

THE INVOLVEMENT OF ENGLISH LECTURERS AS PARENTS IN TEACHING ENGLISH FOR THEIR CHILDREN AS YOUNG LEARNERS IN THIS 21ST CENTURY

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ABSTRACT

Learning English is very important in this 21st Century where English has a big influence in all aspect of life. The right time to teach English is at the primary age because children have amazing abilities in studying a language. In the process of teaching English not only teacher's support is needed but also parents' involvement in this case parents as English Lecturer, it is not enough just in the school but also in the family environment. This research comes to investigate the involvement of Parents in the process of learning English for their children as young learners in this 21st century. The Researcher is quantitative research method, in order there are two instruments are provided as the procedure in collecting the data needed, these are questionnaire and interview. The sample consisted of 24 parents as the English lecturers and have children categorized as young learners in Universitas Muhammadiyah Parepare and Universitas Muhammadiyah Makassar, in Indonesia. The result of this research shown that parents' as English lecturers have a very positive perspective in teaching English to their children as young learners more over English will support their children carrier in the future, but their involvement are not very intense. Even though, they are excited to be involve in teaching English to their children as a foreign language for them without forgetting their local language, however they agreed that they can face some challenges in this process.

Keywords: TEYL, Parents' Involvement, English Lecturers

INTRODUCTION

The development of increasingly sophisticated technology in this 21st Century make English so important, English is increasingly needed to keep up with technology in our world. Therefore, mastering English in today's communication era or in this 21st century is a very important skill that must be possessed by each individual (Wan Husin et al., 2016). In fact, the current issue of globalization requires quality human resources and is able to communicate using a variety of foreign languages, especially English.

Teaching English in the primary age is the best time, because teaching a language for young learners can be more effective and easy for them. Early childhoods are children who are aged 0-12 years (Nguyen, 2018). Education for early childhood has long been a concern of parents, education experts, and the government. Early age is a golden age for children to learn languages, without ignoring the development of other aspects that are very important in their lives. In

the early childhood, children usually understand English most quickly, if they are accustomed to expressing words or expressions in English (Hu, 2016).

Learning languages especially English not enough only learn it in the school or course but the family environment is needed in this case their family environment moreover if their parents as English lecturers who have a good English speaking ability. Therefore, this research comes to investigate the involvement of English lecturers as parents in teaching English to their children as young learners in this 21st century.

LITERATURE REVIEW

Teaching English for Young Learners

Early childhood is a period in which exclusive individual where he/ she has a part of growth and development in physical aspects, they has a great curiosity, they likes to fantasize and imagine, and that is the most potential time for learning (Subur, 2017). Early childhood famous, as the golden age period. In this period almost the potential things are grow and develop quickly and violently. Every child's has the different development (Shaw, 2012). Nutritious, the quality food and intensive stimulation are needed for this growth and development (Britto et al., 2016). If the children get good stimulation from the family and environment, then they will be able to increase their development properly. At this age, the child is the most sensitive and potential to learn something, the child's curiosity is very large. This can be seen from children often asking about what they see and what they hear. If the child's questions are not answered, they will continue to ask questions until they understand their meaning (Hassinger-Das & Hirsh-Pasek, 2018). In addition, each child has their own uniqueness that comes from genetic factors or can also be from environmental factors. Genetic factors for example in terms of children's intelligence, while environmental factors called as children's learning styles (Firmansyah, 2018). Therefore, environmental factors are also very influential on children's learning abilities

Childhood is a period when the child cannot to develop the potential that exists in their self. They like to enjoy playing at the same time, selfish and often change the rules of the game for their own sake. Therefore education are needed to achieve the optimization of all aspects of the development, both physical and

psychological development (Sheridan et al., 2009). Children's potential is crucial to be developed. Where these potentials include; cognitive, language skill, socio emotional and physical abilities (Grantham-McGregor et al., 2007). In relation to the language abilities of children in language certainly depend on where they are, in this case the environment is very influential both in the school environment and family environment (Hoff, 2006).

Nowadays, knowing that English has become an international language and related to the all aspect of life in this 21th century, meaning that learning English even master it is a must. Therefore English is necessary to learn (Kyriacou & Kobori, 1998)..

