

CHAPTER I

INTRODUCTION

This chapter will provide essential foundational elements for understanding the research study. It will offer insights into the background of the study, elucidate the research question that guides the investigation, outline the aims and objectives of the research, and emphasize the significance of the study within the broader educational context.

1.1 Background of the Study

Early childhood education plays a crucial role in preparing children for future success by providing them with the necessary skills and knowledge for academic and social development. However, there are gaps in research and challenges, such as disparities in access to high-quality programs and the need to identify effective program components for supporting children's social skills and emotional regulation (Barnett, 2011). More research is needed to explore the impact of early childhood education on children's cognitive, social, and emotional development and identify factors contributing to effective programs. Previous studies have shown that early childhood education interventions lead to better cognitive, language, and social-emotional development (Campbell et al., 2008), and reduced risk of later involvement in crime (Burchinal et al., 2008).

In today's interconnected global society, the importance of English language education is widely recognized, given its prominent position in international business, scientific advancements, and technological innovation. Moreover, it is a common communication medium for individuals from diverse linguistic and cultural backgrounds. As a result, many parents enroll their children in English language learning at an early age. However, it is essential to consider the potential drawbacks and limitations. Ivanova and Costa (2008) have noted that bilingual children may experience disadvantages in language production compared to monolingual children, as they mix languages or struggle to produce the foreign language correctly, which can negatively affect their language development. Future research is needed to provide a more comprehensive understanding of the impact of early childhood English education on

young learners' language acquisition and overall development, including the role of parental attitudes and behaviors. Despite these limitations, previous research has suggested that integrating English into early childhood education can positively affect children's language development (Oladejo, 2006). Children are believed to be better equipped to learn English early due to their brains' heightened ability to comprehend language (Zacharias, 2010). In conclusion, integrating English language education in early childhood holds promise and challenges. While it opens avenues for global communication and cognitive growth, the potential disadvantages, such as language mixing, need careful consideration. Further research is essential to fully grasp the dynamics of early childhood English education and its effects on children's linguistic and overall development, offering insights into practical approaches that balance the advantages with potential limitations.

Furthermore, parents wield a pivotal influence in shaping their children's academic achievements, and their viewpoints regarding the significance of early childhood English language education assume paramount importance. The surge in interest surrounding this educational approach stems from its potential to confer considerable advantages upon children regarding their future academic pursuits and career prospects. Despite its undeniable value, research into parents' attitudes and behaviors concerning early childhood English language education remains sparse. Consequently, grasping their perspectives becomes imperative in furnishing optimal resources and assistance for fostering children's language development and academic accomplishments. Earlier investigations have underscored the indispensable role of parental engagement in early childhood English language education as a catalyst for nurturing both language skills and academic triumphs. For instance, Al-Mahrooqi et al. (2016) have underscored the affirmative impacts of parents' active involvement in their children's English language education. Furthermore, Quiroz et al. (2010) established that mother-child language interactions, home language exposure, and literacy support emerge as significant predictors of bilingual children's vocabulary growth, accentuating the pivotal role of parental backing in language acquisition. These studies collectively accentuate parents' pivotal role in propelling their children's language acquisition and academic triumphs, which assumes heightened relevance in an increasingly interconnected global landscape.

Based on the study above, given the growing importance of English language proficiency in today's globalized society, early childhood English language education has become a key focus in education policy and research. While research has demonstrated the positive effects of such education on children's language development and academic achievement, more attention needs to be given to the crucial role of parents in supporting their children's English language learning. Therefore, this thesis aims to contribute to the existing literature by providing valuable insights into the perspectives of parents in Jakarta regarding early childhood English language education and their role in supporting their children's language development. By understanding parents' viewpoints and practices, this study seeks to shed light on effective strategies and approaches that can optimize children's English language learning and overall academic success. The findings of this research will serve as a valuable resource for parents, informing them about the best ways to support their children's language development in an increasingly interconnected world.

1.2 Research Question

The research questions of this study are formulated as follows:

1. What are the perceptions of parents in Jakarta towards early childhood English language education
2. How do parents in Jakarta support their children's language development?

1.3 Aims of the Study

The aims of the study refer to the research question. The following aim is:

1. To explore the perceptions of parents in Jakarta towards early childhood English language education
2. To identify parents' behaviors and attitudes towards supporting their children's language development

1.4 Significance of the Study

The significance of this study lies in its exploration of the perceptions and behaviors of parents in Jakarta regarding early childhood English language education and their

support for their children's language development. With the growing importance of English proficiency in today's globalized society, understanding how parents perceive and engage with early English education is crucial. While existing research has highlighted the positive impact of such education on children's language skills and academic achievement, there remains a need to focus on the pivotal role of parents in facilitating their children's English language learning.

By delving into parents' perspectives in Jakarta, this thesis contributes to the existing literature by providing valuable insights. The study aims to uncover their perceptions of early childhood English language education and identify the behaviors and attitudes they adopt to support their children's language development. Such insights will help develop effective strategies and approaches that optimize children's English language learning and academic success.