

## **CHAPTER II**

### **REVIEW OF RELATED STUDIES**

#### **2.1. English as a Foreign Language**

English as a foreign language is a concept in which English is not the main language of a particular country or can be said to be a new language learned by a country whose main language is not English. According to Harmer (2004), this is generally taken to apply to students who are studying general English at schools and institutes in their own country or as transitory visitors in a target-language country. There are several countries that consider English as a foreign language, and Indonesia is one of them. In Indonesia, English is not the main language used to communicate in everyday life, instead, English is used as a language for learning. This is because English is considered a foreign language in Indonesia so, many people learn it Setiyadi (2020).

#### **2.2. The Importance of English as a Foreign Language**

In this era, many people are learning English. Apart from being a lesson for them, or being a job, also they learn English as a hobby. This is because English is an international language that is needed if you want to communicate with friends or go to other countries. According to British Council (2020), English is the dominant international language of the 21st century. It is spoken at a useful level by some 1.75 billion people – a quarter of the world's population. As a language of communication, science, information technology, business, entertainment, and diplomacy, it has grown to be the operating system for global conversation.

According to Nishanthi (2018), English has been playing the main part in several sectors including medicine, engineering, education, etc. Therefore, many countries have accepted English as a foreign language or a second language (for countries where English is not the primary language).

In Asia, English is the most popular foreign language studied by many people. Regarding Rintaningrum (2018), the popularity of English as the most widely used language around the world has spread across various non-English speaking countries and Asian countries and has “become the key language in Asia”. It was added to the opinion of Heinrich (2008), which speaks to the popularity of the English language in Europe. He said English is estimated spoken by 400 million people as a mother tongue and an additional 2 billion as a second and/or foreign language. From there, we know that English is very popular, not only in European but also in Asia. In addition, there are several factors against which English is essential to learn as a foreign or second language for everyone, especially for young learners. Some of these factors according to Crystal (2003):

### **1. Economy and Business**

As many people know, most developed countries such as America, China, Japan, and many others are countries with excellent and rapid economic and technological development. Therefore, they are dubbed the center of international trade where all international businesses and markets are centered there. Of course, with this, many international companies really need employees or staff who can speak English well so that later they can participate in the development of business and the economy in a country.

## **2. International Cooperation Relationships**

English is the most widely studied language and is used by a wide variety of people from various countries around the world, so English is called a lingua franca. Through English, many people can freely communicate with people from other countries. Including when undergoing cooperation between companies, if the company has a requirement for its employees to be able to master English well, then the company will easily establish a cooperative relationship with companies from abroad.

## **3. Media (social media or mass media)**

During this era of globalization, a lot of media both social media and mass media use English when releasing announcements or news that is happening. Not only that, television programs, especially those from America, often use English. Even movies that come from other countries (whose main language is not English), always add English subtitles so that everyone who is not from that country will know about the movie. So, it concluded that English also has a big influence on the success of the media itself.

## **4. Education**

In every learning material such as scientific articles, and so on that are published on international journal pages, the journal must be in English so that it can be published in international journals. This is because English is a lingua franca so it will be easy for many people to understand or read the scientific journal if the journal uses English. Not only that, this will also help students who study English as a foreign language to be able to understand the contents of the scientific articles they read.

## **5. Communication**

Communication is something that is often conducted by humans to be able to interact with others. Therefore, English is also important in this communication because by speaking English, people will be able to interact with many people from their country or from outside their country. So, there will be many relationships that arise when someone is able to speak English with many people.

## **6. International Travel and Safety**

In the field of tourism, all travel companies will use English in promoting or providing their services to others, especially to tourists who come. This is because English is a foreign language that is most understandable to everyone so, they can offer their services to others. In addition, each country also enforces safety regulations using English so that visitors can find out the rules that apply in the country they are visiting.

### **2.3 Young Learners**

Young learners are children aged approximately between 6-12 years old, most of whom are still in elementary school. Based on their age, they can be divided into two groups: The Younger Group and the Older Group. The Younger Group has an average age of 6-8 years, while the Older Group has an average age of 9-12 years. According to Phillips (1993), young learners means children from the first year of formal schooling between the ages of (five or six) to the age of eleven, or twelve. According to Mary & Willis (2003), young learners have two categories, the first is Young Learners (YL) which consists of young learners aged 7-12 years. The second category, Very Young Learners (VYL), consists of young learners under the age of 7. The two categories are based on the age of the young learners themselves.

### **2.3.1. The Characteristics of Young Learners**

Everyone has their own character, especially young learners. As is well known, the character of these young learners is cheerful, quick to respond, easily understand what they see, touch, or hear, and are very passionate if they do the things they like. According to Ytreberg (1990), young learners are divided into two groups by level. The first group, the level one or beginners (age 5-7 years), and the second group is level two (age 8-10 years) which can be said as the starting level when they start learning English at that age.

Young learners at the age of five to seven (level one), are characterized by being quicker to understand situations than to understand the language used, having a very short attention span and concentration, and sometimes having difficulty knowing what is fact and what is fiction. Meanwhile for age of eight to ten-year-olds (level two), they can distinguish between fact and fiction, ask questions all the time, rely on the spoken word as well as the physical world to convey and understand the meaning and have the ability to cooperate and learn from others.