Learning English as international language better in primary age, young learners are better learners compared with adult learners; the children actually more likely to develop native of English proficiency than the adult learners (Butler, 2019). The term 'young learner' indicates in a large chronological age span, from around 3 years of age until 15 (Wang et al., 2017).

Learning the language at primary ages has begun by many countries at the primary level (Oktaviani & Fauzan, 2017). The language in this case English will be more easily learned because the children are in the golden age learner. Introducing English to the children at earlier grade levels, according to the curriculum, where English taught as international language (Wati, 2016). In this primary level, our children can learn a foreign language faster than adults (Khairani, 2016).

The finding of the research by Mustafa (2007) in (Khairani, 2016) explains that when the children can master foreign language, that language have advantages in terms of flexible intellectual, the language, their academic and social skills for them; in order their children will have the readiness to enter a social context with various languages and cultures. Therefore, when they are adult, they will become qualified and capable as human resources.

Parents' Involvement in TEYL English as the foreign language for Indonesian people has become the international language in order is very important that are used as a communication, banking transportation, commerce, technology, tourism, diplomacy, and scientific research (McKay, 2016), where the language has become the global access to knowledge and communication (Seargeant, 2009).

Teaching English is not enough if only in the school or courses but the family environment is needed (Edwards & Newcombe, 2005), in this case, the parents' involvement is important. Parents as positive influence for their children's learning can provide as the most effective system fostering and sustaining children long-term improvement as family (Benard, 1991). Parents' participation for their children education can contribute for their success in the school (Epstein, 2005). (Bruno, 2019) states that parent's participation as parent's involvement in the experience of children and the educational process.

Discussing about the subject for the parents involvement to their children, helping them with homework, can encourage them to read material written on English language and to solve the problems of their children experience in learning that language (Pomerantz et al., 2007). The Cognitive socialization can contribute children's basic intellectual development and it can be created by the interaction between parents and children at home (Bempechat, 1992).

(Kalayci & Öz, 2018) suggest that the teacher and parents need to work together to make an efficient partnership in order can provide an effective learning environment to their children. Parents' involvement is the most significant predictor of students' achievement (C. L. Green et al., 2007). The children will become confident and empowered if they feel supported by their parents, in order parents' involvement is essential (Bæck, 2010). Parents' help in their children' education is crucial for their academic development (Garcia, 2018).

RESEARCH METHODOLOGY

This research is a survey research design and the researcher provided questionnaire and interview for collecting the data, which tended to investigate the involvement of parents in teaching English for their children as young learners in this 21st century.

The questionnaire was made in the Google form to make the researcher easy to distributed and analyzed it, where the questionnaire based on the degree of Likert Scale that consist of: Strongly Agree, Agree, Disagree and Strongly Disagree.

An in-depth Interview was semi- structured to find information about related issue discussed in this research. A closed-ended interview was applied as well by used voice recorded in order to obtain original data.

The sample was 24 English lecturers who have children categorized as young learner at English Department Education, The Faculty of Teacher Training and Education in Universitas Muhammadiyah Makassar and Universitas Muhammadiyah Parepare.

RESULT AND DISCUSSION

Findings from Questionnaire

Table 1. Illustrate parents' involvement in teaching English for their children as young learners

No	Statements	SA (%)	A (%)	D (%)	SD (%)	Total (%)
1.	Practice English at home while doing daily activity	41.7	50	8.3	-	100
2.	Practice English everywhere with your children	20.8	62.5	16.7	-	100
3.	All the family members have to speak English	-	50	50	-	100
4.	Not all the family members can speak English	16.7	66.7	16.7	-	100
5.	Facilitate your children with some media to support their English	37.5	62.5	-	-	100
6.	Give some video about learning English	50	45.8	4.2	-	100
7.	Your children familiar with English	25	70.8	4.2	-	100
8.	Your children knows many words in English	29.2	54.2	16.7	-	100
9.	Your children can communicate in English	12.5	50	37.5	-	100
10.	Your children understand spoken English	8.3	62.5	29.2	-	100

As illustrated in table II parents has the role in teaching English to their children as young learners because the data show that 50 % parents agree to practice English at home to their children while doing daily activities and also 62.5 % parents agree to practice English everywhere to their children. Even though 50 % parents agree and 50 % parents disagree about all the family members have to speak

English because not all family members can speak English, this is proven by the data that 66.7 % parents agree with that statement.

