PARENTS STRATEGIES TO DEVELOP ENGLISH COMPETENCIES AT HOME

Anton Adi Pradana, Ratih Wuriastuti, Vira Imro'a, Chusna Apriyanti
STKIP PGRI Pacitan
antonadi671@gmail.com, ratihwuriastuti2@gmail.com, viraimroa@gmail.com, chusna.apriyanti@gmail.com

Abstract
This study aims to determine parents' perceptions regarding learning English for children at home, determine parents' strategies for improving children's English language competence at home, and identify the obstacles parents face when accompanying children to study at home. In this study, researchers used descriptive quantitative research methods. Data were collected from 20 respondents, of which 55% were parents of 4th, 5th, and 6th graders, and 45% were parents of 1st, 2nd, and 3rd graders. The respondents were parents of elementary school students collected by random sampling. The data was collected from June 11 to 13, 2023. The researcher collected data by making a questionnaire using Google Forms media and then distributed it online to parents of students. Then the data was qualified based on the data obtained. The results showed that all data sources (parents) consider learning English at home essential for children. Other results regarding parents' strategies to improve children's English competence at home are by enrolling children in English courses (25%), using media and posters (25%), daily conversations (20%), introducing and memorizing basic vocabulary (15%), reading children's books (10%), singing in English (10%), and other strategies (5%). Another finding of this study is that 85% of parents experience difficulties when accompanying children when learning English, and the remaining 15% do not experience problems when attending to children learning English at home.
Keywords: Competence, strategy, parents, children, English language

Introduction

In the era of globalization, especially in the 21st century, English is a critical language. This is evidenced by the many countries that use English as a language included in school lessons, even as a second language after the mother tongue. Rao (2019) states that in the twenty-first century, the entire world has become narrow, accessible, sharable, and familiar for all the people living on this earth as English is used as a common language even though there are some variations in habits, cultures, traditions, regions, and distinctive aspects. Boraie (2018) states that English is today's global lingua franca, and its dominance is driven by education as well as science and technology, which in turn means that English is used as a subject and language of instruction, especially in higher education and the global economy, and is considered essential in employment, media, and education. As English has common qualities, it has been accepted as a worldwide language among speakers of thousands of different languages. The agreement and recognition of English as a global language, of course, has many impacts in the era of globalization, especially on the younger generation, both in the fields of education and the international world, according to Ibrohimova, Ziyaboyeva (2022) in the age of globalization, English is playing a pivotal role in job opportunities, global mobility, and access to information.

Therefore, it is essential to provide good education about English for the younger generation so that in the future, they are expected to be able to compete with the rapidly growing world of globalization. In today's globalized world, the importance of English cannot be denied and ignored since English is the most significant common language spoken universally (Nishanthi, 2018). Several factors are behind the development of English for students, such as family environment, school environment, and teacher quality. According to Anam, Afroni (2021), the factor that supports teachers in carrying out introductory English learning is that the institution provides facilities that teachers can use at any time to create English learning media. In learning English, students' maturity varies greatly. Some children have very high learning motivation and develop faster, while others grow slowly and have low motivation in learning, so they are slower in learning acceptance. Students are highly motivated in class due to parental support, learning activities, and assignments. The teacher's role and contribution influence the

students' positive attitude toward learning English (Abrawi, 2022). McKinley, Thompson (2018) states that research shows that testing and assessment have significantly affected language teaching. Some students appreciate that local teachers can use English to improve understanding and communication in English, and they also believe local teachers are much more able to understand students' difficulties and needs. In addition, they also appreciate the local teachers' teaching style in providing English language practice (McKay, 2018).

