

**PARENTS, TEACHERS, AND STUDENTS’  
PERCEPTIONS OF ENGLISH LEARNING PROVISION  
FOR YOUNG LEARNERS IN SELUMA DISTRICT**

**THESIS**

Submitted As A Partial Requirement For The Degree Of Sarjana  
Pendidikan (S.Pd) In English Education Study Program Tarbiyah  
And Tadris Faculty UINFAS Bengkulu



**TAHUN 2023**

**ENGLISH EDUCATION STUDY PROGRAM  
TARBIYAH AND TADRIS FACULTY  
STATE ISLAMIC UNIVERSITY FATMAWATI  
SOEKARNO OF BENGKULU  
2022/2023**



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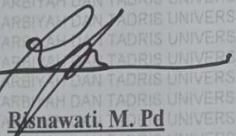
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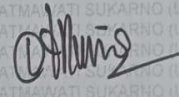
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### RATIFICATION

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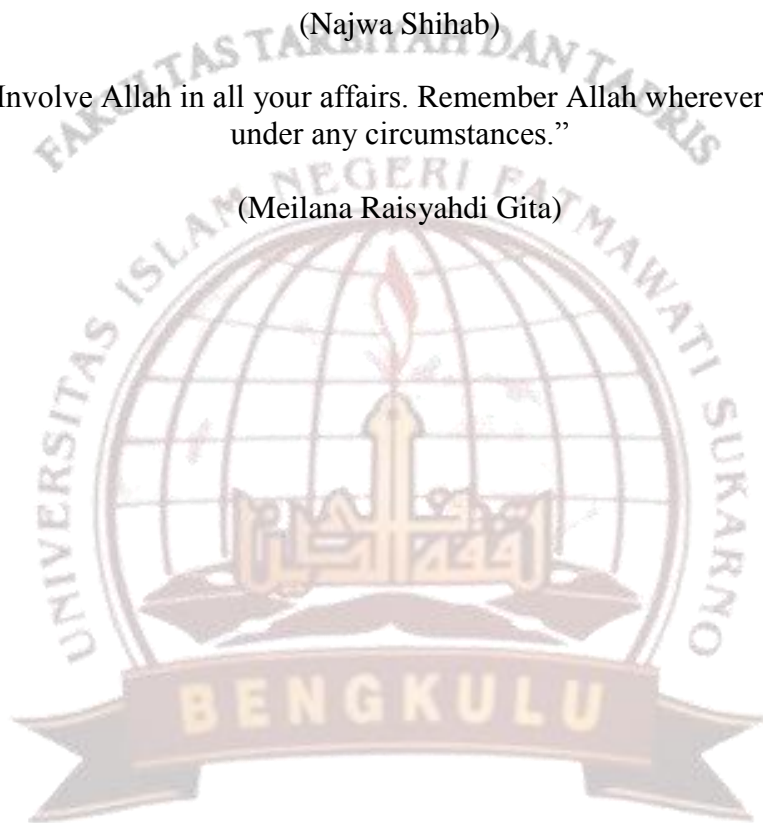
## **MOTTO**

“Only education can save the future. Without education, you will not be able to survive.”

(Najwa Shihab)

“Involve Allah in all your affairs. Remember Allah wherever and under any circumstances.”

(Meilana Raisyahdi Gita)



# **TAHUN 2023**

## DEDICATION

The researcher would like to dedicated this thesis to :

- Allah SWT as the only one God, the researcher would like to say Alhamdulillahirobbil'alamin, there is no word which can describe how I am for every mercy, healthy, and happiness on my way to finish this thesis.
- My beloved Parents, my father Mr. Muhammad Suryadinata and my mother Mrs. Hatipa Neli. Thank you very much for your entire prays and always support me to fulfill all of my needs and stuff remind me to never give up no matter word can describe how lucky I am to have both of you in my life.
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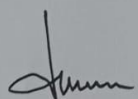
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## PRONOUNCEMENT

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I hereby sincerely state that the thesis titled "**Parents, Teachers and Students' Perceptions of English Learning Provision for Young Learners in Seluma District**" is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography. If after proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Bengkulu, 2023



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## ABSTRACT

**Meilana Raisyahdi Gita (2022).** Parents, Teachers, And Students' Perceptions Of English Learning Provision For Young Learners In Seluma District. English Study Program, Tarbiyah and Tadris Faculty, Fatmawati Sukarno State Islamic University of Bengkulu.

**Advisor I : Risnawati, M.Pd**

**Advisor II : Anita, M.Hum**

The reason for doing this study was that there were still significant gaps between how parents and teachers saw the value of English instruction in primary schools. which seeks to shed light on how parents, teachers, and students feel about teaching English to young language learners. A descriptive research approach was adopted in the study. In the Seluma district, the respondents included parents, teachers, and students. This research used a purposive sampling technique. Where the researcher took parents 8, teachers 9, and students 8. The data were collected by using a questionnaire and interview. The technique for analyzing the data used is quantitative and qualitative. From the results of the overall data analysis, it can be concluded that all respondents, both parents, teachers, and students, mostly gave positive responses. However, at that school, especially at SDN 145 Seluma, there were no teachers who had an English education background, so at SDN 145 Seluma, English was used as a local content subject that was only taught by the homeroom teacher. According to teachers that in the absence of teachers with an English education background, it will be seen as difficult to convey material to students at SDN 145 Seluma.

**Keyword:** *parents, teachers, and student's perceptions, English learning provision, for young learners*

## ABSTRAK

**Meilana Raisyahdi Gita (2022).** Persepsi Orang Tua, Guru, Dan Siswa Tentang Penyediaan Pembelajaran Bahasa Inggris Untuk Pelajar Muda Di Kabupaten Seluma. Tadris Bahasa Inggris, Fakultas Tarbiyah dan Tadris, Universitas Islam Negeri Fatmawati Sukarno Bengkulu.

**Pembimbing I : Risnawati, M.Pd**

**Pembimbing II : Anita, M.Hum**

Alasan dilakukannya penelitian ini adalah masih adanya kesenjangan yang signifikan antara cara orang tua dan guru melihat nilai pengajaran bahasa Inggris di sekolah dasar. yang berusaha menjelaskan bagaimana perasaan orang tua, guru, dan siswa tentang mengajar bahasa Inggris kepada pelajar bahasa muda. Pendekatan penelitian deskriptif diadopsi dalam penelitian ini. Di kabupaten Seluma, responden terdiri dari orang tua, guru, dan siswa. Penelitian ini menggunakan teknik purposive sampling. Dimana peneliti mengambil orang tua 8 orang, guru 9 orang, dan siswa 8 orang. Pengumpulan data dilakukan dengan menggunakan angket dan wawancara. Teknik analisis data yang digunakan adalah kuantitatif dan kualitatif. Dari hasil analisis data secara keseluruhan dapat disimpulkan bahwa seluruh responden baik orang tua, guru, maupun siswa sebagian besar memberikan tanggapan positif. Namun di sekolah tersebut, khususnya di SDN 145 Seluma, tidak ada guru yang berlatar belakang pendidikan bahasa Inggris, sehingga di SDN 145 Seluma, bahasa Inggris dijadikan mata pelajaran muatan lokal yang hanya diajarkan oleh wali kelas. Guru mengatakan bahwa dengan tidak adanya guru yang berlatar belakang pendidikan bahasa Inggris, akan terlihat kesulitan dalam menyampaikan materi kepada siswa di SDN 145 Seluma.

**Kata kunci :** *persepsi orang tua, guru, dan siswa, penyediaan pembelajaran bahasa Inggris, untuk pelajar muda*

## ACKNOWLEDGEMENT

Alhamdulillah, all praises be to Allah SWT, the one and only the lord of the universe, for all benefits and kindness that have enabled the researcher to submit a thesis with the titled “Parents, Teachers, and Student's Perceptions of English Learning Provision for Young Learners In Seluma District”. Peace given into prophet Muhammad SAW, as great leader and source of motivation for the revolutionary movement.

The researcher realizes that the preparation of this thesis will not be achieved without the help of various parties. Therefore, on this occasion the researcher would like to express his deepest gratitude to all those who have helped, advised, and guided the researcher during the process of preparing this thesis. This is for :

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3. Risnawati, M. Pd as the head of English Education Department of UIN Fatmawati Sukarno Bengkulu.
4. Feny Martina, M. Pd as the head of English Education Study Program of UIN Fatmawati Sukarno Bengkulu.

5. Risnawati, M. Pd as the first advisor who always provided guidance and direction during the preparation of this thesis.
6. Anita, M. Hum as the second advisor who always provide guidance, advice, and motivation during the preparation of this thesis.

The researcher hopes that this thesis can be useful and become a bridge for further researchers. The researcher also realizes that the preparation of this thesis is still far from perfect. Therefore, the researcher expects constructive criticism and suggestions from the reads in order to correct any shortcoming in the preparation of this thesis.

Bengkulu, 2022

The researcher

Meilana Raisyahdi Gita

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## TABLE OF CONTENTS

### COVER

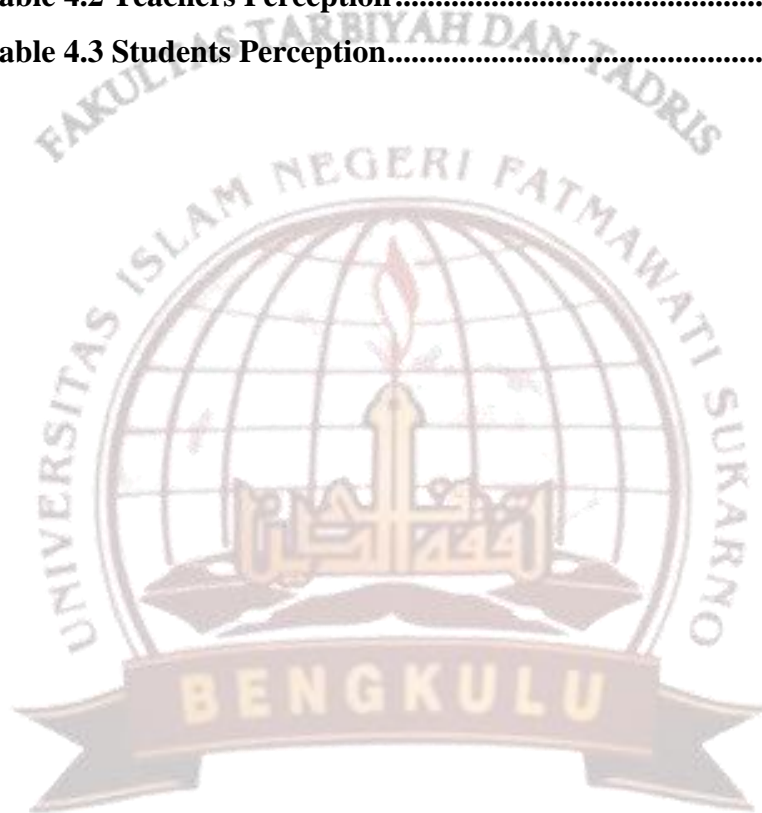
ADVISOR SHEET .....	ii
RATIFICATION.....	iii
MOTTO .....	iv
DEDICATION.....	v
PRONOUNCEMENT .....	vii
ABSTRACT .....	viii
ABSTRAK .....	ix
ACKNOWLEDMENT.....	x
TABLE OF CONTENTS.....	xii
LIST OF TABLE .....	xiv
LIST OF FIGURES .....	xv
LIST OF APPENDIXES .....	xvi
<b>CHAPTER I. INTRODUCTION.....</b>	<b>1</b>
A. Background of the Study.....	1
B. Identification of the Study.....	5
C. Limitation of the Study .....	5
D. Research Questions .....	6
E. Research Objectives .....	6
F. Significance of the Study .....	7
G. Definition of Key Terms .....	8
<b>CHAPTER II. LITERATURE REVIEW .....</b>	<b>10</b>
A. Parents, Teachers, and Student's Perception.....	10
1. Definition of Parents .....	10
2. The Role of Parents in Education.....	10
3. Definition of Perception.....	17
4. Factor Affecting of Perception.....	19
5. The Type of Perception.....	21
B. English Learning Provision.....	21
C. The Concept of Young Learners .....	27
1. Definition .....	27

2. Characteristics of Young Learners.....	33
3. Teaching for Young Learners .....	42
4. Foreign Language Learning .....	42
5. The Importance of English For Young Learners .....	47
D. The Conceptual Framework.....	50
E. Previous Studies.....	51
<b>CHAPTER III. RESEARCH METHOD .....</b>	<b>62</b>
A. Research Design.....	62
B. Research Setting.....	63
C. Instrument of the Research.....	65
D. Technique of Collecting Data .....	67
E. Technique of Data Analysis.....	69
<b>CHAPTER IV. RESULTS AND DISCUSSION .....</b>	<b>73</b>
A. Results .....	73
B. Discussion .....	91
<b>CHAPTER V. CONCLUSSIONS AND SUGGESTIONS .....</b>	<b>96</b>
A. Conclussions .....	96
B. Suggestions .....	98
<b>REFERENCES</b>	
<b>APPENDIXES</b>	

**TAHUN 2023**

## LIST OF TABLES

Table 2.1 Previous Studies.....	55
Table 4.1 Parents Perception .....	75
Table 4.2 Teachers Perception.....	80
Table 4.3 Students Perception.....	86



**TAHUN 2023**



**LIST OF FIGURES**

**Figure 2.1 The Conceptual Framework .....50**



**TAHUN 2023**

## **LIST OF APPENDIXES**

Material for Interviews

Questionnaires

Documentation

SK Pembimbing

Surat Perubahan Judul

SK Seminar Proposal

Pengesahan Seminar

Mohon Izin Penelitian

SK Komprehensif

Surat Selesai Penelitian

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# CHAPTER I

## INTRODUCTION

### A. Background of the Study

Since 2000, the government has mandated that SD Seluma district start teaching English in grade 5 (most students are 11 years old). In addition, English is part of the new curriculum implemented in several elementary schools in Seluma. English is currently "local content" in Seluma Regency, especially at SDN 145 Seluma. It demonstrates how the decentralization of education in Indonesia has pushed local governments to make their own choices on the use of some curriculum space and some instructional hours, which are now referred to as "local content" (Musthafa 2010:1). In short, the bulk of the primary levels do not cover English. English is taught by the teachers as a second subject with regional content.