The involvement of the parent in teaching English to their children accompanied by providing some facilities, this is showed by the data that 62.5 % parents agree to facilitate their children with some media to support their learning process, more over 50 % parents strongly agree and 45.8 % parents agree to give some video about learning English to their children.

The result of the involvement of parents as English lecturer in teaching English to their children proven by the data that 70.8 % parents agree that this process make their children familiar with English and also 54.2 % parents agree that their children knows many words in English. In order 50 % parents agree that their children can communicate in English and also their children understand spoken English, this is showed by the data that 62.5 % parents agree with that.

Teaching English at school or course not enough because of limited time in order most of parents agree to be involve in the process of their children' learning English at home, even though as parents who have profession as English lecturers and mastering English but not all the time they speak English only sometimes when they children asking some words of English moreover not all their family members can speak English. In the process of learning English parents always utilize some learning tools from the internet to make their children easy and fun in learning English in order most of them said that their children are familiar with English.

Findings for Interview

Parents' view towards teaching English to their children as young learners.

Most of parents agree to teach English in primary age because now days English is important to learn moreover English has become an international language, where along with the development of sophisticated technology English is also needed (Wan Husin et al., 2016). Especially for young learners, better for them to learn English even though just make them being familiar with English. Young learners are in the golden period age where easy to teach them anything including teaches them languages (O'Grady, 2005).

One of the interviewer said that honestly teaching is not something easy, especially teaching directly to the children themselves, but luckily because they are

lecturers who have teaching experience but are still different when teaching languages, in this case English to their own children, in order of course they need their own methods or techniques because parents certainly have different ways of dealing with their own children in this case in teaching a language that they are mastering. Another interviewer said that He has even been serious about teaching English to his children moreover he and his wife have the same profession as English lecturers, he said that” *I ever asked my students in university, “how long have you been learning English?”, most of them said around 10 years since they were in the school but they got nothing, therefore I want my children can mastering English even in his young age, I and my wife so serious to teach English to our children even I always learning from some journals about some method in teaching English for my children, my first child, who is 6 years old, has very frequent dialogues in English even though with simple sentences”*, they start by introducing various vocabulary such as the names of animals, plants or objects around them. This proves that they are really serious about teaching English to their children and sure that teaching English is very important for young learners.

However, different with most of the interviewer, another interviewers has different perspective about teaching English for their children as young learners, she said that she does not do that, she said that their children not need to learn English in the primary age, because she wants that her children more mastering their local language (Buginese) than English does. She thought that English can be learned anytime and anywhere even when their children in universities but now days learning about local language not easy, In fact, the local language is rarely taught, therefore she always tries to use the local language at home so that her children don't forget their local language.

According to her, learning English can be done later when her children need it because her own experience where she only start to learn English later at university and Alhamdulillah she can master it now, she said “*I’m a parent who not teach my children English because my children can learn English later when they are in college or university, like me I learnt English when I in university and I satisfied with my capability now”*., so she said that there is no need to rush to teach English to our children.

Learning English not enough at school even in the course (Edwards & Newcombe, 2005), because in the school there is a limited time more over not all school teach English for communicative purposes only like teach them about how to say thanks, how to asking something, only in a text books, rarely in a real communication, that is why learning language in this case English need to learn in every time and everywhere including the family environment, more over if one of their family member can speak English. In order the involvement of English lecturers as parents is needed in the process of learning English, it can start from a simple sentences or just make them familiar first with English vocabulary. One of interviewer said *“Sometimes I speak English with my daughter, even in a simple sentence such as Papa haus, please give me water, and my daughter take a glass of water for me, it means that she understand”*.

English is important to our children in the future because English also can support the carrier in the future (Butler & Le, 2018), another interviewer have different point of view, she said that to introducing English for young learners, teaching English at school is enough more over if there is also a time to learn English in course. According her, she is a parent who not teaches her children English at home, later if her children have homework from the school, then she tries to help them to do it, she said *“Sometimes when my son have homework about school equipment so I always mention the name of it in English such as please tunjukkan mama where is bag, or where is pen”*.