Schools have an essential role in improving students' ability to understand English. In addition to providing facilities and infrastructure that support student learning activities, it is hoped that schools will also be able to offer qualified educators to help student development. Pictures, realia, technology in the classroom, and hands-on activities can help students recognize the meaning of vocabulary words explained by the teacher (Lu, Chien, 2022). Sulistiyo, Haryanto, et al. (2019) states that English as a subject tailored to local needs raises several issues, such as the absence of official curriculum guidelines, the quality of English teachers, and the lack of learning resources and facilities. The school is also expected to be a forum for parents to exchange strategies for supporting their children in developing English so that there will be a valuable knowledge exchange among parents, schools, and teachers (Gao, 2012). In addition to the factors mentioned above, parents' strategies in helping students to improve their English language skills are also essential, especially when students are at home.

Parents can apply several strategies to develop their children's ability to learn English, one of which is, according to Duursma et al. (2008), reading aloud to young children, especially in an engaging manner, promotes emergent literacy and language development and supports the relationship between child and parent. Creating a home environment that supports English language activities, using English in everyday life, using mobile devices to improve English skills, and playing games in English, can be one of the alternatives to help develop children's English competence at home. Mobile applications can be used as an educational tool in teaching English as a second language, such as using children's stories, so that young students who may be interested in improving their vocabulary, listening, comprehension, and pronunciation skills without the help of a teacher, and of course, it is very beneficial (Cavus, Ibrahim, 2016). Chou (2012) states that games, songs, and stories positively affect the learning and improvement of student English vocabulary, especially for young learners. Yildirim and Akcayoglu (2013) state that strategy-based English teaching positively impacts children's English language skills and allows them to enhance their talents further to make their language learning easy, fun, effective, and understandable. Of course, each parent has a strategy to help their children learn to improve their English.

Although there are several studies on parental strategies in improving children's competence in English, such as research conducted by Xuesong Gao with the title Parental Strategies in Supporting Chinese children learning of English Vocabulary in 2012, that parents focus on developing children's English competence by sending them to elite schools and providing material resources and social network resources, while the research that the researchers conducted focused on the strategies of middle-class parents to develop children English competence while at home, therefore, researchers conducted a study to find out the extent of the parents' strategy in their efforts to establish English competence at home, how the strategies they apply and to what time the effectiveness of these strategies is involved in the development process.

Method

This research is a descriptive quantitative study. Data was taken from 20 respondents by random sampling. The respondents were parents of elementary school students. The parents' questionnaire consisted of 13 questions with 12 open-ended, namely regarding the importance of learning English for children in the opinion of parents, whether or not understanding English at home was necessary or not, whether learning assistance was important for children in

improving English language competence, strategies that parents did in teaching English to children, the use of media in teaching, how to build enthusiasm in children in learning English, things parents did to make children understand the material, things parents did to keep children focused on learning, mentoring and specific strategies that were effective, strategies parents do to children in certain situations, the difficulties experienced by parents, and factors that make it difficult for children when learning. One closed-ended form, namely the classification of parents of children according to class, including the lower class, namely 1, 2, and 3, and the upper class, namely 4, 5, and 6. The research was conducted from 11th-13th June 2023. The researchers collected data by applying the following steps: the researcher created a questionnaire instrument with Google form, the researcher distributed the questionnaire online to 20 respondents, the researcher collected the data, the researcher analyzed the data, and the researcher classified the findings. The researcher displayed the data, and the researcher concluded.
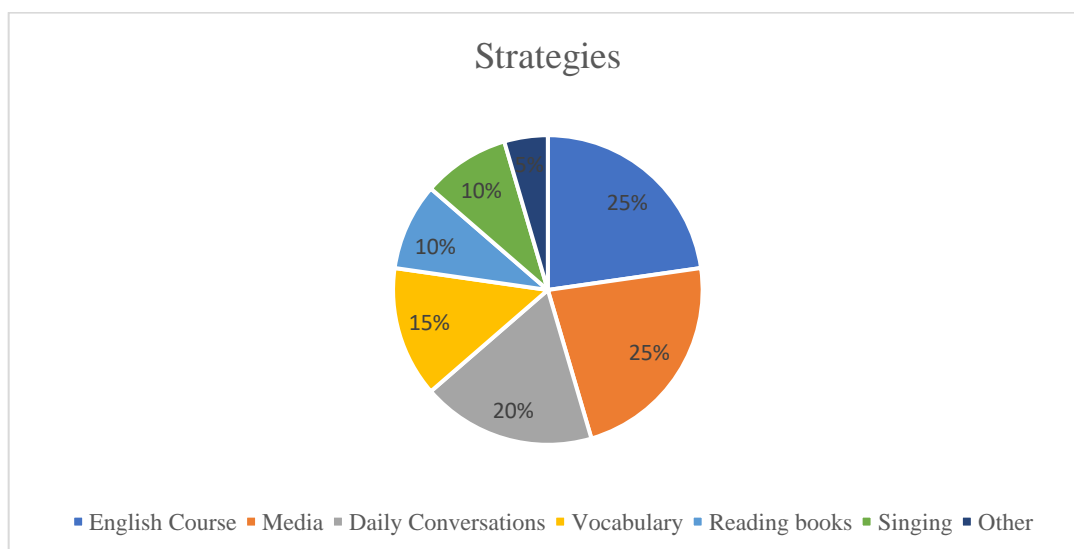
Findings and Discussion
Parents' perceptions regarding learning English for children at home

