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ABSTRACT *This study investigates the relationship between family support and English learning motivation among early childhood students in Group B of Triamerta Singaraja Kindergarten, Indonesia. Using a cross-sectional analytical survey method, data were collected from 69 respondents through validated questionnaires. The Spearman Rank correlation test revealed a significant positive relationship between family support and learning motivation. However, there are controversies, particularly, about the age to start learning a new language. In Indonesia, English roles as a foreign language and the government have set up the policy to introduce English to students at elementary school. In order to support the language learning, parent involvement is extremely important to help the children learn and acquire the language. This study explores parents. English language teaching to young learners and further looks at their involvement in supporting their children learning the foreign language at home.*

Key words: *Parental involvement, English language teaching, young learners.*

INTRODUCTION

Early childhood, often called the "golden age," is a critical period for a child's holistic growth and development. During this phase, children experience rapid cognitive, linguistic, social- emotional, and physical maturation, making it an opportune time to establish foundational skills. This period is often characterized by significant neural plasticity, enabling young children to absorb and process information at an unparalleled pace. Consequently, early childhood presents a critical window of opportunity to establish foundational skills that form the basis for lifelong learning, well-being, and social integration. Early interventions during this stage have long-term impacts on a child's educational and personal trajectory, with parents playing a pivotal role in shaping these outcomes.

However, there are debates on regard of the hypothesis that the earlier the better. One of the arguments is dealing with the Critical Period Hypothesis (CPH) which describes a general phenomenon of declining competence over increasing age in which there is a certain age when a second language can be learned effectively. Similarly,

Cameron insists young children can learn a second language particularly effectively before puberty because their brains are still able to use mechanism that assists first language acquisition. Furthermore, children at a particular age, between four to eleven years old, of what is are in the most vital years of their development. Therefore, activities children experience including learning a new language can contribute positively to that development.

METHOD

dergarten, which is located in Bali, Indonesia. This type of research is an analytical survey with cross-sectional data collection. The number of samples in this study was 69 children in group B, consisting of B1, B2, and B3, taken using total sampling techniques. Data was collected through interviews using questionnaire guidelines, which were tested for validity using the Spearman Rank test. This questionnaire comprised 15 statements, eight positive and seven negative, and was written in Indonesian to enhance comprehension. Before deployment, the questionnaire's validity was assessed by using SPSS. Then, the reliability of the instruments was assessed using the Alpha value, with a threshold set at 0.6. It was distributed either at school or at the respondents' homes. The data were evaluated using a scale with four response options: never, sometimes, usually, and always. The results were categorized into four intervals: very good, good, fair, and poor. The aim of in experience and thought about a related issue discussed in the study. In this research, the first step in identifying the sample was choosing the informants by using purposive sampling. The informants were parents, who were having children learning English at a primary school in, Aceh Indonesia. They should come from various gender groups, professions, incomes and educational backgrounds in order to provide a broad range of views. Some of them are teachers, lecturers, traders, housewives, civil servants, meatball sellers, fishermen and drivers. Their educational backgrounds were universities undergraduates, post- graduates, diploma, senior high schools and primary school graduates.

RESULTS

The public interest toward English for young learners has developed significantly in a number of districts in Indonesia including Aceh, since the government put it as a school subject for pupils at early levels. Jalal & Musthafa (2001) Quoted in Musthafa (2010, p.120) mention the decentralization of education in Indonesia has encouraged local governments to make their own decisions relative to some portion of curricular space in the form of the use of some learning hours for what has become known as μORFDO FRQWHQW¶. Thus, pupils start learning English from year two to get early exposure to the foreign language. Currently, English encompasses a compulsory subject which is learned once in a week for 90 minutes. A parent, who is a teacher,

points out: To start learning English since the first year of primary school is better as children will learn the most essential part of the language which is vocabulary. Children naturally have good memory. This enables them to learn the language step by step, which I think is more systematic. They will develop the vocabulary in year two and build sentences in year three. Therefore, they might have a thought that English is not a tough language to learn at further levels. Another parent demonstrates a similar idea that young learners have a great enthusiasm in learning new things. Taking her child as an example, she describes her son has ability to memorize 150 vocabularies during the first term of his first year. Even though other pupils can do more, she insisted. The ability leads her child to develop his enthusiasm in learning English. Basically, children learn more effectively when they enjoy the learning process. Some factors to engage students and to improve their capability, as Brown (2007, p. 1102-103) suggests, are providing fun, lively, and interesting activities since language lesson can at time be difficult for children, doing repetition in order to get their brain and ear to cooperate and peppering the lesson with physical activity as children need to have all their five senses stimulated.

DISCUSSION

According to the preliminary research, most families (70%) fall into "not good" or "quite good" support categories, indicating a lack of optimal family involvement. Only a tiny fraction of families (30%) provided "good" or "outstanding" support, demonstrating the minority of families offering adequate encouragement for their children's development, particularly in introducing English. This condition aligns with existing research highlighting the critical role of family engagement in child development and language acquisition. Philominraj et al., in their study, mentioned that higher parental commitment is directly proportional to the level of success in English language learning. Several research studies have found that parental monitoring and other factors in the family environment influence children's self-esteem development. Krauss et al. emphasized that effective monitoring involves staying generally aware of a child's activities without being overly intrusive. This approach is a foundation for safeguarding the child and establishing boundaries suitable for their developmental stage. Besides, parents who actively communicate and engage in their children's education tend to enhance their children's motivation to learn and sense of discipline. Therefore, several programs designed to educate parents on effective monitoring strategies, as highlighted by Krauss et al., can encourage a balanced approach where parents are aware of their children's activities without being overly controlling. Such training could include a workshop on communication skills, guidelines for developmentally appropriate boundaries, or encouraging active engagement in education. Collaboration between parents and educators is essential to maximize

impact; for example, it can be done by establishing systems to keep parents informed about their child's progress and ways to support learning at home. Generally, parents show both their enthusiasm in their children a great deal of supports. Moreover, parents are not only support their children in learning a particular subjects like English but also other subjects like math, science, and other subjects.

CONCLUSION

Regarding to parental involvement and English language teaching to young learners in Aceh context, a number of conclusions from the research is visible. First, parents have positive attitudes toward early foreign language learning. According to them English is a pivotal subject because it is one of the requirements to pursue further education, to apply for jobs, to gain knowledge, to access information and to communicate easily when their children go overseas. To address the identified gaps in learning motivation, particularly in contexts like Triamerta Singaraja Kindergarten, interventions must prioritize empowering families with strategies to provide consistent, quality support. That includes workshops on effective communication, understanding developmental needs, and fostering a balanced, supportive learning environment at home. Additionally, collaborative efforts between educators and families can optimize learning outcomes by ensuring alignment in educational goals and practices. Future research could expand on these findings by exploring the specific types of parental support that most significantly influence motivation and comparing these trends across diverse socio-cultural contexts. Such insights would provide valuable guidance for developing targeted programs that cater to the unique needs of children and their families, fostering a foundation for lifelong learning and success.

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