

CHAPTER 4

DATA ANALYSIS

In this chapter, the writer would like to answer the research question from this research which is the perception of parents about bilingual education in a day-care. In order to get the answer, the writer interviewed twelve parents who are interested in bilingual education for early learning development. There were eight open ended questions to support the research.

The writer always thought that enrolling children in a bilingual education especially in early years is a gain. The children will have a better future since they could speak at least two languages. There are answers that every respondent could agree on. Parents may hope that their children have a success life especially when they are older. Although some parents from the respondent stated that they did not really force their opinion while choosing day-care, they want their children to be able to get the best education and care in there.

The discussion in this chapter starts with the characteristics of each parent who have children under ten years old and currently not or not yet affiliated with any day-care.

4.1. The Characteristics of Parents

The data and the discussion on the characteristics of the parents are divided into two parts. The first part is on the background information of the parents. The participants' information is provided to get the better understanding of the characteristics of each respondent. The main information presented is related to parents' age, occupation and children's age. The information is needed to find out the characteristic of parents. The second part is the discussion about the current situation regarding to daycare facilities around Semarang city and their expectation towards bilingual education in a day-care.

4.1.1. Background Information

4.1.1.1. Age

Regarding the age in table 4.1, it shows that parents' age of children under or ten years old is diverse. There are parents from the age of 22 years old to 42 years old. Although the respondents' age gap is broad, the younger parents are most likely to let their children learn things by themselves. For example, the sixth respondent whose age is 23 stated "Sebenarnya sih aku dalam mengedukasi anak, aku terserah sama anak nya sih" [For me, in educating my children I'm up for everything they want.] (R6, Interviewed on 28 July 2020) would not force their children's opinion. They prefer to let their children learn what they want. Unlike younger parents, older parents know what they want to do with their children

regarding their study and intellectual. For example, the tenth respondent stated that *“Ekspektasi saya itu ya anak bisa bahasa inggris dengan baik ya. Tapi berhubung ini day-care, mungkin bisa dikasi kurikulum ya.”*[My expectation is that children can speak English well. But since this is daycare, it might be possible to give curriculum.] (R10, Interviewed on 28 July 2020). Based on the quotes above, the writer concluded that parents who are older have their opinion and the direction for their children to follow.

4.1.1.2. Occupation

The answer of the respondents' occupation shows that their occupations are varied; some of them are workers and others are self – employed. The workers are also varied; there are teacher, law firm, exportimport industry and realtor. Meanwhile, the rest of the self-employed participants have their home-based small businesses such as Toys rent, Home bakery, Shopping Entrusted Goods Services (*Jasa Titip*). The respondents' different occupations show pattern, which results; the higher the occupation types in the society, the higher the expectations for their children. For example, the twelfth respondent who works at a real estate industry stated that *“Karena bilingual, pasti reputasi bagus saya sih expektasinya anak anak dapat dibina untuk menjadi baik. Entah personality nya atau apa gitu.”* [Because it is bilingual, the reputation must be good. My expectation is that my child can be formed into better. It can be the

personality or more.] (R12, Interviewed on 28 July 2020). Another example, the seventh respondent who are a self-employed stated that *“Sebenarnya sih aku dalam mengedukasi anak, aku terserah sama anak nya sih. Jadi aku sih sukanya disesuaikan dengan anaknya ya. Jadi kalau udah kelihatan capek gitu ya nggak diterusin.”*[Actually I'm in educating children, I'm up to the child anyway. So I prefer to follow the children. So, if my child already look tired, I don't turn keep going.](R7, Interviewed on 28 July 2020). The writer concludes that parents' type of occupancy has a significant role in the study of their children.

