The Role of Parents in Increasing Children's English Vocabulary in Kelambir V Kebun

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ABSTRACT

This research aims to discuss the important role of parents in increasing children's English vocabulary because there are still many parents who lack a role in improving children's English skills, especially increasing English vocabulary to improve language skills. Language skills are an important aspect of children's language development and have a significant impact on children's communication abilities. This study explored various ways parents can play a role in expanding children's English vocabulary. This research method involved a review of literature investigating the role of parents in children's vocabulary development. The research method used was qualitative research. Nine parents in Kelambir V Kebun Village were selected purposely as the subject of the research. Interview and observation were used to collect the data. The research results showed that parents had a strong influence in enriching children's vocabulary through speaking models, providing visual stimulation, and providing access to various English learning resources. In addition, this research also underlined the importance of creating an environment that supports language learning, adopting a positive approach, and understanding the child's developmental level. This research implied that parents have a central role in helping children acquire strong English language competence. By actively involving themselves in the language learning process, parents could make a significant contribution to the growth of their children's English vocabulary, but there were still many parents who did not have much effort and methods to increase their children's English vocabulary so that children had insufficient vocabulary.

Keywords: *Children; English; Role of Parents; Vocabulary.*

INTRODUCTION

Children have an extraordinary ability to learn languages at an early age, and this is the ideal time to introduce English. It is good for children to get an education apart from teachers as well as from parents. The role of parents in supporting children's language development is very crucial. Parents have a big influence in helping children expand their English vocabulary, and good speaking skills in childhood can form a strong foundation for future language skills.

Language is humans' main tool for communicating and acquiring knowledge. Humans acquire language in early childhood. It's spectacular how far you get from

learning a new language, especially in a globalized world requiring global business and organization connections. It is important to learn languages all over the world, where English is a part of our everyday lives. If it's not your native language, then it's your second language Fadly, (2019).

Speaking is one of four essential skills in English learning, speaking is the most demanding skill in daily life. Every person needs to communicate with others through speaking. Speaking plays an important role in making a social interaction with other people to gain information. Thus, every people must have good speaking skills. Speaking is one of the ways to express ideas, feelings, experiences and share knowledge without her people in formal or informal situations and ask or something. The skill of mastering speaking is a measurement to know how far a student has mastered their learning Maulia, (2021).

Speaking is the part of practice in learning between English and vocabulary, which are required for achieving fluency. Vocabulary and speaking skill have big correlation. The correlation is the more acquired vocabulary mastered by students, the more possibility of fluency in speaking. Then, these correlations should be maintained for acquiring English as target language. Vocabulary is the important parts in acquiring fluency for speaking skill. It is part of mastery skill in speaking which should be mastered by speaker besides grammar and pronunciation. Bambang and Utami defined that vocabulary was also important to support mastery of language skills. We should memorize and remember vocabulary to be mastered. Good speaking is where the speaker can produce a clear and fluent communication to the addressee, and build connection with the speaker in order to the listener can understand about it Afna, (2018).

Many parents may not be fully aware of how best to support their children's language development in English. Therefore, this study aims to examine the role of parents in increasing children's English vocabulary because vocabulary is very important in starting to improve language skills.

As innovators, parents play a role in always providing new innovations in the learning process, in this case, the application of the dramatization method. Dramatization is an innovative learning method and can increase young children's interest in learning. As facilitators, parents have a role in facilitating learning materials for young children, so that their interest in learning can increase and early childhood learning is also well-directed. Meanwhile, as motivators, parents have a role in encouraging young children to want to learn so that they can develop a high interest in learning Nofianti, (2020).

Most of students found more difficulties in learning English. Less interactions at class made their vocabulary knowledge and ability became low. They had no chance to explore their vocabulary. In fact, they were difficult to mention some vocabularies around them Ali, (2021). Basic vocabulary consists of the names of body parts, main verbs, basic state words, and universal objects Tarigan, (2015). Vocabulary is the basis needed for language skills, the results of research conducted by Heater Lee M. Baron from Union City University show that vocabulary is very important for successful reading, so as quoted from Tarigan, the more words a student has, the more words he

has. words that will be understood when reading, this can help students in reading fluency and hone the insights gained Stone, (2013). Moreover, Students need interest in learning. Interest in learning is a situation that indicates a phenomenon that arises and is experienced by a person because of the interaction between the individual and the surrounding environment Sari, (2023).

