

THE VIEWS OF PARENTS, TEACHERS, AND LECTURERS ON THE PROVISION OF ENGLISH TEACHING IN EARLY CHILDHOOD EDUCATION

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Abstrak

Tujuan penelitian adalah untuk mendeskripsikan persepsi orang tua, guru dan dosen mengenai pembelajaran bahasa Inggris untuk anak usia dini di TK Aisyiyah Cabang Kartasura dan Universitas Muhammadiyah Surakarta. Partisipan dalam penelitian ini adalah 5 orang orang tua, 5 orang guru TK, 4 orang dosen pendidikan bahasa Inggris, dan 4 orang dosen pendidikan anak usia dini. Pengumpulan data dilakukan dengan wawancara. Teknik data dan triangulasi sumber data digunakan untuk memvalidasi data. Hasil penelitian ini adalah seluruh informan berpendapat bahwa bahasa Inggris perlu diajarkan kepada anak usia dini dengan alasan yaitu: (1) Bahasa Inggris lebih mudah dikenalkan sejak dini karena anak mempunyai pemahaman dan sistem perkembangan bahasa yang baik, (2) bahasa Inggris perlu diperkenalkan kepada anak usia dini dimulai dari pengenalan kosa kata sehari-hari,(3) pengenalan bahasa Inggris bagi anak usia dini dapat membantu mereka beradaptasi lebih baik di era global serta dapat menunjang pendidikan selanjutnya,(4) Pengenalan Bahasa Inggris pada anak usia dini dapat dilakukan dengan cara yang sesuai dengan usianya yaitu dengan bermain atau bernyanyi,(5)seluruh informan mempunyai pendapat yang sama bahwa bahasa Inggris perlu dikenalkan pada anak usia dini karena banyak manfaat yang dapat diberikan. Penelitian ini diharapkan dapat memotivasi orang tua dan guru untuk berperan dalam memberikan pembelajaran bahasa Inggris kepada anak usia dini.

Kata Kunci: Persepsi, Pembelajaran Bahasa Inggris pada Anak Usia Dini

Abstract

The aim of the research is to describe the perceptions of parents, teachers and lecturers regarding English language learning for early childhood at Aisyiyah Kindergarten Kartasura Branch and Muhammadiyah University Surakarta. Participants in this research were 5 parents, 5 kindergarten teachers, 4 English education lecturers, and 4 early childhood education lecturers. Data collection was carried out by interviews. Data techniques and data source triangulation are used to validate the data. The results of this research are that all informants are of the opinion that English needs to be taught to early childhood with supporting reasons, namely: (1) English is easier to introduce from an early age because children have a good understanding and language development system, (2) language English needs to be introduced to early childhood starting from the introduction of everyday vocabulary, (3) the introduction of English for early childhood can help them adapt better in the global era and current developments and can support further education, (4) the introduction of English For young children, it can be done using methods appropriate to their age, namely by playing or singing. (5) all informants have the same opinion that English needs to be introduced to early childhood because of the many benefits it can provide. It is hoped that this research can motivate parents and teachers to play a role in providing English language learning to early childhood.

Keyword: Perception, English language learning for early childhood

1. INTRODUCTION

Language is a communication tool that humans acquire from birth. A child's language mastery begins with the acquisition of a first language which is often called the mother tongue. Acquisition of Language is a very long process because children don't know it yet. until you can pronounce it easily. Children learn another language, or a second language they master, at a certain age after acquiring their mother tongue. According to Owen in Stiawan (2006:1), explaining the definition of language, namely. "Language can be defined as a socially shared combination of those symbols and rule-governed combinations of those symbols." The main function of language is as a means of communication between humans. Language is a means of individual and group interaction as well as an intermediary tool for community members in a group. In essence, language is a communication tool. Talking about language cannot be separated from the languages in the world, one of which is English which has become a universal language. English is a world language, used for communication in many different places around the world. To facilitate contact with people from different countries, almost every country in the world learns English. Because English is widely spoken, most places list English as one of the languages to learn.