In Permendikbud Number 67 of 2013 concerning Elementary School Curriculum pages 9-10, there is absolutely no mention of the existence of English subjects in elementary schools. From here, various questions arise regarding the application of English subjects in elementary schools, whether they are included as local content or as extracurricular activities. Especially if the local English content is removed, what will happen to the students?

In oppositely, English is a king of the languages in the world. Students live in Technology and Information era that needs English as the primary language. Not only *IT* era, ASEAN Economic Community has been implemented also in Indonesia, but also where all ASEAN countries have to compete each other in order to be not isolated. Facing this condition, the countries have some challenges to be solved. In another opinions, Indonesian government has realized that English is important for the country's development, especially in the effort of human resource development. Therefore, as a policy, the government has published Law Regulation No. 20 in 2003 about National Education System and Government Regulation No. 19 in 2005 about Standard of National Education. These policies are used as the guideline for all education components in conducting the Indonesian education system.

English is a tool to improve human Resources. English required for every age and group. Especially, English is important for young learners. According to (Supriyanti, 2012) why children need to learn English in Elementary School. The result of the research showed that there were several reasons why the children need to learn English in Elementary Schools. The reasons were the widespread assumption that the children are better than

adults in learning a new language, the fact that economic globalization has pushed the demand of English in the form of workforce who speak English, and the parents' enthusiasm for their children to learn English early in order to have social and economical benefits.

To solve the world phenomena, EYL (English for young learner) is important to apply in Elementary school in each level in Indonesia, especially Seluma District. Indonesian young learners are elementary schools students between 6 to 12 years old children. They are divided into two groups, younger group (6 to 8 years old) and older group (9 to 12 years old). Whereas, based on level, they are called *Lower Classes*, the students of grade 1, 2 and 3 and *Upper Classes*, the students of grade 4, 5 and 6.

In preparation, young Indonesian learners must be prepared and smart for a better future life by using English. In fact, English is needed in every part of the phenomenal world. Based on observations, the students at SDN 145 Seluma come from various family Backgrounds, parents' educational backgrounds, and from different environmental backgrounds. This difference can lead to different perceptions between parents, teachers and students. With the different perceptions given, it will

provide some input about the importance of giving English to young learners.

Therefore, in accordance with the explanation above, the researcher wants to conduct a study with the title "*Parents, Teachers, and Student's Perceptions of English Learning Provision for Young Learners in Seluma District*".

### **B. Identification of the Study**

Based on observations at SDN 145 Seluma and parents of students, there are several problems related to providing English language learning to elementary schools. This is explained by several factors, including many parents and teachers who think that it is better to provide English language learning to children from the start, but there are also those who think that it is better to teach Indonesian children first before introducing a foreign language.

### **C. Limitation of the Study**

Based on the background above, the researcher will focus on the perception of parents, teachers and student's of English learning provision for young learners in SDN 145Seluma.

### **D. Research Questions**

Based on the above background, the researcher formulated several common problems as follows:

1. What are the parent's perception of English learning provision for young learners in SDN 145 Seluma?
2. What are the teacher's perception of English learning provision for young learners in SDN 145 Seluma?
3. What are the student's perception of English learning provision for young learners in SDN 145 Seluma?

#### **E. Research Objectives**

This research intends to get solution and description of the problem through analysis and study that have been previously mentioned in the research problems, as follows:

1. To investigate the parent's perception of English learning for young learners in SDN 145 Seluma.
2. To investigate the teacher perception of English learning for young learners in SDN 145 Seluma.
3. To investigate the student's perception of English learning for young learners in SDN 145 Seluma.

#### **F. The Significance of the Study**

1. Theoretically
  - a. This study is to find out about the views of parents, teachers and students about English learning for young learners.
  - b. The results of this study is to help them understand the character of young learners.
2. Practically

a. Teachers

Expected to add information and encourage English teachers in their teaching.

b. Parents

The researcher hope that parents can better understand the importance of English learning provision for children.

c. Students

The researcher hope that students can better understand the importance of English learning provision for children.

## **G. Definition of Keys Terms**

1. The views (Perception)

The view (perception) is the processes to activate the senses or provide data, of receiving, choosing, organizing, interpreting, evaluating, and responding. A person's view or perception can be characterized as an assessment of a situation, an item, or both that he or she has encountered.

2. English learning provision

The provision for junior high school students is very important. English learning is no longer required to achieve high academic achievements or grades, but to function as a shield against the increasingly difficult currents of globalization. English proficiency can be



improved in several ways. In the future, the nation's children must have several choices to improve each ability because of the accessibility of technology and growing competitiveness in the commercial education sector.

### 3. Young Learners

Young learners are defined as individuals between the ages of five and ten or twelve. There must be a significant difference in a child's capacity to acquire a new language between the ages of five and eleven. It's because some kids pick things up more quickly than others.

### 4. Parents, Teachers, and Students

- a. Parents : are parents of 6<sup>th</sup> grade students at SDN 145 Seluma.
- b. Teachers : 9 teachers at SDN 145 Seluma.
- c. Students : 8 students grade 6<sup>th</sup> SDN 145 Seluma.

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## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. Parents, Teachers, and Students Perception**

##### **1. Definition of Parents**

Parents always want the best for their children and want them to live a better life. Parents love, caring and guidance will bring out great change towards the behaviour of the children. Parents have the responsibility to look after, educate and guide their children in order to achieve goals in a social context. because parents are the most important role in a family. In general, the family is defined as two or more people who are related by blood because of marriage and they live together.

Based on law number 10 of 1972, the family consists of father, mother and children by blood or by law. This means that an adopted child is a legal family member in a law. The family in relation to children is a place for children to get love, attention, and a place to get all the rights and needs of children. The family is also the first educational institution for children, where children get the first education that affects the child's personality in the future as individual beings, social beings, and religious beings.

In addition, according to (Ceka and Murati, 2016) stated that education in family life has two meanings: first, it must be seen from the cooperation of raising children and education are very important to shape the personality of children, secondly, their readiness to live an independent life. where the family bears great and difficult responsibilities, because responsible for their health, physical development, overall education, intellectual development of affinity, as well as the development of better moral values, beliefs, and attitudes, as well as the formation of strong and well-behaved cultural relationships in the family and in society.

## **2. The Role of Parents in Education**

Education in a family starts from the first day of a child's life. He gains experiences that are usually influenced by effective learning. In this case, parents and the family as a whole, play the role of direct leaders and supporters of their children's education. Since this is one of the core influencing factors.

Based on the Indonesian education law in article seven, paragraph one, it is stated that parents have the authority to choose schools for their children and also have information about their children's

educational development. Family is not only a place for children to interact, but also a place for children to get an education. So, from an early age parents must be able to play a role in the child's education process. It is clear that parents play an important role in the education of their children.

Parents can represent the school outside the home. They can help with extracurricular activities at school. In addition, parents must actively participate in the governance and decision-making processes necessary for the development, planning, and delivery of education to children in the community.

Thus, parents are very important as tutors, counselors, facilitators, and character builders at home, as well as supporters of academic competition and advocates in the classroom. Children's psychological, social and emotional development and their intellectual abilities or potential are all significantly shaped by parental responsibility.

According to (Ceka and Murati, 2016), in this instance, both parents and the family as a whole take the lead and provide essential assistance in carrying out their children's education. It can be viewed as a fundamental element that, as one of the primary influencing factors, unquestionably has a greater

influence on the creation and growth of human personality in general.

The majority of the time, when parents get involved in their kids' education, the results are favorable and motivating. In this regard, they regularly collaborate and act following their parental attitudes, which are transmitted through their sharing of knowledge about the children's capacities and complete learning capacity, which helps them succeed in learning and education as a demanding process.

Therefore, parents should help their kids with their homework because doing so allows them to provide their support as a parent, which is one of the main factors in helping their kids succeed in school. The educational level of the parents has a greater impact on the educational level of the children in the family, which has a significant impact on family dynamics and the healthy development of children.

Basically the educational relationship in the family is based on the natural relationship between parents and children. Pure love from parents will be a strong force for children. Providing guidance and help is one of the responsibilities of parents towards their children. According to (Ceka and Murati, 2016) there are two type o the role of parents :

a. The Mother as an Educator

A mother has a very important role in the education of children. The protection of a mother is that the child must be given health care and hygienic conditions, so that he can have a healthy life in his environment. In general, the 2nd type is Psychological protection, which can be reflected through the emotional security and psychological protection of the child. The reason is that the mother's love and care for the child is full and complete. This type of love and affection given can be used as key conditions for the proper development of children. However, this depends on the economic, social and emotional limitations, today's mothers have various opportunities to be able to reach or realize their mother's role, which helps the child as a whole development and allows mothers to accept the reality of motherhood.

b. The Father as an Educator

In a family the father is a very important factor. Father is a very important factor in the organization of family life as a whole, towards a happy and joyful family for all members of each family. To have children who are successfully raised and educated in one family, parents play a

very important role and they should be aware of some elements that play a key role in raising and educating children;

First, the main role of parents in the family is education and child care child, then the main obligation of the child is to study hard and correctly. For this purpose, they must well-directed, based on the rules and principles of learning.

Second, child development is actually the formation of the child's personality as a whole. parents as educators must be able to recognize the basic characteristics of children, interests, especially emotional features of the child regarding the child's character.

Third, the formation of the child's personality has largely been built on the child's personality socialization in general. Such a socialization process, of course at this time is the most important of all the other processes involved in his formation as a child. Thus, children begin to socialize in a certain environment society from early childhood.

### **3. Definition of perception**

There are many definition and theories of view or perception. According to Barry (1998) cited in

Wiwit Nor Wijiyanti, (2019) view (perception) is a set of processes of recognizing, regulating, and making influences in our environment the main differentiator between the two main theories of perception, each of which emphasizes the role of sensation and higher cognitive processes in perception.

According to Otter et al., (2013) explained that perception is an active process to obtain information. that information can be obtained from the environment or where a person lives. Perception is defined as a view or understanding, namely how individuals view or interpret certain objects. According to (Lindsay & Norman, 1977) The process by which an organism organizes and interprets sensations to form a meaningful understanding of the external world is described as perception. The term "thrill" usually refers to the direct, largely unprocessed result of stimulation of sensory receptors on the skin, tongue, ear, nose, or eyes.

Perception leads to a sensation, a psychological process that exerts many influences simultaneously. After receiving and classifying the stimuli, each individual's subjective interpretation of the stimuli is made. a person's perception can be characterized as a judgment of situations or things that they encounter.



Even if two people experience the same event, their interpretation of it can differ.

In this case, The students who take EFYL in this regard may have different perspectives on the difficulties associated with teaching and learning for early learners. So, researchers are interested in learning what they think.

#### **4. Factors Affecting View (Perception)**

There are individual differences in perceptual abilities. The factors that influence people's perceptions are:

##### **a. Perceptual learning**

Every group develops a way to prioritize some sensory signals while ignoring others. For instance, a person with training in the arts or another skill occupation may do better than someone without training in that field. The best teacher for such perceptive abilities is experience. Individuals can be recognized by their voices or their footsteps, for instance, by blind people.

##### **b. Mental set**

Related to readiness to receive some sensory information. People prepare for this expectation by paying attention and concentrating. For example, even though there is a lot of noise,

one can hear horns or sounds when a train is approaching.

c. Motives and needs

Our motivations and desires will unavoidably affect how we perceive things. People are driven, for instance, to only recognize food among other things when they are hungry. His motives must first be satisfied before he can focus on anything else.

### **5. The Type of View (Perception)**

Many experts explained type of perception. According to Irwanto cited in (Agustin et al., 2021) there are two types of perception, which are explained as:

- a. Positive perception; which is a perception that described or interpreted the stimulus positively.
- b. Negative perception; which is a perception that described or interpreted the stimulus negatively.

Thus, it can be claimed that a person's actions are always influenced by their perspective, which can be both positive and bad. Whether an object is perceived positively or negatively relies on how individuals sum up all of their information about it.

## **B. English Learning Provision**

However, some educators and the government insist that learning English is only part of what students need to integrate into society. For example, they point out that students need to learn and improve their English outside of the classroom in order to become proficient and confident in the language. This requires a number of ongoing social networks outside of their own community.

The process of language learning is one in which a person gains expertise and pursues interests in the area of language. In Indonesia, parents typically provide and educate their children in Indonesian as their first language, especially those who reside in large cities. Others state that their first language is the language spoken in their particular regions. For instance, the majority of parents in the Sundanese community speak Sundanese to their children as their first language. Many parents, especially in speaking English, they do not have adequate understanding of other languages. Government programs for teaching English in schools are being developed to create the next generation of the nation. Since English would eventually become a universal language, the government came to this decision. The language of communication around the world is English. Parents' opinions about encouraging English learning and

proficiency are very much in line with government initiatives, and many also consider them important. Because English is currently the international language in the world and has become a means of communication, they argue that young people must be able to speak it fluently. It is undeniable that language is the key to success for children, so one way to ensure their success is to give them language lessons as early as possible.

