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Preparing Our Early Year **Children to Learn** English: A Guide for Parents at Home

Abstract: This paper provides characteristics of early year children and why **it is important to** teach them English at home. It also presents what preparation parents needs to know about teaching English in their daily activities. These positive activities also fit the circumstance of covid 19 pandemic which requires students to study at home.

This paper is conducted using research based article as qualitative methods writing. Physically, children are weaker than teenagers, but there is some special characteristic we do not know. They can remember anything they touch, hear and feel. Although, they like playing, moving, jumping and doing anything they want, but through special ways, English can be attached unconsciously by parents at home using **early childhood education** program. Unlike teenagers, children have extra confidence to perform language.

They confidently act to speak language when they usually **communicate with the** nearest person like their parents or grandparents. Moreover, playing a game can motivate them to hear, speak and remember things with fun. It is like in Indonesia; mom can sometimes talk Javanese and sometimes switch in Indonesian.

The largest portion of language master can build **first language and** another can make second language. **That is why children must be** familiar with English because familiarity will make good basic knowledge of English. If **there is a big portion of English as well as the** second language in their daily activities, they will have much **knowledge of English** earlier.

This is a best time for parents to make them how familiar they acquire foreign language. They might be having a little knowledge of communication but the first knowledge of their interaction will attract them to get close to English. Keywords: children, motivation, remember, unconsciously _ _

INTRODUCTION It is essential to know that future competition is very hard.

Technology development, politic change and economic challenge always decide country development. People of the country are expected to be challenger to determine the development of a country. It is perceived that to be competitive person, all mankind should be competent to find a chance in such dynamic condition.

Furthermore, English is lingua franca, used by other speaker of different language, and it continuously develops as ASEAN regionalization _and the internationalization of trade, commerce and even education (Sakhiyya, 2018). Early preparation is needed by all early children to know well about English. It is important for them to learn English so that they can be competitive challenger. English is used in international communication and it is also used in technology.

So, it is important for Indonesians children to master English before mastering world and technology advancement. At present, English has a new role and status. English is used in many aspects of life including the language of social context, political, socio-culture, business,

education, industries, media literacy curriculum and study (Sravani, 2016). Moreover, user of English is extremely increasing with the fact approximately 380 million users around the world.

Such reality tells us that English is globally applied by most of people as an International language (Gunantar, 2016). It is also stated that English can be second or additional language to deliver idea to other user with different culture and language type. Thus, English is a compulsory need for all Indonesians to join global community in this modern era.

Facing the use of English in the era, the big question may rise on such issues. How far people think about it? How far country gets ready? Have we been ready facing that problem? The answer is frankly addressed to us. One solution we have to own to face the problem is mastering one International language, like English.

Most say that they have not already known how to solve the problem. It is too general to find the solution of such big problem, so preparing our children to master English by our self can be a good start to solve the problem. Most of philosopher states that children easily to remember all new information what they see and hear.

(Cameron, 2003) states that children can remember a lot of word and become skilled reader or speaker. They are easy to remember what makes them happy or sad. Children of early year age in Indonesia usually play at play group or kindergarten and they only play around with their friends. At home, they sleep and play again and again. Actually, they will find difficulty in senior high school when they study English (foreign language).

It is better when teacher in play group school teach English in a good way, but it cannot be expected that most of playgroups and kindergartens do not use English as a compulsory lesson. Early schools that apply English as an essential communication will spend parent' money in every single day. Moreover, the schools are limited and far away in the middle city. So parents in the rural area will decide a cheaper and nearest school as their choice.

_Moreover, parents at home may give motivation in learning English. Playing and learning can motivate them to remember any English words. Playing is an activity that is usually preferred by most of children. Learning English can be inserted in a game, and there are so many ways teacher and parents can get to teach early year children.

Most of cases found that children can remember so many things when they often read and listen. From the case above, we can make it easier when teaching English. Often

read and often listen can be inserted on the modified game. While they are having fun, they unconsciously learn English very well, because children are also the self-motivated learners who have the habit of picking up a new language unconsciously (Hang, 2017). Thus, self-motivation is basically needed by children to memorize new things like vocabulary of English.

