Promoting English Learning from Home to Indonesian Families: An Alternative Approach to Learning Foreign Languages at an Early Age

Lela Susanty
STBA YAPARI ABA Bandung, Indonesia

Husna Imro'athush Sholihah
STKIP Muhammadiyah Blora, Indonesia

Ignatius Septo Pramesworo
Perbanas Institute, Jakarta, Indonesia

Sadieli Telaumbanua
Universitas Prima Indonesia

Abd. Basir
UIN Antasari Banjarmasin, Indonesia

Abstract---This paper will describe an alternative approach to promoting English as a foreign language from an early age among Indonesian families. We are aware that several approaches have been taken by researchers, curriculum writers, and school teachers, but in reality, the success has not been as satisfying as the expectations of all parties, especially the government. Therefore, we have collected data and analyzed it under a descriptive qualitative study approach. Data analysis starts from applying data coding, critical interpretation, evaluation, and data organization to become valid, finding data to answer questions as above. Based on research evidence from hundreds of works of literature, we can conclude from the results of this study, among other things, that the approach to promoting English language learning in families at an early age has proven to be very successful compared to the approach to learning in schools when they are teenagers. Thus, it is hoped that this finding will be beneficial for many parties; curriculum designers, teachers, and parents.

Keywords---early age, foreign language home learning, promotion of learning.

Introduction

Many parents want to teach English at home to their children, but very few can start and do it (Lamb and Arisandy, 2020; Pham, 2017). Some of them are very enthusiastic about sending their children to study in private courses after school. They want to finance and encourage their children to be successful. Others are apprehensive about their children not being able to speak English when they are in school. Many parents will need time to acquire the language from home. They want to teach English by starting to speak a word (Sumargi et al., 2015; Morawska et al., 2014). Looking at the trend in non-English speaking countries such as Indonesia, there is a tendency to start learning the language after entering primary school; Even nationally, in Indonesia, children learn English after entering high school at 12 (Afrianto, 2017; Husamah et al., 2019; Suroso et al., 2021). Teaching English has not started since elementary school age except for private schools under foundation management. Some primary schools in cities that teach English are used as the local curriculum for extra hours instead of compulsory subjects like secondary school. As a result, teaching English as a foreign language is still an unsolved problem (Foroni et al., 2015).

Having high English language skills, Hadisantosa (2010), will increase the chances of Indonesian children to continue their higher education at universities where the teaching language is in English while making it easier for them to compete for good job opportunities in developed countries or even to look for jobs. Work in their own country when Indonesia has become a destination for international jobs. According to Naafs (2018), it will be possible if Indonesian children can communicate in several international languages communicate with the help of media and internet connections. Furthermore, by learning English, Indonesian children will socialize and work with other nations in the world. This is because speaking English is the most widely used academic skill in universities throughout the western world. Indonesian children's ability to speak English from an early age in education and then capable in business, science, and high technology. The conclusion is that learning to learn English will increase the chances of Indonesian young people to get educational opportunities in the future. In other words, education is very aware of increasing one's potential but learning English from an early age also improves the quality of life of Indonesian children in many opportunities in the future (Alrashidi & Phan, 2015; Alrabai, 2016; Dewaele & Alfawzan, 2018).

Because of the importance of teaching English in non-English speaking countries like Indonesia, all efforts must be made. The point is how Indonesian children should be taught the international language so that slowly Indonesian children can master it (Qi, 2016). The right step has been to make English a foreign language as a mandatory language in the national curriculum. However, unfortunately, this obligation is not treated optimally between the expectations of the learning curriculum and the commitment to study at school so that Indonesian children can succeed. Let us say just the government must include the language as a compulsory subject that is enforced starting from junior high school (Karea, 2016; Zein et al., 2020; Hidayat, 2017). Seeing the reality between the government's expectations and achievements in the field that are not met, then as a researcher the right to know the cause of the mismatch in the eyes of

scientific teaching and problem-solving solutions. So, we try to offer an alternative solution which we believe will be the solution. Our solution is straightforward, but the results are authentic and easy to apply. The solution is to promote teaching and playing English from home early for children as a first language (Van et al., 2013).

Method

In the following, we describe the method of conducting an analytical study of our study to promote the rooting of the English language from home to Indonesian families at an early age. We believe that English is a foreign language, so our solution is to bring English into the home language from an early age so that learning English is no longer the impression of learning a foreign language (Whiteley, 2017; Lambert, 2017). The first step is for us to precisely understand the content of our research question formulation by considering whether the systematic study design is suitable for answering these questions before starting the data search. Next, we developed the research method design. After careful consideration, we searched data from various online publications, considering that this study was carried out in the era of the Covid-19 disruption, where the movement of searching for field data was minimal. So, we found our data search on data based on Google Scholar and other sources (Afrianto, 2017; Bowman, 2014).