Moreover, based on the character of young learners in learning the language or everything in particular learning about the language, Cameron (2001) says that young learners can learn a foreign language in a particularly effective way before puberty because their brain is still capable of using the mechanisms that have helped them acquire the first language, that is their character. Very young language learners begin the task of first language acquisition without the cognitive maturity or metalinguistic awareness that older second language learners have. Although young second language learners have begun to develop these characteristics, they will still have far to go in these areas, as well as around world knowledge, before they reach the levels already attained by adults and adolescents (Spada, 2013).

## **2.4 Teaching English to Young Learners**

Teaching-Learning English has long been in demand by many people in various countries, ranging from young learners to adults. Therefore, many countries include English as a subject that must be studied and exists in various fields of education ranging from elementary school, junior high school, and senior high school to college. To deal with this, of course, teachers must prepare learning materials that are suitable for the students they will teach whether they are young learners or adults. However, according to Bransford & Brown (1999), learning English for young learners and adults is very different. This is also supported by Cameron (2001), who says that young learners (children) are learners who have a very high interest in learning, and they are more eager to learn English than older people.

Young learners (children) are active learners who are able to set goals and plan and revise what they have learned (Bransford & Brown, 1999). In addition, they also added that children are seen as learners who are able to collect and organize the material provided by their teachers. So it can be seen that children have greater potential to learn English compared to adults (pp.79).

As said above, young learners learn things very quickly at a relatively young age so that they will easily understand the material in language learning provided by the teacher, therefore the teacher must also be able to provide learning materials that are easily understood by these young learners. In teaching young learners, a teacher has many options when choosing a strategy to teach. What we teach and how to make the condition of the class effective and help increase the student's skills (Saputra, 2017).

So with that, teachers can find out how to make the learning process work and be successful. Another thing that teachers need to know is to understand how the concept of language acquisition and learning in early childhood (Cameron, 2001).

Because it is very important to know considering that young learners are very quick to learn the language well. According to Terrell (1983), acquiring a language is “picking it up,” i.e., developing ability in a language by using it in natural, communicative situations. It means at this stage, these young learners will be easy to understand their first language, then their second language, and so on well from what they see or hear. It can be noted that young learners are unlikely to be able to accept theories or ideas (such as learning about reading and writing skills) because it is very difficult for them considering it is their first time learning a foreign language at a young age. So, the most suitable thing for them to learn at a very young age is spoken language or language that they directly hear from their parents or teachers. It is the same as Phillips (1993) says that younger learners respond to language according to what it does or what they can do with it, rather than treating it as an intellectual game or abstract system.

It is totally different from learning. Learning is a process where those young learners will be taught to add to their perceptions of languages like grammar and so forth by their teacher in school (Terrell, 1983). Thus, teachers must really understand what to prepare for language learning to young learners whether it is lesson planning or learning resources used during the learning process.

In response, Sukarno (2008) expressed his opinion regarding language learning resources that teachers should know in the process of teaching English to young learners.

The types of language learning resources are:

1. Learning resources are not extra material for fun, but the main material should be structured and learned as an engaging activity and should be what young learners do in everyday life.
2. Learning resources for children should be adapted to the talents, interests, and so on of the young learners. Therefore, the ideal English teacher with English learning is a teacher who has familiarized himself or herself with songs or games in English. This allows them to package learning materials to be interesting and fun for young learners.
3. In addition to knowing how to use the right learning resources, teachers must also know the difference between techniques and resources clearly. Resources here mean such as songs, stories, poems, and games.

From that, we can conclude that teaching English to young learners with adults is very different. This is because young learners have a high sense of enthusiasm and can also learn a lot of things like languages well and quickly. Therefore, in teaching English to young learners, teachers must understand the concept of language acquisition and learning in early childhood as said by (Cameron, 2001). This is especially important considering that young learners are approximately 6-10 years old, their brains are able to respond, accept or learn a language very well and quickly. In addition, the instructor or the teacher must to know about the learning resources that will be used in teaching and learning sessions for young learners. Through this, young learners will easily understand and be able to comprehend what the teacher has taught them well.



### **2.4.1 The Principles of Teaching English for Young Learners**

In advance of understanding that teaching and learning English for adults is very different for young learners and the learning materials that are appropriate for young learners, teachers should also be familiar with some of the principles of Piaget and also Vygotsky in Hudelson (1991) about language learning to young learners. According to Piaget and Vygotsky in Hudelson (1991), There are four principles that teachers should be familiar with when teaching English to young learners. The four principles are:

#### **1. Children learn through experiences by manipulating surrounding objects**

In this principle, children will learn about something through hands-on experience and they will also accumulate the objects around them from what they see and have touched. This is included in the operational, concrete stage in the cognitive development period in children. So, it is very important for a teacher to pay attention when teaching early childhood, they must use media or realism in presenting a teaching activity or learning material in the classroom. This ensures that the material and also the learning activities that will be carried out can be easily understood by them.

#### **2. Children learn through social context, in groups in which they know with one another**

In this principle, besides teaching about learning materials, teachers must also teach young students to be able to socialize with their colleagues. By doing so, they will easily get to know their friends and interact with them. Therefore, a teacher must design the teaching process in a social context situation or cooperative class by forming groups to do a task. So that this will make students get to know each other, they can interact with each other and also work together in completing the assigned tasks together.

### **3. Acquisition takes place when learners comprehend how language is used.**

In this principle, students will be able to acquire a language when they know how the language works by trying to understand it well. Thus, teachers must be able and familiarized with to use of proper English that is easy for students to understand during classroom learning sessions. This will make it possible for students to understand some of the words spoken by the teacher while teaching in class and they will automatically try to practice them while in class.

