namely DR, LH, MN, SS, MS, DN, AU, and RJ. Some of these parents have passive English skills where they understand English in general but cannot speak properly and some others are active English users.

C. Data Collection Procedure

Data collection procedures are the most important part in a study which in this case is aimed at obtaining research results. The research instrument used in collecting data for this study is a semi-structured Interview. Interview is a data collection technique in the form of a conversation carried out by 2 parties consisting of the questioner and the answerer (Moelong, 2012). Sugiyono (2010) argue that an interview is a meeting conducted by two people to exchange information or an idea by means of question and answer, so that it can be reduced to a conclusion or meaning in a particular topic. Furthermore, Sugiyono (2010) describes the types of interviews themselves are divided into three namely structured interviews, semi-structured interviews and unstructured interview.

The type of interview used in this study is a semi-structured interview. According to Arikunto (2007), semi-structured interviews are a form of interview in which the researcher first asks questions that have been designed in advance and then continues with deepening of information related to things that have been previously stated. Sugiyono (2010) also stated that the semi- structured interview is aimed at finding problems more openly where respondents will be given the opportunity to express their ideas and opinions on the problems addressed. The selection of semi-structured interviews is due to the larger implementation so that it can create the impression of intimacy between researchers and respondents which facilitates the process of collecting data.

In this research, the researcher uses interview techniques to obtain certain information from the focus of this research which aims to see the methods or strategies used by parents to introduce and teach English to their children. This interview itself is planned to be conducted with 5 resource persons. This interview is conducted in person and assisted with a voice recorder and notes to collect interview data. The questions asked are made in English and Indonesian to avoid misunderstanding the meaning of the question.

D. Data Analysis Procedure

The data analysis technique in this research is to use an inductive qualitative analysis technique. This technique is the way the data obtained is then analyzed and then developed with a certain pattern of relationships. According to Nasution (2004), the analysis of qualitative data is divided into three steps, namely, data reduction, data presentation, and drawing conclusions. The steps can be described as follows:

1. Data Reduction

Data reduction or data reduction is the first step in the data analysis of this article. Data reduction is an activity where the raw data from the Interview results were grouped and then reduced or summarized to facilitate understanding. Subroto (1999) argues that data reduction is an analytical activity that aims to select and focus and classify data so that conclusions can be drawn.

Based on the explanation above, it can be understood that data reduction is an activity that aims to summarize data according to the research focus so that it is easier to understand and draw conclusions. In this case, the researchers themselves want to see in general what the strategies applied in introducing English to young learners are.

2. Data Presentation

Presentation of data or can be called data display is an activity of data exposure as a result of data reduction. Miles and Huberman (in Sugiyono, 2010) state that the most frequently used data presentation technique in qualitative methods is narrative data presentation (text or description). This method assisted researchers in understanding the results of data reduction that has been carried out with the help of other presentations such as tables, diagrams, or graphs that aim to arrange the data in a neat and structured manner.

In this study, the authors suggest that the presentation of the data is useful for compiling the reduced data on a regular basis and then writing a description or analysis result obtained to make it easier for researchers to understand what strategies are applied in introducing English to young learners.

3. Drawing Conclusion - R A N I R Y

The last step of qualitative analysis is drawing conclusions or more often known as verification. Drawing conclusions at this stage is drawing final conclusions based on the results of data analysis. The initial conclusion or hypothesis that was previously determined is temporary in contrast to this final conclusion which is strengthened by research evidence so that it

produces a unified and absolute conclusion. In this case, the researcher drew conclusions from the results of the analysis carried out to answer the problem of understanding what the strategies applied in introducing English to young learners.



CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter will present the results of the research that has been carried out and also describe the discussion of the research results.

A. Research Findings

The findings of the research described in this chapter are obtained from the results of interviews that have been conducted. The result of this interview is to answer a previously determined research question, namely to find out what strategies are used by parents in introducing English to young learners. Respondents who were interviewed in this study were disguised using the initials DR, LH, MN, SS, MS, DN, AU, and RJ. Based on the results of interviews with respondents, researcher classified 5 strategies used by parents in introducing English to young learners.

1. Introduction to Vocabularies

Based on the results of interviews that have been carried out, all parents had carried out the stage of introducing English to their children before they get it at school by first introducing basic words in English. In the interview results, most parents said that the way they introduced basics English vocabulary was by introducing objects around the child such as in the home environment. In addition, they also introduce the basics of English such

as letters, numbers and the names of colours. Parents start learning their children's vocabulary with the help of the internet and YouTube as an English pronunciation guide.

In interview with respondent DR, according to her, as a parent, she introduces English to her child by introducing the basic vocabulary of objects around the home environment. Similar to DR, respondents LH, MS, SS, DN, and MN said that they introduced English through basic vocabulary which they often encountered and needed. At the same time, MN said she introduced basic vocabulary to children by using the help of learning media such as picture books to show the objects being studied. Furthermore, AU and RJ stated that they have started introducing basic vocabulary since their children before entering kindergarten so that their children are familiar with English terms.

Based on the findings described above, the researcher concludes that the first strategy taken by parents in introducing English to their children is to introduce basic vocabulary which can be in the form of recognizing objects in the surrounding environment, recognizing numbers, letters, and colours. In addition, the introduction of this vocabulary can be assisted by learning media such as picture books.

2. Enrolling Children in English Schools

Based on the results of interviews, all parents answer that one of the ways they help introduce English to their children is by sending their children to schools that apply English in their learning from an early age. They say that children can receive more from teachers at school and when they get home they will accompany children to repeat lessons from school.

DR and MN stated in their interview that seeing their child's interest in learning English, they decided to send their child to a school that has English learning. They see children's interest in speaking English from how their children respond to the English words they hear and see. Furthermore, MS and SS stated that they send their children to English-language schools because they want their children to really focus on learning English from an early age and get more knowledge from school. Similarly, LH said that she had no background related to English. She felt that she could not help much of her children in learning English. Therefore, she decided to send her child to an English-based school so that her child could receive mature English learning. Another statement was given by AU and DN which said that the reason they sent their children to English-speaking schools was because it was the first step to familiarize children with an English-speaking environment. RJ stated that sending his child to school because he felt the need to guide his child to

get used to English further and not lose the knowledge that his son had acquired before school.

Based on the findings described above, the researchers concluded that one of the strategies that parents do in introducing English learning to their children is to put their children in schools that apply English in it. This is based on the child's interest, the need to achieve the child's learning goals, and the lack of ability of parents to introduce English. By sending their children to English schools, parents want their children to become better at using English and gain more knowledge.

3. Vocabulary Deposit

2 out of 8 parents interviewed namely MN and LH stated that they applied a vocabulary memorization system to their children. This is intended to monitor the development of the child's English vocabulary. Usually parents give certain targets to memorizing children's vocabulary which will then be deposited with parents at certain times.

In his interview, MN said that he instructs her daughter to report the latest vocabulary that her child has learned at school. In addition, she also gives assignments to look for certain vocabulary every week. She sees this method can increase the knowledge of her child's vocabulary. Similarly, LH also applies this vocabulary deposit to their children. She said that her husband greatly contributed in giving vocabulary memorization tasks that

would be deposited every day with a minimum deposit limit and certain themes. Therefore, the researchers concluded that one way for parents to enrich their children's English vocabulary is to provide learning targets that will be deposited or tested by parents at certain times.

4. Using Learning Methods

In terms of introducing and helping children learn English, one of the other strategies used by parents is to apply various interesting learning methods for their children at home. Parents apply various learning methods that are also used by teachers in schools in order to introduce and become an approach to learning English for young learners. The learning methods applied by parents include the following:

a. Listen and Repeat

7 of the 8 respondents interviewed namely DR, MS, SS, AU, DN, RJ and LH used a similar learning method, namely by giving and saying a number of vocabularies to the child and then instructing the child to repeat the vocabularies. This is done regularly as a way for them to enrich English vocabularies for their children as stated by SS and MS in their interview. They usually give the word followed by how it is pronounced which will then be followed by their child.

Similar to SS and MS, 3 other respondents namely DR, DN, and LH also use this method of learning to teach their children how to say an

object. They introduce vocabulary to children by giving new words or showing objects directly while pronouncing the pronunciation of the designated object. Then they instruct their children to repeat what they said. They also saw how things sounded from the internet before teaching them to their children. Furthermore, RJ and AU said they used this method because this method is very easy to implement and because children tend to catch what they hear. They often randomly point at objects while saying its vocabulary.

From this the researcher concludes that one of the ways that parents use to help introduce children's English learning is to provide vocabularies that will be followed by children later. This strategy leads children to imitate the sound of their parents' pronunciation of the words to be introduced. Some parents also use internet media as a learning medium when applying this method. This learning strategy can also be called a listen and repeat learning strategy.

b. Listen and Act/ Physical Activity

In interviews, 3 out of 8 parents, namely SS, RJ, and AU said that another way they used to introduce vocabulary to children was by asking the child to imitate the movements or sounds of the words they gave. SS said she often repeated the vocabulary she had given to her daughter and then asked the child to make movements. Most of the vocabulary in the application of

this method that she gave to her daughter is verbs and animal names. Similarly, RJ and AU also apply this method by exemplifying children's movements from certain vocabulary, such as when teaching verbs, occupations, or adjectives.

From the statement above, the researcher concludes that parents use body movements as a method of learning English for their children. Parents give examples of movements while saying their English vocabulary then children will imitate what parents do. This strategy can be grouped into a listen and act learning strategy or physical activity.

c. Question-Answer/ Repeated Simple Speaking Activity

Another method used by parents in introducing and supporting children's English learning is to invite children to speak in English. 7 out of 8 parents namely DR, MN, SS, AU, RJ, DN, and LH said that they tend to invite or provoke their children to use simple English at home. They also stated that they often asked simple questions in English with the aim of familiarizing the children with these words as stated by MN and SS. They said that they were asking about the things that their children had previously learned. In addition, they also provoked a conversation using English by asking what activities they were doing at school or what they were doing at the moment. At the same time, RJ stated that he usually provoked his son by asking to observe if the English that had been taught so far would be used to

answer the question. AU added that he did not only ask questions but also introduce children to new words while speaking with his child.

Based on the description above, the researcher summarizes that parents often provoke children to ask questions at home in order to train children's speaking skills. They asked a number of repeated questions as a means for children to familiarize themselves with these questions. According to them, it is easier for children to understand the instructions from the question when it has been done repeatedly. This activity can be categorized as a learning strategy using a question and answer session or simple repetitive speaking activities

d. Outdoor Activity

One other way used by parents in introducing English to children is by showing real objects directly to children. 5 out of 8 parents interviewed namely DR, MS, DN, RJ and MN answered that they often do learning activities outside the home environment. They often invite children to go to find something new that can be used as knowledge in learning English. They invite their children to see objects around them directly. Usually they take children for walks while introducing vocabulary or asking vocabulary to their children. DN said that by taking the child out, he became more familiar with the objects around him that he usually rarely saw. RJ added that when he

picked up his son after school during the trip he would also invite his son to mention what objects he saw during the trip.

From the description above, the researcher concludes that parents carry out activities outside the home environment to introduce new objects in real and direct ways. Parents help introduce new objects to be recognized by children and also while repeating things that have been taught previously. In addition to helping the discovery of new vocabulary, these outdoor activities help children and parents to interact with each other.

e. Games and Songs

From the interviews, it was found that parents introduced English to their children using children's songs and simple games. This is similar to the statement of 4 out of 8 resource persons namely DR, MS, DN, and SS who used technology assistance in implementing this strategy. DR and DN said in their interview that they usually played children's songs on YouTube. They admit that they played children's songs since their children had not yet entered school to familiarize them with English. DR stated the games she played with her daughter were recommendations from the school teacher, namely word and spelling games. Just like DR, MS also uses YouTube media to play children's songs. The game that MS plays with her daughter is the object pointing game. Meanwhile, SS said that her daughter enjoys listening to

children's songs and games which are usually played on TV on the cartoons she watches.

From the results shown above, the researcher concludes that parents use English children's songs in introducing English to their children. The more often the song is played, the more children will understand the meaning of the song slowly. In addition to songs, parents sometimes use games to stimulate and hone their children's English skills.

f. Fun Task

From the results of the interviews, it was found that some parents applied learning strategies using activities that stimulated children's creativity. 3 out of 8 parents who were respondents namely MS, MN, and LH answered that they often applied interesting activities according to the interests of their respective children with the aim of learning English. The three respondents stated that the activities carried out with their children when learning English were drawing and colouring. This shows the child's interest in pictures and colours.

MS and MN said that they chose interesting picture books for their children. Then they will instruct their child to colour the picture in the book while seeing what the English vocabulary is. MN also added that she sometimes gave blank paper to her daughter to draw according to the

directions or what words she said to her daughter. Similarly, LH also applies this drawing and colouring method to her child. She usually prints pictures from the internet with certain themes to colour and then she instructs her daughter to write down English vocabulary after finishing colouring.