Furthermore, the data extract process involves coding techniques, in-depth evaluation, and critical interpretation under the phenomenological approach. We get data findings that we believe are valid because they have been proven to answer problems with valid and up-to-date principles (Brown, 2019; Gee, 2012; Husamah et al., 2019). In order for our findings to be valid and up-to-date, we limit our search to the most recent data from the 2010 to 2021 issues). Because the data search is with the help of an electronic system, we use keywords such as "promoting English Learning," Children Learning English," "Indonesian Kids Learning English from an early age," and "English as a Foreign Language." All of our approaches apply qualitative methods under the guidance Marshall et al. (2013), in their study "Does sample size matter in qualitative research? A review of qualitative interviews in IS research".

Discussion

In this part, we report the results of data analysis from various publications that discuss English learning methods in the home learning system since PAUD in the family (Suroso et al., 2021; Ginaya et al., 2018). In addition to finding data on the feasibility and suitability of particular teaching, we also describe relevant alternative systems or methods as models and approaches that can be taken by caregivers or parents when children are taught from an early age in the household environment. Efforts by parents to teach English to their children from an early age in the home environment have been carried out by Hu et al. (2014), wherein their study found parents who like their children to use their mother tongue. The parents are thinking about how their children should speak English in the best possible way by building partnerships with Chinese parents who are equally unwilling to use anything other than English at home. Because the

parents there believe that their children will readily accept English if they are accustomed to it from an early age in a family environment. Clarke (2009), also did the same thing, which supported children to get used to training and learning English as a second language in the early years from their respective homes at the age of zero to six years (Karjono et al., 2017; Sanprasert, 2010).

Indonesian parents aspire to teach their children English at home from an early age. However, they find it difficult because they do not have English language skills. Yeo et al. (2014), saying that foreign language literacy is an environment of skills and interests to read in PAUD early childhood has excellent potential to start education and training from an early age. Indeed, many parents do not know how to get started. It makes perfect sense how this does not matter if parents' English and teaching skills are inadequate. However, some studies find the most important thing is that parents have high enthusiasm to give parents a lot of motivation and praise to their children. The relevance of parental enthusiasm, for example, has been demonstrated by LeFevre et al. (2010), where they asked whether numeracy and literacy habits at home in Greece and Canada can improve foreign language skills for early childhood. This is true because psychologically, the child will be affected by parents' enthusiasm for these language skills from home. Way et al. (2013), believe that through nurturing and social and emotional defense of parents, especially mothers, being children will want to from knowing they want to learn to a love of learning. So that love is also valid for parents' efforts to train foreign languages in the family environment. So, parents in Indonesia do not need to worry if Indonesian children do not like to practice English as quickly as their parents want very relevant (Song, 2019; Charamba, 2019; Curdt-Christiansen, 2020).

Figure 1. Establishing a routine
Source: https://7esl.com/daily-routines**/**

Establishing a routine: Refraction of something that becomes routine is something positive when applied in learning. Likewise, routines can be used for children's English activities at home (Butler & Le, 2018; Rahimi & Yadollahi, 2011). In training and learning, it is a good idea to handle short but frequent learning sessions. This method is better than long sessions but is very rare. For example, half an hour in the morning and evening is enough for learning and practice for early childhood. According to Helton et al. (2018), family success is the achievement of welfare starting from routines such as rest time, meal times, and homework. Helton and his colleagues believe that parents and young children can quickly adapt to many things in a close family environment. Then routines,

especially language exercises, can be applied. Their study shows that teaching that can be intertwined with parents' parenting styles with routine foreign language habits can lead to stability and emotional sharpness in children, even in foreign languages , and this method is very effective. This finding is also supported by Evans et al. (2019), which states that the parent role in leading children towards equality in bilingual teaching; combines routine governance actions and reconceptualization of early childhood literacy.
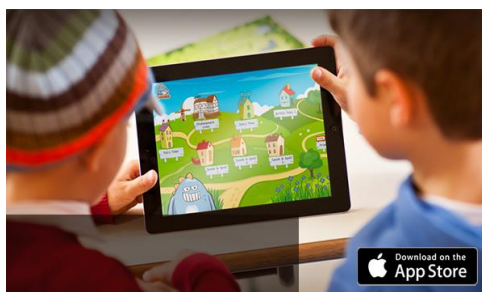

Figure 2. The impact of online games on vocabulary learning
Source: https://learnenglishkids.britishcouncil.org/games

It is undeniable that children will learn more naturally if they are presented with learning in a fun atmosphere (Ashraf et al., 2014). Successfully investigated the impact of online games on vocabulary learning in low-intermediate English as a Foreign Language learners' class. So, presenting flashcards, for example, would be a great way to attract children's interest in learning develops vocabulary lessons. Parents can play many different learning games with flashcards, such as memory training, Kim's games, Snap and Happy Family (Raikes et al., 2019; Yazejian et al., 2015). Creative parents will get free or online flashcards on various themes on the Kids English learning website. There are many other types of games that parents can take home for children to provide parents with more learning resources that will help them practice vocabulary and other English content. Mahmoud & Tanni (2014), also conducted a similar study, which successfully applied fun games to promote young children's motivation towards learning vocabulary.