### **4. Acquisition takes place in social interaction.**

In this principle, besides students can acquire a language, especially English, from what they understand when their teacher speaks English in class, they can also acquire a language from the interactions they have with their friends. So, when they try to interact with their friends, what they will do is speak using the language they have acquired from the language they have heard and understood before. Therefore, as in the previous principle, teachers, especially English teachers, must be able to familiarize themselves with using easy English during teaching and learning sessions in the classroom. So that with that, students will easily imitate and practice it with their friends.

From all these principles, it can be seen that the principles that were proposed by Piaget and Vygotsky in Hudelson (1991) it is very important for teachers, especially English teachers, to pay attention to when teaching young learners about English in the classroom. Because all these principles greatly affect the process of learning English to young learners. If teachers do not pay attention to this, then what will happen is that young learners will not be able to receive proper learning materials and teachers will not be able to provide the proper learning for their students as well.

So, with these principles in place, teachers can have an idea of what they should teach young learners and in what way young learners can understand what their teachers are teaching them about English in the classroom.

#### **2.4.2 The Advantages and the Disadvantages of Learning English for Young Learners at an Early Age**

English is now widely recognized by many people as an international language because English is a language that can be used by anyone when going to various other countries. Furthermore, English is also known as Lingua Franca, which means English is the connecting language of other countries that have different mother tongues. So, this is what makes many people interested in learning English as a foreign language or second language, and even learning English is also very beneficial for young learners from an early age.

Learning English for young learners from an early age has many advantages, including being able to make children easily understand the language, and so on. According to Sari (2019), although learning a foreign language, especially English, to young learners from an early age has many benefits, there are also downsides. Furthermore, according to Zhang (2021) learning English for children from an early age does have many advantages, but not everything can be an advantage for them. In fact, it can also be a disadvantage for them when they are still not ready to learn it at a young age. Here are some advantages and disadvantages of learning English for young learners early on according to Sari (2019) and Zhang (2021).

### **2.4.2.1 The Advantages of Learning English for Young Learners at an Early Age**

#### **1. Grow children's creativity and imagination**

According to Sari (2019), English learning for young learners at an early age makes it easier for them to understand English as a foreign language especially if the learning uses fun learning methods. If these young learners learn in a fun atmosphere, it will be easier for them to absorb the various English lessons given by their teachers. Besides learning various basic reading and writing skills, these young learners will also get a lot of stimulation that will provoke their imagination and creativity about something including this language learning.

#### **2. Building Confidence and Understanding**

By learning English young learners from an early age, they can gain confidence and the ability to communicate with people outside of their native language. According to Sari (2019), young learners can develop confidence over time and can be encouraged to speak a foreign language slowly with their parents or friends or even their teachers so that it becomes a habit to speak English. In fact, if young learner learns English by listening to songs and practicing speaking English with friends or parents, or teachers, this will build confidence in their ability to master the language.

#### **3. Brain and Cognitive Development**

According to Zhang (2021), In learning English from an early age, the brain, especially the prefrontal cortex, which is related to cognitive development, will develop to acquire language and other skills. This is also conveyed by Piaget in Huitt (2003), which says that these abilities will be further developed when there are patterns and achievements toward language acquisition in young learners. According to him, children aged around 2-7 years, still do not have perfect sensory and motor skills so, at this stage they will only take a good look at the language they hear and understand it. As for children aged

around 7-11 years, they already have perfect sensory and motor skills so that at this stage they will be able to try to practice or imitate how to pronounce a language with good intonation and memorize some vocabulary from the language. So, it can be seen that cognitive development in young learners will increase if they have started language learning early.

#### **4. Other Cognitive Performance**

According to Zhang (2021), in fact, besides early learning of English, and its ability to enhance cognitive development in young learners, learning English can help them to strengthen their memory, creativity, and other cognitive performance. Young learners who learn a foreign language at an early age will have better problem-solving skills, spatial relationships, and increased creativity. Learning a second language at a young age promotes flexible thinking and communication, allowing these young learners to face challenges from multiple perspectives.

#### **5. Academic Development**

Because learning English in young learners at an early age can enhance their cognitive development, it can also greatly affect the academic development of young learners in the future. According to Zhang (2021), if they learn English from an early age, young learners will be able to be competitive with other young learners in the college entrance exams they want to take. Moreover, they will also be able to participate in international conferences, which will allow them to improve their education and achieve a bright future.

#### **2.4.2.2 The Disadvantages of Learning English for Young Learners at an Early Age**

##### **1. BLAST ( Bored Lonely Afraid-Angry Stressed Tired)**

According to Sari (2019), young learners who have been learning English from an early age will definitely feel bored with the materials and rules they get both at school and at home so, it will make them feel depressed and feel bored about learning English. Of course, this will have an impact on the language development of young learners at their age. When young learners are learning their mother tongue, but also being taught a foreign or second language, it can lead to misunderstandings and inhibit their language acquisition. They will feel confused about using their mother tongue, foreign language, or second language. For foreign language learning, even though they have learned it at school, but not practiced, they will easily forget the foreign language they have learned, which is English. So, that is what needs to be considered when introducing English as a foreign language to young learners at a young age.

