A Descriptive Study of Parenting Styles and Oral Proficiency in Bilingual Children: Indonesian and English)

Sebuah Kajian Deskriptif mengenai Gaya Pengasuhan dan Kecakapan Oral Pada Anak-Anak Bilingual: Bahasa Indonesia dan Inggris

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ABSTRACT

This study aims to describe the style of parenting that is applied which is closely related to bilingual development and speaking skills in English. Participants consisted of four heads of families who had children who were raised bilingually. Whatever the age range, the participants are mothers with an age range of 28-34 years and children with an age range of 3-7 years. During the observation process, the participants' strategies were to facilitate children's bilingual activities and promote children's bilingual development. Data from the results of research using interviews, it was found that parents were found to have fairly good English skills. Meanwhile, from the results of research using observations, it was found that the frequency and intensity of interacting using two languages did not apply strict and rigid language rules. In other words, bilingualism frequency data obtained directly from observations. What's more, this bilingual arrangement occurs in the home environment which mainly takes place when the child is playing, not in an academic or school environment where the teacher observes the child's language skills formally. In conclusion, this study did not measure parenting styles that affect the accuracy of English used in bilingual interactions.

Keywords: Parenting Style, Speaking Skills, Bilingual, Interaction

ABSTRAK

Penelitian ini bertujuan untuk mendeskripsikan gaya pola asuh orang tua yang diterapkan yang erat kaitannya dengan perkembangan bilingual dan keterampilan berbicara dalam Bahasa inggris. Peserta terdiri dari empat kepala keluarga yang memiliki anak yang diasuh secara bilingual. Apapun kisaran usia peserta adalah ibu dengan rentang usia antara 28-34 tahun serta anak dengan rentang usia 3-7 tahun Selama proses observasi, strategi peserta untuk memfasilitasi aktifitas bilingual anak dan mempromosikan perkembangan bilingual anak. Data dari hasil penelitian menggunakan wawancara, didapatkan bahwa orang tua ditemukan memiliki kemampuan Bahasa inggris yang cukup baik. Sementara, dari hasil penelitian menggunakan observasi, didapatkan bahwa frekuensi dan intensitas dalam berinteraksi menggunakan dua Bahasa tidak menerapkan aturan berbahasa yang ketat dan kaku. Dengan kata lain, data frekuensi bilingualism yang diperoleh langsung dari observasi. Terlebih lagi, pengaturan bilingual ini terjadi dilingkungan rumah yang utamanya berlangsung dalam kondisi anak sedang bermain, bukan dilingkungan akademik atau sekolah yang mana guru mengamati kemampuan Bahasa anak secara formal. Kesimpuannya, penelitian ini tidak mengukur gaya pola asuh yang mempengaruhi keakuratan Bahasa inggris yang digunakan dalam interaksi bilingual.

Kata kunci: Gaya Pola Asuh, Keterampilan Berbicara, Bilingual, Interaksi

1. INTRODUCTION

Parents and the way they foster their children have direct effects on their language acquisition regarding the introduction of vocabularies, comprehension of reading and spelling before they enter school environment (Baker et al., 2001). Many families in Indonesia, as well as the majority parts of the world, grow up exposed to two languages, i.e., native language and English as the international language. Moreover, child education in formal schools has long applied the use of two languages as part of the school curriculum, teaching and learning activities. For instance, children who grow up in bilingual families where both parents speak two languages on a regular basis, or where each parent speaks a different language usually become bilingual from the very early phase of language acquisition. In another situation, foreign children who grow up in family environments where a minority language is spoken may become natively bilingual, if neighbors, schools, media particularly television, playgrounds and other social platforms make the majority language available.

There are many evidences that indicate the importance of using literacy environment at home to empower early language proficiencies for young children. It found that involve upper middle class children indicate strong and consistent effects, while lower middle class background indicate weaker and less consistent effects (Baker & Iruka, 2013; Manolitsis et al., 2011). Variability in the kinds of activities and interactions between parents and children as well as the frequency and the magnitude these activities and interactions occur in promoting children language acquisition and development to foster bilingual skills (Foster et al., 2005; Rodriguez & Tamis-LeMonda, 2011). Literacy environments and atmospheres that parents set up at home and how they interact with children around literacy materials are important for guiding children to introduce and develop bilingual proficiencies (Dickinson & Neuman, 2007; Farver et al., 2013)