One of the interviewer said, *“English is important for the professional word”*. while most of them agree that English is important for the future moreover as long as English still be the first of international language, in order learning English in the young age will help them to easy mastering it, easy to acquire that language and also at least make them familiar first therefore someday when they are in collage and they need English, it is easy for them to recalling what have they learned about English. But one of them explain that even though English is important but it does not means that my children must mastering English in their primary age because for her, their children will need English when her children in collage or universities moreover some literature are in English therefore some day they will need it when they are in collage or universities, like her experience that she start learn English after she has in universities and now she satisfied with her

English ability now, therefore she thought that there is no need to rush our children to learn English, they will learn if they need someday.

The extent of Parents involvement in teaching English to their children as young learners.

Asking about how parents as English lecturers practice English for their children as young learners at home. There are some different opinions for this question. Some of them explained that as parents who mastering English, they also hope that their children can be like them therefore they always try to make their children be familiar with English, even though not all days, they said that they always try to speak English even in a simple sentences or word for word in current situation, for example *“please papa haus, give me water”* or *“please, ambilkan mama pen on the table”*.

Another interviewer said yes, he always try to speak English to his son every time and nowhere even is in a full sentence of English and sometimes by bilingual, between Indonesian and English. But some of them also explained that she not speaking English to her children because English actually is not their first language, their first language is Bahasa Indonesia so she just speak English sometimes, moreover her children will be learn English when they need it someday. Another interviewer also said that, because her children still young learners so she not speak English every day and everywhere more over they can learn more vocabulary in the school, sometimes she speak English to her children if her children have homework so she say something related to her children' homework, for example her children learning about school equipment so she said *“tolong bawakan my bag”* as a simple like that.

Asking about method to all parents as English lecturer in teaching English to their children at home most of them said that there is no specific method actually, one of them said that there is not method because actually she not teaching English for her children at home but another said that they teach their children English naturally, sometimes when they are playing they try to speak English, or sometimes when they watching tv or you tube they are learning, therefore they thought that there is no method actually just learning by doing, or learning by experience.

Another interviewer said that she teach her children by gaming and another said when her son has homework from the school for example like cleaning tools, she always ask her son to collect all the cleaning tools at home in one place then pronounce it, she believe that this way can make his son easy to learn something.

The interest of the children as the son of English lecturer is also important to know and the result of this interview show that mostly interviewer said that they children are interested with English moreover they children always saw their mother or father when teaching or speaking English to their students. This condition make their children became familiar with English, it is proven when their children watching English cartoon, sometimes they asked the meaning of that, their children also like to ask about the English of the things at home. One of them also said that her children looks like interested with English because her child favorite game use English as its instruction. But another interviewer said” *My child not interested to speak English because her age now not focusing in speaking English moreover her environment not speaking English but speak Indonesian so she enjoy her Bahasa Indonesia while English is just a part of language that is speak at home, because sometimes I as a mother speak English, so she is not interested with English now but someday maybe she will interested*”. One of the interviewer said that she still confuse whether her child is interested or not with English because when he watch English cartoon he want to speak English, but when he watch the Japanese cartoon he want to speak Japanese and also for another language of cartoon that he watch.

Then, almost parents said that their children are still in basic level or lower level, only know about some of vocabulary, word for word and understand a simple sentence, it is because some interviewers said that they do not speak English every time just sometimes. But ones is different he said that because he and his wife practice English every day and everywhere to their children and they are really serious in teaching English, his son in his 6 years old can make a simple sentence in English and mastering many kinds of vocabulary in English, so He said that his son in upper-middle level of English

DISCUSSION

Mastering English in today's communication era or in this 21st century is a very important skill that must be possessed by each individual, this statement is agreed by all parents as English lecturers as stated on findings from the questioner and also from interview as same as stated by Wan Husin et al. (2016), that almost parents agree that as long as English still become the first international language it is mean that English is important to learn, along with the development of increasingly sophisticated technology, English is increasingly needed to keep up with technology in our world.