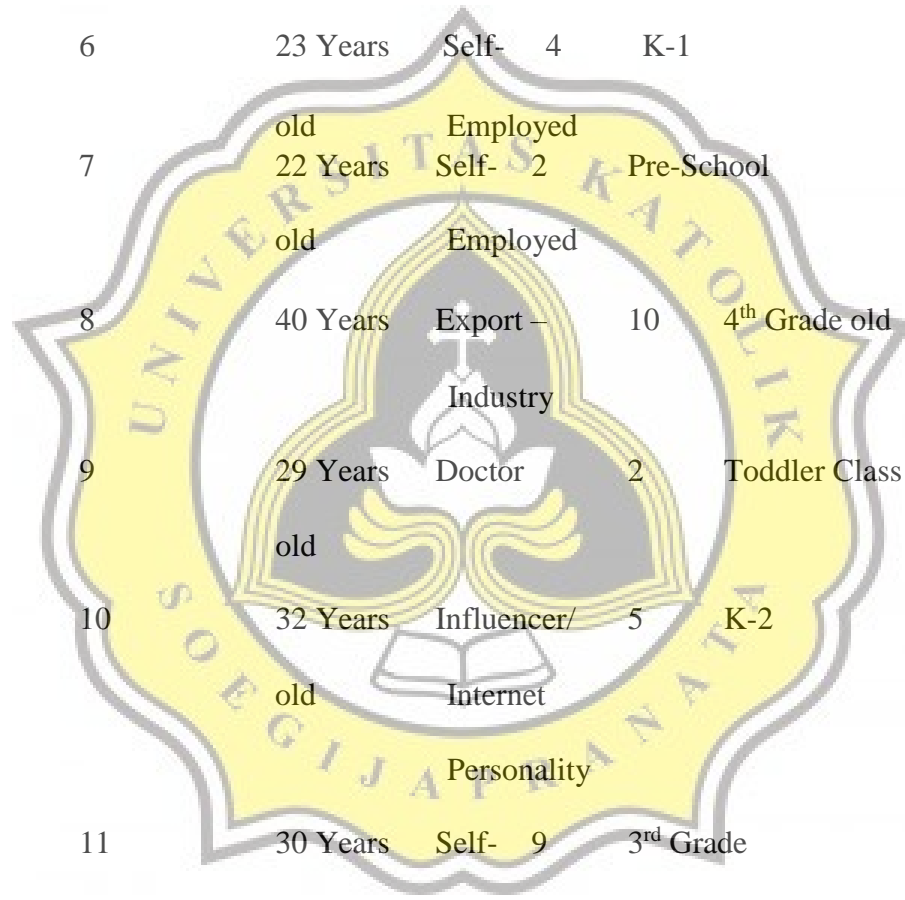
4.1.1.3. Children Age

As the writer has mentioned before, the writer intended to research parents who have children under or ten years old. Table 4.1 shows that the age of children varies between the ages of 2 years old and ten years old. Based on these ages, the younger the age they have, the higher effort of parents for their children. One of the interviewees said that she is a parent, but they still do not fully understand how to be a good mother. Other parents stated that being a parent is like an intuition that comes naturally once a mother has a baby. All of the respondent also stated that they want their children to be able to experience bilingual education.

However, not all of the respondents agree to enrol their children in a bilingual day-care. Three of the parents prefer Pre-Schools and PlayGroups to get their children a bilingual education program.

Although they all agree about the importance of language learning and bilingual education, the older children from the age of 7 to 10 are already well-taken care of what they need. The parents know how to take care of their children and think that enrolling their children in a daycare is not a good idea since their children are older and easier to manage. One of the parents also stated that he honestly liked the idea of bilingual day-care, but he thought that day-care is not suitable anymore for his child. He also explained that he does not want their children to be enrolled in a day-care because his child is a little bit older, and it is easier for parents to take care of them. Another parent said that her child has been learning English since her child was a baby. If she has another child, she surely wanted her child to experience a bilingual education, especially in an early learning development like a day-care.

Participants	Age	Occupation	Child's Age	Child's Current Grade
1	26 Years old	Bank Supervisor	3	Play Group
2	31 Years old	Self-Employed	5	K-1
3	27 Years	Self- 8	8	2 nd Grade



	old	Employed		
4	24 Years old	Teacher	2	-
5	34 Years old	Law Firm	6	K-2
6	23 Years old	Self-	4	K-1
7	22 Years old	Employed Self-	2	Pre-School
8	40 Years old	Employed Export – Industry	10	4 th Grade old Import
9	29 Years old	Doctor	2	Toddler Class
10	32 Years old	Influencer/ Internet	5	K-2
11	30 Years old	Personality Self-	9	3 rd Grade
12	42 Years old	Employed Appraiser and Assessor of Real Estate	7	1 st Grade

Table 4.1 Data of the interviewees

Source: Interviews on the parents

4.2. Parent's Perception Toward Bilingual Day-care

In order to find the perception of parents toward bilingual daycare, the writer asked a few questions that related to the basic information about bilingual education and what makes them interested in bilingual education. The responses are categorized in 7 parts.