Based on the results of research data shows that all parents' perceptions regarding learning English for children at home are essential to do. In the opinion of parents, learning English is vital because if they are fluent in English, it will affect children's skills in the future when children can communicate with a wide range if one day these skills are needed, it can be started by getting children used to using simple words. Parents believe that learning English is essential, especially for everyday language. According to parents, learning can be started with light things first. Parents also think accompanying children when studying at home to improve their English language competence is essential. This is supported by the opinion of some parents who state that teachers of children are not only from schools but parents are also teachers for children when at home. Another statement says that parents are guides for children when they are at home. Therefore learning assistance for children is very important to do. Apriyanti, C. (2019) states that Parental involvement in children's education is crucial. This has a significant positive effect on the development of children's competence.

**Parents' strategies for improving children's English language competence at home**

Apriyanti (2021) in Sáng et al. (2019) state that parents must combine learning material from teachers with their creativity. Innovative development education should be the main focus in parenting and educating children in the current era. The findings show that parents have various strategies for teaching children English.

Strategies

- English Course
- Media
- Daily Conversations
- Vocabulary
- Reading books
- Singing
- Other

This picture shows the Parents' strategies for improving children's English language competence at home. 25 % of parents use strategies for their children to take English courses and 25 % use media. The media used by parents, among others, through gadgets, namely Google Translate and YouTube applications, through print media such as books, dictionaries, and posters. 20% of parents. 20% of parents apply simple conversations in everyday life to teach children. 15% of parents use vocabulary memorization with their children. Vocabulary memorization is implemented simply by mentioning objects around, the names of animals and fruits, and then translating the vocabulary. 15% of parents use strategies by telling their children to read books. The books used are in the form of printed books from schools and dictionaries. This is done repeatedly until the child understands. 10% of parents use English teaching strategies through songs. The children were asked to sing the song. The songs are sung, for example, the names of body parts. Through children's songs, it is hoped that it will be easier to understand vocabulary. 5% of parents use other strategies to teach their children English, namely by inviting them to tell stories.

In increasing English competence in children, parents also build enthusiasm in children. Some of the things parents do include motivating their children by providing information about the importance of English in their children's lives in the future. In addition to encouraging children with the statement that if children can speak English, they can talk to foreigners. Another way is to provide support to the child. Parents think that they must continue to support what children are doing, don't break their enthusiasm when children have not got satisfactory results. Some parents provide support by accompanying children and giving praise to children. In accompanying children when learning English, steps taken by parents so that children understand the material include interpreting vocabulary, repeating material explanations until children understand, applying memorization techniques, giving examples to children, and inviting children to participate directly. When providing English learning assistance, parents' strategies to keep children focused on learning include mentoring, creating a conducive environment and exciting lessons, giving short breaks as breaks, and singing. Strategies that parents do when children have to learn on their own for specific reasons include asking questions to children, monitoring remotely, and utilizing the use of media as a substitute for parents in learning.