##### **2. Cultural Confusion**

A foreign language is too different from the mother tongue. Whether it's from grammar, the use of letters and how to read it is different from the mother tongue. So, when young learners are told to learn thousands of foreign language vocabulary, especially English, it will stress them because the way to spell and pronounce it is different from the mother tongue they have learned from their parents. Introducing foreign languages to young learners at an early age can cause children to forget their original culture and mother tongue. Parents' intention to introduce foreign language learning to young learners at an early age is good, but it would be better if parents pay attention to what they should do if their children later forget their native culture and mother tongue.

## **2.5 Parents' Attitudes Towards Their Children in Language Learning**

### **2.5.1 Parents' Opinions about Children Learning English at Early Age**

In Indonesia, English itself has developed so significantly that it has made many educational institutions require English as one of the subjects that must be learned by all Indonesians. In its learning, English is divided into two: Learning English as a foreign language and learning English as a second language. However, most people in Indonesia learn English as a foreign language and of course, this is because English is not the main language or second language for people who have regional languages such as Javanese, Sundanese, or others. However, this does not stop them from learning English.

English learning is very important for anyone who learns it, especially young learners. According to Aslamiah (2022), English should be taught to young learners as early as possible because, it will make them familiarized to receive various information from different countries in the world when they grow up. In addition, according to Sukarno (2008), young learners who are still in their golden age (0-6 years old), have their brain's ability to learn and understand languages very well and quickly. So, if the child has been taught about English since they are young, then the child will quickly master English and other languages well.

As English has a useful impact on the future of young learners, many parents are enthusiastic to enroll their children in some basic education academies such as early childhood education or in Indonesian it is called ( PAUD ), to elementary school. In addition, there are some parents' views on learning English to children at an early age as expressed by Sari (2019).

According to Sari (2019), a lot of parents are enthusiastic about exposing their children to learning English nowadays, the reasons are 1) their children are good at speaking English, 2) globalization, and 3) prestige. In addition, these parents mostly want their children to learn English because they know that English is needed in the field of work so, it would be better if their children can start learning English early.

According to Faqihatuddiniyah (2017), most parents are excited about learning English for children, because they want their children to develop linguistically in mastering several languages, especially English. According to Yudha (2021), learning English in children has a good response from parents. According to them, learning English in children is very important because English is a language that is used and learned as a means of communication internationally so it makes it easier for their children to develop more and have broader insights.

Meanwhile, according to Dewi (2017), from the results of her research, parents argue that English is an important subject for their children to learn. This is because English is an international language so it is very important for their children to learn it early on.

From some of these opinions, it can be seen that parents respond well to learning English with children, even though their opinions are different from one another. However, the point is that learning English in children, especially from an early age, is important considering that English now has a considerable influence in various fields and English is very needed today. Not only that, English is also used as a communication tool that makes it easier for anyone who learns it to talk to someone from abroad.



### **2.5.2 Parents Attitude**

When children are growing up, the people who are always beside them from birth to adulthood are their parents. According to Santoso (2011), parents are the first adults for children within the family, a place where children depend on their lives, and where they expect help in their growth and development towards maturity. Indeed, when the child is born or then becomes a toddler aged approximately (0-5 years) to become a child aged (6-12 years). The thing he or she does at that age is to understand what their parents introduce to them. At the age of (0-5 years), they will be introduced to things around them such as remembering their name, calling papa and mama to their parents to understand what their parents say.

Meanwhile, at the age of (6-12 years), they will be introduced to the shape of an object, the name of the animal, and its sound until they can imitate the language used by their parents or the language they hear from others. This is one of the language acquisition and of course, this is included in the attitude of parents who are active in developing children's ability to learn the language. Parental attitude is a measure or index of parental involvement with children including how their attitude towards learning in children, especially language learning (Bordhan, 2014).

To be briefer, parental attitudes are an important factor in a child's development and have major implications on their personality, focusing on how they behave or act. Based on the opinion of Tavit (2009), parents' attitudes play a big role in their children as they can reflect their positive attitude towards language learning by actively participating in various ways at home and school. If at home, parents always question or tell their children about what they are doing at school including what they have learned, it will have a positive impact on their children. Because of this, they will be trained to be open

and get used to talking to their parents based on the language they have learned at school or at home and also it includes training their memory and understanding of language.

In addition, parents who are able to treat their children well at home will be a key factor influencing their children's social and emotional development (Elena, 2021). It is also said by Zahra (2016), that parents' home learning activities are more important for children's intellectual and social development than parents' occupation, income, or education. She said that parents' attitudes play an important role in their children's education. Their socio-economic status and educational experience can influence their attitudes toward their child's mother tongue, host country culture, and bilingual education.

Besides being very important, parents' attitudes towards language learning in children are divided into two, namely positive and negative, based on how their attitudes about education, especially in language learning for their children. For a positive attitude, parents usually provide affection and care to support their children's efforts in achieving their goals or in their education.

Positive parenting attitudes influence children's self-learning ability, improve their social skills, and adaptability to school life (Han, 2021). Besides, according to Cansler (2008), parents who have a positive attitude towards a second language show an integrative orientation and a desire to encourage their children to mix with speakers of other languages. Positive parental attitudes help students to succeed in this difficult and grueling work Tavit (2009). Positive attitudes from parents can benefit their children in many ways including improving their performance in the classroom, creating interest among children to learn, and successfully making children have higher achievement in reading and writing (Bordhan, 2014).