Based on the explanation above, the researcher concludes that parents use drawing and colouring activities as a way to learn English at home. Drawing and colouring is seen as a way of learning that stimulates children's desire to learn in accordance with the parents' statements above. This learning method can be categorized as a fun task that involves activities that use children's creativity.

g. Mind Mapping

2 out of 8 respondents, namely RJ and AU, said that when they asked their children for vocabulary, they applied a learning system using mind mapping. Mind mapping itself is a learning method by mapping known ideas on certain themes or in other words it can be referred to as brainstorming. AU said that mind mapping is a method that he has used for a long time when teaching English and he implements it in his child's vocabulary learning. He gives a certain theme such as the name of a fruit or body part and writes down the branches with vocabulary related to it and then instructs the child to copy the mind mapping. RJ also applies the same method, namely giving a certain

theme and then writing down some examples on his mind mapping branch which then instructs his son to add what he knows to the next branch. He said this method is effective to see how far the child has mastered certain vocabulary.

Based on the statements of the two respondents above, the researcher concludes that mind mapping is one of the learning media that can be done by parents. This is done by writing down a particular theme and then linking it with branches that match the written theme. This can hone children's memory better related to the vocabulary they already know.

5. Using Learning Media

Based on the results of interviews that have been conducted, it can be seen that in introducing English to children, parents use tools in the form of learning media that are appropriate and practical to use. Looking at the results of the interview, it was found that several types of media were used by parents, ranging from modern learning media with the help of technology to conventional media which are identical to their simplicity. Some of them are described as follows:

a. YouTube Platform

The learning media used by most of the parents who are respondents is YouTube. From the interview results, it can be seen that 7 out of 8 parents

namely DR, MS, MN, DN, RJ, AU, and LH apply the YouTube video-based platform as one of the children's learning facilities at home. In order to introduce English, they rely on this video platform to display teaching materials. They say that YouTube is a very useful medium when starting to teach children English. They argue that YouTube provides a variety of videos related to English education for children. They said their children were very happy when learning to use this platform and it was easy to access everywhere. In addition, LH added in her interview that YouTube is very helpful for her as a parent who does not have knowledge of English to find interesting learning materials for her child according to what is taught at school. AU himself stated that he often presents videos of children's stories in English via YouTube while playing with his child.

From the presentation of the interview results above, the researcher concludes that YouTube video-based media is used by many parents as a medium for learning English for their children. Parents often use YouTube to show their children English learning materials. The material presented by parents is usually in the form of children's songs or short stories. Parents feel that YouTube is the most accessible learning media nowadays.

b. TV Programs

From the interview results, it can be seen that other media used by parents is TV programs. 1 out of 8 parents, namely SS, in her interview stated that in introducing English to her daughter she used assistance from foreign TV programs as a learning medium. She said that her daughter really likes watching cartoons. Therefore, she chose several foreign TV channels that were educational for her children. She makes sure that her children get English intake every day so that while watching her child will still receive lessons indirectly. However, she also limits her daughter's screening time so she doesn't watch too much TV.

From the explanation above, it can be concluded by researchers that TV programs are also used by parents in introducing and teaching English to children. By choosing appropriate shows on foreign TV programs, learning English also becomes more interesting for children. The researcher summarizes that TV programs can also be a medium for parents' strategies to teach their children to English.

c. Pictures

From the results of the 8 interviewed respondents, all of them admitted that they used pictures as the simplest way to introduce English to their children. According to them, pictures are an easy way to show children an

object and then learn the vocabulary. The pictures used are usually still related to basic materials in English for children. Pictures become learning aids if they cannot show real objects to children. DR, DN, and LH say that they usually show pictures obtained from the internet as a way to show objects. As for MN and MS they use picture books and MS also uses English picture posters that are pasted in their children's room as learning media. Meanwhile, SS, RJ, and AU usually use flashcards with various themes to study their children.

Based on the description of the results above, it can be concluded by the researcher that parents use pictures as a simple way to introduce vocabulary to children in learning English. The pictures used by parents vary according to the form of use. From the results of the interview, it can be seen that the pictures used by parents can be pictures on the internet, posters, flashcards, and picture books.

d. Books

Books are also the learning media chosen by some parents in starting teaching English to their children. Judging from the results of the interviews, 3 out of 8 parents use books as an aid in teaching their children English. MS, MN, and LH argue that books really help them in providing more knowledge to children. Books are a medium that is easy to find and is a medium used by

them to avoid too much use of the internet and YouTube. MS and MN as parents choose educational books related to English which provide interesting pictures to stimulate children's desire to learn. Furthermore, MS said she often presents picture story books in English to her daughter.

Similarly, LH stated that it also presented story books in English as one of the learning media. In addition, she also uses learning books from her child's school to review child's teaching and learning activities. She also added that books are very important to train children to read and she stated that she was nurturing her daughter to be able to read in good English.

Based on the results of the interviews above, the researchers concluded that the use of books as a learning medium is one of the strategies of parents in introducing English to their children. The books used by parents vary in the form of picture books, story books and school books. Parents use books as a means of learning vocabulary and also reading.

From the elaboration of all research results, the researchers concluded that the strategies used by parents in introducing English to young learners can be grouped into 5 strategies, namely vocabulary introduction, sending children to English language schools, depositing vocabulary, using varied learning methods, and using learning tools or learning media.

B. Discussions

This section is a description of the research results that have been shown previously in the results section in the form of exposure to the results of interviews with respondents. The discussion that will be presented is based on considerations on how parents introduce English to their children which is intended to answer the research question. The main focus is to look at the strategies used by parents in starting the introduction of English to young learners.

The results of the research described in the previous section indicate that parents have started introducing English to their children from an early age. This is in line with research conducted by Anam et al. (2020) which stated that parents can take an active role in teaching English from an early age to their children. Based on the results of the study, it can be seen that in introducing English to children, parents apply various strategies. These strategies are carried out by parents in the hope that their children will become interested in learning English and increasingly to understand English.

The results showed that the introduction of vocabulary was the most common and main strategy used by parents for their children. Parents start learning English from vocabulary knowledge first than other language skills. This is related to the results of Muzammil (2017) which explains that parents can help children learn English at home by teaching basic and general vocabulary for children. Parents tend to introduce basic learning such as

numbers, letters, colors, object names, animal names, plant names, and body parts. This is in accordance with the materials of children's English learning proposed by Nurhadi (2012) which groups several English materials for children that refer to the principles of children's learning.

Another strategy used by parents in common is to enroll their children in schools that use English in the learning process. It can be seen that parents are trying very hard to get their children to speak English by sending children to school who dominate the use of English. This is in accordance with the statement of Arumsari et al. (2017) which indicates that parents are competing to send their children to schools that use English as a learning media. Parents do this as a support for children's English learning apart from at home because they think that their knowledge is not enough to teach English at home. Parents argue that children will get more and better knowledge from teachers at school.

Furthermore, some parents use the memorization method as a strategy to introduce English to their children. Parents tend to apply learning targets to their children to memorize and deposit the rote results to parents. Generally this strategy is applied to teach vocabulary to their children. Memorization strategy requires children to continuously acquire new vocabularies. Parents have the opinion that the more vocabularies children memorize, the more their knowledge of English will increase. This method was also applied by

Warohma et al. (2020) who suggested that the memorization method was suitable for improving the vocabulary skills of students.

Applying varied learning methods is also one of the strategies for parents in introducing and teaching English to their children. From the research results, it can be seen that some of the learning methods used by parents can be classified as Listen & Repeat, Listen & Act, Question-Answer, Outdoor Activity, Song & Games, Fun Task and Mind Mapping. Overall, parents apply various interactive learning methods in order to introduce English for young learners which are generally also applied by teachers in schools starting from listening activities, imitating, doing movements, asking questions, songs, games, and doing art activities. This is similar to the results of Ulya (2020) which suggests that strategies for introducing English to young learners, especially early childhood, are carried out using physical activity, question and answer, listening and then repeating, and fun activities such as using songs or creative things. From this, we can understand that children's English learning is not only done at school but must also be obtained from parents as the person in charge of children's education.

Furthermore, the use of learning media is also one of several strategies used by parents. Based on the presentation of the research results, it can be seen that the use of the YouTube video platform is one of the learning media used by most of parents to display children's English learning materials. Similar to this, Esrani (2021) suggests that YouTube is one of the media that

can be used to train children's language development. In addition, simple methods such as pictures are also one of the common learning media used by parents. The pictures used by parents can be pictures on the internet, posters, flashcards, and picture books. Apart from YouTube videos and pictures, parents also use foreign TV programs and books as a learning tool. Foreign TV programs are selected according to the child's age stage which usually a special TV channels for children while the books used by parents are mostly picture books and story books.

Finally, from the implementation of strategies that have been carried out by parents, it can be seen that parents are very involved in children's English learning. It can be seen from the results of the study that parents provide full encouragement and support for the development of their children's English lessons. In addition, parents also act as examples that are followed by children so that they as much as possible provide the best example in learning English. Parents also try to fulfill the facilities and infrastructure needed by children to support children's English learning at home, starting from basic knowledge to learning media. All of this is in accordance with the results of Emi (2019), Al-Mahrooqi (2016), and Siddiqi et al. (2021) which suggest the role of parents in children's English learning. However, Pek (2020) stated that although the role of parents can help improve

children's learning, parental participation in children's education is still lacking in practice.

CHAPTER V

CONSLUSION AND SUGGESTION

This chapter is the last chapter of this thesis which includes two parts. The first section presents a summary of the research findings. The second section provides suggestions and benefits for related parties from the research results.

A. Conclusion

English education for young learners is very important in today's era. The use of English which is increasing day by day requires children in today's era to be able to understand English. In children's English learning, not only teachers can play a role, but parents must also play an active role in starting children's English education. The initiative of parents in introducing and teaching English will help their children's English education outside the home. Of course, every parent has their own motive in starting their child's English education. Likewise, parents have various ways to introduce their children to English.

Based on the results of research conducted, it appears that parents have made efforts to start their children's English education. Parents apply certain strategies to their children in order to introduce English. It can be seen that the parents' strategies are in the form of introducing vocabulary, sending children to English language schools, vocabulary deposit, using certain learning methods that are similar to teacher learning methods at school, and using learning aids in the form of several learning media. In using the learning method, parents use a variety of methods such as listen and repeat, listen and act, question-answer, outside activities, songs, games, and fun activities. The learning media that are used by parents are YouTube video platforms, foreign TV programs, pictures, and books.

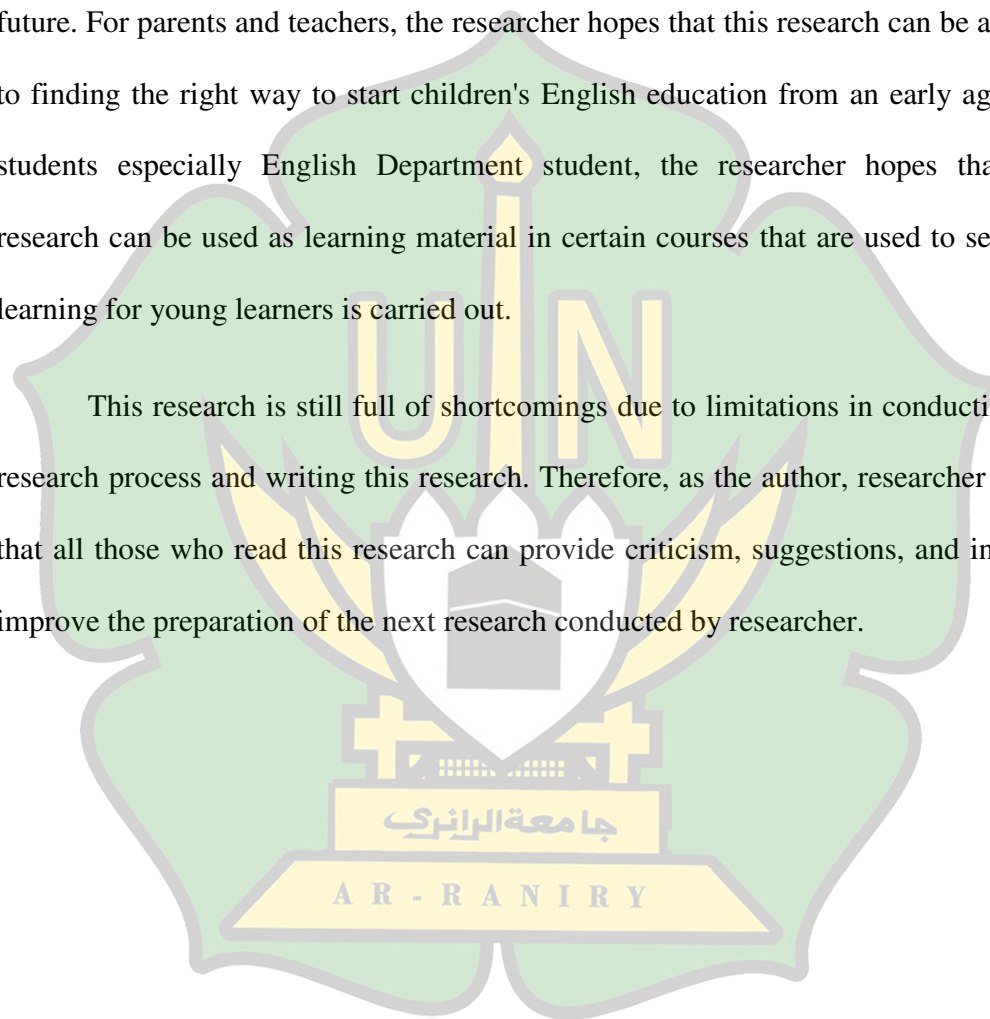
The strategy implemented by parents has reflected the role of parents in their participation in children's English language education both at home environment and outside the home. The role of parents is seen in the form of motivating children to learn, providing knowledge, providing children's learning facilities, and supervising children's learning. Parents not only depend on the teacher at school but parents should take as much time as possible to participate in their children's English education from an early age.

