

Parents' Techniques in Introducing English for Young Learner

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Abstract

Young students should start receiving English instruction at a young age. Parental involvement in their children's English education is crucial. By using a variety of learning approaches, parents can help their kids learn English from a young age. This study attempts to examine the methods employed by parents to start and expose their young learners to the language. Research tools in the form of interviews with 7 parents served as the data gathering strategy for this qualitative study. Several parenting strategies for teaching their kids English are categorized in this study. By using research tools in the form of interviews with 7 parents as a method of data collecting, research was carried out qualitatively. Several parenting strategies for teaching their kids English are categorized in this study. The findings indicated that parents exposed their kids to English in a variety of ways, including vocabulary introduction, the use of a vocabulary memorizing system, engaging learning techniques, and the use of learning resources

Keywords: *English fo Young Learners; Parents' Technique.*

INTRODUCTION

Early childhood English education is crucial for a child's development and progress. English must be introduced from a young age because it can aid in raising a child's level of language proficiency. English is now a topic that all students, including those in elementary school, must acquire. Early childhood is frequently referred to as the prime time for learning. Jazuly (2016) makes the case that the importance of learning English for young children is highlighted by the language's value as a tool for intercultural dialogue. He added that youngsters can develop their critical thinking abilities in assimilating information coming from a global perspective by learning English. Anggraini (2020) highlights that verbal stimulation provided by parents to children has numerous advantages in terms of language development and is the most popular method utilized by parents to stimulate children's language learning. This verbal stimulation can be achieved through storytelling, singing, talking with the kids, and repeatedly saying new words.

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 (2017) 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 (2018), 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, 2016). 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, 2016). 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. 2019). The reasons is because the limited knowledge and confident of parents in teaching their children at home (Lee & Bowen, 2016). The most common form 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. 2022). 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 process.

LITERATURE REVIEW

English for Young Learner

Young learners are defined by Nikmah (2013) as students in primary school between the ages of 6 and 12 who are classified into two group levels, namely "6-8 years" as the younger level and "9-12 years" as the older level. Scot and Ytrebreg (1990) presented a different viewpoint by classifying young learners into two age groups, with "5-7 years" as level one and "8-10 years" as level two. According to the aforementioned judgment, young learners are defined as youngsters who have received formal education and are between the ages of 5 and 12. Adults must, of course, take the child's capacity for learning into account when teaching. Each youngster has a unique level of learning intelligence.

English Learning Techniques for Young Learner

According to Nadiah (2012), teaching English to young students differs greatly from instruction given to juniors and seniors in high school. Comparatively to teaching at higher levels, teaching at the young learner level would be more challenging and call for a lot of creativity in its application. She went on to say that the method used to teach young pupils needed to be able to create a fun, engaging environment in the classroom. Of course, as educators, we need a variety of instructional strategies to use while instructing students in English. The following are a few methods that can be used:

- 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 technique aims to provoke children to talk.
- d. Substitution. This technique is used to see how responsive the child is to word processing. The application of this technique 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 technique requires students to observe 2 given objects and then instruct them to look for or describe the differences they see. This technique is intended to train children's memory skills for something they see.
- f. Concept Mapping. The concept map technique 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.

With respect to the learning context, interactive learning media unquestionably aid in the implementation of learning strategies. Learning media are all tools used to pique students' interest and thoughts in order to inspire them to complete the learning process (Miarso, 2004). Mardhiah and Akbar (2018) claim that learning media is a method of instruction that strives to increase student learning achievement, is engaging for students, makes it easier for them to understand the topic, and helps them take in the information in instructional materials.

Parents' Technique

According to Anthony's (2010) theory, technique refers to the actions that take place in the classroom and must be precise and consistent in order to be effective. Therefore, the technique is the application of our predictions and goals. According to Bastis (2019), learning techniques are tasks that are carried out mechanically and internalized through repetition. Suprihatiningrum (2016) claims that the methodology, which is an application of the method used, can be generalized as a process for carrying out learning activities. Thus, the actions a teacher takes to impart information to students during a lesson are referred to as learning techniques. This demonstrates that both teachers and students frequently use learning approaches during the learning process. 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 technique of parents in teaching and introducing English to young learners. This technique will be seen from the involvement of parents in how they bring English to their children.

METHODS

Research Design

In this study, a descriptive research design is combined with a qualitative research methodology. According to Bogdan and Tylor in Moelong (2012), a qualitative research process generates descriptive data from people and the behavior seen in the form of written text or spoken words. Based on the criteria given above, this research analyzes the phenomena

that take place, events, behaviors, and ideas of individuals both individually and in groups to fully characterize it.