Parental behaviors in relation to their support of children's bilingual proficiency in two broad categories, i.e., informal and formal literacy interactions and activities (Dickinson & Neuman, 2007). Informal categories particularly concern with the meaning of print words or materials and commonly include activities such as book reading at play time or before bedtime to introduce vocabularies (Dickinson & Neuman, 2007; Kleeck, 2008). Many researches acknowledge the importance of informal literal activities (Mol et al., 2008; Sénéchal et al., 2008). Informal literal activities remain important despite parents' socioeconomic groups (Scarborough & Dobrich, 1994). Book reading experiences also significantly contribute to children's vocabulary learning and listening skill (Sénéchal & LeFevre, 2002). While, formal literary activities are highly linked with children's exposure to reading and writing words. Stephenson et al. (2008) concluded that parent-child interactions during kindergarten years concern with children's letter knowledge and word reading. High quality bilingual interactions are perceived to incorporate the establishment of quality home learning atmospheres that are fulfilled with rich opportunities to parent-child interactions and emotional support to accommodate the interactions with genuine guidance and affection. However, it is important to note that affective aspects may improve or hinder the cognitive aspects (Bus & Van Ijzendoorn, 1988; Morrison & Cooney, 2001).

According to (Errington et al., 1998), bilingual individuals have increased significantly during the last decade, and the majority of the world population today knows more than one language. This research captures parental approaches to accomplishing parental tasks in relation to parenting styles. Parenting styles are intended to reflect how parents approach children when they attempt to undergo bilingual learning activities and interactions at home. Based on the four major qualifications of parenting styles, the study focuses on how parents demonstrate behaviors, such as demandingness, control, affection, emotional support and responsiveness, toward children relating to home-based bilingual interactions. The study further measures the extent to which these parental styles affect children's bilingual oral proficiencies

2. LITERATURE REVIEW

2.1. Prior Findings

Akgül et al. (2019) aimed to compare the views of parents living in their own country or abroad on raising bilingual children. They found that parents from both groups gave similar answers to the questions regarding the definition of bilingualism and the age for starting bilingual education of children if it is used properly. However, the study did not highlight any category of parenting styles in the observation of

bilingual children development. Malavé (1997) investigated a number of background traits of parents and primary caregivers in relation to the tasks of promoting children's bilingual proficiencies from birth to third grade. Despite the fact that parents' characteristics may help shape parents' decisions for a particular parenting style, this study did not highlight the use of home-based bilingualism in relation to four major categories of parenting styles on which the present study intends to focus. However, this findings on home-based language strategies resonate well with the present study.

2.2. Home-Based Literacy Environment and Children's Language Acquisition and Development

Home literacy environment is an umbrella term applied to refer to interactions, resources and attitudes related to literacy that children experience at home (Sénéchal et al., 2008; Storch & Whitehurst, 2001). Interactions and activities that occur in home literacy environment accommodate early encounters between children and language resources. Home literacy environment is associated with the frequency and quality of storybook reading with a family member, parental efforts to teach children about alphabets and words, the available print resources at home, parental modeling of literate behaviors, and parental attitudes to and beliefs about reading skill (Bus & Van Ijzendoorn, 1995). Language skills in the early ages have garnered considerable attention as they influence overall child development, particularly reading comprehension (Snowling & Hulme, 2005). A longitudinal study of British and American infants demonstrates that language skills in infancy are a predictor of language and literacy outcomes at school age (Duff et al., 2015).

Early language ability is most visible in the outcomes of phonological awareness that is defined as child competency to understand different language sounds (Whitehurst & Lonigan, 1998). Parents may decide on reading aloud to infants to develop early reading and language skills (Evans et al., 2008). Prior studies that examine book reading reveal the finding that children start to benefit in early language and literacy skills when regular reading begins as early as 8 months with reading routines that involve sensitive and responsive, language-rich interactional routine (Dickinson & Tabors, 2001). Home literacy activities and early oral language comprehension and expression are linked with child skills and knowledge development before

they begin to read (De Jong & Leseman, 2001). Early intervention to advocate language and literacy skills has been conceptualized by growing evidence of research (Hargrave & Sénéchal, 2000). Other studies have identified the effects of storybook reading on print-related skills and oral skills. Bus and Van Ijzendoorn (1995) analyzed that storybook reading has an effect on literacy skills which involve activities such as name writing, letter naming and phonological awareness. Parents' method to apply "print referencing," that is, tracking text with a finger, commenting or asking questions about print forms, is proven to increase attention to print words among young children (Justice et al., 2008), and improve letter recognition, reading and spelling knowledge (Justice et al., 2009; Piasta et al., 2012).