The negative attitude of parents is that they do not care about their children's education, including not participating in guiding their children to learn English. This is also in the same way as what was said by Bordhan (2014), who said that parents' negative attitudes towards education and school can prevent their children from getting a good education. Lack of parental support in school work, low motivation levels, and poor self-esteem can prevent children from getting a good education like other children.

In addition, there are reasons that make this parental attitude negative and usually occur due to family, economic, or other factors. According to Han (2021), one of the factors that cause parental attitudes to be negative is when parents (mother and father) experience marital conflict or not feeling satisfied with their marriages, which can affect their attitudes toward their children's education. In addition, she also said that depression can also lead to negative attitudes in parents so that they do not care about their children's education. This negative attitude will appear if there is a child who is born and raised in a messy family condition, there is an authoritarian and overprotective attitude from parents, and the most influential are parents who are not ready to become parents (Altinkaynak, 2019).

### **2.5.3 The Style of Parents' Attitudes Towards Children in Learning Language**

In language learning for children, the attitude of parents as their main educators is very important for them because it is the attitude of parents that can make us all know how a child can achieve his/her achievements or abilities in the academic field, especially the ability to master language. Regarding Altintas (2019), the parental attitude are divided into three types, some of them are:

#### **1. The democratic parental attitude**

This attitude allows parents to control and fulfill their child's needs. Usually, the behavior of parents who have this attitude is characterized by being consistent with each other, being firm, and being reliable. In this attitude, parents will easily allow their children to perform a certain behavior so that it creates an appropriate environment for the development of a sense of responsibility between parents and children. This attitude is also commonly referred to as the authoritative parental attitude.

#### **2. The authoritarian parental attitude**

In this attitude, parents demand that their children obey them and conform to their high standards. They also don't care about their child's development, they only care about how their child can achieve their standards. If their child doesn't do what they want, the only thing they will do is to give a punishment (whether it's a spanking or anything else) that aims to make their child obey and not argue with them. Usually, the behavior of parents who have this attitude is characterized by a cold, stubborn, and easily emotional attitude, and are also often rude to children.

### **3. The protective/demanding parental attitude**

In this attitude, parents will control their children in an excessive manner. They also do not allow their children to do as they like and they have the right to regulate what their children do. Usually, the behavior of parents who have this attitude is characterized by a warm attitude, being too worried about their children, not giving their children the right to freedom, and not having the courage to give punishment. In essence, everything is above the control of parents, and children cannot do as much as they can.

### **2.6. Role of Parents in Educating Their Children to Learn English**

In English learning, in addition to teachers having an important role in teaching young learners about the language to be learned, parents also have a very important role in education, especially during language learning in their children. According to Anam (2018), parents have a very big role in supporting their children to learn English. Especially if the parents also have a profession such as a teacher, especially an English teacher. This will make it easier for them to guide their children to learn English.

Not only that, parents can also participate in educating their children to learn languages at home such as telling children's stories in English or whatever. This can cause their children to easily understand and understand language learning both at school and at home. So not only at school they learn, but at home they will also learn. (Edwards, 2008; Hammond, 2019). This is also supported by the fact that children will start learning about language for the first time from their parents. When a child is still a toddler (0-5 years old) he or she will learn what he sees or hears and it all comes from the family environment, namely their parents. If their parents often invite them to speak a language (first language or foreign language), they will easily accept or recognize

what language they hear from their parents. This is what is called language acquisition for children which is very important in the period of language learning in children.

According to Praveen (2008), language acquisition is the process by which a child acquires his or her mother tongue. At this time the child will easily understand and understand the mother tongue that he or she hears from people around him or her. The term 'acquisition' is used rather than 'learning'. As 'learning' tends to be used by psychologists in a more specific sense than may be appropriate. Language acquisition is very similar to the process children use in acquiring first and second languages (Krashen, 1981). Based on the description above, we can know that children start learning language from the role of their parents who have introduced them to language, especially their mother tongue and other language. So with that, they will quickly understand the language well.

Language learning in children will be successful if parents are also involved in it. Parental involvement has been defined across studies as representing many different behaviors and practices at home or at school, including parents' aspirations, expectations, attitudes, and beliefs regarding their child's education. Therefore, the role of parents is also important in children's learning (Henderson, 2002).

### **2.6.1. Principles for Effective Parental Involvement in Language Learning for Children**

In preparation for parents to know the principles of effective involvement in their child's learning, here are some of the principles of effective parental involvement put forward by Amerson (2012). The principles put forward by her are:

#### **A. Academic Socialisation**

In this principle, Amerson (2012), describes the types of behaviors from parents that have been shown to positively impact their child's learning and academic outcomes. This principle involves:

1. Communication between parents and their children about their expectations of their children's education, including their grades and enjoyment of the learning process. This refers to an open relationship between parents and children so that they will know what they each want and this can prevent misunderstandings.
2. By creating a discussion session between parents and children to discuss the learning strategies that will be carried out, parents can know exactly what learning strategies are appropriate or desired by children. Therefore, this is important for parents to do with their children.
3. Parents can establish a good relationship with the school or teacher regarding the child's development while studying at school because it will make it easier for parents to know their child's progress at school. For example, how he/she follows the lessons at school and so on.
4. In addition to teachers having the role of educating children at school, the parents also need to make a study plan for their children at home. So that, they don't feel overwhelmed by their child's study plan at home and they can help their child study at home.