Children will be taught very basic concepts during their early school years, including numbers, letters, and other animals. Starting with English conversation and moving on to speaking, listening, composing, reading, and writing at a basic level, primary school students will be introduced to more complex material. Junior high school students receive essentially identical instruction to elementary school students, except for higher levels of difficulty. When the kids start high school, they continue to take English classes, but the levels are harder than previously. Early childhood education, elementary school, junior high school, and high school are all relevant. The children had studied English for more than 12 years, according to the calculation. In accordance with this government initiative, English is the first foreign language to be established a required subject in schools. The government wants to educate the Indonesian generation to

compete worldwide, which is why English is required to be taught as the first foreign language at all educational levels.

There are grades of subjects in schools from early childhood to high school, based on various beliefs about When the kids start high school, they continue to take Alwasilah indicated that by including English as a subject in the curriculum, it will promote future growth of the Indonesian generation. The English language is now widely used in the sciences and even in electronic devices like the cell phones we use. We must learn and comprehend English to access it if we want to know about it.

English is discussed as a subject during class time is it used as a foreign language. They converse in their native tongues, such as their mother tongue or country's language, at home. There are also four components to language. The first is pronunciation, which is the action or outcome of making speech sounds, including articulation, emphasis, and intonation, frequently following some accepted norm. The second is vocabulary, which focuses on individual words or groups of words that we are trying to comprehend the structure of. The third is structure, which refers to how an object's or system's components are grouped and categorized. The set of rules that describe

how words are used in a language is known as grammar, and it is the fourth.

It is thought that under specific circumstances, children will learn a foreign language more efficiently. Therefore, while teaching English to youngsters as a foreign language, there are some assumptions regarding language learning that should be taken into account.

According to (Moon, 2005) states at least five conditions should exist to ensure the English learning to be successful. The five conditions are:

- a. The Children can develop their English learning over several years and have plenty of time to study it.
- b. They are surrounded by English both inside and outside of school.
- c. They need to use English for everyday life, including making friends, studying in class, shopping and traveling.
- d. They are exposed to a wide range of English usage, including spoken and written English as well as English for thinking, and accomplishing tasks.
- e. The experience of learning English as a subject to be studied as well as using it as a means of communication, where the emphasis is on the meaning rather than the form of the language, will provide them with a wealth of useful language input.

From the explanation above that, it is very important for teaching foreign language learning. This will have an impact on language acquisition outcomes, especially for younger students.

## **C. The Concept of Young Learners**

### **1. Definition**

The expression "young learner" is defined differently by various experts. Most of them gave different opinions from each other, although some also shared the same. Young learners are often thought of as individuals who started learning a foreign language before the age of 12. This is in line with (Cameron, 2001) assertion that young learners are those between the ages of five and twelve. (Nunan, 2011) offered more view points and clarifies that young learners are youngsters between the ages of five and fifteen.

This study explores how perceptions change as English is first taught and learned. This study focuses on young students who are seen as being in the beginning stages of their academic careers. based on Cameron's idea, which held that young learners are those who start learning a foreign language between the ages of five and twelve. (Nunan, 2011), he also provided more perspectives and clarified that young learners are children between the ages of five and

fifteen. The majority of Indonesian children, particularly those in Seluma, acquire a foreign or English language at the basic level, thus the researcher has adopted these views. Which suggests that they are under twelve years old.

Young learners are prime students. Young learners range in age from five to twelve years old. Children in elementary school are considered young learners in the educational system. They should be aware of who the young learners are when teaching English to Young Learners (EYL). Young learners are those who study English. Young learners are divided into three groups based on their class and age. The first group consists of very young learners, ages 3-6 (preschool), the second group comprises young learners, ages 7-9 (1st-3rd class), and the third group consists of older/late young learners, ages 10-12 (4th – 6th grade).

Primary school pupils in Indonesia who study English as an additional subject or local content are considered young English learners. The younger group (6 to 8 years old) and the older group were separated into two groups (9 to 12 years). Students in grades 1, 2, and 3 are classified as Lower Class, whereas those in grades 4, 5, and 6 are classified as Upper Class.



According to Pinter (2011), divides the grouped three groups of young students. The first category includes children who start preschool around the age of three. The second category includes children who start primary school around the age of seven and finish it at age eleven or twelve, but in some countries around 13 or 14 years. Early adolescents, according to Pinter, are young people aged 13 years and over.

Young language learners are those who are acquiring a second or foreign language within their first six or seven years of formal education. Young language learners are capable of making choices about their education and have clear ideas about what they enjoy and find boring. Because of this, they are naturally independent learners who can be helped to take ownership of their development. There is a solid foundation for increasing self-awareness, assisting individuals in learning how to set goals, recognize needs, and take charge of their growth. All of this entails encouraging their development into independent, lifelong learners.

Some claim that children learn the language faster than adults. They refer to young language learners who seem to pick up new words easily. Teachers can better

tailor the learning experience to their young learners by being aware of what they can and cannot do.

The distinction between young learners and teenagers and adults can be drawn from the concept of young students provided above. Children and young students are special because they each learn in a different way. According to (Harmer, 2007) emphasizes that young learners learn differently from older ones in the following respects ways:

1. They respond to meaning even if they do not understand the individual words.
2. They often learn indirectly rather than directly.
3. Their understanding come not only from explanations, but also from what they see and hear and, most importantly, have the opportunity to touch and interact.
4. They discover abstract concepts such as grammatical rules that are difficult to understand.
5. They generally show enthusiasm to learn and be curious about the world.
6. They have a need for individuals attention and approval from the teacher.
7. They want to talk about themselves and respond well to learning that puts themselves and their own lives first topics in class.

8. They have a limited attention span; except activities very interesting, they get bored easily, lose interest after ten minutes or so.

Young learners can be exposed to cooperative discovery learning strategies because they are interested in exploration. They have a high curiosity and can cooperate with others. Younger students want to experience reality through their learning by doing. They can cooperate with other people.

Young learners want to experience reality through their learning by doing. Young learners' preferred learning method is not through or about abstract ideas. If an informal setting is provided to encourage the active participation of young learners in making sense of things, they will learn naturally. When information is needed, they can ask questions and use what they already know, both socially and psychologically. They learn about the nature of their learning as time goes on.

Based on the explanation above, We realize that young learners are individuals between the ages of five and ten or twelve years. There should be a significant difference in a child's capacity to acquire a new language between the ages of five and eleven. That's because some kids pick things up quicker than others.

## 2. Characteristic of Young Learners

The tendency for young students to be active some more than others is one of their most important traits. Children who exhibit unusual passive or energetic behavior worry teachers. The tendency to be interested is another trait of children that is almost as pronounced as their high level of activity. You have probably observed how alert children are to various objects in their environment and how quickly their worries shift from one aspect to another.

There are two types of young learners - the first are children aged five to seven years, and the second is those aged eight to ten years. In the book *Teaching English to Children*, according to (Scott & Ytreberg, 2001), there are different characteristics for each type of learner. For the first group, five to seven year olds children have some characteristics as follows:

- a. They can tell you about their activities.
- b. They can tell you about something that they have done or heard.
- c. They can plan activities. - They can argue something and tell you their thought.
- d. They can use logical reasoning.
- e. They can use their imaginations.

- f. They can use wide range of intonation in their mother tongue.
- g. They can understand situation quicker than understanding the language used.
- h. They understand through physical word.
- i. They cannot differentiate the fact and fiction.
- j. They like to pretend that they understand something than to ask about it.

For the second group, eight to ten year olds children have some characteristics as follows:

- a. They can differentiate the fact and fiction.
- b. They like to ask questions.
- c. They understand through spoken words and physical words.
- d. They aren't too self-centered (can work with others).
- e. They understand abstract.
- f. They understand symbols.

Eight to ten year olds children are relatively mature children. They can decide what to learn when the five to seven year olds children cannot. Children like learning something through movements and games, because they like playing and understand physical words more than spoken words.

In addition, (McKay, 2008) mention three characteristics of young learners that make them differ from adults.

- a. Young learners develop their cognitive, social, emotional, and physical abilities. These developmental factors must be taken into account since they may affect a person's motivation for and ability to focus on a particular task.
- b. While learning a second language, young students develop their literacy knowledge and abilities. The transfer of literacy knowledge to the second language may not occur unless they simultaneously gain literacy in their first language. Adults are an exception to this rule because they are already proficient readers and writers when they begin learning a new language.
- c. Young learners must pay close attention because they are prone to error and criticism.

Young learners around the world have different characteristics. They learn in different conditions and in different ways. According to (Supriyanti, 2012), Indonesian elementary school children have the following characteristics follow:

- a. They reside in every village, subdistrict, country, district, and province across the nation that still has

difficulty providing equal access to educational opportunities. No matter how wealthy their parents are, some people who live in distant areas may not have as easy access to education as others who live in cities. It is still challenging for city dwellers whose parents do not come from an upper middle-class family with affluence to acquire high-quality education.

- b. Because SD is the lowest level of schooling, Elementary school children in Indonesia often reflect real life Public. Schoolchildren will be healthy, content, and well cared for if they live in a community where people enjoy a good quality of living. On the other side, primary school students who are found are those that appear hungry or ill when schools are in poor economic, social, or geographically disadvantaged locations.
- c. Since 2001, when the SD regional autonomy in Indonesia was declared, it has been governed locally. This means that elementary school students' lives will be better the better their local government is. Schools in more affluent locations will undoubtedly offer better services and education to students since they are equipped with better teachers and better and better facility management. In other

words, primary school students report the state of the neighborhood.

d. Children who receive education at the lowest levels and the youngest ages inevitably have family or household issues that impact their overall health, particularly in their educational circumstances. To have the best chance of being effective in their teaching, teachers must take into account the learning issues that children with household issues typically experience. In other words, learning issues at school are typically caused by issues at home for the students.

e. Children cannot choose whether or not to learn English. Most of the time, just like their kids, their parents are powerless to stop it. The authorities, whether national or local, decide what they should study or not learn. Additionally, individual schools are not free to provide or not offer English as a local content topic to students. The municipal government decided in the education office. Those who don't view school as an individual choice will decide whether or not children learn English.

In addition, (McKay, 2008) explains the features of young learners aged 5 to 6 years old are the young learner's attention span is short. They can only have



complete attention for about 10 to 15 minutes. Others can easily divert them. Through tangible items and visual assistance, they are learning through direct experience. Meanwhile, (Scott & Ytreberg, 2001), dividing young students into two age groups: five to seven years, and eight to ten years. They list the characteristics of children between the ages of five and seven as the ability to talk about what they are doing, tell you about what they have done or heard, plan activities, present ideas and explain why they think the way they do, use logical reasoning, be highly logical, have a short attention span, enjoy playing, learn more when having fun, and be enthusiastic and positive.

As language learners (Cameron, 2001) Young learners exhibit traits like being more passionate and animated as learners than adult learners, wanting to please the teachers, and loving to participate in an activity even though they are unsure of what to do or how to accomplish it. She goes on to say that young language learners are less self-conscious when speaking a foreign language. They benefit from learning the language more quickly than adult learners do. Cameron notes that young students, however, are frequently prone to boredom and disinterest. It will be challenging for the teacher to inspire them to study and

complete tasks that they perceive as being beyond their capabilities.

In conclusion, young learners and adults have several different traits. Young students grasp things quickly, but they have short attention spans and get bored quickly. Therefore, a teacher must understand well the characteristics of young students. This will be very useful to make the teaching and learning process more effective.

Young learners have special qualities that require the teachers' attention. When teachers are aware of the needs of young learners, teaching becomes better and more effective.

### **3. Teaching for Young Learners**

Teaching young learners differs greatly from teaching other students. The teacher of young learners should be aware of their unique demands. Young learners aged seven to eleven are guided and assisted in learning, knowing, understanding, and comprehending ideas, attitudes, values, skills, and knowledge about English by adults using various techniques and procedures. It will be used to help them redefine and change the way they think about their daily surroundings as foreign language learners. (Cameron, 2001) says that there are a lot of difficulties in teaching

English to young students as it continues to increase. Early English learning may not automatically result in higher competency levels unless teacher preparation programs and second language instruction make adjustments to address the new challenges. Cameron also added that among other knowledge and skills, teachers of young learners need :

- a. an understanding of how kids learn and think.
- b. The proficiency in spoken English needed to lead entire lessons verbally.
- c. The capacity to pinpoint kids' interests and utilize them to tailor language instruction.
- d. To have the tools necessary to impart basic English literacy.

In other hands, (H.Douglas Brown, 2000) claims adults find it challenging to pick up a more native-like accent since they lack this capacity. After the age of five, children may have a physical advantage because phonemic control of a second language is still physically possible due to the unexplained plasticity. Given that pronunciation requires the coordination of many muscles, it is not surprising that children learn pronunciation more easily than adults who usually do not.

Based on the idea above, We are aware that young language learners can pick up a new language extremely fast and become native speakers. This appears to be the rationale behind some experts' belief that instructing young students is a wise course of action. The child will be able to learn the language and speak it like a native speaker, especially when it comes to word pronunciation.

#### **4. Foreign Language Learning**

English as a foreign language is a language used when the topic is discussed during class time. They speak their mother tongue, such as the mother tongue or the national language, at home. There are four components to language. The first is pronunciation, which is the action or outcome of making speech sounds, including articulation, emphasis, and intonation, frequently in accordance with some accepted norm. The second is vocabulary, which is all about the words in the language or a particular group of words that we are attempting to understand the structure of. The third is structure, which refers to how an object's or system's components are grouped and categorized. And the last is the set of rules that describe how words are employed in a language is known as grammar.

It is thought that under specific circumstances, children will learn a foreign language more efficiently. According to (Moon, 2005), immersion in a foreign language is the greatest approach to learning it. Therefore, while teaching English to youngsters as a foreign language, there are some assumptions regarding language learning that should be taken into account. According to (Moon, 2005), at least five factors must be met for English language acquisition to be successful, Namely

- a. The kids have a lot of time to learn English, which they can do over several years.
- b. They are exposed to English both inside and outside of the classroom.
- c. They are needed to utilize English to exist on a daily basis, e.g. to make friends, to study in school, to shop, to travel.
- d. They are exposed to a wide range of English usage, including spoken and written English as well as English used for interaction, thinking, getting things done, and dreaming.
- e. Through the experience of English as a language to be learned and as a method of communication, where the emphasis is on the meaning rather than

the form of the language, they will acquire a wealth of useful linguistic input.