It is very important to develop children's language in the early childhood period, namely because it is at this time that children can develop all the children's skills and abilities in language through the interactions that children carry out at every stage of the period they experience. It can be concluded that English is an important language to learn in Indonesia because almost all global sources of information in aspects of life use English. Therefore, kindergarten or preschool education or early childhood education is a very important vehicle for developing children's language. By using language humans can communicate with one another. So with language, children will find it easy to socialize and adapt easily to their environment. English is a unifying language or international language that is understood by every country so that communication between countries can run smoothly, namely English. Based on the explanation of these conditions, researchers are interested in conducting research with the title " The Views Of Parents, Teachers, And Lecturers On The Provision Of English Teaching In Early Childhood Education ".

The word perception itself comes from The Latin words are Percepto and Percipio which have the meaning of regulation identification and translation of information received through the

five human senses with the aim of gaining understanding and understanding of the surrounding environment. Perception is the process of receiving stimuli (objects, properties, relationships between symptoms and events) until these stimuli can be felt and understood clearly. More than just feelings, perception is also an interpretation of experience (Isbatikah et al., 2022). Therefore, we can conclude that perception is a process that begins with the reception of a stimulus (detection or sensation) consisting of objects, qualities, relationships between symptoms and phenomena, conditions in the surrounding environment; interpret these stimuli until they are known and understood. Therefore, perception can be considered as an interpretation or interpretation of experience (interpretation of experience).

The education of young learners in essence aims to stimulate members in all aspects child development, including physical, intellectual, social, emotional and language development so that they can thrive optimally. Every aspect of the child's development influences. Teachers of young learners should realize that they should not use a child's age as the basis for their maturity. There are several factors that influence a child's maturity, including culture, environment (in the city or village), gender, parental expectations and so on. Therefore, all the activities we provide to young students, including providing English lessons, must be adapted to their abilities and stages of development. English teaching and learning offers young learners excellent English language skills.

Several studies have been conducted regarding the perceptions of parents and teachers regarding English language learning for early childhood. The first research by (Gita, 2022) is entitled **“Parents, Teachers, and Students’ Perceptions of English Learning Provision for Young Learners in Seluma District** “. The fact that parents and teachers continued to have rather different opinions on the importance of English instruction in elementary schools was the impetus behind this study. It aims to clarify the opinions of parents, educators, and students regarding the instruction of English to young language learners. In this study, a descriptive research design was used. Parents, educators, and kids from the Seluma district were among the responders. A method called purposive sampling was employed in this study. There the researcher went with eight parents, nine teachers, and eight pupils. An interview and a questionnaire were used to gather the data. Both quantitative and qualitative methods are employed in the data analysis process. It is clear from the overall data analysis results that the majority of respondents—parents, instructors, and students—provided good feedback.

Nevertheless, no instructor at that school, particularly at SDN 145 Seluma, had experience teaching English, thus the homeroom teacher was the only one who could teach English as a local content topic. In the event that SDN 145 Seluma teachers lack experience teaching English, teachers believe it will be more challenging to communicate with students.

The second research by (Triyanto & Astuti, 2021) is entitled “The Importance of English for Early Children in Purwoasri Village, 28 Metro North” . This paper discusses about the importance of English education for early childhood. English education is needed along with the progress of a country. Therefore, education English as an international language was introduced as early as possible to the students before the age of 12 years. Early childhood is children in the age range 2-7 years and is a golden period for language development. They were able to learn to speak like native speakers. However, they are still on the cognitive development of preoperational that has a high self-centered, do not understand abstract things, just to understand the symbols and still pre-logical thinking. Therefore, English language education for children in need of methods and processes appropriate and effective teaching, for example through song, music and movement. The method is considered successful and very suitable for early childhood in learning English. To develop the method also requires the teacher's role as an educator in the process of learning English.

From previous research data, researchers will continue research with possibly different techniques. This research will focus on the views of parents, teachers, and lecturers on the provision of English teaching in early childhood education. Apart from that, the research objects chosen were also different, namely The Views of Parents, Teachers, And Lecturers on The Provision of English Teaching in Early Childhood Education.