5. Being able to provide a home learning environment that is enjoyable and beneficial for the child. If parents can provide a comfortable learning environment and make learning fun for their children, surely they will be happy and easily understand what they are learning.
6. Being more focused on activities geared towards building the child's decision-making and problem-solving skills as well as asserting and academic ability. In my opinion, from this statement, it can be said that parents must educate their children to be independent and disciplined with what is happening to them including teaching them to solve a problem.

#### **B. Parental role construction**

In this principle, Amerson (2012), describes the extent of involvement of parents in their children's education. Not only that, this principle also discusses how parents view their role in education. This is determined by several factors, namely:

1. Beliefs that the child's learning outcomes are appropriate and as desired.
2. Beliefs about who will be held responsible for their child's learning outcomes.
3. Have a perception of what is expected by important group members (such as teachers as well as other parents).
4. Parents' behaviors regarding beliefs and expectations about their child's learning and education.

This principle is especially important for parents as it will influence their decisions about how to support their children in their school activities. Fundamentally, what parents expect from their child's education will lead to the outcome of their child's education (Amerson, 2012). If parents have a high level of belief in their child's ability in their education, they will be able to help their child in their school education and will be involved in it. If this involvement does not exist or is not considered important by



parents, then they will not easily believe in their child's ability and they will not be able to help their child.

### **C. Parenting Style**

In this principle, Amerson (2012), explained parenting styles which she thinks are also very important for parents to understand because they have an impact on their children's education. Parents who have a good parenting style (e.g. Always supporting their children, and always giving positive things to their children so that they can make their children open with them) then, it will have a good impact on their children and their education. Otherwise, if parents with poor parenting styles (e.g. not supporting their children, not caring about their children's education, and not believing in their children's abilities) then it will have a bad impact on their children's education.

## **2.7 Previous Studies**

### **2.7.1. The Importance of Learning English as a Foreign Language**

In this study, the researcher will discuss the importance of learning English as a foreign language for young learners so, the researcher will provide some research from several researchers who have similarities in the topics discussed. Some of them are:

1. **“The Importance of English Subject in Elementary School Curriculum”** by Marsika Sepyanda (2017). This research focuses on examining the importance of English language learning for the Kurikulum 13 (K-13) in elementary schools according to the researcher, English language learning is not so important and is not included in the Kurikulum 13 in elementary schools. The researcher says that English is very important, especially as a subject in elementary school and studied by young students. By mastering English, children will be able to have a broad insight into some information from abroad that is in English (Sepyanda, 2017).

Additionally, this study only presents some data obtained by the researcher through several theories that she got from various journal articles that the author got and did not come from direct research. This research is in the form of a paper and not like other research in the form of journal articles so the data obtained is not very accurate.

However, the results of the research conducted by Sepyanda (2017), indicate that English has been widely used in their daily lives and even most aspects of their lives use English which requires their understanding. Almost approximately 50% of important information on the internet uses English, especially from other countries. Therefore, it is very important to include English as one of the subjects in the elementary school curriculum with some considerations related to the material and students' needs.

2. **“Pentingnya Pendidikan Bahasa Inggris Pada Anak Usia Dini”** by Nasution (2016). This research discusses the importance of English education in early childhood as well as some interesting learning methods for children. According to Nasution (2016), education for early childhood is very important, because early childhood basically has a high sense of curiosity about something it doesn't know yet. Language education in early childhood also plays a very important role in their development and growth. Moreover, this research is a journal article that uses the literature review method to analyze the required data and the aims of this research is to find out the importance of English education in early childhood and the learning methods that are suitable for learning English at an early age.

The results of the research conducted by Nasution (2016), indicate that English learning in early childhood can be done gradually and taught only to the extent of knowledge or basics and not in depth. It can be done by playing children's songs in

English or telling fairytales in English to children. It can make easily for them to understand English learning and they will feel more enjoyment when learning English.

**3. “Pentingnya Bahasa Inggris Untuk Anak Usia Dini Di Kelurahan Mangasa”**

by Maulana (2021). This research discusses the importance of English for early childhood in Mangasa Village in Tamalate District, Makassar City. According to Maulana (2021), English is an international language that plays an important role in the daily life of everyone around the world. English is commonly used in education, work, entertainment electronic communication, and travel, and makes English very important to be mastered and also learned by many people, especially children. This research is in the form of a journal article using qualitative methods to identify the importance of English for early childhood and the researcher also used interviews and discussions with several targeted respondents to get the expected data. Not only that, the researcher also created a social event that was attended by all residents, especially children from Mangasa Village, namely English illiteracy activities.

The purpose of this event is to train English language skills children around Mangasa Village. So that the research conducted by Maulana (2021), is more about informing people about the importance of English through social events “*Kegiatan buta aksara Bahasa Inggris*” with target respondents of all residents, especially children in Mangasa Village in Tamalate District. The results of the research conducted by Maulana (2021), indicate that parents can understand more about the importance of learning English when they can understand English even a little. If parents have more knowledge of English learning, children will become familiar with English. Not only that, they will have readiness in entering the association

with various languages and cultures in the future. So, it is more important for parents to understand a little bit about English so that they can help their children learn at home.

4. **“Pentingnya Belajar Bahasa Inggris untuk Anak Usia Sekolah Dasar”** by Putranti & Ambawani (2019). This research discusses the importance of English language learning for school-age children in a neighborhood of Giwangan Village, Umbulharjo Sub-district, Yogyakarta. According to Putranti & Ambawani (2019), English learning is very important for anyone, especially children, so it would be better if they (children) could be introduced to English while in elementary school. This research is in the form of a journal article using qualitative research methods to get more accurate data from these respondents through socialization events and discussions on how to guide their children in learning English. This research targets all mothers and their children to participate in the activities organized by the researchers.