Figure 3. Real situation
Source: https://bridge.edu/tefl/blog/use-realia-esl-classroom/

Presenting Real Situations: Promoting through the habit of speaking English at home through real situations, natural ways of learning, combining learning content with children's daily conditions. For this reason, the findings of Martin-

Biggers et al. (2015), are very relevant and support the promotion of children learning English at home. Where according to them, parents can translate learning into real-life situations. The reason they do this, cognitive, inquiry barriers, and encouragement for the primary exemplary behavior of parents for early childhood can quickly occur. Many objects from the home environment can naturally practice language skills in context and relevant content. For example, they explain food when children eat, learn new vocabulary while playing with toys, and tell stories while tidying them up. Teach the vocabulary of banking goods when parents go shopping. Improve through repeating vocabulary when parents cook in the kitchen (Gee, 2012; Maybin, 2006).

Figure 4. Engage roleplaying
Source: https://www.verywellfamily.com

Engage in roleplaying: Roleplaying implies and plays or portrays the role of a character (Mendels, 2020). For example, create a fairy tale using cartoon characters or children's favorite superheroes and play with them. Parents can speak dialogues and involve children in narration to learn to speak English with straightforward content. In other words, like Giulietti (2018), view that all kinds of activities speak when parents put themselves in someone else's shoes or when parents stay in their position but put themselves in an imagined scenario! Imaginary children - beauties will love to roleplay. Because with this method children can 'be' whomever they want in no time! Most parents understand and can play roleplaying games that are suitable for use at home. Indeed, learning a foreign language is a unique method to anticipate the learning environment and play how children learn at home (Wahyuningsih & Suparno, 2019). Because this method will stimulate children's attention and make learning and training foreign languages exciting, Adopting roleplaying into English learning classes from home will provide fun and variety and a change of pace. This will allow children to stay active learning a language different from their mother tongue, and ultimately it will be delightful for both the child and the parents (Grimmer, 2019).

The findings of Shapiro & Leopold (2012), say that an essential role for roleplaying pedagogy will be a force for developing a framework for parents to help children learn. On that page, parents will find explanations for integrating "Critical role play" into English classes for early childhood academic purposes. It is based on the experience of practitioners and research in various fields. Parents and researchers talk about the historical importance of teaching foreign language roleplays and why such teaching has become less popular in recent decades. We

researchers advocate a new approach that emphasizes fundamental thinking for learning by promoting English at home (Bowman, 2014).
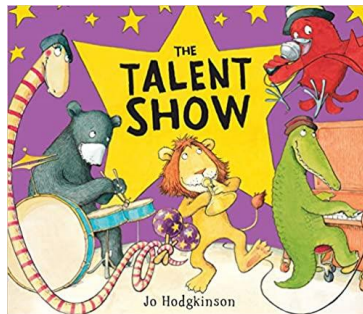

Figure 5. Show picture books
Source: https://www.amazon.com

Show Picture Books: Loves stories and likes brightly colored picture books (Nikolajeva & Scott, 2013). For that purpose, parents should train children to learn the alphabet, animal names, the environment, vegetables and gardens, and much more. Parents can start by showing the picture and telling them what it means, then asking and asking questions about the picture, and in the end, the parents let the children tell their own story (Böök & Mykkänen, 2014). An example of the next step, parents can point to a picture of an animal or fruit and tell the children, "this is an animal," before moving on to the next section. Once the children start getting to know animals and other objects, parents can ask their children for feedback and evaluation at the end of the session. Then give them a chance to tell and answer parents. Finally, parents let their children look at objects in the picture book and name what they see themselves. So how can a picture book tell a story? (Brown, 2019). How do parents tell children about picture books? So, parents need good narration skills. Parents should understand a little about the purpose of the photo book brought to the home study class. Also, parents should understand a little how-to arrange picture books regularly. A storyline that does not follow the timeline. Parents can also use text or let the picture of parents and children speak. Alternatively, it could be that parents add interesting mementos for extra context that will make the narrative more interesting (Blood & Cacciatore, 2014).