Unconscious ways will help them to learn English naturally without thinking about the burden of English education. Looking at the curriculum 2013, there are major difficulties that were found by teacher in Indonesia including lack of knowledge and skills related to curriculum 2013, problems in developing the competence and passive communication between students and teacher (D. Ahmad, 2014).

It is caused by regulation which gives full authority to generalist teacher to teach English. There are two kinds of teacher in Elementary school namely generalist and specialist teacher. Applying curriculum 2013, teaching English is implemented by generalist teacher because the government will put Indonesia as an indigenous language and English as a foreign language and they tend to use traditional approach (Zein, 2017).

Moreover, students in Indonesia are formally expected to know introduction of English after grade four in the elementary school. The regulation asks teachers to teach English in the class after grade three. It means that they are about 11 year old. It also means that children need more time to get much knowledge of English, whereas very young children can easily remember or use new thing in their daily life.

In that year, they will perceive that English is foreign and strange. Thus,

they determine English is difficult to use. We can imagine in the future, students will find difficulty in junior high school or over. Methodology This research discussed the role of parents to improve her/his children to use English using research based article.

To analyze the problem, qualitative method is used to identify the role of second language acquisition and parents to improve the development of English mastery by the children (see Flick, 2014; Miles & Huberman, 1994; Young & Hren, 2012). It is also completed by the secondary data from books, articles and journals (e.g. Apriyanto et al., 2020). There are three steps for conducting this research.

The first, the writer collected related literatures about the important of English, young learner characteristics and approaches of teaching young learners. Then, the writer discussed the approaches with the related reviews. Research phenomenon can be explained through reading and collecting related data and also comparing them to find the validity of the research.

Therefore, parents can utilize certain approach for guiding child to learn English unconsciously anytime at home. Parents Involvement Family like parents and grandparents are the closest persons who can build interaction with children. As children, they got used to play and speak with them.

The parents' effort to improve children' English mastery plays important role because the children imitate what parents said. It is vital because parents are also educator who mostly affect children' language mastery and personality (Yilmaz & Aslan, 2015). It is also stated that children language development follows golden period factor started firstly from physical motor development, cognitive development, emotional development, socio language development and society. This is called as internal factors that come arise caused of nature circumstance.

Early year children on age 3 to 5, they commonly have passed _physical motor development which is presented by the way of their physical movement. They can walk and start chattering. They also can imitate what parents say and do. This means that their cognitive development is improving. There are particular matters from outside that improves and supports internal factors namely external factors.

Environment, economy, social, education and aspiration of their parents also give biggest contribution on cognitive development and development of thinking (A. Ahmad, 2017). Table 1. Development of Thinking Factors Estimate Age _Internal Factors _External Factors _1 to 2 _Physical Motor _Family __ _Development _Environment _2 to 4 _Cognitive _factor __ _Development _Parent Socio- _4 to adult _Emotional _economic

factor __ _Development _Parents education __ _Social and _factor __ _Language _Parent aspiration __ _Development _towards language __ _Family and _(English __ _Society __ _ Based on the table above, internal factors can be followed after passing particular age. External factors help internal factors to run well.

Take for instance, a child can pass physical motor development faster than others because of parents economic and education factors. Well educated parents and also well-equipped facility take big portion in their physical development. On foreign language development, **growing aspiration towards** English is very influential.

Although parents' education factor brings big impact on children academic development, but educated parents will be nothing, if they have no desire to motivate **children to learn** English. This is interesting to see when there are parents who are not educated but **have a desire to** teach English to their children. These children **can be taught** by using simple ways.

Characteristics of Children Understanding children characteristics plays important role to decide what approach which matches with them. Children have capability to study a new language, **because young learners are active learners and thinkers** (Juhana, 2014). Common children innately **imitate what they hear** and see, because they are creative creature to learn language.