Burgess (2002) observed that children of 4 and 5 contributed unique variance to phonological awareness one year later, but others found that the contribution was mediated by vocabulary and print knowledge (Hood et al., 2008). Despite contradictory findings concerning with particular associations between home learning environment and language skills, there is a good amount of evidence that indicates the correlation between home learning environment and reading mediated by oral language and literacy skills at school settings (De Jong & Leseman, 2001; Sénéchal & LeFevre, 2014).

2.3. Parenting Styles

There are different effects of how parents do parenting tasks on children's literacy acquisition and development (Bus & Van Ijzendoorn, 1988; Hindman & Morrison, 2012). It is crucial to determine the establishment of enriched home learning environment, many opportunities that expose children to books and text, and emotional support by parents to facilitate and motivate children (Sonnenschein & Munsterman, 2002). Both affective aspects and cognitive aspects are vital to the key aspects of children's bilingual practices. (Bus & Van Ijzendoorn, 1988; Morrison & Cooney, 2001).

According to Durbin et al. (1993), parenting style represents parents' attitudes and behaviors toward children and an emotional climate in which parents' behaviors are expressed. Parenting styles allow parents to make approaches toward parent-child interactions with the emphasis on control issues and affective warmth (Baumrind, 1991). Parental responsiveness

means how parents respond to child needs in an accepting and supporting manner. Parental demandingness indicates parents' expectation and demand for mature, acceptable behaviors from children (Baumrind, 1991). He categorizes three models of parenting styles,

According to Baumrind (1991), represents a pattern of nurturing strategies that fits most parents and developing children. This pattern of parenting includes a set of child-rearing goals, values, and skills. Authoritative parents tend to listen to their children, allow them to express their feelings and inspire them to talk about options. Authoritative parenting involves encouragement for independence and display of warmth. Authoritative techniques demonstrate consequences of their children's behaviors. Authoritative parents are typically educated individuals, which can affect children's academic accomplishment. Authoritative parenting deals with high levels of responsiveness and demandingness, unlike the other two models that indicate low sensitivity and high demandingness (authoritarian model), and high sensitivity and low demandingness (permissive model).

Baumrind (1991) associated that authoritarian parenting with high demandingness and low responsiveness. Authoritarian parents have extremely high expectations of their children, and yet provide little feedback and nurturing. Children who are raised by authoritarian parents are subject to harsh punishment when they make mistakes. When parents give feedback, it is often negative. Yelling and punishment are very common in authoritarian households. Because authoritarian parents have high expectations of their children, they have very strict rules that they expect to be followed unconditionally. They instead focus on adherence to authority. They also refuse to reward positive outcomes of children's conduct. They only provide feedback in the form of punishment for misbehaviour.

Permissive parenting is sometimes referred to as indulgent parenting. Parents who demonstrate this approach make few demands on their children as they have low expectations for self-control and maturity. As a result, discipline becomes rare. As Baumrind (1991) claims, permissive parents are more responsive than they are demanding. They are lenient, do not require mature behavior, allow considerable self-regulation,

and avoid confrontation. On a positive note, parents in permissive settings are very nurturing and loving and give freedom to make major decisions. On a negative note, they are likely to use bribery such as toys, gifts and food as a strategy to correct misconduct, and rarely enforce any type of consequences. Permissive parenting can lead to a number of negative outcomes such as lack of self-discipline, poor social skills, a sense of self-involved, demanding behavior and a feeling of insecurities.

Neglectful parenting, sometimes known as uninvolved parenting, characterizes parents with a lack of responsiveness to children's need.. However, some parents in this setting may still have some basic limits such as curfew. Others may be completely neglectful or even reject their children. Children who are raised in neglectful households are given the bare minimum they need for survival. These parents are emotionally distant from their children, set boundaries for parent-child interactions as they are too overwhelmed by their own problems, provide little or no monitoring, establish few or no standard expectations or demands for behavior, refuse to display warmth, love and compassion and do not involve in their children's major life events.