Based on an explanation of the background of the study, the researcher formulates the research questions as follows:

- 1) How are parents' perception on the provision of English teaching in kindergarten ?
- 2) How are teachers' perception on the provision of English teaching in kindergarten?
- 3) How are English education lecturers' perceptions on the provision of English teaching in kindergarten?
- 4) How are early childhood education lecturer perceptions of the provision of English teaching in kindergarten?

- 5) To what extent are the perceptions of parents, teachers, English language education lecturers, and early childhood lecturers different or similar regarding the provision of English language instruction in Kindergarten?

2. METHOD

In this research the researcher used a descriptive qualitative method. The subjects in this research were 5 teachers, 5 parents of Aisyiyah Cabang Kartasura Kindergarten and 8 lecturers of Univeristas Muhammadiyah Surakarta.

In this research, the data is all information related to this research question. The data source in this research was informant. So, the informant of this research in this study consisted of 18 subjects: 5 parents, 1 principal, 4 teachers who taught at the Aisyiyah Cabang Kartasura Kindergarten, and 4 lecturers from English language education, 4 lecturers from early childhood education with doctoral backgrounds who taught at Muhammadiyah University of Surakarta. The data collection technique in this research is interview. In analyzing the data, researchers used descriptive analysis. There were 5 stages in analyzing the data: Stage 1. Rereading The Transcription, Stage 2. Marking Of Keywords In Interview Data Transcription, Stage 3. Grouping the keyword according to research question, Stage 4. General theme, Stage 5. Drawing conclusion. This research used quality in qualitative research is determined by Trustworthiness.

3. RESULT AND DISCUSSION

The discussion in this section will be presented based on research questions (R.Q). This section contains a discussion that is in accordance with the research findings reviewed by the author, so in this discussion the researcher connects the research findings with the theory that has been explained in the findings subsection. Researcher used qualitative descriptive methods. Researcher took data from research at the Aisyiyah Branch of Kartasura Kindergarten and Muhammadiyah University of Surakarta which was obtained through interviews with parents, kindergarten teachers, English education lecturers, and early childhood education lecturers.

From the results of this research, it was found that the perception explained by the interviewer said that learning English was very necessary for early childhood. With the development of the modern era, every society is required to be able to keep up with developments, so introducing English from an early age really helps children adapt to current

global developments. In this study, researcher examined the perceptions of parents, teachers and lecturers regarding English language learning for early childhood. Researcher also want to know to what extent the perceptions of parents, teachers and lecturers are whether there are similarities or differences regarding providing English to young children. Researcher conducted interviews with informants to obtain data in the form of perceptions of parents, teachers and lecturers regarding English language learning for young children. The data obtained from the research are as follows:

3.1 R.Q 1 : How are parents' perception on the provision of English teaching in kindergarten ?

Based on research obtained by researcher, it appears that many parents are of the opinion that learning English is necessary for early childhood because it is easier to give it from an early age when their developmental system is still very good at accepting new things such as learning English. Parents are very supportive if teaching English to young children can have a very good impact on education to the next level.

According to parents, English in early childhood is very important. Parents have high hopes for their children to develop and master English. According to (Friedman, 2010) parents are older people, which include mother and father who are parents. The main example and interpretation of society, the world and life for his children. Parents need an active role by providing comfort, warmth, love and affection, which can make it easier for children to develop self-confidence and initiative. Based on the results of research at Aisyiyah Branch Kartasura kindegarten there are several perceptions of the parents regarding learning English for early childhood :

The first perception parents say is that the reason learning English is necessary for young children is because if it is introduced from an early age it is easier and can support education to the next level. The development period of early childhood has the power to develop language, their motor systems which are still in the introductory stage are more easily given new things that can expand their knowledge. By learning English from an early age, their comprehension skills are faster and easier to learn. The golden period for children is between the ages of 2-7 years, so all aspects of language must be introduced to children before this sensitive period ends. In this sensitive period it is very important to be introduced to good and correct language, because this

skill is very useful for communicating with the environment (Maria Montessori, 1991). This perception was also discovered by Faqihatuddiniyah and Harun Rasyid with an article entitled "Perceptions of Parents and Teachers Regarding English in Early Childhood at Kindergarten Aba Karangmalang Yogyakarta"