B. Suggestions

This study focuses on the strategies used by parents in introducing English to young learners. Referring to the findings in this study, the researcher proposes several

suggestions and recommendations for various parties. By conducting this research, researcher expects that readers in general and writers in particular can make the results of this research a reference as learning material or research material in the future. For parents and teachers, the researcher hopes that this research can be a guide to finding the right way to start children's English education from an early age. For students especially English Department student, the researcher hopes that this research can be used as learning material in certain courses that are used to see how learning for young learners is carried out.

This research is still full of shortcomings due to limitations in conducting the research process and writing this research. Therefore, as the author, researcher hopes that all those who read this research can provide criticism, suggestions, and input to improve the preparation of the next research conducted by researcher.



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APPENDIXES

Appendix I : SK Skripsi

SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B-3109/UN.08/FTK/KP.07.6/02/2022

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

DEKAN FAKULTAS TARBIYAH 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 02 Februari 2022

MEMUTUSKAN

Menetapkan :
PERTAMA : Menunjuk Saudara:
1. Fitriah, M. Pd
2. Azizah, M. Pd
Untuk membimbing Skripsi :
Nama : Putri Alifah Rasikhah
NIM : 180203270
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Parents' Strategy in Introducing English for Young Learner
Sebagai Pembimbing Pertama
Sebagai Pembimbing Kedua

KEDUA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2020; No.025.04.2.423925/2020, tanggal 12 November 2019.

KETIGA : Surat Keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2022/2023

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: 25 Februari 2022
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 II : Interview Protocol

Interview Protocol

Project : Parents' Strategy in Introducing English for Young Learner
Time of Interview :
Date :
Place :
Interviewer : Putri Alifah Rasikhah

This research is about the ways used by parents in introducing English to their children as young learners. The purpose of this study was to see the learning strategies used by parents in introducing English to young learners. The data taken in this study were obtained from the interview process which is semi-structured. The researcher will ask questions that have been prepared previously as well as additional questions that arise during the interview process. The research data was taken with the help of a voice recorder and a small note which was only used for the purposes of this study to protect the privacy of the respondents. The interview will take about 5-15 minutes.

Questions

Intro

What strategies parents use to introduce English for Young Learner? (RQ)

1. Does your child accept English lessons? Do you introduce English to your children?
2. What is the background that makes you teach English to your children?
3. How do you introduce and help your child's English learning? Is there any specific strategies?
4. How often do you apply English learning strategies at home to your child?
5. Do you think the strategy you have implemented has been effective?

Appendix III : Surat Permohonan Menjadi Informan

Surat Permohonan Menjadi Informan

Yth:

Calon Informan Penelitian

Di Banda Aceh

Dengan Hormat,

Yang bertanda tangan di bawah ini mahasiswa Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-raniry :

Nama : Putri Alifah Rasikhah

NIM : 180203270

Akan mengadakan penelitian dengan judul "Parents' Strategy in Introducing English for Young Learners". Penelitian ini dilaksanakan sebagai salah satu kegiatan dalam menyelesaikan tugas akhir di Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-raniry.

Tujuan dari penelitian ini adalah untuk mengetahui strategi belajar yang diterapkan oleh orang tua dalam pengenalan bahasa Inggris ke anak. Penelitian ini tidak menimbulkan akibat yang merugikan bagi informan dan kerahasiaan semua informasi yang diberikan akan dijaga, serta hanya digunakan untuk kepentingan penelitian.

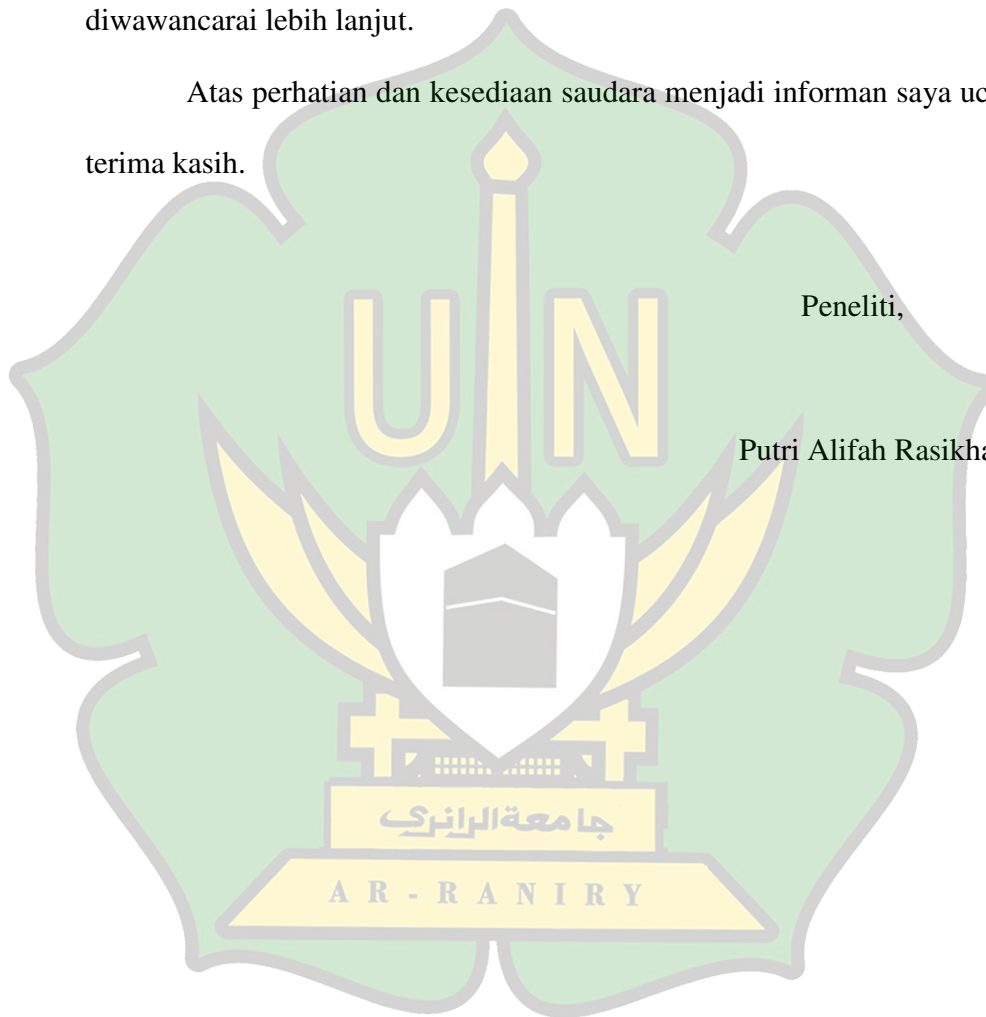
Partisipasi dalam penelitian bersifat bebas untuk ikut atau tanpa ada paksaan apapun. Bila telah menjadi Informan dan terjadi hal-hal yang

memungkinkan untuk mengundurkan diri, informan berhak untuk mengundurkan diri sebagai informan dalam penelitian ini. Apabila Anda memahami dan menyetujui, maka saya mohon kesediaannya untuk bersedia diwawancarai lebih lanjut.

Atas perhatian dan kesediaan saudara menjadi informan saya ucapkan terima kasih.

Peneliti,

Putri Alifah Rasikhah



Appendix IV: Interview Result Table

Table of Parents' Strategies based on Interview Result

Strategies	Parents							
	DR	LH	MN	SS	MS	DN	AU	RJ
Introduction to Vocabularies	✓	✓	✓	✓	✓	✓	✓	✓
Enrolling Children in English Schools	✓	✓	✓	✓	✓	✓	✓	✓
Vocabulary Deposit		✓	✓					
Using Learning Strategies								
1. Listen & Repeat	✓	✓		✓	✓	✓	✓	✓
2. Listen & Act				✓			✓	✓
3. Question Answer Sessions	✓	✓	✓	✓		✓	✓	✓
4. Outdoor Activity	✓		✓		✓	✓		✓
5. Song & Games	✓			✓	✓	✓		
6. Fun Task		✓	✓		✓			
7. Mind Mapping							✓	✓
Using Learning Media								
1. YouTube Platform	✓	✓	✓		✓	✓	✓	✓
2. TV Programs				✓				
3. Pictures	✓	✓	✓	✓	✓	✓	✓	✓
4. Books		✓	✓		✓			

Appendix V: Interview Transcripts

Responden 1 (DR)

I : Baik kita mulai. Pertanyaan pertama, apakah anak anda mendapatkan pembelajaran bahasa inggris? Apakah anda memperkenalkan bahasa inggris kepada anak?

DR : Iya anak saya memang saya arahkan untuk belajar bahasa inggris. Kalau memperkenalkan memang saya sendiri udah memulai sebelum dia masuk sekolah ya. Tapi memang cuma sedikit-sedikit saja. Dia lebih banyak dapat bahasa inggris itu dari gurunya memang. Saya bantu menyesuaikan saja dirumah.

I : Baik. Berarti dirumah juga dilakukan pembelajaran bahasa inggris ya?

DR : Dirumah tetep kita belajar walau memang gak seintens yang dia dapatkan disekolah.

I : Okay. Kalau boleh tau anaknya bersekolah dimana?

DR : Dia sekolahnya di Kiddoz masih kelas TK ya. Sebentar lagi masuk SD.

I : Okay. Selanjutnya itu apa latar belakang anda memperkenalkan dan mengajarkan bahasa nggris ke anak anda?

DR : Jadi dia sejak kecil itu sering menonton video dalam bahasa inggris. Jadi dari situ dia sering tanya-tanya ini itu bahasa inggris nya apa. Saya lihat dia tertarik sama bahasa inggris ya. Jadi tujuannya belajar bahasa inggris itu biar kedepannya dia tahu dan lancar bahasa inggris.

I : Okay. Berarti memang melihat anaknya tertarik ya?

DR : Iya saya lihat dia suka kan lihat video-video yang ada bahasa inggrisnya jadi saya arahkan aja dia supaya mendapat bahasa inggris dan bisa menguasai bahasa inggris itu kedepannya.

I : Nah kita masuk ke pertanyaan utamanya. Bagaimana sih cara anda dalam memperkenalkan bahasa inggris itu? Apa ada cara cara khusus yang diterapkan?

DR : Sebenarnya gak ada cara yang khusus sih. Ya cara-cara yang biasa-biasa saja sih kalau saya. Yang penting bagi saya itu kasi dia banyak kata-kata dalam bahasa inggris. Sebelum dia sekolah sampai sekarang itu tetep pasti kata-kata itu saya berikan atau saya ulang-ulang.

I : Berarti poin utamanya itu kosakata ya. Biasanya kosakata apa aja sih yang anda berikan?

DR : Kalau saya sendiri kasi dia yang masih dasar-dasarnya aja. Biasanya kata-kata benda disekitar dia. Misalnya dikamar, didapur, atau di taman rumah. Ya paling juga pengenalan angka, huruf, warna. Masih yang dasar aja sih.

I : Okay berarti kosakata-kosakata dasar ya.

DR : Iya. Karena saya sendiri juga takut-takut salah juga pas ngajarinnya jadi memang gk banyak yang bisa saya kenalkan ke dia. Makanya saya memilih memasukkan dia ke sekolah yang memang bahasa inggris gunainnya.

I : Okay berarti menyekolahkan dia ke sekolah berbahasa inggris itu juga salah satu cara?

DR : Kalau dibilang cara sih bisa saja ya memang pilihan saya masukin dia ke sekolah bahasa inggris sejak dini itu selain karena dia memang tertarik juga karena memang itu bisa membantu dia belajar bahasa inggris lebih banyak lagi sih.