Children in this setting are more subject to anxiety and stress because of the lack of family support, are emotionally withdrawn, have fear becoming dependent on other people, feel obliged to provide for themselves and are more exposed to delinquency and risk of substance abuse.

2.4. Bilingualism

Bilingualism is not a new concept in linguistic phenomena, and people have spoken more than one language since ancient times (Cenoz, 2013). As a matter of fact, monolinguals have increasingly become the minority due to globalization era (Ortega, 2011). As a result, language sciences and other associated disciplines have come up with different definitions and interpretations among scholars (Hamers et al., 2000). Bloomfield (1983) proposed that bilingualism as being "able to speak two languages equally well." However, it is hardly possible that the languages of bilinguals are equally developed. Oftentimes, one language is stronger than the other, depending on the age, the language arrangement in the family, the country they live in, and their social environment. Diebold (1964) and Macnamara (1967) proposed their view in a less

complex sense stating that individuals are regarded as bilinguals even if they know or recognize a few phrases in another language, or those even with basic skills. On the other side, Haugen (2018) perceived that bilingualism as "the point where a speaker can first produce complete meaningful utterances in the other language". Mackay et al., (1979) and Weinreich (1968) shared similar views on bilingualism, saying that bilingualism is "The alternate use of two or more languages by the same individual". This is further emphasized by Hamers et al., (2000) who suggest that in bilingualism, the languages may not be used equally. It is the ability to interchange and select the appropriate language in accordance to time, place, purpose and social context. The definition proposed by Wei and Moyer, (2008) is more flexible and liberal, saying that "anyone who can communicate in more than one language, be it active (through speaking and writing) or passive (through listening and reading)." In the present study, the researcher opts for a more flexible and general definition, that is, the ability to speak and understand two or more languages.

2.5. Bilingualism and Its Degrees

Pastika (2013) explained that bilingual speakers have the ability to uses two languages based on two categories, i.e., balanced bilingualism and unbalanced bilingualism. In balanced bilingualism, speakers are able to express their thoughts in verbal languages within a balanced set of linguistics in terms of micro linguistic aspects (pronunciation, word formation, sentence formation and meaning) and macro linguistic aspects (sociolinguistics and pragmatics). According to Chin and Wigglesworth (2007), the degrees to which bilingualism typically occur refer to passive or recessive bilingualism and semilingualism or limited bilingualism. Passive bilinguals are generally able to use two languages but gradually lose the competence to use one language because they get more exposure to the other one.

2.6. Childhood Bilingualism

Many families in Indonesia, as well as those across the world, grow up and become exposed to two languages, i.e., the native language and English as the international language. The strong flow of globalization and the massive exposure to social media significantly contributes to this phenomenon. Children may become bilingual by acquiring the second language either simultaneously or successively. A child under the age of 3 who is exposed to two languages usually experiences simultaneous acquisition. If the child is exposed to the second language at an older age, successive acquisition usually occurs. Petitto (2009) asserts that when it comes to the acquisition of a second language, the earlier the better. A number of scholars have revealed consistent findings that bilingual proficiency declines significantly if the learners study the language after puberty (Johnson & Newport, 1989; L. Petitto, 2009). However, they clarified that bilingual children who study bilingualism in later phases are able to gain language competence in the new language. They can achieve true balanced bilingualism, as previously explained, also called equilingualism, i.e., the extent to which bilingual speakers are equally fluent in both languages. However, true bilingualism is not common (Gottardo & Grant, 2008). For instance, a summary of the results of research conducted by Saunders (1988) mentioned that bilingualism caused language confusion and mixing which subsequently resulted in the decrease in intelligence and thinking skills. Romaine (1989) involved 1,400 bilingual children (Wales and England) aged 7-14 years in five rural areas and two cities in Wales, revealed that bilingualism resulted in the decrease in intelligence.

The learning achievement of bilingual children in rural areas is lower than that of monolingual children. In the context of learning, various researchers also found that bilingualism inhibited learning progress. Romaine (1989) involved children of Chinese descent in Hawaii who studied English and Mandarin showed that their scores on vocabulary development were lower than monolingual children. Appel and Muysken (2005) who tested the achievement of bilingual students (Spanish and English) in the fields of reading, reading accuracy in speech, spelling, vocabulary, and arithmetic logic showed that the achievement of monolingual students was higher than that of bilingual students. However, more contemporary studies show the opposite result. For example, the results of Stewart (2005) study clarify that foreign language learning in primary schools improves students' cognitive abilities, has a positive impact on performance in other subjects, and provides higher results in reading and math tests.