Through the data that will be gathered, the researcher in this case hopes to explain how parents implement the introduction of English learning to young students. Additionally, researchers wish to look into the methods employed by parents to teach their kids English.

Research Respondents

According on the criteria established by the researcher, respondents for this survey were chosen. The purpose of this choice is to examine how parents generally introduce and encourage English to kids in the neighborhood. The respondents in this study are parents of kids between the ages of 5 and 12 who have been exposed to English both at home and in bilingual or international schools and who are generally literate in the language. Seven parents of young students from various bilingual schools in Makassar participated in the study. Although some of these parents are passive English speakers who can just understand the language in general, others are enthusiastic English users.

Procedure of Collecting Data

The most crucial aspect of a study that, in this situation, aims to generate research outcomes is the data collection methods. A semi-structured interview was the research tool employed to gather the study's data. An interview is a method of gathering data that takes the shape of a dialogue between the questioner and the respondent.

Technique of Data Analysis

In this study, an inductive qualitative analysis method was used for data analysis. This method is how the data was gathered, examined, and then generated using a specific relationship pattern. Nasution (2004) asserts that the analysis of qualitative data is broken down into three stages: data reduction, data presentation, and conclusion-drawing.

RESULTS

Findings

According to the findings of the interviews, all parents had gone through the period of introducing English to their kids before they learned it in school by first teaching them fundamental words in the language. According to the interview findings, the majority of parents claimed they taught their children basic English vocabulary by introducing them to objects in their immediate surroundings, such the home. They also introduce the fundamentals of English, such as the alphabet, numbers, and names of colors. Parents use the internet and YouTube as a pronunciation aid to begin learning their children's vocabulary.

**Table of Parents' Techniques based on
Interview Result**

Techniques	Parents						
	MD	RR	ST	DK	H S	AU	AS
Introduction to Vocabularies	✓	✓	✓	✓	✓	✓	✓
Vocabulary Memorization		✓	✓				✓

Using Learning Methods							
1. Listen & Repeat	✓	✓		✓	✓	✓	✓
2. Listen & Act				✓			✓
3. Question Answer Sections	✓	✓	✓	✓		✓	✓
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		✓	✓		✓		

Based on the findings of the interviews, it is evident that parents employ age-appropriate and easily accessible learning resources while teaching their children English. Looking at the interview's findings, it was discovered that parents employed a variety of media, from traditional media that are similar in their simplicity to current learning media with the aid of technology.

In addition, based on the results of the interviews above, the researchers concluded that the use of books as a learning medium is one of the techniques 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 techniques used by parents in introducing English to young learners can be grouped into 5 techniques, namely vocabulary introduction, sending children to English language schools, depositing vocabulary, using varied learning methods, and using learning tools or learning media.

DISCUSSION

The findings indicated that the most prevalent and important parenting tactic for kids was language introduction. Before learning other language skills, parents first learn vocabulary in English. This is connected to the findings of Muzammil (2017), which indicate that by teaching young children basic and general vocabulary, parents can assist their children in learning English at home. Basic concepts like numbers, alphabet, colors, object names, animal and plant names, and body parts are frequently introduced by parents.

One strategy that parents can use to introduce and educate their children English is by using a variety of learning techniques.

Furthermore, one of the many methods employed by parents is the usage of educational media. The presentation of the research findings shows that the majority of parents utilize the YouTube video platform as one of the learning mediums to display their children's English learning materials. Esrani (2021) offers YouTube as one of the media that can be utilized to train children's language development in a manner similar to this. In addition, parents frequently employ straightforward teaching methods like images. Parents may utilize images from picture books, posters, flashcards, and the internet. In addition to YouTube videos and images, parents frequently employ foreign-language books and TV shows as learning resources.

Finally, from the implementation of techniques 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.

CONCLUSION

The technique 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.

According to the findings of the research, it seems that parents have made an effort to start their kids' English education. To introduce English to their children, parents use specific methods. It is clear that the parents' techniques include vocabulary introduction, enrolling kids in English-language schools, vocabulary deposit, using learning strategies that are similar to those used by teachers in the classroom, and utilizing learning aids in the form of various learning media. Parents employ a range of techniques when employing the learning approach, including listen and repeat, listen and act, question-answer, outdoor activities, music, games, and enjoyable activities. Parents use foreign TV shows, photos, books, YouTube video platforms, and other learning tools.

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 techniques. These techniques are carried out by parents in the hope that their children will become interested in learning English and increasingly to understand English. 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.² Practical Implication In the implementation of techniques 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

Last but not least, this study focuses on the techniques 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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