4.2.1. Bilingual Children Are Smarter

One of the reasons parents are interested in enrolling their children in a bilingual daycare is because they think that being bilingual could make their children smarter than other children. The following are the results of the second respondent, third respondent, and tenth respondent. The second respondent said that *“Saya sih lebih suka kalau anak saya diajarin Bahasa Inggris dari kecil. Karena ya biar lebih pandai, apalagi kalau dia sudah masuk SD, saya dan anak jadi tidak repot lagi dan yang terpenting dia tetap bisa Bahasa Indonesia.* [I prefer my child to learn English from the beginning. It is because my child will be smarter. When my child goes to elementary school, my child and I will not get troubled, and the most important part is that my child still can speak Indonesian Language] (R2, interviewed on 28 July 2020)”; the third respondent said that *“Anak kalau bisa bahasa Inggris, apalagi dari kecil itu sangat keren. [A child that can speak English language from such an early age is so cool]* (R3, Interviewed on 28 July 2020)”. This parent believes that by sending his child to a

bilingual day-care. She puts his child in a privileged position in society. The word *'Keren'* that means cool shows that the child has privilege. Her statement confirmed what Ferguson stated that by being bilingual can make someone to have a privileged position in society (Middleton & Loughead, 1993).

Followed by the tenth respondent said that *"Karena saya sendiri itu tidak bisa bahasa inggris, kadang saya merasa ketinggalan zaman. Maka dari itu saya sih mau kalau anak saya bisa bahasa inggris dari kecil. Biar dia pintar tapi masih bisa komunikasi dengan mamahnya.* [It is because I cannot speak English, I often feel outdated. Therefore, I want my children to be able to speak English from an early age so he can get smarter but can still communicate with his mother](R10, Interviewed on 28 July 2020). By the statement by tenth respondent, by learning language can make someone feel modern. By being modern, someone can assimilate with the higher society. Being modern can also make people to get along with modern society. Ferguson once stated that by being bilingual can give equal status. Therefore, being modern and also could speak at least two languages could give equal rights to someone.

The common answers can be seen in the quotes above. In this part, they claim that someone, especially children that can speak the English Language, is smarter and most likely to get different outlook from people. For example, the second respondent said that it is important to teach the English language since the beginning. Although being able to speak English

well, the parents still wanted their children to speak Indonesian Language. From the data above, the writer can conclude that the reasons they wanted their children to learn English are because they want their children to get smarter.

4.2.2. Parents' Knowledge on Bilingual Day-Care

In this part, the writer asked the respondent's knowledge about bilingual day-care as the overview. Most of the respondents said that bilingual day-care is a good idea. Bilingual day-care could be the first place of their children to get the foundation in learning language, especially foreign language. Here are the responses from the respondent from the first respondent, fourth respondent, eighth respondent, and twelfth respondent. The first respondent said that *"Saya dan suami itu adalah orang yang suka kerja. Jadi terkadang saya agak menyesal karena saya melewatkan moment dimana saya harusnya bisa mengajari anak saya Bahasa Inggris. Dulu waktu anak saya masih satu tahun, saya sudah sering menitipkan anak saya di day-care. Tetapi day-care yang saya gunakan itu seperti tidak ada sisi baiknya bagi anak saya, karena hanya di urusin tanpa diajak belajar sesuatu terutama bahasa Inggris"*. [My husband and I are very hardworking. Because sometimes, I am a little sorry because I missed a moment where I should be able to teach my child English. When my child was only one year old, I often left my child in day-care. The day-care that I used was like there was no good side for my child because they only cared for my child without

teaching him anything especially English Language.] (R1, Interviewed on 28 July 2020).

Following that statement by the first respondent, the writer realized that her statement is the same with the principal axes of bilingual from May (2017). Parents are not expecting their children to be a weak bilingual. Parents are interested in making their children have strong bilingual where children are thought to learn other languages as the surviving tool when they are older even though their parents could not speak English language.

The fourth respondent said that *"Saya sudah sering banget mencari day-care yang berbasis dua bahasa. Karena itu sudah paling bagus. Daripada kita repot repot mengajari anak, apalagi saya kan kerja sampai sore. Jadi lebih baik daftarin anak saya ke day-care kan. Sudah dijagain terus diajarin bahasa inggris juga."* [I've been trying to find bilingual day-care. It's the best. Than we bother to teach children, especially I work until late afternoon. So it's better to enroll my child in day-care. My children can be taken care of by people who know how to take care of children and are also taught English.](R4, Interviewed on 28 July 2020).