Teaching English for young learners is a good way to introduce English as foreign language for them, more over in this age the children are in their golden age period (O'Grady, 2005), they have amazing abilities to learn language this is agreed by all parents that in the young age period children are easy to memories anything that they see and hear thus, if we make the best use of to teach many things to them, in order teaching English in the young age is a good way for our children, of course without forgetting their local language, because some parents agree to make their children more familiar with their local language than English even though as stated by (Jia, 2019) that there has been no scientific evidence that learning a foreign language can weaken a national language or local language, in order in this young age they always try to speak their local language than English because they think that learning English can be anytime and anywhere but learning local language in this era is rarely more over their children in their young age not really need to mastering English, but remember that English as foreign language it is mean that our environment of course always speak by using Indonesian and local language than English, it is mean that our children always hear and use more often our local language than English. English is use only by current people who have ability of that, thus in our country mastering our local language is easy than mastering foreign language in this case English (Iriani, 2018).

Most of parents agree that English also can support the carrier in the future (Butler & Le, 2018), moreover English still become an international language and has influence all aspect of life (Amankulova & Seisembieva, 2011). Thus, mastering English is a must for our children in the future and we can start it in the

young age of our children, at least make them familiar with that language, thus someday when they need English, it is easy for them to learn English.

All parents have opinion that learning English, not enough just in the school but also the family environment is needed (Edwards & Newcombe, 2005); this is of course because English in the school or course is limited by the time moreover in the school where English is taught not for communication purposes and practice English for real communication is rarely, even though there are some parents said that English for young learners is enough for them because English is taught not for mastering but only to introduce it for them, thus English at school is enough for young learners. But still, the involvement of parents is very much needed in the learning process of their children; where learning a language which is not limited to schools and courses but the environments also has a big role, especially the family environment, moreover if one of the family members has good English speaking skills, then, why not take advantage of it. Therefore parents as English lecturer should be involve in the process of their children as young learners in teaching English, like stated by Askouri (2011) in (Latifa, 2020) that create some activities at home by utilize everything around us at home to practice our children' skills in English.

Parents agree that teaching English for their children as young learners more challenges (Mumary Songbatumis, 2017), It is because teaching is not easy as in practice more over teach our own children at home. As parents, they need to make their children interested with English first in order can make them easy to learn and practice it at home. In order by creating, some fun and interesting activities for children will make the learning process easier.

Parents' educational background have a significant factor for their children' education because educational background of parents have important role for their children' education (Marzulina et al., 2018), especially for English lecturers as parents in teaching English for their children in order highly educated parents have a greater chance in the process of provide their children to have the cognitive and language skills, therefore the involvement of parents as English lecturers of course will give a better result for their children even though as young learners to have a good English ability. This process can be start with make their children be familiar with English firstly, then make them more interested with English, because when

they are familiar with that language they will be more interested with it. Thus, make our children faster to learn English will give a better result for them someday; moreover the potential time for learning is early childhood.

Therefore if they learn English later when they need it, of course will be different if they learn it firstly before they need it, in order someday when they are in college or university, they only need to recall again what have they learn about English, of course this process can make them easier (Hu, 2016).

The involvement of parents in teaching English for their children as young learners can start from make them familiar first, where always speak English at home even only word for word or a simple sentence , thus if they are used to it, it will be easier for them to speak English more quickly. Therefore even though our children still in their young age, why not we try to make them to speak English by learning English every day and every time, in all condition. Parents can create some activities (Kang Shin, 2006) such as sing a song in English, playing games, storytelling, where these activities are suitable for young learners, because these fun activities can make children more interesting and more motivate in the process of learning.

Discussing about the method that can be use by parents in teaching English for their children as young learners, of course no need to prepare a specific method, parents can do it naturally moreover they are kids as same as stated by (Mustafa et al., 2017) that learning English for children better in natural way. Parents can try when their children are playing while learning English, when they are visiting some place they can learning English or we can say that learning by experience so their children will acquire English naturally and of course it easier for them

CONCLUSION

The researcher can conclude that the involvement of English lecturers in teaching English for their children as young learners in this 21st century education are not very intense but all of them agree that as long English still as the international language means English still important to learn, as early as possible because children have amazing abilities in learning language, without forgetting their local language.

The parents' involvement in this process has a big role, and all parents agree that learning English not enough only in school or course where the children only learn 2 until 3 hours in a week, so English should be applied at home in the family environment, even only on a short sentence or conversation. Parents also have positive views that English is needed for their children in the future; in order never stop to remain our children the importance of learning English. Therefore, parents agree to be involve in the process of learning English by their children at home, parents will try to create some interesting and fun activity for their children in learning English to make them more motivate.

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