The misconception regarding children who demonstrate bilingualism may be subject to speech delay commonly referred to as code mixing. Byers et al. (2013) contended that code mixing should not be perceived as speech delay, but rather the intelligence of

bilingual children in expressing their thoughts. The exposure to more than one language in the early phase of brain development is assumed to increase stimuli, which will have a great effect on the next brain development (Bialystok, 2017; DeAnda et al., 2016; Persici et al., 2019). To the contrary, when an infant is introduced to more than one language, the sensitivity of the core language within his or her brain is presumed to be more varied and allow for better development (Bonfieni et al., 2019; Petitto et al., 2012).

The bilingual group has cognitive advantage in the tests of verbal working memory and visuospatial, especially the tests that require not only storage but also processing (Blom et al., 2014). In another study, Bulgarelli et al. (2018) have shown that as they enter school ages, bilingual children have better abilities of learning statistics compared to monolingual children. However, no studies have yet to explore the direct relationship.

3. RESEARCH METHOD

3.1. Research Design

The present study takes on a qualitative descriptive design. Qualitative descriptive design simply measures and observes the real nature of a variable, symptom or condition without controlling or manipulating it using hypothesis testing (Arikunto, 2006). Similarly, Denzin and Lincoln (2011) explained that qualitative studies intend to describe an activity or event in narratives and the impacts of actions on the participants' lives. The researcher will conduct a set of demographic questions of the research subjects, gather data of parenting styles and child bilingualism, and then employ a descriptive study on this demographic segment using observations and interviews as the research instruments. Data observation will then reveal information on what is the pattern of child bilingualism, but not provide information on why the pattern exists. The samples are children ranging between 3 to 7 years old within a population of 10 families in a bilingual household. A sample of 4 children with 4 parents each (all mothers) is taken using purposive sampling that fit into the purpose of the study and have the characteristics that the researcher is studying. In terms of parental samples, they are selected with respect to parental ages (28-34 years of age), educational background, and professional backgrounds.

3.2. Research Instrument

The instrument of the study involves both observations and interviews. The observations are carried out directly during the interactions the researcher encounters with the phenomenon under study to observe the research subjects. Through observations, the researcher takes relevant notes and documents the information of the phenomenon that is taking place at the moment. More specifically, the researcher observes parental behaviors that relate to the upbringing of child bilingual competencies and the home environment where the bilingual phenomenon takes place. The observation will take place in the participants' houses on predetermined days according to their convenience, though weekends are most preferable because of time flexibility in which the researcher can visit during children's study or play time. The duration of the observation may range from one to two hours or more if necessary. These observations provide data of essential information regarding parenting behaviors, feelings, values and beliefs, and parents' standpoints of upbringing within the context of oral bilingual development in children.

In addition to observations, semi-structured interviews will be conducted. Interviews provide paths to further explorations of follow-up questions and overcome inconsistencies in respondents' answers. In semi-structured interviews, the researcher provides a schematic presentation of questions to explore the observation more systematically and comprehensively as well as to keep the focus of the interview on the desirable objectives. In these interviews, parents are able to discuss parenting in their own terms, and the researcher is able to assure that the data gained from the observations can be verified. The interviews will consist of both open-ended and close-ended fundamental questions and several associated questions relevant to the fundamental questions. Voice recorder will be used to capture the interview data accurately. Before observation and interview, the participants will receive consent forms to inform that the results of the observation and interview will be kept confidential and they are allowed to withdraw if they wish to. The consent forms also contain permission to use a voice recorder.

3.3. Data Analysis

The observation of parenting practices is measured to obtain a full comprehension of parents' actual interactive behaviors with children in home

environment. Parents' affective support of their children to engage in interactive tasks, to help them manage moods and to create a positive, fun and meaningful atmosphere and environment during bilingual routines such as book reading, alphabet boards, rhyming games, puzzle play, and singing-along and drawing activities. The second wave of data collection is based on the measurable behaviors and practices of parents interacting with their children in a bilingual context in home environment. Analyzing qualitative data is an exploratory effort, and its methods are mainly focused on gaining insights. These common steps allow the researcher to ensure an accurate data analysis:

Once collected, the data is sorted systematically to avoid unstructured data set and to keep track of the data.