The second perception of parents says that the reason learning English is necessary for young children is to introduce basic vocabulary that they often encounter every day. English learning for early childhood is carried out as an introduction to the language, not as the main thing. The process of introducing children to foreign languages such as English is carried out by providing vocabulary that they encounter every day. According to Lev Vygotsky (1982) and other educational psychologists stress the value of social interaction in the learning process. According to Christina (2010), children between 3 and 6 years of age understand English faster if they have experience expressing words or expressions in English. English is a very important international language, we can even say that it is mandatory, especially for young children. Because by speaking English, children will learn how to communicate with others. Otherwise, by mastering English, children will have easy access to the world of information and technology. This perception was also discovered by Diyan Triyanto and Rahma Yudi Astuti with an article entitled "The Importance of English for Early Childhood in Purwoasri Village, 28 Metro Utara"

The third perception of parents says that the reason for learning English is that it is necessary to use methods that are adapted to the child's growth and development through singing or playing. According to Suyadi and Ulfah (2013:32), early childhood learning must be adjusted to the child's level of development, both the age and the child's unique needs, child development runs in a certain time line. Every child develops uniquely. Some grow fast, some grow slowly. Therefore, the development of aspects at an early age must be adapted to the child's own age group in terms of breadth and level of difficulty. To teach children English vocabulary, they must use innovative and varied learning methods and media, so that children are interested in learning English vocabulary. According to Vygotsky, a psychologist stated that play has a good impact on children's mental development. For children, playing indirectly is fun learning. Play is the most important and basic need as a way to fulfill various aspects of children's development. Using learning methods and media to develop children's English vocabulary is also important combined with the game. This perception was also discovered by Khofifah Agustina in an article entitled "Improving the Ability to Recognize English Vocabulary Through Smart Train Media in

Group B Children of Wiyata Bhakti Kindergarten, State Building Village, North Lampung Regency."

The fourth perception of parents says that the reason for learning English is necessary to support and make it easier for children to face the future. English is a very important international language, it could even be said to be mandatory. Because children will learn to communicate with other people and can easily access the world of technology and the internet by speaking English. Children who learn English from an early age will gain better basic knowledge before moving on to higher levels of education. According to Mustafa (2007), if children learn foreign languages from an early age, their understanding and appreciation of their own language and culture will also increase. This is because they will have greater access to foreign languages and cultures. Learning English from childhood will help him become more mature in the future. Most of the world's population, most professions, and most situations use English. English is the language of business, communication and knowledge. Mastering English from an early age will be very beneficial if children want to continue their studies abroad. English helps children with strong mental abilities to compete in all fields. This perception was also discovered by Diyan Triyanto and Rahma Yudi Astuti with an article entitled "The Importance of English for Early Childhood in Purwoasri Village, 28 Metro Utara"

Based on the perception results from the interview excerpt above, it can be concluded that most parents believe that children should be taught English from an early age. They believe that language is an important tool for communication. Either mother tongue, regional language, Indonesian, or English. Listening and using English such as pronunciation can help children deeply understand English. Children learning English can enjoy lessons by singing or reading stories. Additionally, there are some people who believe that it is very important to teach children English because children's brains are easier to learn than adults. Learning English from an early age helps them be better prepared to compete in the global market.

3.2 R.Q 2 : How are teachers' perception on the provision of English teaching in kindergarten?

Based on research obtained by researcher, it appears that many kindergarten teachers are of the opinion that learning English is necessary for young children because their development system is at the stage of exploring new things they encounter. Therefore, teaching English to young children is specifically used as a basic familiarization stage with vocabulary that they often

encounter every day. Teachers are very supportive if providing English to young children can help them prepare more easily for the next level of education.

