

THE ROLE OF PARENTS IN DAILY ACTIVITIES OF EARLY CHILDHOOD IN IMPROVING ENGLISH LANGUAGE SKILL

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Abstract

This research aims to determine the involvement of parents in children's daily activities in developing children's ability to understand English or improve English skills from an early age. This type of research is descriptive qualitative. The subjects of this study were 50 parents who had children aged 4-8 years. This research was conducted in the Pacitan district from February 8, 2023, to February 11, 2023. The data collection method used observation, interviews, and questionnaires via Google Forms. The researcher summarizes the observed data, analyzes the data, and concludes. The results of this research are based on a survey conducted; 85% of parents introduce English from an early age in various ways, such as teaching children through video, picture, or game methods, inviting them to sing in English, and inviting light dialogue.

Keywords: *The Role of Parents, Improving Skill, English Language, Child, Early age*

Introduction

English is the most widely used language in the world. Based on Statista Research Department, In 2022, around 1.5 billion people worldwide spoke English either natively or as a second language, slightly more than the 1.1 billion Mandarin Chinese speakers at the time of the survey (statista, 2022). Several schools have introduced teaching English in primary school, as (Butler, 2013) mentions, where English taught as a foreign language have begun introducing English at earlier grade levels in their curricula. This global phenomenon occurred due to the emergence of English as a world language, and it is widely spread in all countries across the globe. English has increasingly become an international language for international communication, transportation, commerce, banking, tourism, technology, diplomacy, and scientific research (Brown, 2007). This indicates that to have the language is to have access to global communication and global access to knowledge (Seargeant, 2009).

English education would be ideal if started early, especially before they turn 12. The prenatal stimulus is also essential in baby development, especially language skills (Ardhyantama & Apriyanti, 2021). This is because a child has a golden period for child language development. They are capable of learning any language just like native speakers, and so this period should be made the most of. (Cameron, 2001) say young children can learn a second language particularly effectively before puberty because their brains can still use the mechanism that assists first language acquisition. Furthermore, children at a particular age, between four to eleven years old, of the "golden age" are in the most vital years of their development (Ytreberg & Scott, 1990).

However, in Indonesia, English is not the mother tongue but the first foreign language. Indonesian children will have difficulty learning it. Learning outcomes of students who have learning difficulties, learning outcomes are lower when compared to their peers. Students who score below the Minimum Completeness Criteria can also be said to have learning difficulties (Izaak, 2016). Learning difficulties are often found in English (Kurniawan, 2019). This is because a foreign language is the language of another country that is not generally used in social interaction. (Crystal, 2003) English could be seen as a symbol of globalization, diversification, and progress.

He also argued that it is used in many fields of society. Therefore, its role could be maintained as a worldwide audience achievement tool. The use of English may indicate the

progress of globalization of a country. The position of English in Indonesia has resulted in the occasional use of English in social interaction. English is a complex language to learn because English is a foreign language not used in everyday life in Indonesian culture. Therefore, children's English skills must be developed. Children's English must be generated from an early age

In developing children's language skills, the role of the people around them is vital. The parent can positively influence their children's learning as the family is the most effective system for fostering and sustaining their long-term improvement (Pugh, 1998) as parents as the first school for children (Mitasari & Apriyanti, 2021). Parents favor language teaching young learners (Wati, 2016). This is necessary for children to interact with adults and other older speakers and play an essential role in supporting the development of children's communication skills (Copple, 1999).

Based on this, the role of parents in children's daily activities in developing English language skills is vital to study. To know how children's activities develop English language skills and the role of parents in supporting and providing assistance to early childhood in developing children's abilities to understand English or improving English language skills. What distinguishes this research from other studies is that the research location is in the Pacitan district, where previously, there has never been any research related to the role of parents in children's daily activities in developing English language skills being studied in this area.

Method

This is descriptive qualitative research. The data source of this research is 50 parents who had children aged 4-8 years. This research was conducted in the Pacitan district with analytical techniques, namely identifying problems regarding parental involvement in children's daily activities in developing children's abilities to understand English or improve English skills from an early age. Data collection starts from February 8, 2023, to February 10, 2023. The Data collection techniques were through observation, interviews, and questionnaires via Google forms. The researcher then summarizes the observed data, analyzes the data, and makes conclusions.