In short, The aforementioned circumstance is crucial to the teaching of learning a foreign language. It will have an impact on language acquisition outcomes, particularly for younger students.

### **5. The Importance of English For Young Learners**

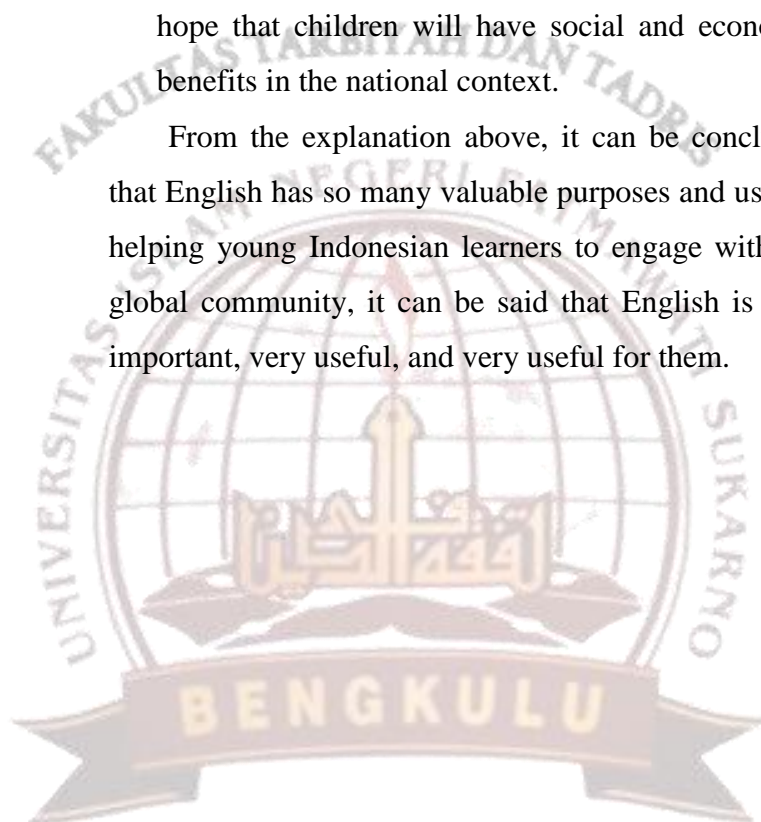
English is a very important element for children's self-development. particularly in regard to their cultural institutions. Naturally, as youngsters learn English, they will also learn about their culture, which will affect how they view the world. Children will also be influenced by high cultural habits brought into culture elements like reading habits, healthy living habits, and the like as a result of learning English. According to (Nishida, 2002), The introduction of foreign language instruction in primary schools is done so to prepare students for globalization. In addition to being vital for society, it also presents an opportunity for us to develop our sense of self through interactions with people from other cultures. Additionally, primary school pupils are very curious about new things and are at a developmental stage where they may easily learn the languages of other countries.

Besides, why English is important for young learners, it is understandable out of the theory of (Supriyanti, 2012) He stated that there were three reasons to provide English in primary schools.

- a. The widely held belief that learning a new language is best done when a child is young. Due to children being in the prime of their learning, this assumption is shared by the majority of individuals.
- b. The existence of a globalized economy that drives the demand for English as a national economic need. In an increasingly globalized business world, many local Indonesian companies are entering the world market, and many international companies enter the local market. English usage is become a necessity as the language of business. Therefore people often Knowing job vacancies on websites or newspapers, one of the criteria is being able to speak English. This means that applicants must master both English passively and actively in the face of international economic forces.
- c. There is support from parents that English is needed in economic, social, and international aspects. Parents realize that English is very important for their children. Therefore, parents want their children to learn English at school, teach

themselves in home, and they are also willing to spend money to study their children English in the course. These efforts were made by parents in the hope that children will have social and economic benefits in the national context.

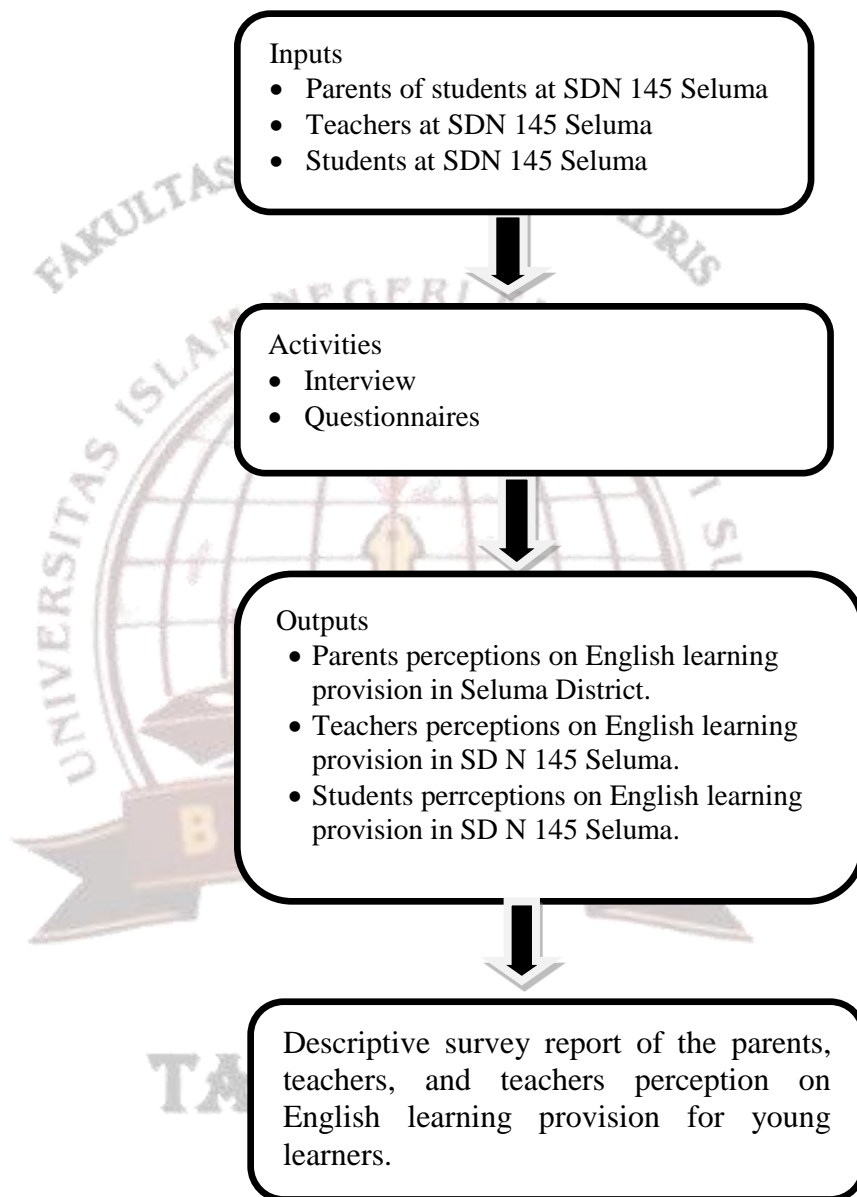
From the explanation above, it can be concluded that English has so many valuable purposes and uses in helping young Indonesian learners to engage with the global community, it can be said that English is very important, very useful, and very useful for them.



**TAHUN 2023**



#### D. The Conceptual Framework



*Figure 1.1 (adapted by: LawalL,dkk. 2016)*

**Diagram 1.**Conceptual framework on English learning provision.

The conceptual framework establishes the relationship between the view or perception from parents, teachers, and Students English learning provision and young learners.

#### **E. Previous Studies**

The research by Nur Widiananta and Dadan Rusmana (2021) this attempts to expose the opinions of parents and educators regarding teaching English to youngsters. Because children went through a phase where it was simpler for them to absorb English teachings than adults, the researcher's research method in this study was qualitative research, which involved conducting observations and interviews with parents and teachers. Others are embarrassed since it's still too early for the kids to grasp the lesson. In addition to improving children's ability to communicate, teaching them English also prepares them to compete in the workforce in the future.

The research (Kalayci & Ergül, 2020) In different circumstances and from various angles, the function that parental participation plays in young learners' English acquisition has been examined. The purpose of this study is to investigate how English language teachers view the role that parents play in their children's English language acquisition. Data were gathered for this purpose using a questionnaire with 5 open-ended questions. 25 English

language instructors from three different private primary schools in Ankara were sent the questionnaire. Following data collection, inductive content analysis is used to analyze the data. Based on the teachers' responses, five themes emerged, including: (1) factors affecting students' achievement; (2) the importance of parental involvement; (3) parents' ways of participating in the teaching and learning of English; (4) parenting techniques; and (5) the need for additional parental involvement training for teachers. The findings show that although the teachers are aware of the value of parental involvement, they do not employ any particular tactics to encourage it. Parents are only seen as one of the factors that help young learners learn English by teachers, who see themselves as the main figures and leaders in the development of young students' English language skills.

The research (Listina & Yudhistira, 2018) English is still taught and learned in primary schools in Indonesia despite the regulation that it is a local content topic. However, while putting the policy into practice, some factors need to be taken into account, like how instructors and parents will perceive it. This study aims to learn how teachers and parents feel about English being taught as a local content subject in SDN Pemurus Dalam 3 Banjarmasin. This study employed a quantitative,

descriptive method. Ten teachers and 108 parents made up the subjects. Questionnaires on a 4-point Likert scale were used to gather the data, and they were given to instructors and parents of the students. The researcher utilized descriptive statistics to classify the total score and calculate the mean and standard deviation as part of the data analysis. The study's findings showed that all of the teachers at SDN Pemurus Dalam 3 Banjarmasin believed that English was a local content subject, and that their perceptions fell into the "high agreement" group. There were 28 parents (24.9%) who fell into the moderate agreement category and 80 parents (74.1%) who fell into the high agreement category. As recommendations, the awareness of the characteristics of young learners and the English for Young Learners principle should be added to teachers' and parents' favorable perceptions. The government should also take into account instructors' and parents' perspectives when drafting future legislation pertaining to English for young learners.

TAHUN 2023

There is no repetition of discussion or repetition of research and can also complement the discourse related to similar research that has been done previously. Related to the research above, it can be concluded in the table below:

**Table 2.1 Previous Study**

No	Name (year) Title	Methods	Particip ants	Result
1.	Yudha (2021). The view of parents and teachers on the provision of english learning for children.	Qualitative Research	Parents and Teachers	The findings indicated that the majority of parents and teachers highly supported teaching English to youngsters since they went through a time during which it was simpler for them to absorb the

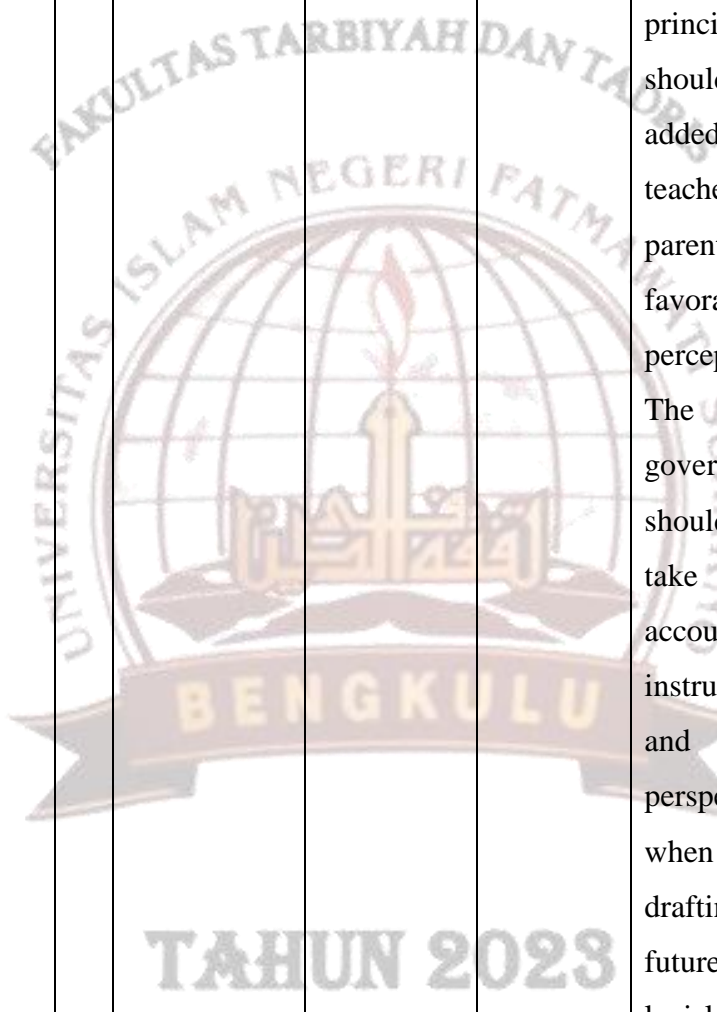
				lesson.
2.	Kalaycı, G., & Ergül, E. (2020). Teachers' perceptions of the role of parental involvement in teaching English to young learners.	Questionnaires	25 English language teachers working at three different private primary schools in Ankara	The findings show that although the teachers are aware of the value of parental involvement, they do not employ any particular tactics to encourage it. Parents are merely seen as one of the components that help young learners learn English by instructors, who see themselves

				as the key characters and leaders in the development of young students' English language skills.
3.	Rina Listina (2018) Teachers and Parents' Perception toward English as a Local Content Subject at Elementary School in Banjarmasin	Descriptive Quantitative	10 teachers and 108 parents	The study's findings showed that all of the teachers at SDN Pemurus Dalam 3 Banjarmasin believed that English was a local content subject, and that their

				<p>perceptions fell into the "high agreement" group. There were 28 parents (24.9%) who fell into the moderate agreement category and 80 parents (74.1%) who fell into the high agreement category. As recommendations, the awareness of the characteristics of young learners and</p>
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			<p>the English for Young Learners principle should be added to teachers' and parents' favorable perceptions. The government should also take into account instructors' and parents' perspectives when drafting future legislation pertaining to English for young</p>
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				learners.
4.	Gita (2022). Parents, Teachers, And Student's Perception Of English Learning Provision For Young Learners In Seluma District	Descriptiv e research	9 teachers, 8parents, and 8 students	-

In the research, the researcher focus on parents, teachers, and student's of perceptions about issues in English learning provision for elementary school student in Seluma district. To collect data the researcher will use a descriptive research namely interview, Questionnaire. The object of this research are parents, teachers, and student's of elementary school country 145 of Seluma district.