From the explanation above, it can be concluded that vocabulary is words that do not change easily, children are expected to have good vocabulary mastery so that children can communicate fluently because they have vocabulary that can be used in daily activities. However, this cannot be separated from the role of parents who educate or teach children to increase their vocabulary and interest in learning.

Latif et al., (2014) states that "Parents are the main educators in the family, parents are also the main partners in supporting the success of children's education in early childhood institutions. Education programs for early childhood are holistic and integrated, therefore parental involvement in schools will be able to promote a healthy and consistent learning environment because school and home have the same goals. Facts prove that parents have little knowledge and skills in carrying out care, nurturing, education, and protection so children's growth and development are less than optimal, according to their age and stage of development. Therefore, the empowerment program for parents or family members is expected to be able to give parents and families around children the ability to carry out social and educational functions in terms of nurturing, caring for, protecting, and educating their children at home so that children can grow and develop optimally. according to age and stage of development.

Anggraini, (2015) research results show that parenting styles in the family provide positive energy for children's language development. Democratic parenting will help children optimally in developing early childhood language acquisition skills. From an early age, children learn language from their environment, so the role of the people around the child will greatly color and help the child's language acquisition and mastery. Family environment is one of the factors that influences the growth and development of children, including mothers. As the figure closest to the child, the mother plays a very important role in providing positive stimulation in the child's life, such as being more sensitive to understanding the mother tongue.

The results of the research form Rozana et al., (2019) state that there is an influence of parental communication on the cognitive development of early childhood. Parental communication greatly influences children's cognitive development, because if parents do not interact intensely with their children, then it is likely that children will have less than optimal cognitive development, so many parents have difficulty communicating with young children.

Based on the results of observations on the children of Kelambir V Kebun Village, it appears that children's speaking skills using English are still very low, this is because parents play very little role in supporting or helping to teach children English vocabulary in various ways. In fact, there are many ways that parents can use to help their children increase their English vocabulary. This fact indicates that children English speaking skills are still very low due to a lack of vocabulary. This can be used as a basis as a

background for efforts to increase the role of parents in teaching children to increase their children's English vocabulary so that children have English speaking skills.

This research is important to carry out because parents can be very significant in helping children master English. Parents can be empowered with practical information and guidance on how to contribute effectively to their children's English learning Anggraini, (2021). This will help parents feel more confident in supporting their child's education. Then this research can also help reduce educational disparities in society. By providing guidance to parents, children from different backgrounds have a fairer opportunity to improve their English skills.

This research can strengthen the local community in Kelambir V Kebun Village by increasing shared understanding of the importance of English education and the role of parents in this matter. The results of this research can be a basis for further research and the development of better educational programs to improve children's English vocabulary in various contexts. Thus, this research is not only relevant for the education of children in Kelambir V Kebun Village but also for other children in the world.

METHOD

Descriptive qualitative is used to describe the data from spoken utterances. In this study, the researcher is regarded as the main instrument of the research. Ary, Jacobs, & Sorensen mentioned that in qualitative research, a human being is a primary instrument to gather and analyze the data Nurkhamidah et al., (2021). This research can be classified as a type of qualitative research because the aim is to describe, analyze, and explain the role of parents in increasing children's English vocabulary in Kelambir V Kebun Village. Qualitative research methods are research methods used to examine natural object conditions, where the researcher as key instruments. The natural object referred to by Sugiyono is the object as it is, not manipulated by the researcher so that the condition when the researcher enters the object, after being in the object and after leaving the object is relatively unchanged. Nasution et al., (2022). Creswell (2016:4) explains that qualitative research is a method for exploring and understanding the meaning that several individuals or groups of people ascribe to social or humanitarian problems.

Qualitative research investigates social phenomena or human problems. In this qualitative research, the researcher will describe the complex condition of the students' works, analyze the students' works, and report the result using words Widowati et al., (2021). This research can be categorized as qualitative descriptive research. Qualitative descriptive research is research that produces descriptive data, speech or word and behavior that can be observed by the subject itself. Moleong says that the qualitative method is a procedure of the result of descriptive data in the form of written or oral words from person or activity, which is researched. Qualitative is a research method that emphasizes the aspect of an in-depth understanding of a problem rather than looking at the problem for generalization research. Qualitative research methods prefer to use in-depth analysis techniques, which is to examine a problem one by one, from the case by caseAstri & Langsa, (2020).