Obstacles faced by parents in teaching children at home

Parents Experience
15%
85%
■ Difficulties ■ Dont Have Dificulties
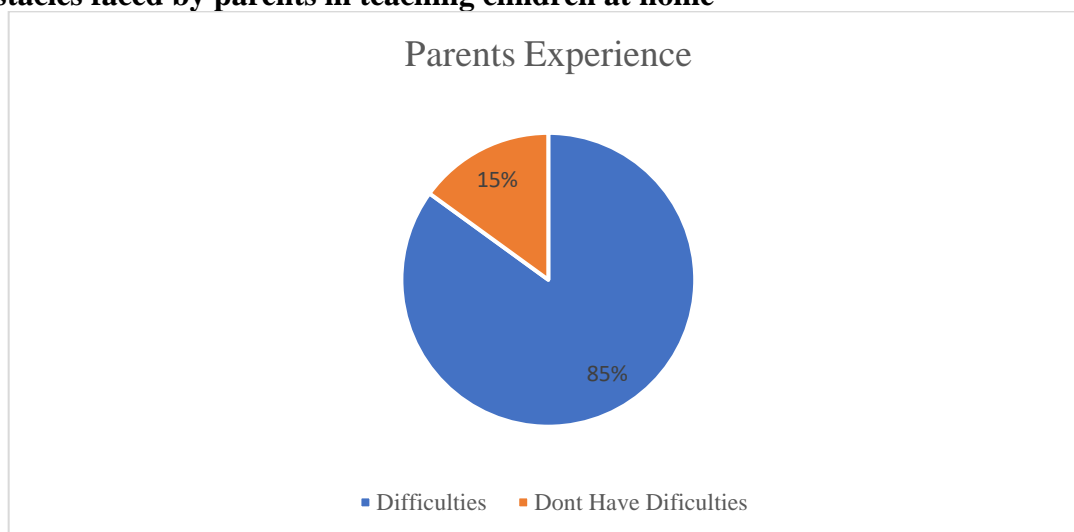
From the results obtained from the research, parents experience difficulties when teaching children to speak English at home, as much as 85%, and the remaining 15% do not experience difficulties. Difficulties parents face include distractions from the surrounding environment while learning, children who are too focused on playing with cellphones, low motivation to learn, and children's difficulties in pronouncing and memorizing vocabulary in English and

material that is quite difficult. This is as expressed by respondent number 15, who stated that environmental disturbances could be a factor that makes it difficult for children to learn, followed by respondent number 19, who revealed that the material is too heavy so that it becomes an obstacle or factor that makes it difficult when teaching children at home, followed by the statements of respondents number 1, 3, 5, 10, 14 who stated that children's difficulties in pronunciation and pronunciation are also a control for parents, followed by respondents number 4, 6, 7, 8, 11, 12, 13, and 20 who stated that children are too focused on cellphones do parents face obstacles, followed by statements from respondents number 9 and 3 who noted that the lack of motivation to learn children is also an obstacle for parents to develop children's competence in English.

Conclusion

The research shows that 20 parents agree that English is essential to education. Other results regarding parents' strategies to improve children's English competence at home are by enrolling children in English courses (25%), using media and posters (25%), daily conversations (20%), introducing and memorizing basic vocabulary (15%), reading children's books (10%), singing in English (10%), and other strategies (5%). Another finding of this study is that 85% of parents experience difficulties when accompanying children when learning English, and the remaining 15% of parents do not experience difficulties when accompanying children learning English at home.