Findings and Discussions

This research examines parents' role in young children's daily activities in developing English language skills. The purpose of this research was to find out how children's activities develop English language skills and the role of parents in supporting and providing assistance to early childhood in developing children's abilities to understand English or improving English language skills. The results of the research that has been carried out will be discussed and presented as follows:

Activities carried out by children to improve English language skills.

Based on the results of questionnaires, interviews, and observations that have been made. Researchers make classifications as follows:

Table 5: Activities carried out by children to improve English language skills.

Activities	Number of Respondents
Watching movies/television shows	14
Learn and Practice	7
Reading and Writing	10
Invite to interact	5

Based on the table above, the research results are presented as follows :

Watching movies/television shows

Children often do these activities to improve their English skills. They watch videos or

movies on YouTube and television. This reaps children develop their English skills with this media. It makes children quickly understand and remember some of the vocabularies in the film or video. Early childhood is certainly very happy when watching television or movies. As stated by the research respondents as follows "*Anak sangat senang menonton cerita berbahasa inggris di youtube, menonton film kartun di televisi*".

Learn and Practice

Several respondents from the study stated that children often carry out learning activities while practicing "*berhitung sambil bermain, menghafal abjad dengan bernyanyi*." This will support children's English language skills because children carry out the two most important stages of learning, namely learning, and practice. Learning and training will make it easier for children to understand the material presented. Besides that, with practice, it will be easier for children to remember what they have learned.

Reading and writing

In children's daily activities, some respondents also said "*Anak Membaca buku cerita Bahasa inggris, menulis grammar, menyusun kalimat*". Children do this to improve their English skills because English is a foreign language. English is different from Indonesian in reading and writing, which is easy to understand.

Invite to interact

In everyday life, children cannot be separated from the interaction. Interaction between children and parents can develop language skills. Besides that, it can train children's imagination to think creatively. One of these interactions is like inviting children to talk about lessons learned at school; children are asked to retell what they have learned. This is also one way to develop English skills in children. This is in accordance with what the respondents said as follows, "*mengajak ngobrol, bermain bersama, mengajak anak berkarya*."

The role of parents in improving early childhood English skills

Table 6: The role of parents in improving early childhood English skills

Activities	Number of Respondents
Doing assistance	23
Conducting conversations	9
Give attention to children	10

Children's language development continues at the age of 4-8 years. Children use words and sentences that are near perfect. Children will convey whatever they know to their parents. He combines words, gestures, and facial expressions to make his discussion interesting.

In developing children's language skills, the role of parents is enormous. Based on the results of the research that has been done, the role of parents in improving English ability in early childhood can be done through various activities as follows:

Doing assistance

In terms of developing the abilities of early childhood, parents have an essential role. The role of parents in children's intelligence includes the role of parents as companions, namely the subject pays attention by helping children when they experience difficulties, giving freedom even though they are limited in time, being playmates and reading storybooks to children and the role of parents as teachers by knowing children's abilities, creating a physical and language environment, motivating and guiding children and giving examples or how to do it to children and the subject can be a model for children.

Conducting conversations about television shows or films that children watch, for example, by asking children who the characters are in the story and how the story goes. This can stimulate children to interact to increase the child's vocabulary and practice speaking.

Give attention to children so they can adequately develop their talents and potential. How far the child feels cared for, given freedom or opportunity to express his ideas, valued for his work or achievements, heard what is in his heart, there is no coercion or pressure, or threats against him, and gets educational services according to his age level and psychological development.

Conclusion

The role of parents is significant in developing early childhood English and helping children advance to a higher stage. Early childhood children must go through several steps when learning English as a new language. Some children go through this stage faster than others. They also have different characteristics and abilities, so understanding the stages of children learning this language is very important for parents to plan appropriate language learning activities. Children learn about the world because they experience it, so parents should be able to create learning environments and activities that are appropriate to their real-world contexts, and that allow them to explore and use their English, as well as that are appropriate to their developmental stages of cognitive, spatial, motor development language, their social.

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