This research aims to arouse and increase parents' enthusiasm to motivate their sons and daughters who study at the elementary school level to start learning English. The results of the research conducted by Putranti & Ambawani (2019), indicate that many parents support their children to learn English, this is evidenced by the number of parents who tell their children to participate in the activities carried out. Furthermore, they also ask a lot of questions about English learning for children and want to learn so that they can guide their children in learning English at home.

**5. “Characteristic English Learning Style For Young Learner In New Normal Era”** by Aslamiah (2022). According to Aslamiah (2022), English lessons are so important for students that English learning itself should be introduced to students as early as possible. So that when they become adults, students are able to pursue the development of various international information. This research discusses more the importance of learning English for young learners in the current era and the researcher also provides some learning styles and techniques for teachers in guiding young learners to learn English. This research is in the form of a journal article by using the literature review method so that the researcher only provides some opinions and some theories from various journal articles that she can get. It is very unfortunate, but this research still helps many people who are researching a topic that is similar to this researcher.

The results of the research conducted by Aslamiah (2022), indicate that In teaching English to young learners, what a teacher should know is how to make the classroom learning atmosphere fun. The most effective way is to use various kinds of learning media that are fun for children. For example, playing games of guessing words in English, or playing games of guessing the name of animals in English or others, will make them excited to learn English in class.

**6. “Importance of English Language in Present Epoch” by Mehrajuddin (2022).**

The researcher discusses more the importance of English in this era, by providing some overview of English as a foreign language to English as a lingua franca. According to Mehrajuddin (2022), learning English is a big challenge and requires hard work, but learning English is very important because English is a global language and everyone in the world uses it as a common language when abroad. The researcher also mentions several factors that make English very important for many people from adults to children. This research is in the form of a paper and only focuses on informing readers about the importance of English and there is no direct research conducted by the researcher in this study. So, the data obtained is less accurate even though there is some data that is quite accurate from some of the theories that researcher take.

The results of the research conducted by Mehrajuddin (2022), indicate that English is one of the most widely spoken languages in the world. It can help people to connect with the global world. Moreover, it also helps people in their professional life. In fact, learning English is a big challenge and an act of hard work, but getting to know it can really become rewarding and can create different opportunities in their lives. Not only that, English is also known as the lingua franca because of its abundant usage and influence. Due to its wide domain, it is considered a link language, a connecting language, or a common language.

### **2.7.2 The Parents' Attitude Towards Children in Learning Language**

In addition to discussing the importance of learning English as a foreign language for young learners, the researcher will also discuss the attitude of parents toward children in language learning. Thus, the researcher will provide some descriptions of other studies with the same topic of discussion, namely discussing parents' attitudes towards children in language learning. Some of them are:

- 1. “Analysis of Parenting Attitude Types and Influencing Factors of Korean Parents by Using Latent Transition Analysis”** by Hanna Lee & Jeong Won Han (2021). In this study, the researchers discuss several types of parental attitudes in parenting and some of the factors that influence parents in Korea by using latent transition analysis in their parenting attitudes. According to them, parents' attitude is a response or style that exists in parenting to encourage child development and it looks like the attitude that is usually shown when parents raise their children. In addition, in this study, the researchers also mentioned several types of parents attitudes such as authoritative, permissive, authoritarian, and uninvolved. All types of parental attitudes are determined based on the two dimensions of parental support and parental control. The aims of this research is to identify parenting patterns and attitude transitions according to the child's developmental stage. In conducting the research directly to obtain data from respondents, the researchers used a survey called the Panel Study on Korean Children (PSKC) which was conducted twice in 2 different years, namely the 5th survey in 2015 and the 6th survey in 2018 and the researchers also involve about 1462 households whose parents participated in the previous PSKC survey in the applicable period and that is the final subject of the research conducted by Hanna Lee & Jeong Won Han (2021).

The results of the research conducted by Hanna Lee & Jeong Won Han (2021), indicate that there are parents ranging from mothers who suffer from depression and fathers who experience stress in parenting their children. These are the most influential factors in the transition of parenting attitudes. Therefore, accurate assessment of changes in parenting patterns is crucial for the growth and development of children. It is therefore important to establish a community facility and deploy experts who can regularly examine and check the psychological state of parents. In addition, if an intervention program can be developed and implemented to reduce parenting stress, it is expected to be useful and effective in improving parenting and reducing parenting stress.

2. **“Investigation of the Relationship between Parental Attitudes and Children's Receptive and Expressive Language Skills”** by Altınkaynak (2019). This research is in the form of a journal article and discusses the relationship between parental attitudes and children's receptiveness to expressive language skills and also discusses the types of parental attitudes from positive and negative. According to Altınkaynak (2019), parents' attitudes are attitudes held by parents that have a major influence on the lives of their children over a long period of time and play an important role in the formation of a healthy community environment. This study aims to determine the relationship between parental attitudes and children's receptive and expressive language skills. In collecting data, this study uses one type of survey model, namely the relational survey model to determine the existence and quality of the relationship between two or more variables. Not only that, this study also targeted approximately 165 children selected through the convenience sampling method and their parents.