The researcher deals with a large number of datasets on demographic backgrounds of bilingual families, particular traits of parenting styles and children's bilingual oral proficiencies, which still need orderly arrangement. Organizing the data involves analyzing the data in accordance with the research objectives. Specifically, this allows the research to examine how parenting styles affect oral proficiencies in bilingual children.

Validating the data is an important step after the data is organized to make sure the data is not flawed. This includes producing accurate data, which depends on the theoretical standpoints adopted by the researcher to understand the whole conception of how parenting styles are portrayed and how they affect oral proficiencies in bilingual children.

The last step is concluding the analysis process by presenting a clear summary of key points of the research topic and stating suggestions and inferences of the findings for future studies.

4. FINDINGS AND DISCUSSION

4.1. The Category That the Parents Fit in Terms of Parenting Styles and the Bilingual Activities and Interactions

The observation involved only mothers to further emphasize the pattern of bilingual exposure for the children at home environment, even though two of them are also working mothers. These mothers spend

time in child-upbringing activities more than the fathers do. This is further emphasized by their educational attainment; all of them have pursued college education and generally thrive in lower-middle class family.

Table 1. shows that the age range is an ideal period where parent-child engagement is beginning to develop language competencies, which may take forms of both verbal forms (oral and writing) and non-verbal forms (gestures and facial expressions). Parents mainly use oral or spoken forms of language as the most effective form of communication in a home-based learning environment. In addition, these children have more bilingual practices from their family or home environment due to online learning during the pandemic.

Table 1. Data of Parental Demographics

No	Initial	Age	Education	Occupation	English Proficiency
1	EDS	33	English Teacher	Bachelor degree	Quite well
2	ATM	31	Lecturer	Master degree	Quite well
3	SRA	29	Housewife	Bachelor degree	Quite well
4	NI	29	Housewife	Bachelor degree	Quite well

Table 2. Data of Child Demographics

No	Child's Initial	Mother's Initial	Age	First Stage Of Billingualism	First Environment Of Billingualism	Education Level
1	NA	EDS	7	2-3 years old	Home Setting	First Grader
2	MM	ATM	5	0-1 years old	Home Setting	Early Childhood Education
3	AZA	SRA	5	0-1 years old	Home Setting	Early Childhood Education
4	MAA	NI	6	2-3 years old	Home Setting	Kindegarten

Table 2. shows that the characteristics of parent-child interactions at home setting were revealed during the observations question-and-answer as well as the observation sessions were dominated by topics that concerned parenting activities, punishment and reward, freedom giving and responses to child success

and failure. Their answers did not vary across the interviews and observations because of the similitude of their age, educational and occupational background. Parenting knowledge of children's language development equipped the mothers to fulfill the cognitive needs of the children by providing an awareness of strategies for maintaining and promoting children's bilingual development, and schemes for effectively providing children with interactional bilingual activities through that development.

Table 3. Results of Observations of Parent-Child Interactions

NO	Parenting Style	Aspects	EDS	ATM	SRA	NI
1	Authoritarian	1. children must be submissive and obedient to the will of their parents	-	-	✓	-
		2. Parental control of children's behavior is very strict	-	-	-	-
		3. Children are almost neve given praise	-	-	-	-
		4. parents are uncompromising and the communication is usually one-way	-	-	-	-
2	Authoritative	1. children are given the opportunity to be independent and develop internal control	✓	✓	✓	✓
		2. Children are recognized as individuals by parents and are involved in decision making	✓	✓	✓	✓
		3. parents prioritize the interest of children, but will not hesitate to control them	✓	✓	✓	✓
		4. Parents are realistic abaout the child's abilty, do not expect too much beyond the child's ability	✓	✓	✓	✓
		5. Parents give freedom to children to choose and take an action	✓	✓	✓	✓
		6. Parental approach to children is warm	✓	✓	✓	✓
3	Neglectful	1. Parents do not give warmth to children	-	-	-	-
		2. parents do not set limits and demands	-	-	-	✓
		3. Parents are not responsive to children's needs	-	-	-	-
		4. Parents do not monitor children's activities	-	-	-	-
		5. Children aften feel afrad anxious and stressed because from their parents	-	-	-	-

Table 3. shows the characteristics of parent-child interactions were revealed based on the interviews. The interviews consisted of close-ended questions and were structured in terms of four parenting styles, i.e., authoritative, authoritarian, permissive and neglectful style, with more in-depth question points. In the interviews, a schematic presentation of questions was provided to explore the observation more systematically and comprehensively as well as to keep the focus of the interview on the desirable objectives. Similar to the results of the observations, the interviews indicated that while the authoritative parenting was the most popular, the neglectful was the least popular strategy in the four bilingual households as seen in Table 4. and Table 5.