## **CHAPTER III**

### **RESEARCH METHOD**

#### **A. Research Design**

In this study, researchers used descriptive research. Result of This study is intended to determine the perceptions of parents, teachers and students of English learning provision for young learners. This research uses mixed methods research, Creswell in Sugiyono's book states that "Mixed Methods Research is a inquiry approach that combines or connects both qualitative and quantitative research" The combination method is a research approach that combine or link qualitative research methods and quantitative. because it presents research results with figures for see how parents, teachers and students perceive the provision of English language learning for young students in Seluma district. Quantitative data is needed to answer the first research question about how the perception of parents, teachers and students of english learning provision for young learners To collect it quantitative data, this study uses a questionnaire and data analysis will be carried out presented in the form of statistical data. Then, qualitative data is needed to answer the second research question given to the principal. Qualitative data were collected using structured questions in interview.

Based on the description above, the researcher chose this method because in this study the researcher explain or investigate how is the perception from parents, teachers, and student's on English learning provision for young learners at SDN 145 Seluma.

## **B. Research Setting**

### **1. Population**

Population is a generalization of the area consisting of: objects/subjects that have certain qualities and characteristics that are determined later selected to be the sample for this study. In this study population research were parents, teachers and students in Seluma District. On In this study, the population taken was small compared to the total population 89 people conceited 74 student's, 8 parents and 9 teachers. The sample is part of the population that is used as an object research, because its presence is part of the population.

### **2. Sampling**

In this research, the researcher used a purposive sampling technique. Where the researcher took parents 8, teachers 9, and students 8. The requirement for choosing the sample are :

- a. A school that make it easy for researchers to examine the school as a sample in research researcher.
- b. Parents, teachers, and students how is easy to collaborate with.

### 3. Place and Time

This research conducted in an elementary school in Seluma district. as respondents in this research given to parents, teachers, and students in Seluma district. The reason the researcher chose Seluma Regency, especially SDN 145 Seluma as respondents, because the researcher want to know their perceptions on the provision of English language learning. The research period is from 14 september to 20 october 2022

## **C. Instrument of The Research**

### 1. Interview

Interviews are activities that involve interviewers and interviews where the interviewer provide several questions to be answered by the interviewer. A common technique for acquiring qualitative data is an interview. Its objective is to facilitate conversation regarding the researcher's key point (Khan et al., 2018). In this case the interviewer must collect data by interacting or communicating

directly. However, it can be done face-to-face or electronically. In addition, Activities during interviews serve two purposes. The first purpose is as the primary method for gathering data, such as interview transcripts, and the second is as an extra method for other techniques including photography, document analysis, and participatory observation.

In this study, the researcher meet face to face with the type of structured interview, with the principal to get more information where the researcher conducts direct interviews with the principal, each statement of the interview offers 5 questions about the perception of providing English language learning for elementary school students.

## 2. Questionnaire

The questionnaire consists of a variety of written questions that are designed to elicit responses from respondents about their personalities or knowledge. When using a questionnaire or questionnaire technique, a questionnaire can be utilized as the instrument. The questionnaire is a term that has come to mean both a method and an instrument.

The questionnaire used is an attitude scale test that refers to Likert scale parameters. The answer choices are entered as attitude statement (strongly

agree (SA), S agree (A), Neutral (N), disagree (D), and strongly disagree(SD).

Questionnaires was used as the main instrument to collect data which was used two questionnaires. Questionnaires to determine parents, teachers, and students perception of English learning provision for young learners at seluma district each consists of 12 questionnaires with categorized into categories. This questionnaire is distributed via offline.

#### **D. Technique of Collecting Data**

To obtain data for this research, the researcher collected them through some steps as follow :

1. Giving the questionnaires to the study's participants.
2. Requesting survey responses from the participants
3. Gathering the questionnaire's responses.
4. The researcher then spoke with the principal to gather pertinent information.
5. The researcher will discuss the questionnaire and interview's findings.

The writer conducted the data from questionnaires item which have been coded in percentage. This percentage was using Anas Sudijono's ((2008) formula cited in (Astari, 2021), namely : $P = F/N \times 100\%$ .

Notes:

P = Percentage

F = Frequency of respondents

N = amount of data/sample

6. After count the number of statements, the writer described the result.
7. The last step, the writer concluded the result of data analysis.

#### **E. Technique of Data Analysis**

1. The data from questionnaires

Data was collected by tabulating the responses of parents, teachers and students, and finding out percentage of students using the percentage technique. The first step for data analysis was scored. The assessment contradicts the question item contained in the questionnaire. The questionnaire was analyzed based on 5 values of the Lickert scale which is the most common scale used in measuring attitudes, opinions and perceptions of respondents to the subject. In the to get the average score, the total choices of each degree of agreement (“Strongly Agree”, “Agree”, “ natural”, “Disagree”, and “Strongly Disagree”) for each the statement is multiplied by the value of the degree of agreement (Strongly Agree = 5, Agree = 4, Natural = 3, Disagree = 2, and Strongly Disagree = 1) Maximum the scale score is 5 and the minimum score is 1. In assessment, researcher calculate the number of



students who are given answers in item based a list of questions.

## 2. Data from interview

To analyze the data from the interviews the researcher will analyze with measures, based on Gay and Peter Airasian on Educational Research, exist There are several steps in analyzing the data, namely as follows:

### a. Managing

Before the data is ready and can be interpreted, it is managed by imagine what interviewing research data looks like. Researcher divide the data based on each indicator.

### b. Reading

The first in the analysis is reading; reading interview, researcher comments to get a sense of the data. In this study researchers read data from interviews. The researcher read several answers from the principal about the curriculum and the principal's views on the policy of eliminating English for young students.

### c. classifying

Data classification is done after reading the interview data. The data is classified by type of question.

d. Information

The descriptions are based on data from the interviews that were provided a true picture of the setting and the events that occur in it. At this step, the researcher begins to describe all the data about how the principal's perception can help researchers to take the next step in analyzing the data.

e. Interpret

Interpretation is done after the data is collected. Interpretation is also part of the process of writing learning outcomes. Interpretation is also reflective, integrative, and explanatory aspects dealing with the study of data. Data interpretation is heavily based on connections, common aspects, and interrelationships between data, especially the categories and patterns identified.

TAHUN 2023

## **CHAPTER IV**

### **RESULTS AND DISCUSSION**

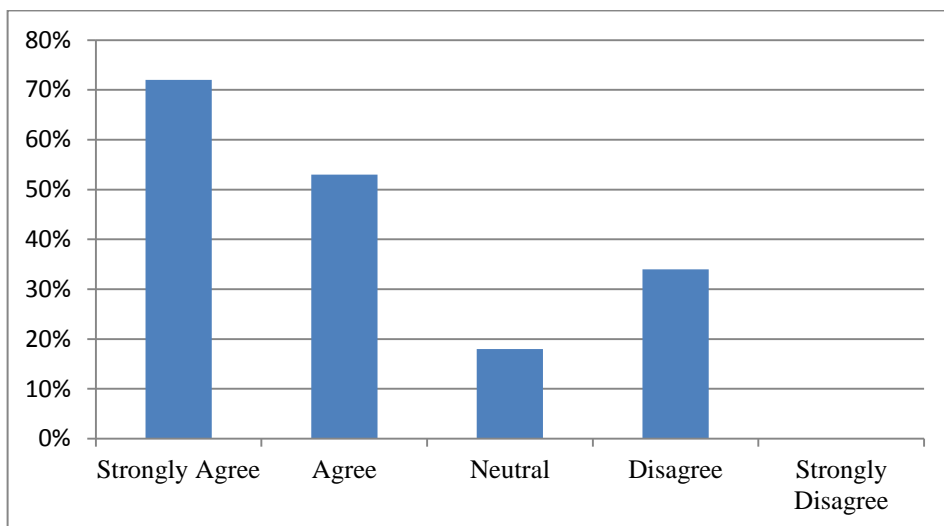
The results of the research and the discussion of the results in this chapter. The instruments are used to get data by use questionnaires and interview.

#### **A. Results**

According to (Supriyanti, 2012) that there are 3 indicators in the perception of learning English at an early age, namely: 1) the earlier a person learns English, the better the results, 2) the existence of a globalized economy that drives the demand for English as a national economic need. 3) there is support from parents that English is needed in economic, social, and international aspects.

The findings of the parents perception of English learning provision for young learners, teachers perception of English learning provision for young learner, students perception of English learning provision for young learners, and the results of interviews. The findings are described as follows :

#### **1. Parents perception of English learning provision for young learners at Seluma district**



**Diagram 2.**parents perceptions of English learning provision for young learners

Based on the diagram above we can see that most parents gave a positive response, namely strongly agree and agree with a total of 125% which means parents support children learn English as early as possible. Meanwhile negative perceptions are below 50%, namely 34%.For more details can be seen in the statement below:

TAHUN 2023

**Table 4.1 Parents Perception of English Learning Provision for Young Learners at Seluma District**

No	Statements	SA		A		N		D		SD	
		F	P(%)	F	P(%)	F	P(%)	F	P(%)	F	P(%)
1.	For students at the elementary level, English also needs to be taught, like other subjects.	7	28	1	4	-	-	-	-	-	-
2.	One can improve their English skills by learning the language early on.	3	12	5	20	-	-	-	-	-	-
3.	For the students, learning English in high school will be more beneficial.	-	-	1	4	5	20	2	8	-	-
4.	Children's ability to speak English must be improved by exposing them to the language in a family setting.	1	4	6	24	1	4	-	-	-	-

5.	In the age of globalization, being fluent in English is one requirement for facilitating communication with foreigners.	8	32	-	-	-	-	-	-	-	-
6.	Along with having further education-related skills, it is important to be fluent in English as it is the main language used for international communication.	8	32	-	-	-	-	-	-	-	-
7.	A person's ability to speak English does not now have a significant impact on their ability to find employment.	5	20	-	-	3	12	-	-	-	-
8.	For modern	8	32	-	-	-	-	-	-	-	-

	workers, being able to speak English can be very advantageous.										
9.	The parents' part in guiding and assisting their children in learning English cannot be separated from the capacity of the children to speak English.	-	-	<b>8</b>	<b>32</b>	-	-	-	-	-	-
10.	Parents believe that playing and learning occupy children's time. Once kids are aware of the advantages of learning English, parents can help them with their	-	-	<b>8</b>	<b>32</b>	-	-	-	-	-	-

	language studies.										
11.	Forcing young learners to enroll in a course is a common practice.	-	-	-	-	-	-	8	32	-	-
12.	Parents might anticipate that if their children learn English early, they will have better social and economic prospects for the future.	8	32	-	-	-	-	-	-	-	-

(adapted by: Oktaviani A,dkk. 2019)

From table 4.1 we can see that parents give a positive perception of the provision of English learning for young learners. Besides that, to make it clearer, we can see in the statement 1 there were 32%, the statement 2 there were 32%, the statement 3 there were 4%,20% neutral, and 8% disagree, the statement 4 there were 28% and 4% neutral, the statement 5 and 6 there were 32%, the statement 7 there were 20% and 12% neutral, the

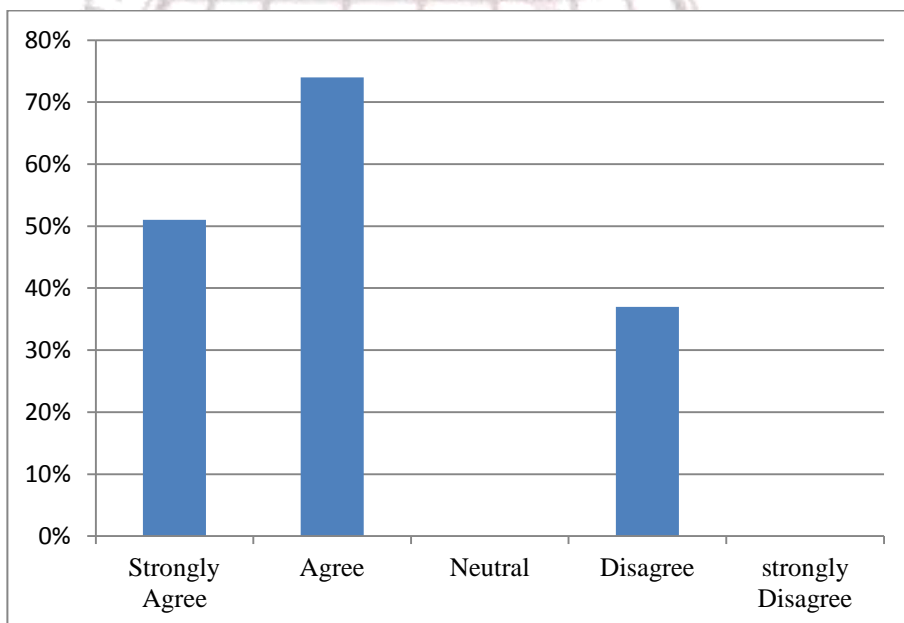


statement 8, 9, and 10 there were 32%, and the statement 12 there were 32%.