Parents can not teach by using explanation, but context embedded language on activities at home can be used by parents to help **children to learn English** (Jazuly & Indrayani, 2018) Conclusively, any activities like playing and doing anything they want can be alternative way to teach English with the nature of children. Early year children can actually use language, even language as foreign language.

(Cameron, 2001) states that infants are motivated **to communicate with** other in their early days. In the first week, they will be aware of faces. Then, they will learn language when they interact with adult. **They begin to** produce **word or phrase in** the beginning 1 to 3 year olds. (Scott, W. A., & Ytreberg, 1995) states that generally children are divided into main two groups, the five to **seven year olds** and the eight to ten year olds.

They also writes each characteristics of young children as follows. Children of five to **seven year olds** They can talk about what they are doing. **They can tell** about **what they have** done or heard. They can plan activities. They can argue for something. **They can use** logical reasoning. **They can use their vivid imaginations** They love playing, others. Children of eight to ten year olds **Their basic concepts are** formed.

They have very decided views of the world. **They can tell the difference between fact and fiction.** They ask question all the time. **They rely on the spoken word as well as the physical world to convey and** understanding meaning. They are able to make some **decisions about their own** learning. **They have definite views about what** they like or dislike, other. Based on the definition above, **in early year** old, children can communicate with single word or phrase.

Children **in early year** old **are able to produce** word. **Word or phrase** they produce is actually coming from **what they see and** hear. It is logic reason, because early year olds children focus on interesting sense, like sound and visual things. After that, they completely produce sentence in five to seven year olds.

Although it **depends on the** children, the improvement can be slow or fast, but most of children pass through such period of learning language. Children of five to **seven year olds are able to** talk with complete sentence. Moreover they can plan and argue for something. Children of eight to ten **year olds are able to make** logic complex sentence.

On top of that, the sentence delivers reality, because they can differ **whether something is** fact or fiction. When they are sad or happy, they can state their feeling. Even, in that year, they can definite view, like or dislike. Approach Competence is crucial thing all teacher need to own, but closest motivator like parents can also train like a teacher.

Understanding the importance of English, they need only strong willing and basic knowledge of language to teach **English at home** on family time. It is true that high teacher competence is very important thing that can beneficially lead to positive individual student development, and it even would lessen the **aggressive behavior in the classroom** (Habibi & Sofwan, 2015), but it is also true that parents is effective teacher that can motivate them in any time at home.

It is direct and they are the closest person that can build positive children development and behavior. He/she is more

than a teacher; parents automatically own natural authority to control them. Particularly, parents can ask anything to her/his children without limitation. Motivation is a main element needed for children in early year age because children can decide their basic concept of communication.

There are four elements of parents influencing children learning ability including 1) family environment factor; 2) parents socio-economic factor; 3) parents education factor and; 4) parents aspiration toward English (A. Ahmad, 2017). Environment, socio-economic capability and education of the parents are actually logic natural culture that affect children achievement, but aspiration is parents' external motivation to influence children learning English.

The fact says that the most of Indonesian are just able to own the aspiration, because of three natural factors including 1) they mostly use Bahasa Indonesia; 2) they are from low to middle-income earners and; they have no good educational knowledge. It means that aspiration is an external motivation raising from external factors.

In applying English, learning English needs not only external motivation, but also internal motivation. It is intrinsic factors that plays important role in learning foreign language. The internal motivations offer children of second language to integrate foreign language easily, but external motivation comes from someone's desire to wish second language children to integrate foreign language (Brown, 2007).

The internal motivation can bring big effect to integrate English, and it is the most effective factor that is able to improve children learning English. Yet external motivation like parents' aspiration can be also be strong, if parents takes a part as an agent of change. Parents can build habit toward English achievement. It is perceived that continuous habit will make culture. Parents must strive very hard to get the purpose, so he/she can use their basic knowledge of English.

The simple way parents can do is using simple statements and instruction in their activities. Moreover, children can show what they like or dislike. These main characteristics should be the main focus why we need to motivate them to learn English in their early year age. This remembers us to familiarize them by giving introduction of English.

