

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the results of the research, and it is divided into two sections. The first section describes the data gained by held a questionnaire and interview related to parental engagement toward the foreign language acquisition of young learners. The second section contains a deeper explanation of the results and it relations with the theoretical review that the researcher uses in this research.

A. Findings

In this section, the researcher would present the results data of parents' engagement toward foreign language acquisition of their children that had already obtained through interview and questionnaire. In the questionnaire, the researcher gave some statements that related to several aspects to answer the research question and gave some questions trough interviewing. There were 11 questions in questionnaire distributed by the researcher and 12 questions of the interview. Through the interview and the questionnaire, the researcher wanted to find out about parents engage in the process of acquiring their child's foreign language.

Based on the results of the interview and questionnaire, several roles the researcher found that the parents used to help their children in acquiring foreign language are described one by one in the following paragraphs.

1. As a Facilitator

Based on the results of interviews, parents more dominant engaged as a facilitator. They indirectly provided facilities to support their children in learning English.

P2: My son was very curious about English, sometimes he learns English at home. So, I provided internet access at home to help my child searching something about English from YouTube or Google. My son often listen English children's song, and also likes watching English fairytale story, and sometimes creativity videos. I also put my child into a course to be more effective in learning English, and also provide English tutors at home to more help him improve his English.

P3: I provided internet access to my daughter searching things about English. Most children were adept at using mobile phones, and they were easy to get information about what they want to learn.

P4: I took English tutors to improve my child's skill in learning foreign language. I also gave my child gadgets and internet access to searching about English. I hope my daughter's English skill would be more increase in English skill.

P5: My daughter likes watch English fairy movie at YouTube, and sometimes she would follow the utterances in the video. So I would provide video like this for her.

P6: I put my child into private foreign language classes to be more effective in learning English (supported by questionnaire).

P7: I bought story book with two version language: Indonesia and English. I hope it made him familiar with the word or sentences (supported by questionnaire).

P10: I bought picture books for my daughter.

2. As a Motivator

They also become a motivator. In this aspect, some of parents believe if children need to be motivated and given encouragement to be more active in learning foreign languages. They also support to what their children want and expect by learning a foreign language.

P7: I often told story about studied abroad, and successful people who have studied abroad in around him. I hope this is will give him encouragement in learning the foreign language.

P8: my son has purpose to study abroad, so I give him support. I always said you can study abroad, but you should study hard to make it easier.

3. As a Model

There was only one parent indicated that they had become role models and taught English to her child. This parent is the type of parent who has experience and ability in English. With the ability she

has, this makes her child accustomed to learning English. This is also based on her experience when they lived abroad. She and the children unconsciously start speaking English to people around. This has an impact on her last child language. Her 9 year old son was interested to English from an early age. He began to speak English from age 2 years old. He is also more dominant in English than his native language, so she and her son often communicated in English.

P1: We used to live abroad, and unconsciously start speaking English to people around. So, I teach my son in learn English. This was give big impact on his language. When we returned to Banjarmasin, he more dominant speaks English so we communicate in English.

But the other parent did not do the roles as model because the limited of their ability. So, they used other ways to support their children.

P5: I cannot teach my child about English because I don't have basic with this language. I cannot help him directly. I sent my child to English institution, and let him to get English learn.

P10: I cannot speak English and understand about it. I don't have basic to teach it or introduced to my child. I let my older daughter to help my child in learning English.

4. As a Monitor

Based on interview, parents usually ask about what are today's lessons, and checked homework. Parents also would check their children's books, and if there is homework they would try to help as much as possible.

P2: I checked my children's English lessons at school and sometimes help him in correcting the homework answers that her son answers.

P9: I checked and correction my son's homework. Before he is learn at school. I would teach one chapter first.

But the other parent did not do the roles especially in help to homework because the ability of their children in did the homework and also there is not implementing homework at school.

P2: I don't help my child because he was able to answer it.

P6: No. Because at school not implementing homework.

B. Discussion

After the data has been obtained and the process is like the description above, the researcher has written and analyzed the data at the above findings. In this aspect, the researcher wants to explain what has been found and how it related to the expert theories about the parental engagement in four aspects based on the Hosseinpour (2015, p.175-176) qualification. The four aspects are as a facilitator, motivator, model, and monitor.

1. As a Facilitator

Parents' engagement is more prominent in this aspect because become a facilitator is the easiest thing for them. It does not require parents to have skills in English, and also provide lessons directly for their children. Most parents make themselves as facilitator to help their children learn English, and it works in acquiring English language..They support their children by providing a conducive environment for learn English at home. Based on their background they from family with higher economic. In other word, parents with the higher socioeconomic would be easier to facilitate children. Facilities can help children to acquire foreign language. Some parents provide basic materials in learning English, and some of them only provide gadget and internet access because today's children are already good at using electronic devices. Some parents also send their children to specialized English language courses, or provide English language tutors who can come to home. It is related to statement by Rochette and Bernier (2014, p.433) he states family with higher socioeconomic will be easier support the educational facilities at home.

2. As a Motivator

In learning foreign language, having motivation is important, because motivation is one of the most important variables in learning.

It provides a stimulus and a desire to learn and acquire something. Some parent always used a positive attitude when give motivation, so they would more interest in learning English. Some of parents told their children how successful people learning English, even they were able to study abroad, and how that people have the desire to make their dreams be come true. This is related to statement Ormrod (2008, p.384) motivation is the key elements of incentives to stimulate and force desire to learn and acquire something. In learning foreign language, parents' motivation very needed, because parents may play a particularly significant part in children's English learning.

3. As a Model

Being a model for their children is hard because almost all participants did not have English skill to be a model for their children in this aspect. There was only one parent have ability to become a model. This is supported by her experienced who has lived abroad, where they started to speak English to people around. She taught her child and communicated English as daily language.

Based on the data, there is only one parent who becomes a model. Pitcher as cited in Fauzji (2016, p.15) stated in language learning, parents could be engaged in the process of acquiring language, such as acquisition of a foreign language. Parents can provide a language environment at home with guide their children to

learning English, such as communicated in English, or teaching them by how to response the simple conversation in English. It means, parents should have the English skill to make themselves easier being a role model for their children in learning English.

4. As Monitor

In this aspect, some parents try to get involved by monitoring their children. Parents usually ask about what are today's lessons, and checked homework. Parents also would check their children's books, and if there is homework they will try to help as much as possible. It is related to statement Gonzalez-Mena (2008, p.109-110) parents have to pay attention to what is going on to their children. They can even ask their children what had happened at school. They can also check their children's English book weather their teacher gave them additional assignment or not.

Based on discussion above, it can be concluded that the parental engagement gave children easier in acquired foreign language. Parents help and support their children in learning English with their respective roles.