The subject of this research was nine parents in Kelambir V Kebun Village who have children in the early childhood level. The main data collection technique in this research were interview and observation. Interviews were conducted with parents to gain views, experiences, and understanding of children's English education, especially increasing children's English vocabulary. Apart from that, observations were also carried out to see daily interactions between parents and children. This is to understand how parents support the development of children's English vocabulary in real contexts.

FINDINGS AND DISCUSSION

English is one of the languages that is very necessary to learn. To improve communication in language, vocabulary is needed, so the role of parents in increasing children's English vocabulary is very important in various ways Stone, (2019). There were nine parents in Kelambir V Kebun Village who had children in the early childhood level which were selected as the subject of this research. The results of interviews with the children's parents were as following:

1. How do parents in this village support their children's English development?
    Mrs. Anes   : "I certainly help the development of children's English."
    Mrs. Fitri   : "I help in recognizing vocabulary in English".
    Mrs. Citra   : "I rarely teach children English."
    Mrs. Ita   : "I help children by introducing the letters ABC or 123 in English."
    Mrs. Aisyah   : "I teach children English which I know."
    Mrs. Siti Aisyah: "Just normal, I teach more specifically general lessons, not English."
    Mrs. Rohani   : "I help in teaching English".
    Mrs. Zelika   : "I help by showing basic English educational videos to children or encouraging children to speak basic English in everyday life."
    Mrs. Nurliyanti: "Just normal, more specifically general learning".

    In the first question, two parents answered normal and did not support their child's English development well. One parent rarely provides support in improving the child's English well. And six parents helped improve their children's English development in their own ways.

2. What concrete strategies do parents apply to increase their children's English vocabulary?
    Mrs. Anes   : "Repeating the vocabulary that has been learned".
    Mrs. Fitri   : "Repeating the vocabulary learned".
    Mrs. Citra   : "Repeating every vocabulary learned".
    Mrs. Ita   : "Repeating what has been learned by looking at a dictionary or cellphone."

Mrs. Aisyah   : "I teach only what is known"
Mrs. Siti Aisyah: "I Just teach what I know"
Mrs. Rohani   : "Repeat every English vocabulary to the child"
Mrs. Zelika   : "In everyday life, we teach one or two words in English"
Mrs. Nurliyanti: "Nothing."

From the results of the interview in the second question, six parents played a role in increasing children's vocabulary but had little way, namely by repeating the vocabulary given in everyday life. Two parents answered that they only taught their children the vocabulary that they knew without looking for vocabulary from other sources and one parent had no role at all in increasing the child's vocabulary.

3.   How do parents involve themselves in their children's English learning activities both at home and outside the home?
Mrs. Anes   : "I teach it myself but little".
Mrs. Fitri   : "I am directly involved in introducing children to
                          English, not just relying on teachers at school."
Mrs. Citra   : "I am directly involved in introducing children to
                          English."
Mrs. Ita   : "I am directly involved in introducing children to English,
                          not expecting too much from the teacher."
Mrs. Aisyah   : "I teach directly, outside the house, I teach about
                          objects such as trees, and flowers, and if inside the house, for
                          example, cupboards, TV, and other objects."
Mrs. Siti Aisyah: "I teach directly, if at home I will teach about objects, if
                          inside I will introduce to child objects of the house."
Mrs. Rohani   : "I teach directly to children, if outside the child
                          misbehaves, they are taught to say sorry."
Mrs. Zelika   : "When I'm outside the house, I teach my children to say
                          sorry when they make a mistake"
Mrs. Nurliyanti: "Nothing".

From the interview results on the third question, it appears that eight parents play a role in involving themselves in their children's English learning activities whether at home or outside the home, but there is one parent who does not play a role in the child's English learning activities.

4.   Are there any particular challenges that parents face in helping their children?
Mrs. Anes   : "Lots of pronunciation and writing errors".
Mrs. Fitri   : "There are many challenges, two of them are
                          pronunciation and writing".
Mrs. Citra   : "Yes, we have to learn more".
Mrs. Ita   : "There are some challenges, for example, difficulty in
                          writing and pronouncing."