I : Baik. Selain itu kira-kira dari cara belajarnya adakah yang anda terapkan?
Mungkin ada metode khususkah?

DR : Metode gimana ya?

I : Mungkin ada metode-metode belajar yang menyenangkan begitu? Misalnya kalau guru disekolah ada belajar pakai metode meniru yang diucapkan, atau belajar diluar atau bikin projek sesuatu. Adakah metode belajar yang dipakai dirumah ketika memperkenalkan bahasa inggris ke anak?

DR : Kalau metode sendiri saya kurang paham ya tapi biasanya waktu belajar kosakata itu memang saya ajarkan cara pengucapannya sebisa saya sambil saya kasih lihat bendanya terus nanti saya suruh dia ulang. Sering pokoknya saya begitukan. Sering juga nanti saya tanya-tanya ulang gitu supaya dia ingat dan mau bicara juga kan pakai bahasa inggris itu. Saya tanya apa nama bendanya terus warna apa gitu-gitu. Kalau belajar diluar pastinya ada yaa. Minimal keluar ke pekarangan rumah dan lihat benda-benda disekitar memang dari awal udah dilakuin.

I : Okay. Tadi sebelumnya anda bilang dia mengenal bahasa inggris tu lewat video-video ya? Video apa saja yang digunakan dalam pembelajaran?

DR : Kalau video sih biasa ya dari dulu waktu dia kecil uda sering tu saya putar lagu-lagu anak berbahasa inggris lewat YouTube ya. Jadi memang dia uda mulai familiar sama bahasa inggris itu.

I : Okay kalau game atau permainan gitu-gitu ada tidak?

DR : Dia main game memang di HP itu memang ada bahasa inggrisnya. Kalau dari saya saya ajak dia main game tebak kata dan meneja. Itu game yang disarankan gurunya disekolah juga ya karena memang penting untuk mereka mengenal banyak kata dan ejaan katanya. Memang tapi kalau game gak sering.

I : Okay. Berarti dia belajar banyak lewat YouTube ya?

DR : Kalau dibilang lewat YouTube memang iya saya sendiri dari dulu kasi lihat dia memang lewat situ. Karena memang saya cari bahan belajar dia disitu. Bahan belajar nya kan video ya jadi menarik buat anak. Jadi dia tetap dapat bahasa inggrisnya itu walau bukan dalam waktu belajar jadi bisa dimana saja saya kasi gitu.

I : Selain lewat Youtube adakah media belajar lain? Misalnya pakai gambar atau buku-buku gitu?

DR : Kalau dia belajar, saya lebih sering pakai gambar. Kadangkan ada benda yang mau kita kasi tau bahasa inggrisnya tapi gak ada bendanya kan di kita jadi pakai gambar.

I : Okay kalau pakai gambar, gambarnya didapat dari mana? Sumber gambar yang ditunjuk itu dari mana?

DR : Gambarnya biasanya saya cari di internet aja pas lagi belajar kan. Saya kasi tunjuk aja langsung terus saya tanya-tanya.

I : Okay. Seberapa sering sih cara-cara belajar yang anda terapkan ini?

DR : Kalau seberapa sering memang gak terlalu sering. Karena setiap hari spontan aja gitu belajarnya gimana gak ada waktu-waktu tertentu yang harus gini gitu. Tapi kalau lewat video YouTube memang hampir setiap hari dia dapat ya. Yang penting buat saya itu memang ngulang-ngulang apa yang udah dipelajari dirumah atau disekolah supaya tidak hilang bahasa inggris itu. Jadi banyak-banyak saya tanya aja ke dia.

I : Baik terakhir, kalau dilihat perkembangan selama menerapkan pembelajaran dengan cara-cara yang udah disebutkan tadi, kira-kira efektif tidak?

DR : Menurut saya sendiri efektif ya. Saya lihat dia jadi semakin mau bicara pakai bahasa inggris walau memang kadang harus kita pancing dulu. Tapi dia udah kelihatan lebih banyak tahu bahasa inggrisnya.

Responden 2 (LH)

I : Baik kita mulai, pertama, apakah anak anda mendapatkan pembelajaran bahasa inggris? Apakah anda memperkenalkan bahasa inggris kepada anak anda?

LH : Iya anak saya itu memang udah dapat yang pembelajaran bahasa inggrisnya selama ini tapi kalau ditanya memperkenalkan sih sebenarnya saya gak terlalu berkontribusi ke pengenalannya sendiri karena memang saya gak punya latar belakang berbahasa inggris jadi memang tidak banyak yang bisa saya kasih. Yang saya kasih palingan cuma kata-kata dasar saja yang saya tahu paling yang ada di dekat-dekat saya atau dia. Tapi memang itu dulu banget sih pas dia masih TK dan memang gk terlalu khusus buat belajar gitu.

I : Okay jadi dia mendapatkan pembelajaran bahasa inggris itu dari mana dan sejak kapan?

LH : Jadi sebenarnya awalnya itu dia TK nya itu memang TK bilingual. Jadi kalau bilingual kan cuma kata-kata yang dasar-dasar aja seperti misalnya angka, warna itu apa atau benda-benda lainnya itu apa. Kira-kira seperti itulah. Tetapi karena sekarang SD nya sudah di Bunga Matahari International School yang memang menerapkan full english, jadi otomatis dia belajarnya pakai bahasa inggris dan buku-bukunya juga rata-rata full bahasa inggris semua kecuali pelajaran seperti agama, bahasa Indonesia, pkn, olahraga, dan bahasa arab. Sisanya sudah full english.

I : Berarti memang dari awal itu sudah memasukkan anak kesekolah bahasa inggris begitu?

LH : Iya memang saya kepinginnya dia bisa berbahasa inggris ya jadi dari TK itu saya udah memasukkan dia ke sekolah yang ada bahasa inggrisnya jadi dia tahu dulu oh bahasa inggris itu gini. Selanjutnya saya teruskan kesekolah yang memang full englishnya seperti di Bunga Matahari supaya lebih berkembang bahasa nya dan lebih lancar.

I : Okay berarti latar belakangnya apa sehingga anda memutuskan mengenalkan bahasa inggris ke anak dan memilih sekolah tersebut?

LH : Ya latar belakangnya itu saya lebih melihat kalau sekarang kan pendidikan kita itu kan semakin canggih dan rata-rata itu memang ada bahasa inggrisnya ya. Dimanapun kadang-kadang itu memang bahasa inggrisnya itu bukan lagi bahasa yang punya orang tetapi di daerah kita sendiri khususnya Indonesia itu udah menjadi bahasa yang penggunaannya sehari-hari sih. Jadi kalau menurut saya itu anak sekarang itu kalau tidak bisa bahasa inggris udah rasanya ketinggalan. Jadi di era saya aja sebenarnya kalau saya sendiri gak bisa bahasa inggris sebenarnya ketinggalan jadi karena saya merasa ketinggalan dari segi bahasa inggris, jangan sampai deh anak saya ketinggalan juga sih dari bahasa inggrisnya karena saya melihat semakin lama bahasa inggris itu udah jadi bahasa sehari-hari.

I : Berarti karena anda menganggap sekarang orang bahasa inggris semua jadi tujuan memasukkan anak sekolah berbahasa inggris karena biar menguasai?

LH : Iya karena saya sendiri juga gak bisa berbahasa inggris. Kecuali kalau saya sendiri bisa mungkin kan bisa sehari-hari kita di rumah menggunakan bahasa inggris. Tapi karena saya tidak bisa maka dari itu supaya si anaknya bisa saya berpikir memasukkan ke sekolah yang ada dan full bahasa inggrisnya. Karena kalau menurut saya pribadi sih kalau yang namanya sekolah bilingual itu belum tentu akan mereka full english. Jadi kalau anak-anak kita kasi tempat bilingual yang belum tentu full english, karena udah keanehan pakai bahasa Indonesia, otomatis bahasa inggris itu tidak akan jalan.

I : Okay berarti kalau di rumah itu ada gak pembelajaran yang dilakukan?

LH : Belajarnya ada tetap ya karena saya juga memantau perkembangan dia di sekolah bagaimana. Jadi belajarnya tetap saya dampingi walau memang saya sendiri merasa gak bisa membantu banyak dari segi berbahasa inggrisnya.

I : Okay. Berarti pembelajaran di rumah tetap ada ya. Ada cara atau strategi khusus gak yang dilakukan dalam membantu belajar bahasa Inggris anak?

LH : Kalau dari saya pribadi memang enggak menerapkan satu cara secara intens ya. Paling dari ayahnya sih yang sering kasih ke dia cara belajar bahasa Inggrisnya. Ayahnya itu memang sangat peduli ya sama pembelajaran bahasa Inggris dia. Jadi ayahnya tu sering nanya-nanya ke dia sih kalau ada apa-apa. Terus dari ayahnya sendiri itu mulai dari bulan lalu itu udah netapin target belajar ke dia kalau sehari itu dia minimal dapat dan bisa 5 kata dalam bahasa Inggris. Nanti setorin ke ayahnya setiap malam.

I : Berarti pakai metode hafalan dan setoran ya?

LH : Iya jadi memang ditanya nanti sama ayahnya. Kadang juga ayahnya kasi tema apa yang harus dia setorkan besok begitu.

I : Biasanya ayahnya itu nanya apa-apa aja?

LH : Biasanya lebih ketanya benda-benda sih kalau ada ini nanti Inggrisnya apa gitu. Tapi karena memang latar belakang dia bukan TK langsung di Bunga Matahari jadi sedikit ketinggalan sebenarnya. Kalau yang latar belakang sekolah di TK Bunga Matahari itu sebenarnya itu mereka udah bicara sesama temannya itu menggunakan bahasa Inggris. Jadi otomatis dia ketinggalan waktu duduk di kelas 1. Jadi karena itu ditugaskan sama ayahnya dalam sehari itu setidaknya adalah 5 kata apa aja yang dia bisa.

I : Okay biasanya kan guru di sekolah itu memakai metode belajar yang beragam yaa misalnya meniru ucapan, bernyanyi, bermain permainan, membuat proyek-proyek, belajar outdoor, dan lainnya. Nah adakah cara seperti ini anda terapkan juga mungkin?

LH : Kalau metode meniru pernah ya saya lakukan ke dia karena kan waktu belajar kosakata di TK dulu begitu caranya. Kadang memang saya cari tu gambar di internet nanti saya kasi lihat ke dia terus sama-sama belajar cara nyebutnya. Jadi kadang sampai sekarang masih ada saya gunakan ya dia meniru apa yang saya ucapkan walau sebenarnya bahasa inggris saya gak bagus-bagus sekali malah lebih bagus dia dari saya tapi ada kadang memang saya suruh waktu dia lagi belajar. Kalau belajar saya biasanya memang berpedoman sama buku ya. Karena materi-materi yang saya lihat itu dari buku sekolah dia. Kalau saya memang lebih focus untuk dia memahami materi sih jadi saya sering tanya jawab sama dia terkait materi yang udah diajarkan sebelumnya. Jadi kalau ditanya cara belajar khusus enggak ada selain saya ulang-ulang materi yang dibuku dia dan setoran kata tadi.

I : Okay. Berarti kalau menggunakan lagu atau permainan gitu enggak ya?

LH : Iya enggak sih soalnya memang saya berpedoman sama apa kebutuhan belajar dia disekolah. Apalagi kalau di Bunga Matahari itu memang dianggapnya anak sudah menguasai bahasa inggris jadinya mereka belajar seperti sekolah biasa hanya saja pakainya bahasa inggris di setiap kegiatan. Jadi mereka itu lebih sering bikinnya projek-projek gitu kan. Biasanya menggambar atau mewarnai benda tertentu yang diinturksikan sama gurunya. Jadi karena dia suka ya kalau mewarnai gitu kadang kalau saya bawa ke kantor pas kerja itu saya print gambar dari internet ya terus dia warnain nanti saya suruh tulis bahasa inggrisnya gimana. Paling itu aja sih.

I : Baik. Kalau belajar lewat video gitu pernah?

LH : Lewat video jarang sebenarnya tapi kalau dirumah waktu dia lagi istirahat gitu otomatis dia mintnya HP ya. Jadi saya kasih aja itu video-video YouTube yang ada bahasa inggrisnya. Misalnya cerita-cerita pendek gitu. Karena saya juga gk punya latar belakang berbahasa inggris jadi saya kadang kesulitan memahami materi dia disekolah jadi saya cari video yang bisa mendukung pembelajaran dia disekolah lah.

I : Jadi seberapa sering kira-kira menerapkan pembelajaran tadi?

LH : Kalau ditanya seberapa sering saya gk bilang pasti karena semuanya memang beda-beda ya porsinya. Tapi kalau setoran itu memang wajib setiap malam sama ayahnya. Terus kalau ulang-ulang materi sambil tanya jawab itu juga hampir setiap hari. Paling yang lainnya itu kalau ada waktu luang aja.