Table 4. Parents' interview of how authoritative parenting style influences children's oral proficiency

No	Question	EDS	ATM	SRA	NI
1	Do you encourage your child, not leaving him or her to struggle on his or her own when speaking English?	✓	-	✓	✓
2	Does your child confide in you on everything that condemns his or her English- speaking activities?	✓	✓	✓	✓
3	Do you show thoughts and attention conceding your child's	✓	✓	✓	✓

No	Question				
	English-speaking learning?				
4	Do you take note of your children's likes, dislikes, opinions and needs when it relates to this or her English-speaking activities?	✓	✓	✓	✓
5	Do you systematically train your child on yielding qualities of improved speaking abilities?	✓	✓	✓	-
6	Do you normally arrive at learning decisions only after consultations with your child?	✓	-	-	-
7	Are you always interceding your child's English-speaking activities ad participate in them?	✓	✓	✓	✓
8	Are you always ready to share and help in your child's work and speaking activities?	✓	✓	✓	✓
9	Do you always react to your child's facial expressions and body language in matters conceming his or her speaking attitude?	✓	✓	✓	✓

Table 5. Parents' interview of how neglectful parenting style influences children's speaking proficiencies

No	Question	EDS	ATM	SRA	NI
1	Are you usually busy with your problems, and do not have time for your child conceming the way he or she speaks English	-	-	-	-
2	Do you pretend to be concomed just to boost your child's speaking abilities?	-	-	-	-
3	Are you so busy and engrossed with your work that you have less time to help your child in his or her speaking activities?	-	-	-	-
4	Are you so engrossed with your activities that you could not be bothered with controlling your child's speaking pattems?	-	-	-	-
5	Do you fail to give due care and attention to your child in his or her speaking activities?	-	-	-	-
6	Are you not ready to abandon your child's own interest andk think about his or her speaking needs?	-	-	-	-
7	Are you so busy with your own acitivities that you ae unaware of your child's speaking activities?	-	-	-	-
8	are you usually under stress resulting from your accupations, and too busy to check your child's speaking abilities?	-	-	-	-
9	Are you not always close and friendly to your child when he or she is speaking English?	-	-	-	-

4.2. The Effects of the Authoritative Parenting Style on Children's Bilingual Oral Proficiency

A range of activities nurtures bilingual development in the children. Parental involvement in activities, such as reading, using gadgets, watching, sports and playing, are occasions for parents to sustain proper relationships with the children and also opportunities to maintain bilingual interactions at home environment. The data shows that playing is the most essential activity that contributes to the children's bilingual development while promoting their emotional well-being.

Table 6. reveals that all of these authoritative mothers engaged in bilingual activities and interaction while having a range of playful and fun activities. This shows that authoritative style of parenting affected how children learned and practiced bilingualism in a casual and relaxing way.

Table 6. Patterns of Child Bilingualism Activities

No	Child's initial	Mother's Initial	Dominant Language	Frequency of Bilingualism	Dominant Activity & Number Of Hours
1	NA	EDS	Equal between English and Indonesian	Regularly	Playing (5 hours each weekday)
2	MM	ATM	English	Regularly	Reading and playing (6 hours every day)
3	AZA	SRA	Indonesian	Often	Playing (10 hours every day)
4	MAA	NI	Equal between English and Indonesian	Regularly	Playing (8 hours each weekday)

Table 7. Interview Results of Authoritative Parenting and Parent-Child Fun Activities

EDS	"My child is excited to do some fun activities for example playing flash cards and role-playing games"
ATM	"well. mostly my child always plays toys, draws, and he likes coloring and reading. and they toys, um, that he likes to play such as Lego, Car, truck, and also table tennis"
SRA	"Ali and I love singing a song. I try my best to play together with him whenever I can and appreciate this achievement in anything he does"
NI	"Um, my child likes drawing, playing with his toys and especially he likes to play football with his father"

Table 7. shows how it becomes obvious that these authoritative parents connected with their children through playful activities to address their children's needs. Based on the data in Table 4.7, all samples engaged in bilingual experiences when they were in fun, playful interactions that ranged from 5-10 hours a day. This is further emphasized in Table 4.8 that indicates that these authoritative parents consistently managed to provide love and warm support to their children without burdening them with pressures during their bilingual interactions.