Mrs. Aisyah   : "Yes, the challenge is learning English at home."
Mrs. Siti Aisyah: "Yes, teaching English is like teaching simple vocabulary like saying "father" and "mother" in English."
Mrs. Rohani   : "The challenge is practicing".
Mrs. Zelika   : "Children have more difficulty, because it is not everyday language, and the way to overcome this is by practicing it slowly while giving examples in everyday life."
Mrs. Nurliyanti: "I don't know".

From the interview results on the fourth question, it can be seen that eight parents had challenges in helping their children learn English and one parent answered that she did not know because she did not play a role at all in improving the child's English skill.

5.   How do parents in this village integrate English learning into their children's daily lives?
Mrs. Anes   : "Applying it to everyday learning".
Mrs. Fitri   : "Applying it simply every day".
Mrs. Citra   : "Learn more every day".
Mrs. Ita   : "Applying it in daily activities".
Mrs. Aisyah   : "I give a child a cellphone for studying."
Mrs. Siti Aisyah: "I give a cellphone containing English language lessons for children."
Mrs. Rohani   : "I give freedom to play on a cellphone to learn English".
Mrs. Zelika   : "I give freedom to play on cellphones but within reasonable limits with the aim of children playing while learning English."
Mrs. Nurliyanti: "Nothing".

From the interview results on the fifth question, it can be seen that four parents provide cellphones to facilitate their children to learn English every day, four parents implement English learning every day which can be done in any way, and one parent who does not play a role in completely integrating English learning into children's daily lives.

6.   Are there differences in approaches among parents who have different educational backgrounds in helping their children learn English?
Mrs. Anes   : "There are limitations and challenges in speaking English."
Mrs. Fitri   : "Yes, there is limited knowledge of English."
Mrs. Citra   : "Yes, there is limited knowledge of English"
Mrs. Ita   : "There are limitations in English so parents have different ways of teaching their children."
Mrs. Aisyah   : "Yes, I give tutoring to children."

Mrs. Siti Aisyah: "Some people like me give tutoring to children better than teaching themselves."

Mrs. Rohani : "No, because in educating children, each parent has a way, not because of parental education."

Mrs. Zelika : "I don't think, because in educating children, each person has a way."

Mrs. Nurliyanti: "I don't know".

From the interview results on the sixth question, it can be seen that six parents think that there are differences in approaches between parents who have different educational backgrounds in helping children learn English, and two parents answered that there are none because according to them, parents have their way of doing it. educating children without any connection to educational background and one parent answered that she did not know because she did not play a role in improving the child's English or English vocabulary.

7. How do parents rate the effectiveness of the methods they use in improving their children's English vocabulary?

Mrs. Anes : "The method is not suitable for teaching English".

Mrs. Fitri : "The application method is not suitable so children have to take study guidance too."

Mrs. Citra : "The method of implementing learning is not suitable so children have to take study guidance too"

Mrs. Ita : "The application method is not suitable so children have to take study guidance too."

Mrs. Aisyah : "Not enough so we have to give our children tutoring lessons."

Mrs. Siti Aisyah: "It's not enough so the child has to take study guidance."

Mrs. Rohani : "It's not enough".

Mrs. Zelika : "It's quite good to see from the child's understanding of learning something, for example when they are given something, they will answer thank you or say "sorry" when they make a mistake."

Mrs. Nurliyanti: "Nothing".

From the interview results on the seventh question, seven parents answered that the method used was still not suitable for increasing children's English vocabulary, one parent answered that the method was quite good and another parent answered "nothing" because she did not play a role in improving children's English so that she doesn't have any method.

8. Is there a role for community or collaboration among parents in supporting children's English learning in this village?

Mrs. Anes : "Nothing".

Mrs. Fitri   : "Nothing".
Ms. Citra   : "Nothing"
Mrs. Ita   : "Nothing".
Mrs. Aisyah   : "Yes".
Mrs. Siti Aisyah: "Yes".
Mrs. Rohani   : "It's like using English every day with co-workers so that children also use English when they hear it."
Mrs. Zelika   : "There is a method of using English in everyday life at work so that children also learn to remember when their parents and friends speak English so that children get used to understanding English."
Mrs. Nurliyanti: "Nothing".