Besides that in statement point 11 parents disagree if Forcing young students to enroll in a course is a common practice.

This result also shows that the provision of English language learning for young learners as early as possible can improve the child's skills to compete in this future.

## 2. Teachers perception of English learning provision for young learners at Seluma district



**Diagram 3.** Teachers Perception of English learning for young learner.

Based on diagram above the teacher's perception aspect it can be concluded that some teachers also give a positive perception, namely strongly agree and agree with a total of 125% which means teachers support children learn English as early as possible. Meanwhile negative perceptions are below 50%, namely 37%. For more details can be seen in the statement below:

**Table 4.2 Teachers Perception of English Learning Provision for Young Learners at Seluma District**

No	Statements	SA		A		N		D		SD	
		F	P(%)	F	P(%)	F	P(%)	F	P(%)	F	P(%)
1.	As a foundational ability for the future, English instruction should be available to all children.	4	16	4	16	-	-	1	4	-	-
2.	One of the crucial courses taught in elementary school is English.	-	-	-	-	-	-	9	36	-	-
3.	The goal is for students to have a foundational understanding of a foreign language, so it is suggested that English be taught in elementary	5	20	4	16	-	-	-	-	-	-

	school settings.										
4.	Early English learning will produce greater results.	<b>4</b>	<b>16</b>	<b>5</b>	<b>20</b>	-	-	-	-	-	-
5.	English is one of the components required to support contact with foreigners in the age of globalization.	<b>4</b>	<b>16</b>	<b>5</b>	<b>20</b>	-	-	-	-	-	-
6.	People all over the world should be able to speak and understand English.	<b>4</b>	<b>16</b>	<b>5</b>	<b>20</b>	-	-	-	-	-	-
7.	English is now more necessary than ever in the period of the ASEAN Economic Community, and employees must be fluent in it.	<b>4</b>	<b>16</b>	<b>5</b>	<b>20</b>	-	-	-	-	-	-
8.	Workers must be able to speak English in the age of economic globalization in order to compete on a worldwide scale.	<b>4</b>	<b>16</b>	<b>5</b>	<b>20</b>	-	-	-	-	-	-
9.	Children's capacity to master English cannot be	<b>2</b>	<b>8</b>	<b>7</b>	<b>28</b>	-	-	-	-	-	-

	divorced from their parents' duties in helping them learn the language.										
10.	Parents are obliged to assist their children in learning and teaching English in elementary school so they can understand the fundamentals of the language.	3	12	6	24	-	-	-	-	-	-
11.	Many parents want their child to start learning English earlier, so the school needs to provide adequate resources so that kids may access Basic English materials in elementary school.	1	4	8	32	-	-	-	-	-	-
12.	Every parent is expected to support their children in learning English with zeal or seriousness.	4	16	5	20	-	-	-	-	-	-

(adapted by: Oktaviani A,dkk.

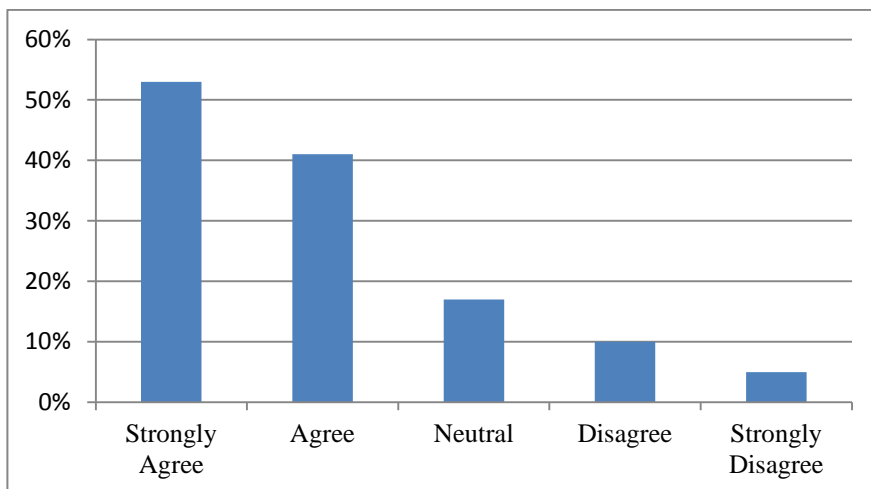
2019)

From table 4.2 it can be seen from the table above we can see that teachers provide positive perceptions about provision English learning for young learners. In addition, it can be seen the statement 1 there were 32% and 4% disagree, the statement 2 there were 36% teachers who had a negative perception, the statement 3 there were 36%, the statement 4 there were 36%, statement 7 there were 36%, statement 8 there were 36%, statement 9 there were 36%, statement 10 there were 36%, statement 11 there were 36%, and the statement 12 there were 36%.

This result also shows that the provision of English for young learners as early as possible can improve support skills for future students. However, the statement point 2, the teacher disagrees that English is an important subject that must be determined in elementary schools.

**TAHUN 2023**

### 3. Student's perceptions of English learning provision for young learners at Seluma district



**Diagram 4.** Students Perception of English learning Provision for young learners

Based on diagram 4 on the aspect of student perception above it can be concluded that students give a positive perception of the provision of English learning for early age students, namely strongly agree and agree with a total of 94%. Meanwhile negative perceptions are below 50%, namely 15%. For more details can be seen in the statement below:

TAHUN 2023

**Table 4.3 Students Perception of English Learning  
Provision for Young Learners at Seluma District**

No	Statements	SA		A		N		D		SD	
		F	P(%)	F	P(%)	F	P(%)	F	P(%)	F	P(%)
1.	I am learning English so that I can speak it well.	7	28	1	4	-	-	-	-	-	-
2.	I'm learning English since I'm still learning on my vocabulary.	2	8	4	16	1	4	1	4	-	-
3.	I am learning English because I want to be able to communicate with foreigners in English.	3	12	4	16	-	-	-	-	1	4
4.	I study English because I have trouble speaking it.	1	4	2	8	3	12	2	8	-	-
5.	Learning English will enable me to comprehend foreign words used in public.	4	16	2	8	1	4	1	4	-	-
6.	I am learning English to expand my	3	12	3	12	-	-	1	4	1	4

	vocabulary for daily tasks.										
7.	I study English because I find it difficult to comprehend English sentences.	1	4	5	20	2	8	-	-	-	-
8.	I am learning English since I find it challenging to write essays in the language.	3	12	3	12	2	8	-	-	-	-
9.	I'm studying English because I want to travel.	6	24	-	-	1	4	1	4	-	-
10.	I study English so that I can please my parents.	3	12	4	16	-	-	1	4	-	-
11.	I struggle to read text, thus I'm interested in learning English.	-	-	5	20	3	12	-	-	-	-
12.	I am learning English in order to work abroad.	5	20	2	8	1	4	-	-	-	-s

(adapted by: OktavianiA, dkk. 2019)



From table 4.3 it can be seen that students give positive perceptions about the provision of English learning at school. In addition, it can be seen more clearly in the every statement, namely: the statement 1 there were 32%, statement 2 there were 24%, 4% neutral, and 4% disagree, statement 3 there were 28% and 4% strongly disagree, statement 4 there were 12%, neutral 12%, and 4% disagree, statement 5 there were 24%, 4% neutral, and 4% disagree, statement 6 there were 24%, 4% disagree, and 4% strongly disagree, statement 7 there were 24%, and 8% neutral statement 8 there were 24% and 8% neutral, statement 9 there were 24%, 4% neutral, and 4% disagree, statement 10 there were 28%, and 4% neutral, statement 11 there were 20%, and 12% neutral, and the statement 12 there were 28%, and 4% neutral.

This results shows that the provision of English language learning for them as early as possible can make it easier for them to learn English improve skills to speak English.

#### **4. The result of interviews**

The result of interviews with in related to principle about the curriculum, his views on government policies and the efforts he made so that English language learning continues to be held at the school. He said: (1) The curriculum used at SDN 145 was always the 2013

curriculum, (2) English lessons were local content lessons, the reason being that there were no English teachers at the school, (3) he did not agree with learning English. abolished because remembering that learning English is important in elementary school, even though the basic level is at least the children know the basics in learning English so that they can study further, (4) the efforts he made were teachers with an English education background.

## **B. Discussion**

According to (Supriyanti, 2012) that there are 3 indicators in the perception of learning English at an early age, namely: 1) the earlier a person learns English, the better the results, 2) the existence of a globalized economy that drives the demand for English as a national economic need. 3) there is support from parents that English is needed in economic, social, and international aspects.

Each questions has five items with answers that are rated on a Likert scale. While the interview has 5 questions covering 3 different topics. These elements have discussed how the issue was posed in Chapter I. These conclusions are drawn from the findings of the investigation, which are discussed in more detail below.

The results of the five questions in the first facet demonstrate that respondents firmly believe that learning foreign languages early on will improve outcomes for kids. Parents, teachers, and kids who responded agreed with this. They contend that young learners of English will more readily absorb and comprehend the information presented.

English instruction in primary schools is crucial based on the findings of the aforementioned instruments and theories. because younger students will learn English more effectively. Children have high memorization skills and will assimilate English-language content more readily. Children who learn English from a young age will also have the fundamentals of the English language. They will learn the fundamentals of English, which will help them in the following stage of their study.

Based on the findings of the aforementioned instruments and theories, it can be said that teaching English in elementary schools is crucial since it will help children in the future compete in the workforce. Children who learn English will be more competitive when applying for jobs in the future. because it is a requirement in many businesses, particularly overseas ones, that employees be fluent in English.

Finally, it can be concluded from the respondents' responses to the five items on the three aspects that parents, teachers and students in the district always agree if parents support their children learning English because they believe it will be beneficial for their children in the future either economically or socially.

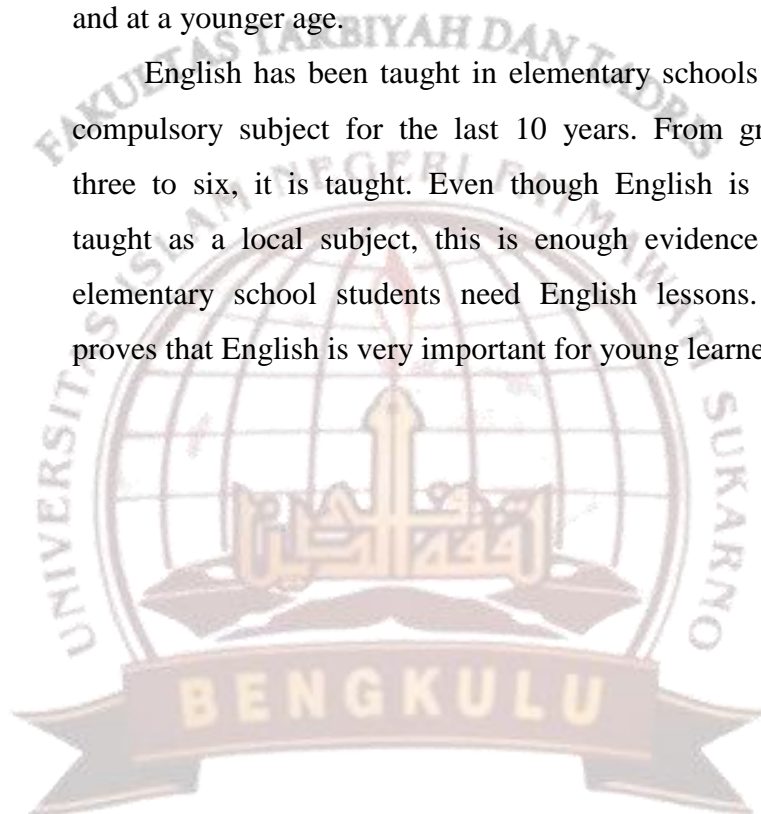
Young learners will benefit greatly from learning English later in life. The introduction of foreign language teaching in elementary schools, according to (Nishida, 2002) is done to prepare students to face the era of globalization. As well as being needed in society, it is also seen as an opportunity to develop our sense of self through interaction with others. As a result, English will serve many important purposes for young learners as they seek to integrate into a global society.

English is very important for young learners based on the results of the instruments and ideas discussed above. That by learning English, children will benefit socially and economically in the future. Young learners will find it easier to compete in the era of globalization and will have more opportunities in the future, both of which will impact their abilities in the future.

Researchers can conclude that English is very important for young students based on findings from three aspects, including questionnaire responses and interview

responses. This can be seen in how English is taught in elementary schools. (Jenkins, 2014) claims that students in many countries start learning English in primary school and at a younger age.

English has been taught in elementary schools as a compulsory subject for the last 10 years. From grades three to six, it is taught. Even though English is only taught as a local subject, this is enough evidence that elementary school students need English lessons. this proves that English is very important for young learners.



**TAHUN 2023**

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

#### A. Conclusions

English is a global language that is spoken by practically all countries. In many nations, English is one of the core academic disciplines that all students must take. There are many different ways to keep kids interested in English education, including songs, games, images, and other fun activities.

Based on the results of the instruments, which were the answers of the respondents in the questionnaire and interview, the researcher found several reasons that supported why English for young learners is important. From the explanation above and the results of the overall data analysis, it can be concluded that all respondents, both parents, teachers and students, mostly gave positive responses.

The parents, teachers, and students in SDN 145 of Seluma district assumed that English is currently the main international language in the world to be used and studied as a means of communication. They also think that teaching English to young learners as early as possible will make it easier for them to find jobs in the future. Besides that, the teacher also agrees with parents that children need to learn English as early as possible because

they are still in the process of learning and understand more easily than adults.