The results of the research conducted by Altinkaynak (2019), indicate that there is a significant relationship between children's perceptual and expressive language abilities and the age and number of siblings. There was no significant relationship between parental attitudes and child gender and parent gender. However, the relationship between the number of children and parental attitudes was significant. A significant relationship has been found between democratic and authoritative parental attitudes and the development of children's language.

3. **“Parental Attitudes Towards English Education for Kindergarten Students in Turkey”** by Taviil (2009). This research is in the form of a journal article and discusses parents' attitudes toward English language education for kindergarten students in Turkey, the purpose of this study is to investigate parents' attitudes towards English language education for kindergarten students. According to Taviil (2009), parents' attitudes are crucial for their children to improve their English language skills including positive encouragement of it. By positively encouraging learning in any field from parents, children will easily produce statistically higher levels of educational attainment. In collecting the data, this study used a qualitative method and the questionnaire as its instrument.

The study targeted approximately 46 parents who send their children to Neşeli Adımlar Kindergarten in Turkey. The results of the research conducted by Taviil (2009), indicate that most parents strongly support English language learning for their children in kindergarten. This is because they believe that it can productively improve career opportunities for their children in the future.

**4. “Saudi Parents’ Attitudes towards Using English as a Medium of Instruction in Private Primary Schools”** by Zahra (2016). This research is in the form of a journal article and discusses the attitudes of Saudi parents towards the use of English as the language of instruction in private primary schools and this research has the aim to investigate the attitudes of Saudi parents towards the use of English as the language of instruction (EMI) in private primary schools, also to find the reasons why Saudi parents prefer EMI private schools for their children. According to Zahra (2016), parents' attitudes play an important role in their children's education. Their socio-economic status and educational experience can influence their attitudes toward their child's mother tongue, host country culture, and bilingual education. This research uses two types of methods, namely quantitative and qualitative. Quantitative data will be analyzed through statistical analysis (SPSS), while qualitative data will be analyzed through content analysis using theme categorization. Not only that, the researchers will also use questionnaires as research instruments, and researchers also target approximately 68 Saudi Arabian parents who send their children to private elementary schools.

The results of the research conducted by Zahra (2016), indicate that many Saudi parents have a positive attitude towards the use of EMI in international private primary schools. In fact, they prefer to send their children to EMI private primary schools, as they realize the importance of English as an international language, which can provide better opportunities for their children in the future. In addition, they also prefer to send their children to these schools, where English is used as the language of instruction.

**5. “Parental Attitude Towards Schooling of Their Children”** by Bordhan (2014).

This research is in the form of a journal article that discusses parents' attitudes toward their children's education and this research has the aim of assessing parents' attitudes towards education and schooling of their children. According to Bordhan (2014), parents' attitudes are a measure or an index of parental involvement in their children's development. A child who is raised with love and well cared for in an environment that does not limit his/her rights as a child, he/she will be able to overcome any problems that occur including when he/she goes to his/her education better. So that families can establish social integration for their children more than just the formal schools they go to. This research uses a qualitative research method using a questionnaire as an instrument. This research targets approximately 145 respondents (116 tribal and 29 non-tribal) from 185 households in Sonapur Village in Kamrup (Metro) district, India. There were 51 male and 94 female respondents. All these respondents were parents with one or more than one school-going child with an age range of around 25-35 years.

The results of the research conducted by Bordhan (2014), indicate that On the whole, respondents' attitudes towards school and their children's education were favorable and positive. In addition, there was no significant difference in the attitudes of ethnic and non-tribal parents. Gender differences were also found to be insignificant. Differences between tribal and non-tribal respondents were evident in their future plans to provide facilities for higher studies for their children.

From the explanation of several studies conducted by other researchers above, it can be seen that the sub-chapter **“The Importance of Learning English as a Foreign Language”** contains various studies conducted by several researchers who discuss the same topic as the researcher. The sub-chapter **“The Parents’ Attitude Towards Children in Learning Language”** contains various studies conducted by several researchers who discuss the same core discussion with the researcher, namely discussing parents' attitudes. Although all of these studies have similarities from topics to discussions with the researcher, there are things that are not the same.

For this study, the researcher uses mix method which is a combination of qualitative research and quantitative research to identify parents' and teachers' perspectives on the importance of English learning as a foreign language for young learners and also to understand the role of parents in educating their children in learning English. So, the researcher would be focusing on analyze the importance of learning English as a foreign language for young learners by covering some opinions of parents and teachers in educating young learners to learn English. Also, the role and attitude of parents in educating their children in learning English.

The researcher used open-ended questionnaires as an instrument in quantitative research and interviews as an instrument in qualitative research. Since this study will discuss the opinions of parents and teachers, the respondents are parents who still have children studying in elementary school and teachers who are still actively teaching English to young learners in elementary school. The total targeted respondents were about 21 people, consisting of 15 parents and 6 teachers.

For qualitative research data collection, the researcher used open-ended questionnaires and interviews. As for quantitative data collection, the researcher gets it from the results of analyzing all the data that has been collected, both from open questionnaires and semi-structured interviews. As for qualitative data analysis, the researcher used three data analysis techniques proposed by Vollstedt & Rezat (2019), namely a descriptive qualitative approach consisting of open coding, axial coding, and selective coding. However, before doing this, researchers transcribed the data obtained from the interviews so that researchers could easily analyze the data. As for quantitative data analysis, the researcher calculates the percentage of the number of respondents' answers from open-ended questionnaires and interviews. From this description, it can be seen that this research with other researchers' research is very different, even though the topics and discussions are the same.