According to (Jayne Moon, 2000, p.210) Early childhood English learning continues to change so there will always be changes. However, the responsibility of educators to help young children understand and use language through planning, guidance and providing supporting facilities remains the same. According to Huebener (1996), the teacher's role is very important in giving children the opportunity to use English both in groups and outside groups. Apart from that, teachers must be creative in providing learning resources and continue to pay attention to children's development in using English as a tool of oral communication. Therefore, teachers should choose various activities that are fun for children to increase their speaking engagement, such as using music and movement. This method is intended to improve children's understanding of English. Based on the results of research at Aisyiyah Branch Kartasura kindegarten there are several perceptions of the parents regarding learning English for early childhood:

The first perception teacher says that the reason why English is needed from an early age is because their grasping power is still very good at receiving various new knowledge. The early childhood growth and development system is at a very active stage in accepting new things such as language learning. Piaget's and Vygotsky's theories can provide important information on how we think about children as students or language learners, especially foreign languages. According to Piaget, children are active learners and thinkers. So giving English from an early age is more utilized because the early childhood stage is the stage where they are able to receive new learning such as language learning.

The second perception teacher said that the reason why English is needed from an early age is to introduce the basics of English with vocabulary that they often encounter every day. When children acquire English vocabulary, the process is different from that of adults. Experiences give children the opportunity to understand and build on learning. In his journal, Uzer (2019) states that language consists of three components: grammar, vocabulary and pronunciation. Vocabulary introduction is carried out in early childhood in the early stages of learning a new language. This perception was also discovered by Diyan Triyanto and Rahma Yudi Astuti with an article entitled "The Importance of English for Early Childhood in Purwoasri Village, 28 Metro Utara"

The third perception teacher says that the reason English is needed from an early age is by using playing or singing methods. Young children tend to get bored more easily, therefore the learning process is carried out with various fun stimuli such as playing or singing. We need to know that when children play, the child's brain is calm because he feels happy and cheerful, in situations like this the knowledge we teach can enter and be embedded well and easily. This perception was also discovered by Khofifah Agustina in an article entitled "Improving the Ability to Recognize English Vocabulary Through Smart Train Media in Group B Children of Wiyata Bhakti Kindergarten, State Building Village, North Lampung Regency."

Based on the experience of English teachers, singing English can make it easier for teachers to provide learning so that it is active, fun and not boring. Basically, most of the teaching process in schools is determined based on teacher competency. Especially in terms of providing examples through a long-term learning process that can shape students comprehensively. It is hoped that by offering language learning, students can use language to communicate, express what is on their minds and understand any available reading material. So, the teacher's opinion about providing English language learning to children is something that should be done because children feel happy with learning English. Apart from that, according to teachers, children's learning periods are good in various ways so that they can stimulate brain development. By learning English, children can also understand material more quickly than adults.

3.3 R.Q 3: How are English education lecturers' perceptions on the provision of English teaching in kindergarten?

Based on research obtained by researcher from interviews with several English education lecturers at the Muhammadiyah University of Surakarta, they believe that learning English for early childhood is very necessary considering that the current education system has made English a companion language after Indonesian. Therefore, early introduction to English is very necessary to make it easier for children to quickly adapt to the outside world and the next level of education.

According to Noam Chomsky and Steven Pinker point out that children are naturally equipped with a "language acquisition device" that allows them to absorb language quickly. This innate ability means children can learn multiple languages without confusion or distraction. When English is introduced in early childhood, children will more easily understand the nuances

of the language, including pronunciation, grammar, and vocabulary. The perception of English language education lecturers at Muhammadiyah University of Surakarta has various reasons that support the importance of learning English for early childhood :

The first perception English language education lecturer said that introducing English from an early age is easier because children have very good language development skills. So if it is trained from a young age, it will be easier for children to face education at the next level. According to Nunan (2005:9) states that if students are directed to emphasize meaning in the process of communicating in a second language, their ability to use the second language will develop automatically. The second language discussed here is a foreign language that students usually learn at school.