From the interview results of the eight question, there were five parents who did not have a community or collaboration among parents in supporting children's English learning in the village, two parents answered that there was but there was no clear community that played an active role and two parents answered that there was but a community of co-workers, when they speak will be heard by the child and will be a learning experience for the child.

9.   How do parents measure their child's progress in developing English vocabulary?
Mrs. Anes   : "By giving a test of how far the child has learned English."
Mrs. Fitri   : "By testing how far children know English vocabulary."
Mrs. Citra   : "By testing how far children know English vocabulary"
Mrs. Ita   : "By testing how far children know English vocabulary."
Mrs. Aisyah   : "Testing how far the child knows English vocabulary and there is quite a bit of progress."
Mrs. Siti Aisyah: "Testing how far the child knows English vocabulary and there is quite a bit of progress."
Mrs. Rohani   : "Judging from her eloquence".
Mrs. Zelika   : "Judging from his fluency, for example in arithmetic, a child's progress can be seen from the extent of his memorization of arithmetic and his fluency in speaking English."
Mrs. Nurliyanti: "Nothing".

In the interview results on the last question, it can be seen that most parents give tests to their children regarding vocabulary to see their development. Two parents looked at the child's fluency in speaking and one parent answered that there was none because she had no role at all in measuring the child's progress in developing English vocabulary.

From all the interview results, it can be seen that parents have different answers, but there are also those who have the same answer because each parent certainly has their way of educating their children, especially in increasing their children's English

vocabulary. But it is not good enough so most parents should use good ways to improve or increase English vocabulary for children. And for the one who doesn't care to educate his or her children should change the way of thinking and should have intention and action to help children learn.

Based on the research results described above, it can be explained that parents are both educators and caregivers, who have an important role in the world of children's education. Parents play an important role in children's development, one of which is increasing their children's English vocabulary so that children can communicate in English well. With different parental backgrounds, there are also various ways and habits of parents to educate their respective children.

To support parents in teaching children to increase their vocabulary, parents can use the method for organizing fun learning while playing as (Daryanto, 2013) suggests, there are circle time, a calendar system, show and tell, small projects, big team, visits, games, and then tell a story.

1. Circle Time

This strategy is carried out with the children sitting in a circle and the teacher in the middle of the circle. Various activities that can be done are reading poetry, role-playing, singing, reciting the Koran, telling stories, etc.

2. Calendar System

Learning is linked to the dates of major holidays on the calendar, namely Kartini Day, Independence Day, Ramadan, Eid al-Fitr, and others. The teacher designs learning activities using themes appropriate to the big day.

3. Show and Tell

This strategy is used to express children's abilities, feelings, and desires to tell whatever they want to express. When a child tells a story, the teacher can assess by continuing the topic the child is talking about.

4. Small Projects

Each group (3-4 people) is given a small project, for example finding various types of leaves in their area. This strategy trains children to work together, be responsible, and develop social skills.

5. Big Team

This strategy is used by children in one class to make something, for example setting up a tent. Children will feel satisfied if something is successfully done together.

6. Visit

These visits or field trips are carried out by inviting students to visit an object directly to provide learning experiences that they cannot get in the classroom. This visit can go around schools, markets, banks, museums, zoos, beaches and so on. Through this activity, children can see, recognize, and observe directly the objects visited. Apart

from that, going on a field trip will foster children's interest in something, increase their vocabulary, increase their knowledge, and broaden their horizons.

7. Game

Through play activities, children are invited to explore and utilize nearby objects. Playing for children is also a creative process for learning new skills. The teacher adds educational content to the game so that children learn indirectly.

8. Tell a story

Storytelling is one method for educating children. Various moral values, knowledge, and history can be conveyed well through stories. Through the storytelling method, children are trained to become critical and creative listeners. So early childhood teachers should be good at telling stories.

CONCLUSION

From the results of this research, it can be concluded that parents' efforts to increase their children's English vocabulary are still low, this can be seen from the results of the researcher's interviews with parents. Interviews show that most parents find it difficult to improve their children's English skills, especially increasing their children's English vocabulary. This is because some parents feel that they do not have a good enough method for increasing their children's English vocabulary but one of the parents does not play an active role at all in increasing their children's English vocabulary due to parents' lack of knowledge. Hopefully, the above method of learning can be a solution for parents to overcome difficulties in increasing their children's vocabulary.

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