I : Dari penerapan startegi tadi itu kira-kira efektif tidak kalau melihat perkembangannya?

LH : Kalau perkembangan belajarnya keliatan ya. Yang paling kelihatan itu dari segi penguasaan kata dia semakin banyak sejak adanya setoran itu. Kalau dari sekolahnya sendiri saya lihat dia uda mampu membaca bacaan singkat gitu. Terus untuk menulis dia juga uda lancar kalau kita sebut katanya nanti dia langsung nulis. Karena setiap hari setelah jemput dia selalu saya cek apa aja belajarnya hari itu. Karena kan Bunga Matahari itu kan juga bukan sekolah yang biayanya standard. Kita keluar banyak uang sampai jutaan setiap bayar spp. Belum lagi buku-bukunya juga kita bayar jutaan. Jadi kan enggak mungkin juga kita sekolahin dia asal-asalan gitu jadinya kan sia-sia. Jadi kita banyak usaha sekali buat dia sekolah disitu. Karenanya jadi setiap jemput dia itu saya ngecek hari ini dia belajarnya apa. Kemudia di sekolah itu juga sering quiz ya. Jadi setiap selesai bab pasti dikuis kan. Jadi saya pribadi sering ngecek hasil quiz dia itu. Kemudia pr juga saya tanyakan. Tapi si anaknya sendiri dia termasuk cepat belajar jadi memang dia uda bisa banyak jadi saya yang ketinggalan. Mereka juga kalau nulis bagus yak arena ada kriteria penulisan sendiri yang beda dari biasa. Dari membacanya juga dia uda cepat gak perlu mengeja lagi uda bisa baca katanya. Jadi kalau dari saya perkembangannya nampak sekali.

Responden 3 (MN)

I : Kita langsung ke pertanyaan aja ya bu. Pertama anak ibu sekarang mendapatkan pelajaran bahasa inggris atau tidak? Apakah ibu memperkenalkan bahasa Inggris ke anak ibu?

MN : Dari awalnya sih dia dapat nya itu dari youtube ya nonton bareng sama abangnya juga. Dan saya lihat dari awal dia itu udah langsung ada minat. Selain itu dia guru dia di sekolah TK di Khalifah itu juga punya private class bahasa inggris dan dia ikut kelas itu sepulang sekolah. Jadi anak-anak yang mau belajar istilahnya dapat pembelajaran tambahan lah sepulang sekolah khusus pelajaran bahasa inggrisnya. Sebenarnya saya gak pernah kenalin ya secara langsung ke dia. Tapi memang karena dia sering belajar sama abang-abangnya jadi saya lihat dia ada minat sama bahasa inggris. Jadi dari situ saya juga kadang-kadang ikut nimbrung ya sambil kasi tahu hal-hal yang saya ketahui juga. Karena dia minta kan, dari minat itu saya tuntunlah dia untuk masuk kesekolah yang ada bahasa inggrisnya.

I : Okay kalau boleh tau yang anda perkenalkan atau kasih tahu ke dia itu apa-apa saja?

MN : Awal-awalnya ya saya cuma kasih tau yang dasar-dasar aja ya yang saya tahu-tahu juga misalnya kayak angka, huruf, warna, nama-nama hewan, nama-nama anggota tubuh, nama-nama anggota keluarga, yang seperti itulah ya belum yang sulit-sulit sekali. Dia lebih banyak dapat bahasa inggrisnya memang dari abangnya.

I : Okay jadi latar belakangnya itu kenapa sih memasukkan dia kesekolah yang ada bahasa inggris? Atau kenapa anaknya harus bisa bahasa inggris dan kenapa memilih mengajarkan bahasa inggris ke anak?

MN : Sebenarnya selain karena minat dia yang saya bilang tadi saya jug amelihat kedepannya memang dibutuhkan sangat bahasa inggris itu. Jadi bahasa inggris itu dimanapun aja pasti dibutuhkan. Mau diperusahaan asing, mau di daerah sini juga

perlu sekali bahasa inggris itu. Jadi kalau pekerjaan apa aja dan anaknya conversesion nya bagus anaknya itu lebih mudah lah bersaingnya didunia kerja. Tapi memang anak saya itu senang sekali belajar bahasa inggris sama abangnya dan itu poin utama mengapa saya memilih untuk mulai kasih bahasa inggris ke dia.

I : Berarti memang tujuan ibu biar si anaknya bisa berkomunikasi dengan baik ya?

MN : Iya benar untuk komunikasi dia kedepan. Jadi selain bahasa Indonesia setidaknya bahasa inggrisnya bisa juga sebagai bahasa sehari-hari. Sekarang aja dia uda mulai percaya diri an mau untuk bicara pakai bahasa inggris. Dia udah mulai sering bertanya-tanya ini itu apa. Jadi harapan saya memang kelancaran dia berbicara semakin baik.

I : Oh berarti dirumah itu ada komunikasi ya antara ibu sama anaknya?

MN : Kalau komunikais memang ada ya menggunakan bahasa inggris beberapa kali dia sama saya. Memang sebenarnya bahasa inggris saya gak bisa-bisa dan gak lancar ya tapi sering nya kalau dia tanya sebisa mungkin saya jawab. Gitu juga kalau saya coba tanya-tanya pertanyaan yang simple-simple gitu dia nanti jawabnya pakai bahasa inggris memang. Uda kayak spontan saja gitu. Mungkin efek lihat abangnya juga ya yang sering ngomong pakai bahasa inggris jadi dia sering juga ngomong sama abangnya.

I : Biasanya kalau tanya jawab gitu apa aja yang dibahas?

MN : Gak ada yang susah-susah sih paling yang dasar aja kayak pengenalan diri, terus pengenalan keluarga, kegiatan dia disekolah. Lebih sering sih pas ulang-ulang pelajaran memang sering tanya jawab materi dia disekolah tadi belajar apa gitu.

I : Okay. Pertanyaan selanjutnya itu startegi atau cara apa sih yang ibu gunakan untuk memperkenalkan dan mengajarkan bahasa inggris ke anak ibu? Ada cara khusus gak yang memang ibu lakukan?

MN : Sebenarnya menurut saya itu kunci anak bisa ngomong bahasa inggris itu kalau dia banyak kata yang dia tahu kan jadi memang saya dari awal itu bantu dia disitu. Biasanya saya kasih ke dia atau dia cari sendiri dibantu sama abangnya gitu apa yang dia dapat nanti dilapor ke saya atau juga nanti apa yang dia dapat disekolah dia kasi lihat ke saya. Cuma memang kalau belajarnya dirumah dia lebih menggunakan buku. Jadi karena dia memang disekolah sama gurunya uda bahasa inggris ya sampai kerumah dia paling gak terlalu banyak dia belajar dirumah lagi ya. Paling dia buka-buka buku yang ada bahasa inggrisnya karena dia memang suka sekali sama buku. Dia sendiri tu karena suka buku-buku bergambar gitu jadinya saya banyak belikan buku sih buat membantu dia belajar. Bukunya itu memang saya pilihkan yang bergambar dan isinya itu memang bahasa inggris supaya di amegang belajar ya ketika buka buku itu dirumah.

I : Okay berarti lebih kasi buku ya bu. Bisanya buku jenis apa yang ibu pakai?

MN : Kalau saya kasi dia memang buku-buku yang bergambar ya sesuai dengan umur dia juga masih suka buku-buku yang warna warni gitu. Terus juga kadang saya belikan dia buku cerita anak gitu pakai yang pakai bahasa inggris sekalian dia belajar membaca juga. Karena memang dia suka kali kalau lihat gambar-gambar gitu kadang juga saya beli buku mewarnai ya untuk dia tapi nanti saya sambil tanya-tanya benda itu bahasa inggrisnya apa. Kadang juga dia minta kertas sama saya mau menggambar kan katanya jadi saya kasi kertas tapi nanti dia gambar apa yang saya suruh begitu.

I : Okay berarti dia belajarnya lewat gambar ya bu?

MN : Iya memang waktu saya kasi kosakata bahasa inggris itu sambil saya kasi tunjuk bendanya kan tapi kadang kalau enggak ada bendanya saya kasi tunjuk lewat

gambar di buku kayak yang saya bilang tadi. Kadang juga saya bawa dia keluar jalan-jalan gitu kan sambil saya tanya tanya apa aja sih yang dia lihat dan kadang dia juga tanya ke saya kalau gak tahu apa gitu. Tapi biasanya dia memang lebih sering berinteraksi gitu sama abangnya. Berhubung abangnya sekarang udah di asrama jadi dia sama saya sekarang.

I : Kalau belajar sambil pakai kegiatan meniru, lagu, permainan kayak guru disekolah pernah gak bu?

MN : gak pernah yang kalau saya karena saya juga kurang tau gimana guru disekolah ngajarin dia ya. Tapi kalau pakai lagu-lagu gitu memang gk pernah sih dia juga gak terlalu suka kalau saya lihat ya.

I : Okay, kalau belajarnya lewat video apa ada?

MN : Kalau video jarang memang saya kasih ke dia cuma dia memang sering lihat video-video berbahasa inggris itu sama abangnya kan pas awal-awal. Nah kalau saya paling saya kasih video-video cerita gitu. Video itu saya kasih juga kalau dia lagi bener-bener gk ada hal yang dilakukan. Soalnya memang saya batasin penggunaan HP itu sama dia. Saya pilihkan video-video yang kira-kira bisa dia jadikan pelajaran lah ya.

I : Okay. Selanjutnya itu saya ingin bertanya seberapa sering startegi-strategi tadi ibu terapkan dirumah?

MN : Kalau belajar lewat buku memang hampir setiap hari ya pasti malam itu dia suka buka-buka bukunya apa aja. Kalau hafalan kata-kata itu gak terlalu sering paling per minggu nanti saya tanyakan jadi 1 hari ada satu kata yang dia tahu gitu minimalnya. Kalau yang lain-lain jarang semua ya kalau ada waktu aja dilakukan sih.

I : Okay bu, pertanyaan terakhir. Melihat perkembangan anak ibu selama ini, apakah cara belajar yang ibu terapkan itu udah efektif gak?

MN : Kalau menurut saya efeknya pasti ada yang terlihat ya. Semuanya positif sih. Dia makin percaya diri untuk bicara menggunakan bahasa inggris itu ya saya lihat. Kemarin pernah waktu dia saya ajak kesekolah SD percontohan ya pas mau cari info masuk waktu ditanya-tanya sama guru-guru situ dia mau ngomong yan pakai bahasa inggrisnya dan uda bisa perkenalan. Terus juga sekarang kalau lihat benda dia kadang uda spontan bilang bahasa inggrisnya gitu. Dan saya lihat dia juga semakin semangat belajar bahasa inggisnya jadi kalau menurut saya memang insyaallah ada perubahan baiknya.



Responden 4 (SS)

I : Okay pertanyaan pertama itu, selama ini apakah anak anda mendapatkan pendidikan bahasa inggris? Apakah anda memperkenalkan bahasa inggris kepada anak anda?

SS : Alhamdulillah selama ini ada ya. Memang sebagian besar dia dapatkan disekolah tapi dari saya pribadi juga sering memberikan sedikit-sedikit tentang bahasa inggris ke dia.

I : Okay bisa dibilang berarti anda mengenalkan ya bahasa inggris ke anak?

SS : Iya walau memang gk banyak ya.

I : Okay kalau boleh tahu kira-kira apa aja yang ibu ajarkan sebagai langkah awal dia mendapatkan pendidikan bahasa inggris?

SS : Kalau saya dari awal memang gk banyak yang saya kasih tahu ke dia ya cuma dulu pernah aja sering perkenalin ke dia angka-angka, nama-nama warna, nama-nama buah-buahan, nama-nama hewan, ya pokoknya nama-nama benda yang sederhana-sederhana aja yang disekitar dia. Terus berlanjut lagi nanti lebih banyak lagi yang kira-kira dia butuhkan lah. Kalau dulu memang cuma buat dia sekedar tahu aja kayak yang mudah-mudah aja gitu. Memang gk seintens itu tapi ada sekali-kali lah.

I : Okay setelah dari pengenalan bahasa inggris itu anda juga memasukkan anak kesekolah berbahasa inggris ya?

SS : Iya sebenarnya alasan saya memasukkan dia ke Bunga Matahari itu karena saya sendiri yang kepengen dia bisa berbahasa inggris dengan baik ya. Saya inginnya dia benar-benar focus nantinya belajar bahasa inggris nya. Karena menurut saya dia akan lebih banyak mendapat bahasa inggris itu dari sekolahnya karena dirumah saya

cuma bisa bantu sedikit-sedikit saja. Supaya dia lebih mendalami bahasa inggris itu saya putuskanlah untuk memasukkan dia kesana dari TK.