Therefore, the researcher concluded that the teachers, students and parents in SDN 145 of Seluma district that English provision for young learners is important because English is something that is useful now and in the future.

### **B. Suggestions**

As a follow-up the research that the researcher did, there are several suggestion, as follow :

1. This research is aimed at English teachers, parents and for further researchers related to learning English.
2. Schools are expected to be able to present or find teachers with an English educational background so that English language learning can be carried out effectively.
3. For the government, it is hoped that the research that has been done by several researchers before can provide input so that English language learning policies at the elementary level must be held again, especially in state elementary schools because considering that English has become a necessity both domestically and abroad.

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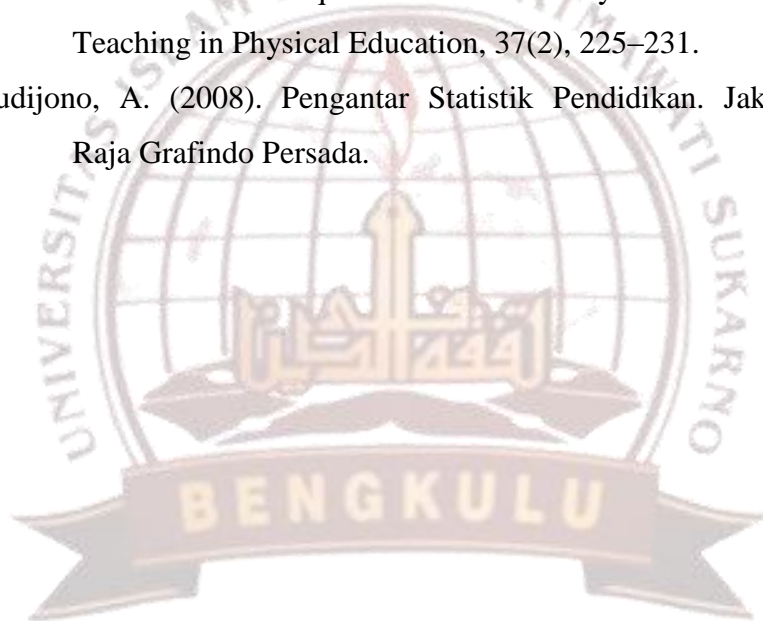
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**TAHUN 2023**

**A**

**P**

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## Appendix 1.1

### INTERVIEW WITH THE PRINCIPLE CATATAN LAPANGAN HASIL WAWANCARA DENGAN KEPALA SEKOLAH SDN 145 SELUMA

1. Question : What curriculum is used in this school?  
(*Kurikulum apa yang digunakan di sekolah ini?*)

Answer : The curriculum used at SDN 145 was always the 2013 curriculum.  
(*Beliau mengatakan kurikulum yang digunakan di SDN 145 adalah kurikulum 2013.*)

2. Question : Are English lessons still applied in this school? If you still use it, is it included in local content learning or compulsory lessons? why.  
(*Apakah pelajaran bahasa inggris masih diterapkan di sekolah ini? Jika masih menggunakan termasuk dalam pembelajaran muatan lokal atau pelajaran wajib? Jelaskan alasan nya.*)

Answer : English lessons were local content lessons, the reason being that there were no English teachers at the school.  
(*Pelajaran bahasa inggris itu merupakan pelajaran muatan lokal, alasan nya karena guru bahasa inggris belum ada di sekolah tersebut.*)

3. Question : Is there a teacher in this school with an English education background? If there are how many people?

*(Apakah di sekolah ini ada guru yang berlatar belakang pendidikan bahasa inggris? Jika ada berapa orang?)*

Answer : Not Yet  
*(Belum Ada)*

4. Question : What is your opinion regarding the elimination of English learning in the 2013 curriculum. Do you agree with the policy? If so why and if not what is the reason?  
*(Bagaimana pendapat bapak mengenai penghapusan pembelajaran bahasa inggris pada kurikulum 2013. Apakah bapak setuju dengan kebijakan tersebut? Jika iya mengapa dan jika tidak apa alasan nya?)*

Answer : He did not agree with learning English. abolished because remembering that learning English is important in elementary school, even though the basic level is at least the children know the basics in learning English so that they can study further.

*(beliau mengatakan bahwa beliau tidak setuju apabila pembelajaran bahasa inggris itu dihapuskan karena mengingat pembelajaran bahasa inggris itu penting di SD, walaupun tingkat dasar. Minimal anak-anak mengetahui dasar dalam pembelajaran bahasa inggris agar mereka bisa lebih memahami di tingkat selanjut nya.*

5. Question : What efforts have you made so that English is still applied in this school?  
*(Upaya apa saja yang bapak lakukan agar bahasa inggris tetap diterapkan di sekolah ini?)*

Answer : The efforts he made were teachers with an English education background.  
*(upaya yang dilakukan adalah mendatangkan guru yang berlatar belakang pendidikan bahasa inggris.)*



**TAHUN 2023**

## Appendix 1.2

### QUESTIONNAIRES

#### Parent's Perceptions Questionnaire on Provision of English Language Learning for Students in Seluma district (SD N 145 Seluma)

Statement	Answer				
	SA	A	N	D	SD
1. For students at the elementary level, English also needs to be taught, like other subjects.					
2. One can improve their English skills by learning the language early on.					
3. For the students, learning English in high school will be more beneficial.					
4. Children's ability to speak English must be improved by exposing them to the language in a family setting.					
5. In the age of globalization, being fluent in English is one requirement for					



facilitating communication with foreigners.					
6. Along with having further education-related skills, it is important to be fluent in English as it is the main language used for international communication.					
7. A person's ability to speak English does not now have a significant impact on their ability to find employment.					
8. For modern workers, being able to speak English can be very advantageous.					
9. The parents' part in guiding and assisting their children in learning English cannot be separated from the capacity of the children to speak English					
10. Parents believe that playing and learning occupy children's time. Once kids					

are aware of the advantages of learning English, parents can help them with their language studies.					
11. Forcing young learners to enroll in a course is a common practice.					
12. Parents might anticipate that if their children learn English early, they will have better social and economic prospects for the future.					

(adapted by: Oktaviani A, dkk. 2019)



**TAHUN 2023**

**Teacher's Perceptions Questionnaire on Provision of English  
Language Learning for Students in Seluma district (SD N 145  
Seluma)**

Statement	Answer				
	SA	A	N	D	SD
1. As a foundational ability for the future, English instruction should be available to all children.					
2. One of the crucial courses taught in elementary school is English.					
3. The goal is for students to have a foundational understanding of a foreign language, so it is suggested that English be taught in elementary school settings.					
4. Early English learning will produce greater results.					
5. English is one of the components required to support contact with foreigners in the age of globalization.					

6. People all over the world should be able to speak and understand English.					
7. English is now more necessary than ever in the period of the ASEAN Economic Community, and employees must be fluent in it.					
8. Workers must be able to speak English in the age of economic globalization in order to compete on a worldwide scale.					
9. Children's capacity to master English cannot be divorced from their parents' duties in helping them learn the language.					
10. Parents are obliged to assist their children in learning and teaching English in elementary school so they can understand the fundamentals of the					

language.					
11. Many parents want their child to start learning English earlier, so the school needs to provide adequate resources so that kids may access Basic English materials in elementary school.					
12. Every parent is expected to support their children in learning English with zeal or seriousness.					

*(adapted by: Oktaviani A, dkk. 2019)*



**TAHUN 2023**

**Students' Perceptions Questionnaire on Provision of English  
Language Learning for Students' in Seluma district (SD N  
145 Seluma)**

Statement	Answer				
	SA	A	N	D	SD
1. I am learning English so that I can speak it well.					
2. I'm learning English since I'm still learning on my vocabulary.					
3. I am learning English because I want to be able to communicate with foreigners in English.					
4. I study English because I have trouble speaking it.					
5. Learning English will enable me to comprehend foreign words used in public.					
6. I am learning English to expand my vocabulary for daily tasks.					

7. I study English because I find it difficult to comprehend English sentences.					
8. I am learning English since I find it challenging to write essays in the language.					
9. I'm studying English because I want to travel.					
10. I study English so that I can please my parents.					
11. I struggle to read text, thus I'm interested in learning English.					
12. I am learning English in order to work abroad.					

(adapted by: Oktaviani A, dkk. 2019)

Each of the thirty-six questionnaire Agree Strongly, Agree, Neutral, Disagree, and Strongly Disagree. Parents, teachers, and student's were instructed to give a checklist of available columns in paper.

### Appendix 1.3

#### Documentation of the research



The research explained that the purpose of coming to school and asking students gather was because the researcher was conducting research aimed at completing the data for the thesis.





The researcher explained how to fill out the questionnaire that has been provided. Then the researcher distributed questionnaires to students and questionnaires to their parents.



Students fill out the questionnaire on each sheet that has been given.

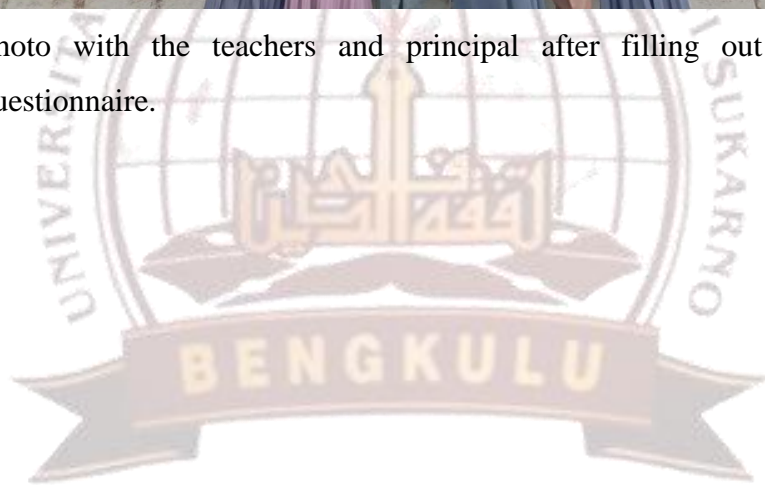




Interview with the principal at SDN 145 Seluma, the researcher asked 5 questions that had been prepared.



Photo with the teachers and principal after filling out the questionnaire.



**TAHUN 2023**



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### SURAT PENUNJUKAN

Nomor: 1618 /Un.23/F.II/PP.00.9/03/2022

Dalam rangka penyelesaian akhir studi mahasiswa, maka Dekan Fakultas Tarbiyah dan Tadris Universitas Islam Negeri (UIN) Fatmawati Sukarno Bengkulu, dengan ini menunjuk dosen:

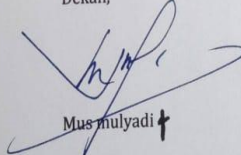
1. Nama : Risnawati, M.Pd  
NIP : 1997405231999032002  
Tugas : Pembimbing I
2. Nama : Anita, M.Hum  
NIP : 199008142019032011  
Tugas : Pembimbing II

Bertugas untuk membimbing, menuntun, mengarahkan dan mempersiapkan hal-hal yang berkaitan dengan penyusunan draf skripsi, kegiatan penelitian sampai persiapan ujian munaqasyah bagi mahasiswa yang namanya tertera di bawah ini:

Nama Mahasiswa : Meilana Raisyahdi Gita  
NIM : 1811230068  
Judul : An analysis of the Influence of Parental Support on Student Achievement in English Education in The Era New Normal at SMPN 4 Seluma

Demikianlah surat penunjukan ini dibuat untuk diketahui dan dilaksanakan sebagaimana mestinya.

Ditetapkan di : Bengkulu  
Pada tanggal : 23 Maret 2022  
Dekan,



Mus Mulyadi

**Tembusan:**

1. Wakil rektor 1
2. Dosen yang bersangkutan
3. Mahasiswa yang bersangkutan
4. Arsip



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Website: www.uinfasbengkulu.ac.id

**SURAT PERMOHONAN PERUBAHAN JUDUL SKRIPSI**

Hal : Permohonan Perubahan Judul Skripsi

Lamp : -

Kepada Yth. Ketua Jurusan  
Tadris Bahasa Inggris  
UIN Fatmawati Sukarno Bengkulu

Dengan hormat,

Saya yang bertanda tangan di bawah ini:

Nama : Meilana Raisyahdi Gita

NIM : 1811230068

Jurusan/Prodi : Bahasa/Tadris Bahasa Inggris

Fakultas : Tarbiyah dan Tadris

Ingin mengajukan perubahan judul skripsi dikarenakan saran dari pembimbing saya dan atas persetujuan pembimbing saya.

Adapun judul saya sebelumnya adalah: 1) **An Analysis of the Influence of Parental Support on Student Achievement in English Education in the Era New Normal at SMPN 4 Seluma**, 2) **Parents and Teachers View on English Learning Provision for Young Learners Students in Seluma District** menjadi : **Parents, Teachers, and Student's Perception of English Learning Provision for Young Learners in Seluma District.**

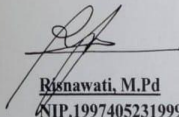
Demikianlah surat permohonan ini saya buat dengan sebenarnya. Atas kesediaan Bapak/Ibu saya ucapkan terimakasih.

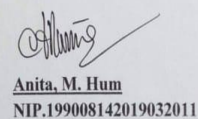
Bengkulu, 2022

Disetujui oleh,

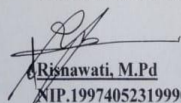
Pembimbing I

Pembimbing II

  
**Risnawati, M.Pd**  
NIP.1997405231999032002

  
**Anita, M. Hum**  
NIP.199008142019032011

Diketahui oleh,  
Ketua Jurusan Bahasa

  
**Risnawati, M.Pd**  
NIP.1997405231999032002



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Nomor : 3431/Un.23/F.II/PP.00.9/08/2022

Lamp. : -

Perihal : Penyeminar Proposal Skripsi

Kepada Yth.