Figure 6. Using songs
Source: https://bridge.edu/tefl/blog/esl-songs-kids-teens/

Use of songs: The internet today has a lot of songs and video rhymes. Most use actions that show the song's meaning (Kuśnierek, 2016). Rhymes and songs in these films are handy for teaching children English because the movements that allow them to understand the content of songs or rhymes that cannot be repeated are learned (Kosintseva, 2019). The song can be used as an essential tool for learning and teaching. Songs can also help to teach vocabulary and sentence structure, helping learners to improve their listening and pronunciation skills. The most likely advantage of using classroom songs is that they are fun. In the classroom, how can music be used?. Alimi & Syafei (2013), to reduces the sensation of anxiety and tension. Help children to control their emotions. Improve focus and task behaviors. Improves language and speech processing by children, and why are songs seen as effective in teaching? (Adams, 2011). The language is native, easily accessible, offers vocabulary, grammar, and culture, and is fun for students. They offer the pleasure of speaking inside and outside the classroom, listening, vocabulary, and language development (Ferlazzo & Sypnieski, 2012).

English Corner models a study group activity designed for children to study at home. This method brings together many children in English for particular practice without being disturbed by other activities at home. This model was first introduced in China and has become a standard design in many university campuses globally, both schools, lectures, and coffee cafes. English Corner is also designed in homes where they want their children to learn foreign languages wherever the children will gather (Willingham, 2015). A Chinese-born speaker usually does this, but occasionally by an English-born speaker, usually a teacher. It lasts from 45 minutes to an hour, and the speaker presents the main topic to the audience (Rauktis et al., 2011). Then, Festman et al. (2017), say English Corner parents should strive to present the subject and provide as much terminology and phrases as possible. Alternatively, if he can present and provide information about the cultural elements of a subject. Kids can ask questions at the end of each lecture the instructor offers, or an activity can be done. English Corner in China is trendy and has expanded to other countries nowadays (Lin, 2014; Klimova, 2011; Maluch et al., 2015).

In this section, we present a discussion of the results of the analysis of the findings of this study which discusses the strategies and approaches of parents in promoting the practice of English from home for Indonesian families. We consider this research as part of an alternative approach to learning English as a foreign language for early childhood where the learning approach in schools and universities has proven to have not reached expectations. Zein et al. (2020), where he said teaching English education for both prospective teachers and students received difficulties which until now have various answers to the reasons for failure. We believe that the failure of teaching English in Indonesia is closely related to the national policy where students start receiving instruction at the age of 12 when students are in year seventh secondary school (Mappiasse & Sihes, 2014). They believe that the curriculum for teaching English in Indonesia requires a reevaluation of the application of the curriculum in Indonesia. So as our response, researchers anticipate that learning does not start at the age of 12 at school but is filled with parents at home for early childhood (Sari, 2020).

So, looking at our exposure data in the results section, we believe that parents can initiate home teaching by following the approaches and learning methods we describe. In other words, the presentation of these findings has attempted to answer the gap in teaching English in Indonesia. Our data findings answer the problem that we raised in the introduction section where we see the approach taken by the government, which only offers learning solutions for Indonesian children aged 12 years as stated in the curriculum. Zaim (2017), namely the implementation of an English teaching approach starting at the secondary school level. In Indonesia. We view that the police do not depart from the principles and approaches to learning foreign languages as applied in non-English speaking nations (Chu, 2014). If parents look at the approach taken in several countries that have succeeded in teaching English to children, the curriculum designers believe that teaching English to students should start at childhood greed. This is not the case in Indonesia, so we have a solution, namely the idea of promoting English language teaching from an early age under the care of parents wherever possible by following guidelines in various accessible online sources (Groom, 2012).

Conclusion

Thus, the discussion of the findings we described above, so in this section, we conclude the results of the analysis and discussion of this study which aims to promote the steps and approaches of parents in starting teaching English to their children at preschool age at home or in other children's learning homes. We believe in the approach taken by the government through the application of the curriculum for learning English as a foreign language in Indonesia, starting at the age of 12 when students are in junior high school. So by looking at the reality of the ineffectiveness of this approach, we initiate if the foreign language teaching can be started in each other's homes (Gorges et al., 2012; Hopp et al., 2019).

Whatever the main points we analyze, parents can effectively apply some tricks and approaches proven to teach English in other countries—for example, teaching refraction at home, selecting and selecting the proper method for early childhood, such as the storytelling method from illustrated books relevant to Indonesian children's interests and ages. Because we believe that every child has their strengths and strengths in learning with their mothers at home another example that we review is learning roleplays and singing songs together at home when parents are active at home homemakers. We present this kind of approach based on the findings and recommendations of experts with findings in learning English.

Acknowledgments

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