I : Okay baik. Pertanyaan selanjutnya itu apakah hal yang menjadi latar belakang ibu untuk mengajarkan bahasa inggris kepada anak ibu?

SS : Sebenarnya simple aja sih kenapa saya mengajarkan bahasa inggris itu ke anak saya karena saya memandang bahasa inggris ini kan uda menjadi bahasa yang universal ya. Dimana-mana pasti ada yang menggunakan bahasa inggris itu. Terus saya juga melihat ya pengalaman dari sepupu-sepupu dia yang uda pada besar itu mereka sering merasa kesusahan juga dalam belajar bahasa inggris kan. Dan mereka juga bilang ke saya bahwa bahasa inggris itu penting sekali ya jadi saya juga termotivasi untuk membuat anak saya menjadi bisa berbahasa inggris. Saya sadar kalau bahasa inggris itu diperlukan intinya. Jadi karena saya merasa itu penting saya memutuskan untuk membuat dia terbiasa dengan bahasa inggris itu sejak sekarang.

I : Okay. Pertanyaan selanjutnya nih tentang cara belajar atau pengenalan bahasa inggris yang ibu gunakan. Kira-kira, ada strategi khusus yang ibu pakai ketika belajar bahasa inggris ke anak ibu?

SS : Kalau bicara strategi saya sebenarnya saya ingin dia menguasai banyak kosakata maka dari awal memang yang saya kasi ke dia itu kata-kata bahasa inggris itu. Terus juga saya masukkan ke sekolah Bunga Matahari itu juga supaya dia lebih mantap bahasa inggrinya. Tapi kalau bicara cara yang saya gunakan dalam mengajarkan ke dia itu saya lebih bergantung sama acara-acara TV sih sebenarnya. Memanfaatkan apa yang ada dirumah memang sayanya.

I : Okay bisa dijelaskan sedikit tentang program TV itu bagaimana ya bu?

SS : Jadi sebenarnya dari dia kecil itu dia suka sekali nonton kan. Tapi memang saya gk menggunakan HP buat kasi ke dia soalnya nanti jadi kebiasaan. Jadi saya lebih memilihkan tontonan lewat TV. Jadi dari kecil dia tu udah sering menonton

acara-acara TV asing untuk anak-anak kayak nonton kartun-kartun yang ada di Disney dan channel lainnya. Memang kan kalau kartun-kartun itu bahasa inggris kan pakainya jadi memang dia dari kecil udah denger-denger dari situ. Jadi samapi sekarang masih itu yang jadi pedoman saya lah istilahnya dalam menemani belajar dia dirumah. Jadi sambil menonton dia juga sambil belajar bahasa inggrisnya dan kadang kalau sempat memang saya tanyakan apa aja sih yang dia lihat begitu. Tapi tetap ya kalau TV itu kan bahaya juga kalau enggak dipantau jadi memang dia saya kasih batas nonton itu 2-3 jam aja perhari.

I : Okay selain menggunakan TV tadi diluar jam tontonan itu apa yang biasa ibu lakukan ketika belajar bersama anak?

SS : Kalau ketika belajar bener-bener dalam suasana belajar sebenarnya gk terlalu sering ya. Paling waktu dia lagi main sendiri kadang saya ajak bicara gitu saya tanya-tanya sedikit-sedikit bahasa inggrisnya ini itu apa. Atau saya tanya dia lagi ngapain aja gitu-gitu.

I : Berarti anda lebih ke ajak dia ngomong ya?

SS : Iya saya sebisa mungkin bikin dia itu bicara pakai bahasa inggris minimal sehari itu adalah keluar bahasa inggrisnya. Dari saya sendiri memang saya inginnya anak saya tu bisa bicara lancar bahasa inggrisnya. Karena kan kalau yang saya lihat dari sepupu-sepupunya juga itu bahasa inggrisnya memang paham tapi untuk bicara mereka sulit. Jadi saya maunya anak saya bisa lah bicaranya. Tapi memang anaknya itu perlu pancingan kalau kita tanya baru dia jawab gitu. Jadi sebisa mungkin saya sebenarnya tanya-tanya ke dia aja sih dan memang pertanyaan itu hampir setiap hari saya ulang-ulang.

I : Okay sebelumnya kan kalau guru disekolah itu menggunakan metode meniru ya untuk mengajarkan anak atau menggunakan lagu-lagu, game-game yang sesuai

dengan pelajaran yang diajarkan ya. Nah kalau dirumah sendiri ibu pakai juga gak metode ini mungkin?

SS : Kalau meniru paling waktu belajar kosakata ya. Dia pastikan ulang ya apa yang saya ucapkan. Misalnya saya bilang red, dia nanti jawab red juga gitu-gitu. Terus kalau pakai lagu-lagu gitu ada sesekali ya karena tadi dia tontonanaya itu channel anak-anak kan, pasti ada tuh lagu-lagu bahasa inggris yang muncul jadi kadang dia juga belajar dari lagu disitu juga. Terus kalau game juga paling game yang muncul di TV sih. game-game kayak mencari sesuatu gitu biasanya.

I : Okay, kalau belajar lewat gambar gitu pernah?

SS : Oh kalau gambar udah pasti ya jadi cara saya mengajarkan ke dia kosakata. Waktu saya ingin mengajarkan bahasa inggris ke dia memang saya sempat beli tuh kartu-kartu gambar gitu untuk bantu kasih lihat ke dia benda nya gimana. Saya piker pakai gambar memang lebih mudah buat anak mengingat apa yang dilihat sih apalagi kan gambar-gambar nya menarik buat dia jadi dia suka sih kalau pakai gambar.

I : Kalau lewat video dari YouTube gitu ada juga?

SS : Kalau YouTube memang saya gak gunakan ke dia ya. Karena saya gak mau dia nanti kebiasaan bergantung sama HP jadi memang gak saya kasih sih dia menggunakan HP kalau memang gak ada saya. Saya lebih ajak dia buat melakukan aktivitas dari pada bergantung sama HP. Misalnya saya ajak dia meniru suara atau gerak-gerak hewan. Atau main dokter-dokteran dan sebagainya. Memang lebih ke kegiatan langsung.

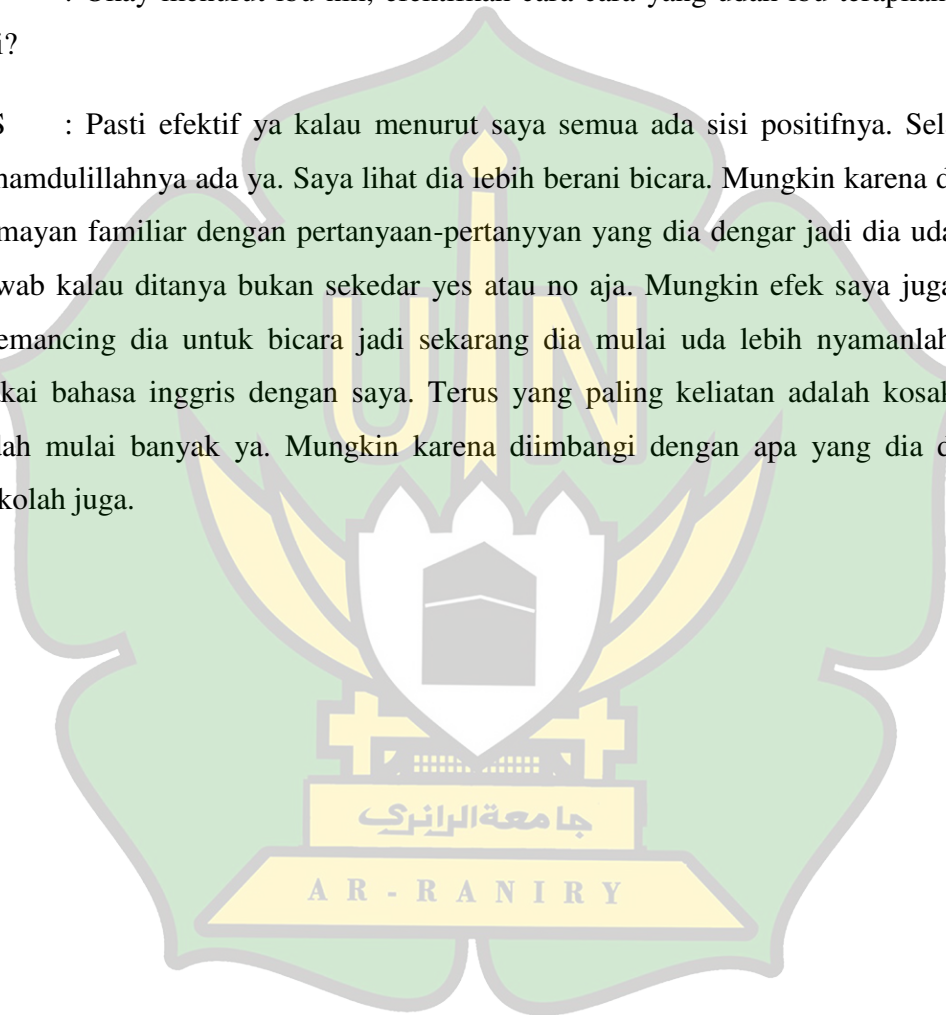
I : Okay pertanyaan selanjutnya. Seberapa sering anda menggunakan strategi tadi ke anak?

SS : Kalau kayak yang saya bilang tadi ya kalau nonton dia pasti sehari itu adalah. Main juga tiap sore pasti ada. Jadi sambil dia nonton dan main saya ajak

bicara gitu setiap hari minimal ada. Kalau untuk yang lainnya itu kadang aja kalau ada. Yang paling sering itu interaksi memang antara saya ke dia pakai bahasa inggris sih.

I : Okay menurut ibu nih, efektifkah cara-cara yang udah ibu terapkan selama ini?

SS : Pasti efektif ya kalau menurut saya semua ada sisi positifnya. Selama ini alhamdulillahnya ada ya. Saya lihat dia lebih berani bicara. Mungkin karena dia udah lumayan familiar dengan pertanyaan-pertanyan yang dia dengar jadi dia uda berani jawab kalau ditanya bukan sekedar yes atau no aja. Mungkin efek saya juga sering memancing dia untuk bicara jadi sekarang dia mulai uda lebih nyamanlah bicara pakai bahasa inggris dengan saya. Terus yang paling keliatan adalah kosakata dia udah mulai banyak ya. Mungkin karena diimbangi dengan apa yang dia dapat di sekolah juga.



Responden 5 (MS)

I : Okay untuk pertanyaan pertama, selama ini anak anda ada mendapatkan pembelajaran bahasa inggris atau tidak dan apakah anda memperkenalkan bahasa inggris ke anak anda?

MS : Alhamdulillah memang selama ini dia ada belajar bahasa inggris dari sekolahnya maupun dari rumah dengan saya sendiri ya. Memang dari awal saya yang ingin anak saya itu bisa berbahasa inggris sejak kecil.

I : Okay berarti sejak awal ibu udah pekenalin ke anaknya? Itu dilakukan sebelum atau sesudah masuk sekolah mungkin?

MS : Sebenarnya memang sebelum sekolah dia udah saya kasih sedikit ya tentang bahasa inggris itu karena dari awal dia memang sering saya putarkan lagu-lagu anak yang berbahasa inggris ke dia. Dari situ nanti saya lanjutkan ke pengenalan-pengenalan kata ya dalam bahasa inggris. Yang sederhana aja sih yang umum aja. Cuma untuk dia tahu aja beberapa kata benda disekitar dia. Jadi ketika masuk sekolah setidaknya dia sudah ada kosakata beberapalah yang dia tahu. Buat menjadi pondasi awal lah isitilahnya.

I : Okay kalau boleh tahu kosakata apa aja yang ibu berikan sebagai awalan pengenalan bahasa inggris ke anak ibu?

MS : Sebenarnya gk ada yang susah ya karena saya sendiri kurang banyak juga tahunya. Paling benda-benda disekitar dia saya kasi namanya. Lainnya paling saya kasih nama-nama hewan, tumbuhan, warna, gitu-gitu. Yang dasar aja karena nantinya untuk yang lebih banyak lagi saya pikidr disekolah dia akan lebih dapatnya.

I : Okay berarti memasukkan ke sekolah juga tujuannya untuk memperkenalkan bahasa inggris ke anak ya bu?

MS : Iya karena saya sendiri gk bisa memberikan banyak padahal saya inginnya dia itu bisa ngomong bahasa inggris jadi saya kasih dia kesekolah bilingual iya biar dia bisa paham bahasa inggris sih. saya inginnya dia menjadi mendalami bahasa inggris itu dan tentu pengetahuannya disekolah akan lebih banyak.

I : Okay berarti apa latar belakang ibu dalam memperkenalkan bahasa inggris ke anak ibu?