The second perception of an English education lecturer says that introducing English to children starts with basic vocabulary that is often used every day. They do not need to be required to master English at their age, but they still need to be adapted to learning pedagogy in early childhood. According to Dale and Bamman (2007:12), teaching children English must take into account certain requirements. For example, when a tutor teaches vocabulary to students, vocabulary must be simple and communicative, not sentences or complex language structures. The thing that needs to be considered when providing English language learning for young children is that children can feel happy and not be burdened with learning English. Due to the nature of children who tend to get bored easily, this must be done in a fun way.

The third perception English education lecturer said that introducing English to young children can help them be better prepared to compete for the future in the global era. English has a strong position in the world as an international language. This is unavoidable because most of the scientific and technological disciplines in the field are written in English or other foreign languages. Mastery of English or other foreign languages will enable Indonesians to develop or disseminate information that has just been developed in their country. According to Suyanto (2008), it is very important that English in Indonesia is a foreign language, and more and more people are trying to learn it all over the world (Ngadimun et al., 2019). According to Gusrayani (2014), English is an international language that is widely taught and mastered by many developed countries in the world.

The perception in this study was also found by Sri Awaliyah Nasir, Amaluddin Amaluddin in an article entitled "The Involvement of English Lecturers as Parents in Teaching English for

Their Children as Young Learners in This 21st Century". Therefore, the perception of English language education lecturers regarding the need to provide English language learning for young children needs to be developed properly according to their age stages. The benefits obtained are also very good regarding language development in children and preparing children to be more confident to compete in the global era.

3.4 R.Q 4: How are early childhood education lecturer perceptions of the provision of English teaching in kindergarten?

Based on research obtained by researcher from interviews with several early childhood education lecturers at the Muhammadiyah University of Surakarta, they believe that learning English for early childhood is very necessary to prepare children for the next level of education. However, it is also important to pay attention to the stimulus which is carried out in a way that is appropriate to the child's stage of language and motor development. Teaching English to young children does not require them to be proficient, but children are only introduced to it and understand it from an early age.

According to Cameron (2010:1) states that children find it difficult to understand how to use language to talk about language; in other words, they do not have the same access as older students to the metalanguage that researcher can use to explain discourse or grammar. Children need expert help to understand and understand the aspects of a foreign language they bring and their meaning as formal grammar can help them. According to Brown (in Masduki, 2013:3) that when children are still small, their voices develop easily, which makes it an ideal time to learn native pronunciation. As a result, it is very easy for them to learn foreign language sound systems. In addition, children's desire to communicate makes learning easier. Children are still at the "optimum age", when they are fully ready to learn a foreign language, so foreign language teaching is very effective for them. The perception of early childhood education lecturers at Muhammadiyah University of Surakarta has various reasons that support the importance of learning English for early childhood:

The first perception of an early childhood education lecturer said that it is necessary to provide English to young children starting from the process of introducing vocabulary that they often encounter every day. In early childhood there is a stage where they are familiar with the process of observing and listening through repeated speech. According to Novan A Wiyani (2014), the development of children's language skills includes aspects of listening, speaking,

writing and reading. Therefore, if learning English begins with an introduction to vocabulary that they often encounter, it will be easier for children to imitate and remember. According to Yusuf (2016), speech is the ability to say words that are learned by imitating or copying another person's voice. Teachers must be more creative and innovative in teaching English.

The second perception, an early childhood education lecturer, said that the need to provide English to young children is more recommended because the child's development process can be faster if it is introduced from an early age. Providing good stimulus from an early age will make children more responsive when facing learning English at the next level of education and competing with the world in the global era. It is very important for children to be directly involved in the language learning process, such as playing, because children basically have the ability to produce their own knowledge. According to Zubaidah (2004), children's language development is very important at an early age because at that time children can develop all their language skills through interaction at every stage of development.