References

Abrawi, A. A. N. (2022). 'English as a modern foreign language': investigating primary learners and their parents' views in Omani primary schools. *International Journal of Primary, Elementary and Early Years Education.* https://doi.org/10.1080/03004279.2022.2128847

Anam, K. A., & Afroni, M. (2021). Peran Penting Orang Tua Dalam Pembelajaran Bahasa Inggris Pada Anak Usia Dini. *Jurnal Ilmiah Promis, 1*(2), 147. https://journal.stitpemalang.ac.id/index.php/Promis/article/view/302

Apriyanti, C. (2019). Parent Teaching: A Strategy To Build Effective Communication In Learning Among Teachers Parents-Students. Proceedings of the 1st International Conference on Education and Social Science Research (ICESRE 2018), 221. http://creativecommons.org/licenses/by-nc/4.0/

Apriyanti, C. (2021).The Role of Parents in Learning During The Covid-19 Outbreak. *International Journal of Education and Curriculum Apprication, 4*(1)*, 22.* https://repository.stkippacitan.ac.id/id/eprint/806/

Boraie, D. (2018). Future of English. *The TESOL Encyclopedia of English Language Teaching.* https://doi.org/10.1002/9781118784235.eelt0636

Cavus, N., & Ibrahim, D. (2016). Learning English using children's stories in mobile devices. *British Journal of Educational Technology, 48*(2), 1. https://doi.org/10.1111/bjet.12427

Chou, H. M. (2012). Assessing English vocabulary and enhancing young English as a Foreign Language (EFL) learners' motivation through games, songs, and stories. *International Journal of Primary, Elementary and Early Years Education, 42*(3), https://doi.org/10.1080/03004279.2012.680899

Duursma, E., Augustyn, M., Zuckerman, B. (2008). Reading aloud to children: The evidence, *93*(7). http://dx.doi.org/10.1136/adc.2006.106336

Gao, X. (2012). Parental strategies in supporting Chinese children's learning of English vocabulary. *Research Papers in Education, 27(5).* http://dx.doi.org/10.1080/02671522.2011.602102

Ibrohimova, M., & Ziyaboyeva, S. (2022). English As A Global Language In XXI Century, *The American Journal of Social Science and Education Innovations, 4*(1), 5. https://dx.doi.org/10.37547/tajssei/volume04issue01-02

Lu, Y. H., & Chien, W. C. (2022). Implementation of local culture curriculum in an English Scenario Classroom on Taiwanese sixth graders' environmental and vocabulary knowledge. *International Journal of Primary, Elementary and Early Years Education, 51*(5), https://doi.org/10.1080/03004279.2021.2025130

McKay, S. L. (2018). Globalization, English Language Teaching, and Teachers. *The TESOL Encyclopedia of English Language Teaching,* 4. https://doi.org/10.1002/9781118784235.eelt0705

McKinley, J., & Thompson, G. (2018). Washback Effect in Teaching English as an International Language. https://www.researchgate.net/publication/321944303_Washback_Effect_in_Teaching_English_as_an_International_Language

Nishanthi, R. (2018). Important of learning English in today world. *International Journal of Trend in Scientific Research and Development* , 871. http://dx.doi.org/10.31142/ijtsrd19061

Rao, S. P. (2019). The Role Of English As A Global Language. *Research Journal Of English (RJOE)*, *4*(1), 65.

Sulistiyo, U., Haryanto, E., Widodo, H. P., & Elyas, T. (2019). The portrait of primary school English in Indonesia: policy recommendations. *International Journal of Primary, Elementary and Early Years Education, 48*(8). http://dx.doi.org/10.1080/03004279.2019.1680721

Yildirim, R., & Akcayoglu, D. I. (2013). Strategy-based English language instruction: the impact on the language proficiency of young gifted learners. *International Journal of Primary, Elementary and Early Years Education, 43*(2), 1. http://dx.doi.org/10.1080/03004279.2012.759606