MS : Menurut saya sendiri sebenarnya bahasa inggris ini sangat penting ya apalagi di jaman sekarang lah ya yang makin kekinian yang dimana-mana muncul bahasa inggris itu. Dan juga menurut saya dengan dia bisa bahasa inggris itu nantinya akan semakin mudah ya untuk mendapatkan pendidikan yang lebih lanjut dan luas. Kalau saya sih inginnya dengan dia bisa berbahasa inggris itu di ajadi mudah berinteraksi dengan lebih luas dan bisa mencari banyak pengalaman baru lagi. Apalagi kan bahasa inggris ini bahasa internasional. Terus saya juga merasa dia jadi bisa mengasah otak dia dengan semakin banyak bahasa yang dia bisa kan. Insyaallah ya.

I : Okay untuk pertanyaan selanjutnya itu, bagaimana cara anda memperkenalkan dan mengajarkan bahasa inggris ke anak anda? Ada strategi khusus gak yang selama ini anda terapkan?

MS : Kalau saya sendiri sih dirumah lebih mengandalkan media teknologi ya. Memanfaatkan teknologi yang ada ya biasa YouTube kan banyak tontonan bahasa inggris untuk anak misalnya kayak Cocomelon dan sebagainya dia suka sekali apalagi kalau diputar lagu-lagunya. Dan saya liat video-videonya juga menarik dan bisa dijadikan pembelajaran buat anak ya. Terus saya juga lewat buku ya. Buku-buku bergambar biasanya yang bisa dia warnai jadi dia lebih tertarik buat belajarnya juga karena memang suka sekali kalau saya suruh gambar dan mewarnai. Kalau awal-awalnya sih saya sering ngajarin dia lewat poster-poster bahasa inggris juga yang saya tempel di kamarnya. Biasanya poster-poster kata-kata gitu sih seperti bagian tubuh, nama-nama hewan, nama-nama buah atau sayur. Gitu aja sih.

I : Okay berarti ibu lebih penggunaan alat belajar ya bu?

MS : Iya lebih ke pakai bahan-bahan yang bisa membantu dia belajar sih. Yang bisa dia lakukan, lihat dan dengar aja.

I : Okay bu, biasanya guru disekolah itu pakai metode yang kayak meniru ucapan, meniru gerakan, atau belajar diluar dan main game misalnya. Apakah cara-cara ini ada ibu terapkan juga kalau dirumah?

MS : Oh kadang ada juga saya lakukan ya. Misalnya kayak tadi saya bilang waktu saya ajarkan kata ke anaknya biasanya dia pasti niru apa yang saya bilang. Dia ulangi berkali-kali saya arahkan ya. Kalau belajar diluar juga waktu saya ajak dia jalan-jalan aja sih biasanya nanti paling sambil jalan saya kasih lihat ini itu apa bahasa inggrisnya apa yang saya tahu-tahu aja. Kalau permainan saya gk tau ya ini bisa dibilang main atau enggak tapi saya tuh pernah kadang kalau lagi luang juga kan ajak dia untuk nunjuk-unjuk benda misalnya saya bilang dimana book nanti dia tunjukkan gitu aja sih. Tapi memang gk terlalu sering juga soalnya anaknya tu memang suka belajarnya kalau gk nonton YouTube ya mewarnai. Jadi sebisa mungkin saya ajarkannya pakai cara yang dia mau lah istilahnya.

I : Okay kalau misalnya sering gak ajak anaknya bicara pakai bahasa inggris dirumah? Misalnya ibu sering tanya jawab sama anaknya?

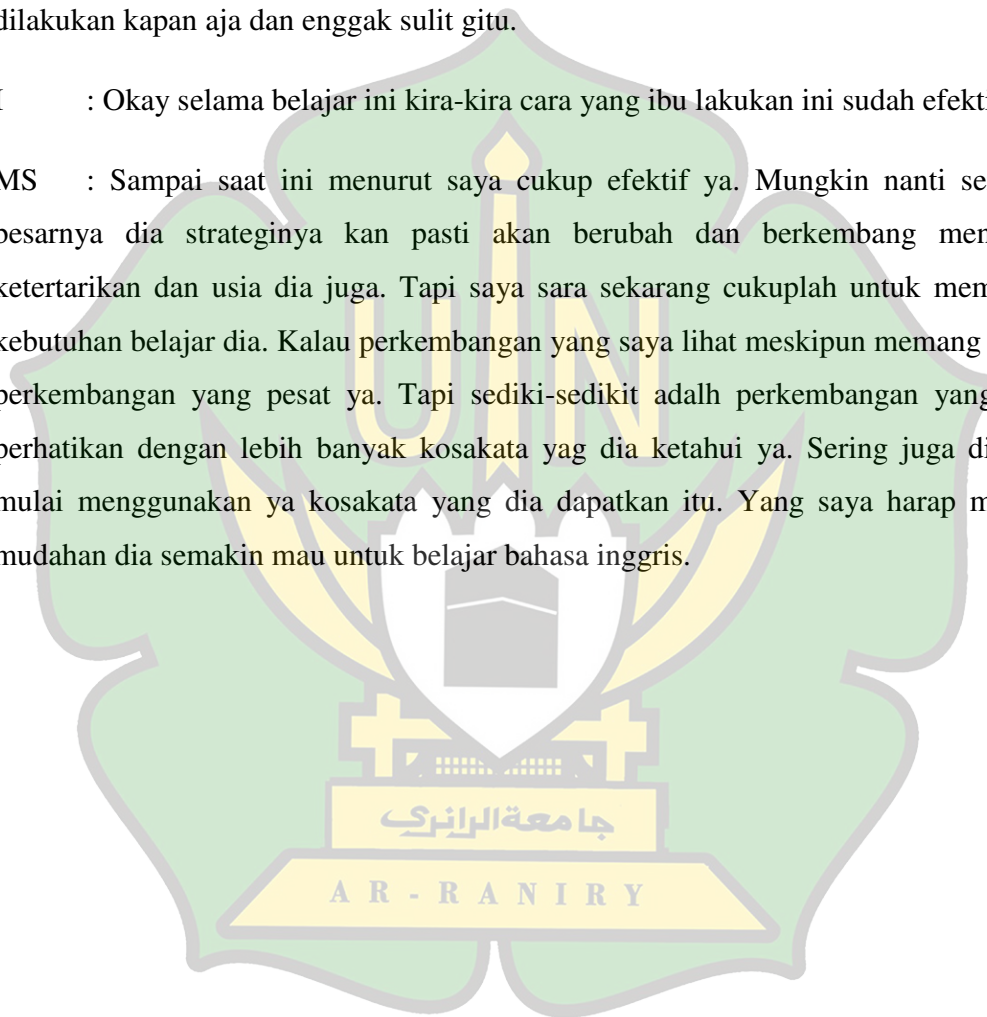
MS : Kayaknya gk pernah sih kalau tanya jawab pakai bahasa inggris gitu. Saya kan memang gk bisa-bisa kali bahasa inggris jadi jarang juga saya ajak dia pakai bahasa inggrisnya kan. Dia juga kalau dirumah tu jarang muncul bahasa inggrisnya. Tapi kalau disekolah kata gurunya dia mau bicara. Mungkin karena dirumah gak ada yang bisa dia ajak bicara juga. Tapi kadang memang saya ajak gitu tapi tetep aja dia pakainya bahasa Indonesia sama saya.

I : Okay pertanyaan selanjutnya itu seberapa sering sih ibu menerapkan strategi tadi ke anak ibu?

MS : Sebenarnya gak setiap hari ya saja belajar dengan dia. Tapi lumayan sering lah ya. Setidaknya ada sesuatu yang baru yang dipelajari. Dan saya sendiri pun berusaha juga untuk memenuhi apa yang dia perlukan selama belajar. Tapi paling sering sebenarnya itu belajar lewat YouTube ya karena memang mudah untuk dilakukan kapan aja dan enggak sulit gitu.

I : Okay selama belajar ini kira-kira cara yang ibu lakukan ini sudah efektifkah?

MS : Sampai saat ini menurut saya cukup efektif ya. Mungkin nanti semakin besarnya dia strateginya kan pasti akan berubah dan berkembang mengikuti ketertarikan dan usia dia juga. Tapi saya sara sekarang cukuplah untuk memenuhi kebutuhan belajar dia. Kalau perkembangan yang saya lihat meskipun memang bukan perkembangan yang pesat ya. Tapi sediki-sedikit adalh perkembangan yang saya perhatikan dengan lebih banyak kosakata yang dia ketahui ya. Sering juga dia uda mulai menggunakan ya kosakata yang dia dapatkan itu. Yang saya harap mudah-mudahan dia semakin mau untuk belajar bahasa inggris.



Responden 6 (DN)

I : Baik kita mulai. Pertanyaan pertama, apakah anak anda mendapatkan pembelajaran bahasa inggris? Apakah anda telah mulai memperkenalkan bahasa inggris kepada anak?

DN : Sejauh ini memang saya dan istri saya sudah membiasakan dia dirumah dengan bahasa inggris memang. Jadi kalau ditanya sudah mulai memperkenalkan bisa saya bilang iya.

I : Berarti udah dimulai di rumah ya? Kira-kira dari sejak usia berapa?

DN : Iya memang dirumah dari dia masih 1-2 tahun itu uda dibiasain dengan lagu-lagu bahasa inggris ya yang diputar. Terus waktu dia udah masuk TK itu udah mulai diperkenalkan sama kata-kata benda-benda sekitar yang masih dasar lah.

I : Okay. Selanjutnya, apa latar belakang anda memperkenalkan dan mengajarkan bahasa nggris ke anak? Adakah motivasi tertentu?

DN : Sebenarnya motivasi awalnya istri saya yang semangat sekali untuk anak bisa bahasa inggris kan. Dia bilang sekarang skill berbahasa inggris itu dibutuhkan dimana saja. Dan saya setuju dengan hal itu ya makanya saya putuskan juga untuk memasukkan dia sekolah yang lingkungannya itu memakai bahasa inggris dominannya supaya familiar sejak dini dan skill nya itu akan terasah seiring dia besar. Jadi sajak TK memang dia sudah saya masukkan di sekolah yang bilingual sampai dia SD sekarang supaya bahasa inggrisnya dia tetap terpakai diluar rumah.

I : Oh berarti dirumah itu pernah ngobrol pakai bahasa inggris dengan anak?

DN : Kalau sama saya jarang sih tapi kadang kalau sama mamanya anaknya mau pakai bahasa inggris walau baru kata per kata bukan yang kalimat full gitu. Masih ada bahasa indonesianya banyaknya. Tapi memang saya udah ciba memancing ya tanya-tanya dia kadang kalau saya luang tapi si anaknya kalo sama saya memang malu.

I : Okay pertanyaan utamanya. Bagaimana sih cara anda dalam memperkenalkan bahasa inggris itu? Apa ada cara cara khusus yang diterapkan?

DN : Kalau dari saya sendiri sebenarnya enggak banyak ya. Saya memang palingan perkenalannya paling Cuma kosakata aja untuk dia yang kira-kira dia perlu nanti waktu bicara.

I : Kalau metode mengajar kosakata dari anda sendiri ada tidak?

DN : Saya seringnya ajak dia belajar lewat gambar. Biasa saya print gambarnya dari internet terus belajarnya saya ucapin dulu katanya terus saya suruh dia ulangi itu berkali-kali nanti sampai dia ingat. Kadang juga saya ajak dia jalan-jalan keluar gitu sambil terus tu saya kasi kosakata ke dia. Lain paling lagu-lagu anak sih yang ada di YouTube sering diputar dirumah sampai dianya udah hapal lagu-lagunya. Sebenarnya gk banyak dari saya karena memang saya sendiri jarang ada dirumah kan. Cuma itu aja sih yang kadang saya kasih ke dia. Yang mudah-mudah aja.

I : Selain itu berarti enggak ada cara lain?

DN : itu kalau sama saya aja tapi sama istri saya dia memang ada belajar waktu khususnya kan ya. Tapi memang dominannya memang cara itu karena mudah diterapkan kapan aja dimana aja.

I : Okay. Seberapa sering sih cara-cara belajar yang anda terapkan ke anak?

DN : Kalau sama saya paling waktu saya lagi libur aja atau memang waktu saya luang aja spontan aja gitu tiba-tiba. Memang dia lebih sering belajarnya sama mamanya.

I : Okay terakhir, kalau dilihat perkembangan selama menerapkan pembelajaran dengan cara-cara yang udah disebutkan tadi, kira-kira efektif tidak?

DN : Sejauh ini menurut saya masih efektif saja ya si anaknya juga udah mulai terbiasa sama bahasa inggrisnya dan di sekolah pun kata gurunya memang enggak ada kendala yang besar banget juga. Mungkin kedepannya kalau memang saya luang saya mau mencoba cara lain yang sekiranya bisa membantu anak saya biar bisa bicara dengan lebih fasih aja.