The perception in this study was also found by Sri Awaliyah Nasir, Amaluddin Amaluddin in an article entitled "The Involvement of English Lecturers as Parents in Teaching English for Their Children as Young Learners in This 21st Century". But in this study, the research subject was expanded to include early childhood education lecturers. Therefore, the perception of early childhood education lecturers regarding the need to provide English language learning for young children needs to be introduced from an early age to support their education to the next stage. However, as a teacher or kindergarten teacher, you also need to pay attention to the right methods when learning so that children can receive it well and not get bored easily.

3.5 R.Q 5: To What Extent are The Perceptions of Parents, Teachers, English Language Education Lecturers, and Early Childhood Lecturers Different or Similar Regarding The Provision of English Language Instruction in Kindergarten ?

Based on the presentation of perceptions from various informants, parents, teachers, English language education lecturers and early childhood education lecturers all stated that English is needed for early childhood for various reasons. However, several similar perceptions were found between informants. There are 4 similar reasons regarding the need for English, including (1) English needs to be introduced to early childhood only through the process of introducing daily vocabulary, (2) English needs to be introduced from an early age because it is easier for children to accept. children at their age stage, (3) English is necessary to support the future of young

children competing in the global era, (4) English needs to be introduced using methods appropriate to their age, namely playing or singing.

This shows that respondents strongly believe that learning a foreign language from an early age will improve children's outcomes. Parents, teachers and lecturers agree that young English learners will more easily absorb and understand the information presented. Children have extraordinary memorization abilities and will soon understand English material better. Children who learn English from a young age will also have the basics of English, which will help them in the next stage of their education. The development process of early childhood is at the stage of playing and exploring a lot of new things, so the role of parents and teachers is also needed to support the learning process with stimuli appropriate to their age.

Finally, respondents' answers indicate that they support their children to learn English because they believe that it will be beneficial for them in the future, both economically and socially. Later in life, learning English will be very beneficial for young learners. Carried out to prepare students to face the era of globalization . Not only is it important for society, but it is also an opportunity to develop our identity through interactions with others.

4. CLOSING

4.1. Conclusion

Based on the data analysis and discussion in the previous chapter , the researcher can conclude from the explanation in the previous chapter and the overall results of data analysis, it can be concluded that all respondents, including parents, teachers and lecturers, mostly gave positive responses. Additionally, they believe that teaching English to young students from an early age may make them better prepared for further education. In addition, children should learn English immediately because they are easier to learn and understand than adults. To prevent children from feeling bored, learning English is given to them in various ways, such as songs, games and pictures.

To ensure that lessons are well received by students, educators must have the necessary skills. In addition, teaching methods must be adapted to the learning styles of students in Indonesia. It is hoped that effective curriculum analysis and design will encourage the nation's future generations to love English lessons. The role of parents is also very important in the child's English learning process at home, even if only for a short time. The similarity of

perceptions between parents, teachers and lecturers means that the development of the times involves understanding English from an early age to help children in their future lives.

4.2. Pedagogical Implication

In this study the importance of providing English language learning to early childhood has several important benefits to support children's education to the next level, providing early childhood learning to children is easier to teach through everyday vocabulary. And it also makes it easier for children to prepare their future to compete in the global era.

This has pedagogical implications where early childhood education providers can introduce English, the role of parents is also needed to facilitate this by participating in introducing English to children who have bilingual vocabulary, teachers can also provide methods for introducing English, at the level The university's English language education studies program includes advanced English courses for early childhood. According to Christina (2010), children aged 3 to 6 years understand English more quickly if they have experience expressing words or expressions in English. English is a very important international language, it could even be said to be mandatory, especially for young children.

4.3. Suggestion for Further Research

Based on the conclusions stated previously, the researcher recommends four suggestions for further research. First, this research is still focused on the Aisyiyah kindergarten in Kartasura. The further research can be carried out in non-Islamic kindergartens. Second, this research is still being carried out by only 1 university, in the future it may be possible to involve several educational institutions. Third, future research could also involve better participants through kindergarten teacher associations. Fourth, the researcher suggests adding data collection methods by means of questionnaires and conducting observations to see the implementation of English language learning for early childhood, finding effective ways that kindergarten teachers can use to support the importance of English for young children.

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