Children are expected to be familiar with English and perceiving that English not strange language in their daily life. Government policy which doesn't support teaching English in early year age will not be an obstacle to teach them English. To teach English naturally at home, parents must understand that to build strong motivation, he/she can apply

direct method privately.

Direct method is a principle basis that stimulates children to learn target language. Through using language in real contexts, students stand a better chance of thinking, and speaking in the target language (Mart, 2013). As an example, this method will improve children to speak English through question, direction, comment and others.

Moreover, when the communication establishes, parents cannot translate any utterances spoken by the children, but they can use correction through English conversation. Following tips bellow were the real context situations that had been tested to the writer's son on daily activities. Teaching Using Instruction At home, parents can teach her/his children intensively.

Using task based learning, children do the learning and the parents as a teacher facilitates the learning process (Bourke, 2006). In teaching English, children will be the centre of learning. By doing this, children are able to explore certain aspects of a certain topic and language on it. In such condition, children feel free to play or do anything while parents communicates with son/daughter by inserting English language learning.

(Cameron, 2001) also states that learned-centered process is better than teach-centered process; in fact, it is the best. This puts children as the active learner in a certain situation, while the parents only give guidance unconsciously. Moreover, it is proven that moral value, religious value, nationalism and culture can be inserted through this way.

Example 1: Parents : let say run together (while running) Child : run run run (expected answer, while running) Parents can also explore anything that is close to them. When having a dinner, he/she may ask a question about what it is. Example 2: Parents : what is it? (while pointing at bowl) Child : bowl (expected answer) This way can also be used to introduce nationalism.

For example, when teaching color we can use following instruction. Example 3: Parents : What color is it? (while pointing Indonesia flag) Child : White (expected answer) Parents expects such answers, but if they do not respond question, he/she can help by stating the answers in slow and clear mode. They will repeat the last word they hear. On example 1, parents can say let say run.

On example 2, parents can say it is bowl. On example 3, parents can say it is white. Then, they probably say the last word they hear, run run run, bowl and white. This way is also an essential procedure, because intensive communication between parents and children needs stimulant enticement. Questions, command and statement motivate them to speak. This is abnormal at the first time use, but parents can make a start through such bait.

Other command parents can use are wake up!, Let's go!, come on!, open the door! Teaching Using Game Playing a game is fascinating activity all children like. Children cannot keep quiet for a long time, because they wonder what they see and hear. It is undeniable fact that playing is common condition of children to explore world. Besides, children's _activity indicates their mental health.

Playing is accepted to be a preparation for children towards the prospective rewarding adult lives (Hang, 2017). Through playing a game, children will know how a game works. So, parents' role is needed to guide children learn English using a game. Playing also provides significant benefit to children in learning target language involving (1) children feel enjoy to learn (2) children are more interested to learn (3) children more easily explore new thing. Game is a natural activity children like to understand world around the world (Klimova, 2015).

This ways is not kind of a modern teaching style, but it has existed in the 17th century. So, it is an effective teaching style that provides much significant benefit toward children. He also agrees Hang's statement that structured activity like a game is perceived as a meaningful fun work governed by rules.

Arranging games, information gap games, guessing game, search games, matching games, labeling games, exchanging games, board games, and role play games can be

the options to inserting English on their natural bustle. Those games need children's capability to think without any much movement. Playing traditional games means that children do physical game exercise such as gobak sodor, betengan, gundu and others.

Recent research found that there is significant improvement after learning English through traditional games. It is perceived that physical game like traditional game is effective teaching method that can improve children's knowledge but also motivation (Rusiana & Nuraeningsih, 2016). Two theorists above define that there are two distinctions about games. The first is mentally active games and the second is physically active games.