Responden 7 (AU)

I : Kita mulai. Pertanyaan pertama itu apakah anak abang mendapatkan pendidikan bahasa inggris? Apakah abang yang memperkenalkan bahasa inggris ke anak abang?

AU : Sebenarnya memang dari kecil pun dia udah dibiasakan sama bahasa inggris walau mungkin kami belum terlalu focus untuk dia benar-bener harus belajar bahasa inggris. Tapi udah lah kita perkenalkan yang basic-basic ke dia yang sederhananya aja kayak nama anggota keluarga, warna, nama-nama benda yang gitu aja. Memang gak banyak tapi kalau dibilang sudah memperkenalkan memang sudah.

I : Sejak kapan abang memulai perkenalan bahas ainggris itu ke anak?. Kira-kira usia berapa?

AU : Memang sebelum masuk sekolah sih udah mulai kosakata itu abang kasi ke dia tapi memang ya sebatas itu aja karena mungkin keterbatasan waktu juga terus mood anaknya yang masih labil juga jadi memang gak terlalu focus banget.

I : Kalau sekarang gimana abang ngajarin anaknya? Apa sudah lebih intense?

AU : Kalau sekarang karena dia udah sekolah juga udah bergaul juga dengan teman-teman dia di sekolah dan gurunya yang mana lingkungannya kan berbahasa inggris ya jadi memang Alhamdulillah udah bisa ni sedikit lebih serius untuk belajarnya.

I : Berarti memang sengaja abang pilihkan sekolah yang berbahas ainggris sebagai sarana belajar anak?

AU : iya abang memang sama istri sepakat untuk masukkan dia ke sekolah berbahasa inggris itu supaya dia familiar lah sama lingkungan yang didalamnya terdapat bahasa inggris ya. Karena biar dia memang terpakai bahasa inggris yang dia udah tahu itu. Jangan nanti apa yang dia belajar itu hilang.

I : Okay. Kalau motivasinya ni apa? Latar belakangnya kira-kira apa sampai abang memutuskan untuk memperkenalkan dan mengajarkan anak ke bahasa inggris?

AU : Kalau motivasi terbesarnya ini karena abang kan pengajar bahasa inggris ya dan memang pinginnya anaknya juga lancar berbahasa inggris. Selain itu juga abang pengen dia tu bisa sekolah di luar negeri juga apakah nanti waktu kuliah atau gimana. Dan dunia kerja juga sekarang rata-rata memerlukan skill bahasa inggris itu kan. Jadi memang abang rasa bagus kalau skill bahas ainggris dia dikembangkan sejak sekarang supaya dia gak kesusuahan lagi di masa nanti.

I : Okay selanjutnya itu adakah cara atau strategi gimana sih abang memperkenalkan dan mengajarkan bahasa inggris ke anak abang?

AU : Caranya sih enggak ada yang aneh-aneh ya paling yang standard aja kayak ngajar kosakata, cara ucapan, cara bilang ini itu, memang baru sebatas kosakata aja karena targetnya kan untuk speaking ya.

I : Kalau metode belajarnya bang ada gak? Misal kayak pake lagu kah, atau outdoor learning kah?

AU : Kalau belajarnya diluar gitu jarang kalau sama abang ya karena memang waktunya itu lebih sering dirumah kalau belajar. Kalau metodenya paling kan memang ke anak-anak itu harus lebih banyak aktivitas yang seru ya. Jadi paling memang kayak listening terus repeat memang paling sering waktu ngajar kosakata. Terus jug acara ini mudah kan untuk kita apply and anaknya juga senang kalo meniru. Terus juga niru gerakan kita juga anak-anak suka kan jadi waktu perkenalan kata kerja atau kata sifat itu efektif juga. Terus yang penting adalah rajin-rajin ajak anak bicara aja sih supaya kita bisa lihat kemampuan berbicara dia udah sejauh mana. Kadang juga sambil kita ajak bicara nanti ketemu kosakata baru kan. Oha satu lagi juga abang ni pake metode namanya mind mapping juga untuk ajarin kosakata ke

anak abang. Jadi tuh abang pakai ini kalau misalnya mau jelasih benda-benda, nama hewa-hewan, buah, dll juga.

I : Oh mind mapping ya bang? Penerapannya sendiri giman abang?

AU : biasanya abang tulis tema nya apa kan terus cabang-cabangin aja benda-benda terkaitnya. Missal kayak alat transportasi kan tema nya nanti gamabr cabangnya aja transportasi darat ada apa aja. Laut apa aja, udara apaja gitu aja sih. karena kan cara ini juga abang pakai dulu sampai sekarang kalau ngajar makanya abang coba terapkan juga dirumah sama anak abang.

I : Kalau belajar pakai YouTube, gambar atau buku itu ada juga bang?

AU : kalau media belajarnya YouTube dah pasti ada walau jarang sekali cuma waktu cari cerita anaknya baru pakai YouTube. Kalau gambar jelas pasti kita pakai ya apalagi flashcard itu membantu banget kalau kita mau nunjukin bentuk benda dan juga di flashcard itu kan beragam banget isinya. Kalau buku enggak sih karena sebisa mungkin belajarnya tujuannya untuk speaking jadi enggak berpatok sama buku. Ketika dia membaca dan menulis nanti abut kita arahkan pedoman buku.

I : Okay. Selajutnya seberapa sering metode atau strategi tadi abang lakukan?

AU : Gak terlalu sering juga kalau sama abang langsung ya karena memang waktunya juga gak bisa sering-sering. Tapi kalau sama mamanya tuh lebih sering memang dia nya belajar. Kalau sama abang paling hari libur aja.

I : Nah kalau dilihat dari strategi tadi bang kira-kira selama ini efektifkah?

AU : Selama ini Alhamdulillah memang uda keliatan bahasa inggrisnya mulai keluar sedkit-sedikit. Kadang juga kalau ngobrol sama ababng itu udah bisa dia gunakan bahasa inggris yang dia tahu. Dan juga anaknya sekarang jadi makin banyak nanya-nanya jadi berarti memang dianya udah mulai antusias belajar bahasa inggris.

Responden 8 (RJ)

I : Kita mulai ya bang. Pertanyaan pertama, apakah anak mendapatkan pendidikan bahasa inggris? Apakah abang yang memperkenalkan bahasa inggris ke anak?

RJ : Alhamdulillah memang udah dimulai ya pengenalan bahasa inggris itu ke anak abang. Meman udah abang mulai sejak dia sebelum masuk ke sekolah juga. Sebelum masuk TK pun sudah karena kan memang usia anak-anak itu lebih sering meniru ucapan orang sekitar dia kan jadi memang abang itu kasi ke dia kosakata yang sekiranya mudah ditiru dan juga masih dasar aja.

I : Paling sering kosakata apa aja nih bang?

RJ : Masih yang standard aja ya untuk anak-anak tapi paling sering itu ke nama warna memang jadi nunjuk bendanya terus bilang warnanya apa red kah blue kah nanti pasti anak niru sih. Lain palingan nama-nama hewan yak arena anak abang tu suka sekali sama hewan-hewan gitu jadi ikutin mood nya anak sih lebih kurang.

I : Okay bang. Pertanyaan selanjutnya kenapa abang memulai pengenalan atau pengajaran bahasa inggris itu ke anak abang? Apa ada latar belakang atau motivasi tertentu?

RJ : Selama ini memang abang sebagai pengajar bahasa inggris itu ngerasa kalau anak-anak yang abang ajar itu susah sekali menerima baahsa inggris ya. Mereka bilang sulit lah, gak tau arti dan segala mavam. Intinya bagi anak-anak murid abang bahasa inggris itu sulit dan ribet. Padahal sebenarnya mereka belum terbiasa aja sama bahasa inggris dan di usia segitu memang sudah mulai agak susah juga kalau masuk bahasa baru kan. Jadi motivasi sebenarnya adalah agar anak abang itu gak kesulitan menghadapi bahasa inggris dan dari kecil pun dianya udah bisa atau setidaknya familiar bahasa inggris. Jadi ketika dia udah belajar di level yang lebih tinggi adalah

sekiranya ilmu-ilmu dasar yang udah dia pahami di luar kepala. Jadi itu sih motivasinya.

I : Okay. Anak abang apakah abang sekolahkan di sekolah yang berbahasa inggris juga?

RJ : Dia memang abang sekolahkan di sekolah yang bilingual kan. Dia masih TK masih 5 tahun tapi memang abang carikan yang sekolahnya lingkungannya udah sering memakai bahasa inggris supaya dia familiar sejak dini. Abang merasa perlu menuntun dia ke bahasa inggris yang supaya dia terbiasa dan apa yang udah dia dapatkan dirumah itu enggak hilang lagi.

I : Okay pertanyaan utama, apakah ada strategi khusus yang abang terapkan dalam pengenalan bahasa inggris itu? Startegi atau metode khusus gitu adakah?

RJ : Strategi utama tetap adalah membiasakan anak dengan kosakata bahasa inggris ya. Karena kalau dia gak tau kosakatanya dulu maka susah untuk dia memahami kalimat. Metode nya standard ya kayak yang tadi abang bilang metode meniru itu yang paling mudah karena memang lagi usia anak untuk meniru kan. Selain meniru ucapan anak juga niru gerakan jadi pakai metode gerakan juga ada. Terus yang anak suka itu waktu belajar outdoor dia suka karen abis alihat atau pegang bendanya langsung gitu. Cuma memang waktunya gk banyak ya paling pas pulang sekolah di jalan tu sambil abang kasi unjuk ini apa itu apa atau abang tanya aja langsung ke dia biar dia jawab.

I : Berarti abang memang udah sering ngomong sama anak pakai bahasa inggris?

RJ : Iya sering memang tanya tanya ke dia tujuannya untuk lihat dia udah sejauh mana sih paham apa yang udah dia pelajari selama ini kan. Sekalian juga kit aberikan sesuatu yang baru.

I : Okay bang selain metode tadi kalau pakai lagu, games atau media belajar ada gak?

RJ : Kalau lagu-lagu abang jarang ya tapi kalau di sekolah pasti belajarnya lewat lagu. Kalo dirumah abang sebisa mungkin langsung yang ngajar dia. Abang kadang juga pakai mind mapping kalau mau ngajar dia tu abang gambar dulu kan mind map nya tentang apa mislanya tenang buah nanti dia yang nambahin tu buah apa-apa aja didalamnya gitu. Anak abang suka tu kalau pakai mind mapping jadi dia bisa corat coret sendiri tapi tetep kita arahkan.

I : Okay kalau pakai YouTube, gambar atau buku pernah bang?

RJ : YouTube adalah ya sekali-sekali tapi memang jarang kali paling Cuma kasi lihat dia cuplikan kartun gitu yang bahasa inggris. Jarang tapi memang YouTube itu kan mudah diakses dimana aja. Jadi kalo ada waktu luangpun abang kasi video berbahasa inggris ke dia. Gambar media wajib ya kalau belajar sama anak dan biasanya memang pakai flashcard sih.

I : Seberapa sering abang menerapkan strategi itu ke anak abang?

RJ : Kebetulan kalau belajar sama anak iu waktu luang aja ya misalnya lagi free jam ngajar jadi abang fokuskan ke dia belajarnya dan abang carikan lah tema-tema yang menarik untuk dia belajar.

I : Okay setelah sterategi itu abang terapkan, kira-kira efektifkah sejauh ini?

RJ : Sejauh ini Alhamdulillah aman dan efektif ya. Dan anak abang juga tipe yang banyak nanya jadi dia suka kalau kita ajarin sesuatu yang baru. Sejauh ini perkembangannya adalah koskaata dia udah lumayan jadi kadang memang kalo bicara kecampur bahasa Indonesia sama bahasa inggrisnya. Kedepannya mungkin pelajarannya akan abang tingkatkan lagi sesuai usia dia.

Appendix VI: Autobiography

AUTOBIOGRAPHY

Name : Putri Alifah Rasikhah
Place/Date of Birth : Banda Aceh, 04 March 2000
Nationality/Ethnic : Indonesia
Religion : Islam
Sex : Female
Marital Status : Single
Occupation : Student
Address : Dusun Abadi, Desa Jeumpet Ajun, Kec. Darul Imarah, Kab. Aceh Besar.
Email : putrialifahrasikhah@gmail.com

Educational Background

1. Elementary School : SDN 67 Percontohan Banda Aceh
2. Junior High School : SMPN 19 Percontohan Banda Aceh
3. Senior High School : SMAN 1 Banda Aceh
4. University : Uin Ar-Raniry Banda Aceh

Parents' Bio

Father's Name : Faisal
Mother's Name : Faridah Hanum
Address : Dusun Abadi, Desa Jeumpet Ajun, Kec. Darul Imarah, Kab. Aceh Besar.