1. Feny Martina, M.Pd (Penyeminar I)

2. Anita, M.Hum (Penyeminar II)

*Assalamu 'alaikum Wr. Wb.*

Dengan Hormat,

Bersama ini kami mohon bantuan Bapak/Ibu untuk menjadi Penyeminar Proposal Skripsi Mahasiswa Tadris Bahasa Inggris, Fakultas Tarbiyah dan Tadris UIN Fatmawati Sukarno Bengkulu pada:

Hari/Tanggal : Jum'at, 05 Juli 2022

Tempat : Ruang Munaqasah Jurusan Tarbiyah Lantai 3 Dekanat

NO.	NAMA/NIM	WAKTU (WIB)	JUDUL
1.	Ermaini 1811230100	08.00-09.00 WIB	English Foreign Language (EFL) Students' Learning Experience In Synchronous Speaking Class (A Descriptive Qualitative Study In English Education Study Program Of UINFAS Bengkulu)
2.	Harianti 1711230078	09.00-10.00 WIB	Semantic Change Analysis On Narrative Text Dialogue Among The Characters In Second Years English Textbooks Of Senior High School
3.	Meilana Raisyahdi Gita 1811230068	10.00-11.00 WIB	Parents, Teachers And Student Views On English Learning Provision For Young Learners In Seluma District.

Demikian surat permohonan ini disampaikan, atas perhatian dan kerjasamanya diucapkan terima kasih.

Bengkulu, 04 Agustus 2022

Dekan,



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#### PENGESAHAN PENYEMINAR PROPOSAL SKRIPSI

Proposal skripsi atas nama : Meilana Raisyahdi Gita, NIM :1811230068  
yang berjudul "**PARENTS, TEACHERS, AND STUDENTS' PERCEPTIONS  
OF ENGLISH LEARNING PROVISION FOR YOUNG LEARNERS IN  
SELUMA DISTRICT**". Telah diseminarkan oleh tim penyeminar pada:

Hari/Tanggal : Jumat, 5 Agustus 2022

Pukul : 08.00 s/d selesai

Dari proposal skripsi tersebut telah diberikan sesuai saran-saran tim  
penyeminar dan pembimbing skripsi, oleh karena itu sudah layak untuk diberikan  
surat penelitian (SK Penelitian).

Bengkulu, Agustus 2022

Penyeminar I

Feny Martina, M. Pd  
NIP. 198703242015032002

Penyeminar II

Anita, M. Hum  
NIP. 1999008142019032011



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Nomor : 445 / Un.23/F.II/TL.00/09/2022

19 September 2022

Lampiran : 1 (satu) Exp Proposal

Perihal : **Mohon izin penelitian**

Kepada Yth,  
Kepala SDN 145 Seluma  
Di -  
Kabupaten Seluma

*Assalamu'alaikum Warahmatullah Wabarakatuh.*

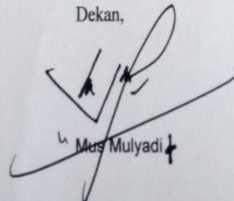
Untuk keperluan skripsi mahasiswa, bersama ini kami mohon bantuan Bapak/ibu untuk mengizinkan nama di bawah ini untuk melakukan penelitian guna melengkapi data penulisan skripsi yang berjudul **"PARENTS, TEACHERS, AND STUDENT'S PERCEPTION OF ENGLISH LEARNING PROVISION FOR YOUNG LEARNERS IN SELUMA DISTRICT"**.

Nama : Meilana Raisyahdi Gita  
NIM : 1811230068  
Prodi : Tadris Bahasa Inggris (TBI)  
Tempat Penelitian : SDN 145 Seluma di Kabupaten Seluma  
Waktu Penelitian : 14 September s/d 26 Oktober 2022

Demikian permohonan ini kami sampaikan, atas bantuan dan kerjasamanya diucapkan terima kasih.

*Wassalamu'alaikum Warahmatullah Wabarakatuh.*

Dekan,



M. Mulyadi





PEMERINTAH KABUPATEN SELUMA  
DINAS PENDIDIKAN NASIONAL  
SD NEGERI NO.145 SELUMA SENGGUANG LUNJUK  
Alamat :Jalan Mayjen Sutoyo KM.46,5 Desa sengkayang Lunjuk Kecamatan Seluma Barat



**SURAT KETERANGAN**

Nomor: 06/26.S.2.145/C/2022

Perihal : Selesai Penelitian

Kepada Yth.  
Dekan Fakultas Tarbiyah dan Tadris  
UIN Fatmawati Sukarno Bengkulu  
Di  
Bengkulu

Kepala Sekolah SD Negeri 145 Seluma menerangkan bahwa:

Nama : Meilana Raisyahdi Gita

Nim : 1811230068

Prodi : Tadris Bahasa Inggris

Judul : Parents, Teachers, and Student's Perceptions of English Learning Provision  
for Young Learners in Seluma District.

Nama tersebut benar-benar sudah melaksanakan penelitian di SD Negeri 145 Seluma.

Demikian surat keterangan ini kami buat dengan sebenarnya, agar dapat dipergunakan  
dengan sebagaimana mestinya.

Seluma, 26 Oktober 2022  
Kepala Sekolah



Sipirdan, S.Pd.  
NIP. 196607101989121001



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Nomor : 2536 /Un.23/F.II/PP.00.9/06/2022  
Lamp. : -  
Perihal: Ujian Komprehensif

Kepada Yth.

- 1 Falahun Ni'am, M.Pd.I  
(kompetensi UIN)
- 2 Riswanto, Ph.D  
(kompetensi jurusan/Prodi)
- 3 Khosi'in, M.Pd.Si  
(Kompetensi Keguruan)

Assalamu'alaikum Wr. Wb.

Bersama ini kami mohon Bapak/Ibu untuk menjadi Penguji komprehensif Mahasiswa Prodi Tadris Bahasa Inggris, Jurusan Tadris Bahasa, Fakultas Tarbiyah dan Tadris UIN Fatmawati Sukarno Bengkulu pada:

Hari/Tanggal : Selasa, 07 Juni 2022

Waktu : 08.00-12.00 WIB

Tempat : Ruang Munaqasah Jurusan Tarbiyah Lantai 3 Dekanat

Adapun nama-nama mahasiswa:

NO	NAMA MAHASISWA	NIM
1	Neti Suryani	1811230012
2	Dani Sholahudin	1811230034
3	Aditya Rahman	1811230003
4	Meilana Raisyahdi gita	1811230068
5	Varadina Putri Utami	1811230060

Demikianlah, agar dilaksanakan sebagaimana mestinya.

Bengkulu, 2 Juni 2022  
Dekan,



Mus Mulyadi



PEMERINTAH KABUPATEN SELUMA  
DINAS PENDIDIKAN NASIONAL  
SD NEGERI NO.145 SELUMA SENGKUANG LUNJUK  
Alamat :Jalan Mayjen Sutoyo KM.46,5 Desa sengkuing Lunjuk Kecamatan Seluma Barat



**SURAT KETERANGAN**

Nomor: 06/26.S.2.145/10/2022

Perihal : **Selesai Penelitian**

Kepada Yth.  
Dekan Fakultas Tarbiyah dan Tadris  
UIN Fatmawati Sukarno Bengkulu  
Di  
Bengkulu

Kepala Sekolah SD Negeri 145 Seluma menerangkan bahwa:

Nama : Meilana Raisyahdi Gita

Nim : 1811230068

Prodi : Tadris Bahasa Inggris

Judul : Parents, Teachers, and Student's Perceptions of English Learning Provision  
for Young Learners in Seluma District.

Nama tersebut benar-benar sudah melaksanakan penelitian di SD Negeri 145 Seluma.

Demikian surat keterangan ini kami buat dengan sebenarnya, agar dapat dipergunakan  
dengan sebagaimana mestinya.

Seluma, 26 Oktober 2022  
Kepala Sekolah

Sipirdan, S.Pd.  
NIP. 196607101989121001

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Alamat : Jl. Raden Fatah PagarDewa Bengkulu Tlp. (0736) 51171, 51172, 51276 Fax. (0736) 51171

Nama Mahasiswa : Meilana Raisyahdi Gita      Pembimbing II : Anita, M. Hum  
NIM : 1811230068      Judul Skripsi : Parents, Teachers, and Student's  
Jurusan : Bahasa      Perception of English Learning Provision for  
Program Studi : Tadris Bahasa Inggris      Young Learners in Seluma District.

No.	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing II	Pam Pembimbing
1.	Senin, 31 Oktober 2022	- finding & result - Grammar	follow the instruction	
2.	Selasa, 2 November 2022	- Discussion - Conclusion	follow the instruction	
3.	Jumat, 18 November 2022	Conclusion is not enough clear	Just add & make paraphrase	
4.	Senin, 21 nov 2022.	Acc	Acc	

Bengkulu, 21 November 2022

Mengetahui,  
Dekan,  
  
**Dr. Mus Mulvadi, M. Pd**  
NIP. 197005142000031004

Pembimbing II  
  
**Anita, M. Hum**  
NIP. 1999008142019032011



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 FAKULTAS TARBIYAH DAN TADRIS

Alamat : Jl. Raden Fatah PagarDewa Bengkulu Tlp. (0736) 51171, 51172, 51276 Fax. (0736) 51171

Nama Mahasiswa : Meilana Raisyahdi Gita Pembimbing II : Anita, M. Hum  
 NIM : 1811230068 Judul Skripsi : Parents And Teachers View On  
 Jurusan : Bahasa English Learning Provision For Junior High  
 Program Studi : Tadris Bahasa Inggris School Students In Seluma District (A  
 Descriptive Qualitative Study Of Junior High  
 School Students At Smp N 1, Seluma District)

No.	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing II	Paraf Pembimbing
5.	27 Mei 2022	Diagram Tabel + Paragraf (Chapter II) Chapter III : Technique of data analysis	Perbaiki sesuai catatan	
6.	30 Mei 2022	Conceptual framework	-	
7.	31 Mei 2022	ACC	ACC	

Bengkulu, 31 Mei 2022

Mengetahui,  
 Dekan,  
  
 Dr. Mus Mulyadi, M. Pd  
 NIP. 197005142000031004

Pembimbing II  
  
 Anita, M. Hum  
 NIP. 1999008142019032011



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FAKULTAS TARBIYAH DAN TADRIS

Alamat : Jl. Raden Fatah PagarDewa Bengkulu Tlp. (0736) 51171, 51172, 51276 Fax. (0736) 51171

Nama Mahasiswa : Meilana Raisyahdi Gita Pembimbing I: Risnawati, M. Pd  
NIM : 1811230068 Judul Skripsi : Parents And Teachers View On  
Jurusan : Tadris English Learning Provision For Junior High  
Program Studi : Bahasa Inggris School Students In Seluma District

No.	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I	Paraf Pembimbing
1.	Wednesday, 01-06-2022	Sk Pembimbing + Research Proposal	Revise the title!	
2.	Wednesday, 08-06-2022	Chapter I - Background - Research Question	Revise as suggested!	
3.	Monday, 13-06-2022	Chapter II - Theory of Learning - Teacher, Students, Parents Perception / View	Revise as suggested!	
4.	Friday, 01-07-2022	Chapter III - Research Design - Population & Sample - Research Instrument	Revise as suggested!	

Bengkulu, 13 June 2022

Mengetahui,  
Dekan,

**Dr. Mus Mulvadi, M.Pd**  
NIP. 19706514200031004

Pembimbing I

**Risnawati, M. Pd**  
NIP. 1997405231999032002



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI FATMAWATI SUKARNO (UIN FAS)  
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Alamat : Jl. Raden Fatah PagarDewa Bengkulu Tlp. (0736) 51171, 51172, 51276 Fax. (0736) 51171

Nama Mahasiswa : Meilana Raisyahdi Gita

Pembimbing I: Risnawati, M. Pd

NIM : 1811230068

Judul Skripsi : Parents And Teachers View On

Jurusan : Tadris

English Learning Provision For Junior High

Program Studi : Bahasa Inggris

School Students In Seluma District

No.	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I	Paraf Pembimbing
5.	Monday, 04-07-2022	References, Appendices - look at APA <del>etc</del> procedure	• Revise as suggested!	
6.	Monday, 18-07-2022	Chapter I, II, III, References, Appendices	• Acc... you can register for "Seminar Proposal"	

Bengkulu, 18 July 2022

Mengetahui,  
Dekan,

Dr. Mus Mulyadi, M.Pd  
NIP. 197005142000031004

Pembimbing I

Risnawati, M. Pd  
NIP. 1997405231999032002





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KARTU HADIR SEMINAR PROPOSAL SKRIPSI

NAMA MAHASISWA : Meliana Ratugahdel Gita  
NOMOR INDUK MAHASISWA : 1611230068  
PRODI : TADRIS BAHASA INGGRIS

NO	Hari / Tanggal	Jam	Nama Mahasiswa Seminar	NIM	Judul Proposal	TTD Dosen Penguji
1	Rabu, 27-10-2021		Lia Pratiwi	1611230120	The Correlation between students' reading speed and their reading comprehension..	
2	Rabu, 27-10-2021		Bela Agustini	1711230090	Teacher strategies and designing english instruction for students at smpn 2 Bengkulu City during covid-19 pandemic.	
3	Rabu, 27-10-2021		Mewandri	1711230182	English teacher ability in designing lesson plan and teaching material: the 2013 curriculum implementation	
4	Rabu, 27-10-2021		Amia Sth Marlina	1711230077	EFL students attitudes toward online learning on speaking class during the covid-19 pandemic.	
5	Rabu, 27-10-2021		Ines Aprioni	1711230107	Promoting Young Learners Vocabulary Mastery by using Hot Seat Game.	
6						