Mentally active games get children to focus language purpose consciously, and physically active game needs children to focus playing and practicing language at same time. Example 4: Parents : kick it (ball)! (while pointing at the ball) Child : (kicking the ball is the expected respond)

Example 5: Parents : move! (playing gobak sodor) Child : (Running avoid parents is the expected respond) Example 6: Parents : your turn! (playing gundu) Child : (Throwing marble is the expected respond) Instruction is a technique to run the game. Procedure of the game can be broken by the children, but focusing on communicative activity is the core.

Children **do not have to** answer question/instruction in oral language but they can respond what parents says. Teaching Using Movie To help children to internalize English, audiovisual aids present concept of language. It provides object related to world, and through the video, parents can also organize and motivate **children to learn** target language (Juhana, 2014).

While teaching using movie, parents must avoid watching movie alone. Watching movie alone too much, children forget the goal easier. So, **it is important to** strive activity much more than audio visual ways (Jazuly & Indrayani, 2018). Cartoon movie like Tayo can help **children to learn** many kinds of colors. It also shows variety of vehicle around the world.

To make the activity run beyond audio visual ways, parents must build strong interactive communication with children. Giving direction would be a good start. Example 10: Parents : Turn the TV on? (while pointing TV) Child : OK (expected answer) Example 11: _Parents : What is it? (while pointing Tayo) Child : bus (expected answer) Example 12: Parents : What color is it! (while pointing at the bus) Child : Blus (expected answer) Another way of audio visual learning, parents can do is singing a song. Singing makes children easier to enjoy practice singing and memorizing the songs (Sukirmiyadi, 2018).

Cartoon movie Tayo is originally produced **Iconix Entertainment and Educational Broadcasting** System, East Korea. Although is produced by Korean, all of movie and song **were translated in** English and Indonesia. Through watching and listening the cartoon movie, children will be familiar with English word or phrase.

Follow is the translated English song parents can sing with his/her son. let's go! Hi Tayo, Hi **Tayo, he's a friendly little bus Speeding up, slowing down** Tayo's **always loves to run** Hi Tayo, Hi **Tayo, he's a friendly little bus Speeding up, slowing down** Tayo's **always having fun** By doing these activity for about one or two days, he could produce words related to kinds of vehicles and colors with fun activity. The way he had done was making him learning English unconsciously.

It **is highly suggested for** parents **to create interesting, enjoyable and fun lesson for** their young learners (Juhana, 2014). Moreover, **young learners have a great curiosity to try**

new things and to explore concrete to abstract things. This test has proven that fascinating audio video media can attract him to remember new things, but we have to know that watching movie too much affects child's health, social knowledge and communication. Limitation is needed to give them evaluation.

It is important to know that natural communication between child and adult or his friend is essential. In addition, habitual

activities like daily communication will be their favorite learning. Conclusion English is acceptable for everyone in every country. The development of a country today is determined by the quality of human resources. The quality can be attained by mastering the advancement of science and technology.

Science and technology development is always related to English. To be a best quality of human resources, mastering science and technology is extremely needed by all of people in Indonesia. English language can be a bridge to get better position in the world.

It is used by practitioners, researcher, teachers and scholars in the entire world, so there is no reason to put aside English. Each child is unique and so are parents. Parents can start to teach English by identifying child's characteristics and what approach that is suitable to them. This is an important start parents can do to make strong communicative and intensive learning.

Formal school perhaps able to make communicative learning process, but it is impossible to make intensive learning because of limited time to learn English at school. Parents can attach words or phrase of English while they are playing game, watching TV, doing home works and any activities at home that can improve their communication unconsciously. It is can be worked after and before school time. So, there will be unlimited time to learn English for without considering the lack of school curriculum.

Teaching English to early year children is started to familiarize them the introduction of English. Playing game, singing song, giving instruction and any interesting ways they like can be options to teach English in their daily life. If the children know and accept English as his secondary communication language, they will be ready to accept complex English in the higher level.

On top of that, they will master science and technology by mastering language. This paper also criticizes government to _take care teaching English program in lowest level of age. Researcher hopes that learning English becomes compulsory material in the first beginner of elementary school.

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