Table 8. Interview Results of Authoritative Parenting and Guidance into Bilingual Activities

EDS	"The consistency to speak English every day and always enrich her vocabularies by doing some fun activities."
ATM	"Well, talking about strategies, actually I have no current strategies to apply English learning. But the father and I try to apply English every time we talk, or every time we interact with each other. I mean as long as the children know the English words, we try to speak English. But when they do not know, we speak in Bahasa. That's why my children can understand both English and Bahasa, because sometimes we mix. Actually we don't push ourselves to speak English all the time. No. But when they don't know the English words, we can talk in Bahasa."
SRA	"We sometimes speak English every day, read a book and sing English pop songs that are appropriate for kids."
NI	"As for the strategies of practicing English with my child, I just have to make sure that he is in a good mood before I ask him to speak English. And then, he provides feedback in English as well."

Authoritative parenting has the benefits of providing the opportunities where parents and children can bond in heartfelt interactions in a loving and fun way. In authoritative households, playtime increases the quality of parent-child relationships and connects with bilingual experiences on a deeper level. When children engage in playing in a consistent and healthy way, they have better engagement and participation because by playing, they overcome boredom that most of the time occurs in home-based language learning experiences. Table 8 reveals how these authoritative parents engaged with their children in playful situations.

During the bilingual experiences at home, these parents acknowledged the importance of positive reinforcement and rewarding responses when their children failed to accomplish their parents' expectations. This indicates that authoritative style of parenting nurtures warmth and love even when the children misbehave, which has a positive effect on their self-image and self-confidence.

Table 9. Interview Results of Rewards and Consequences to Children

EDS	"Actually, I just do simple action. I hug and say "You did it baby." If she fails, I'll show same action. I'll hug and say "Try and do better next time."
ATM	"Okay, well. Sometimes I give him a reward if he does a good job or be a good boy in one day. Sometimes I buy him new toys. But it is very rare. I mean, I don't always buy him new toys if he's doing a good job or has been a good boy. No. Buying new toys is only maybe once in a month, maybe. But it is actually very rarely. And also I let him play outside. Sometimes, we don't have enough time to accompany him to play outside. So when he does a good job or has been a good boy, we let him go outside." But what if when he failed to something? Um, sometimes, not sometimes, but almost always, I give him punishment such as do not move from one place. So he has to, keep, um, I mean he mustn't move from one place, maybe in the corner of the house. When he moves, he will get more punishment from us. So that's one simple punishment for him, just to make him understand that he was doing wrong."
SRA	"If he did a good job, we would give him an applause or a present. If he failed, we asked him to try again."
NI	"If he succeeds, ehm… I give physical touch like give him a hug, kiss, quality time and a new book. But, if he fails, he can't watch TV in a day and no more toys."

5. CONCLUSIONS

Data found that all samples fit into authoritative behavior. Parental firmness, emotional attachment and involvement showed a significant role in these four authoritative households. Parental firmness gives a strong foundation where authoritative parents establish boundaries, rules, and consequences for misbehavior. Parental emotional attachment responds to children's misbehavior in a gentle, warm, and loving manner. This emotional attachment may include parental empathy and tolerance by offering a reward option as well as natural consequences that most of the time refer to losing a privilege. Parental involvement with these children of authoritative parents refers to the quality and frequency of these parents participating in their children's language learning and bilingual playtime.

As for its effect on home-based bilingual experiences, authoritative style of parenting relates to better chances of having successful bilingual experiences of the four children through playful interactions. During these playful interactions, these children have tremendous opportunities to develop a sense of autonomy and creativity and the right to express themselves while maintaining healthy emotional stability. As authoritative parents provide a solid foundation of love, warmth, and comfort, establish clear regulations, consequences and boundaries, and most importantly act as role models, the children are bound to adopt their parents' behavior, particularly when it comes to imitating what their parents speak during bilingual interactions at home.

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