By the statement given by the fourth respondent, it is showing that parents are interested in optimizing the learning process of their child. Meanwhile not all parents are available during this fundamental learning. Therefore parents have some predictions essential outcomes for their children. This can elaborate on how parents are also one of the supporters that promote optimal outcomes.

The eighth respondent said that *"Day-care itu memang seharusnya seperti itu. Jadi orang tua tahu apa yang anak dapatkan saat dititipkan di day-care. Masa zaman sekarang day-care cuma pakai satu bahasa aja? Kan boring"* [Day-care is supposed to be like that. So parents know what children get when in a day-care. Day-care nowadays only uses one language. It's boring] (R8, Interviewed on 28 July 2020). Next, the twelfth respondent stated that *"Saya sih setuju ya, ide bagus sekali. Karena kalau bahasanya aja pakai bilingual gitu, pasti reputasi day-care akan bagus kan. Dan itu dapat memicu banyak orang untuk mendaftarkan anaknya."* [I agree, that's a great idea. Because even if you only use bilingual, you will have a good day-care reputation. And that can trigger many people to enroll their children.](R12, interviewed on 28 July 2020).

From both answers, parents are interested in bilingual day-care because their children can learn other language too. In this case, parents preparing their children to learn other language too. This statement confirmed Lanigan (2010)'s research argued about the childcare management where parents are expecting their children to have a critical developmental that includes the foundational cognitive approach that teach children to learn new things especially a new language.

Following these responses; the writer concluded that bilingual day-care is up for the public's opinion. For example, the first respondent said that she wanted to enroll their children in a bilingual day-care so that the children would get the foundation of the English language too even though

the parents are busy with work. From these answers, the writer also knows that many parents are interested in putting their children in a daycare facility.

4.2.3. Parents' Perception on Bilingual Day-Care in Semarang

In this part, the writer asked the respondents about bilingual day-care in Semarang. The answers gave a big surprise to the writer. Ten out of twelve respondents did not know any day-care that uses bilingual education in Semarang. After knowing that, the writer decided to ask two respondents who are the ninth and the eleventh respondents about what daycare and where to find them. The ninth respondent stated that *“Saya sih taunya ada beberapa day-care bilingual di Semarang. Sepertinya sekolah TK mempunyai day-care berbasis dua bahasa itu. Tapi saya personally tidak pernah tertarik. Ini karena anak saya kan tidak sekolah di sekolah itu, jadinya ya nggak mungkin bias daftar kan.”* [I know that there are some bilingual day-care in Semarang. It looks like kindergartens have bilingual-based day-care. But I have never been interested. This is because my child does not go to that school, so it is impossible to register, right?](R8, Interviewed on 28 July 2020). The eleventh respondent stated, *“Yang saya tahu itu biasanya Day-care islami. Jadi bahasa yang dipakai itu Bahasa Arab dan Bahasa Indonesia. Jadi kan untuk anak anak yang bukan agama islam kan ga cocok masuk disitu.”* [What I know is usually Islamic Day-care. So the language used is Arabic and Indonesian Language. So it is not

suitable for children who are not Muslim to enter there](R11, Interviewed on 28 July 2020).

In this part, the writer found out that there are not many bilingual day-care in Semarang city. Even though the amount of day-care in Semarang that stated in www.maps.me (n.d) are not guaranteed with bilingual education. Followed by the eleventh respondent, he stated that bilingual daycare is using religion-based teaching. This is not surprising since the government in Indonesia accept five religions. Therefore,

Therefore, what the writer knows is that most parents are still not aware of bilingual day-care. Along with that, the writer realized that there are bilingual day-care in Semarang but not fully independent daycare or religion-based day-care that did not use English Language and Indonesian Language as the main languages. Although from what the eleventh respondent had stated, it is actually promotes the variation of bilingual education even though the language is not English. This has been confirmed by Ferguson too, he stated that bilingual education is able to help to preserve religious identity.

4.2.4. Parents' Perception on the Bilingual Day-Care Fee

In this part, the writer asked the respondent about the preferable prices for bilingual day-care. The responses are varied but the thing that get most discussed is depends on the facilities. The third respondent stated that

“Harga itu bias diatur. Apalagi day-care yang berbasis dua bahasa itu sudah dipastikan mahal karena harus menyesuaikan dengan fasilitas yang diberikan. Saya sih mahal nggak apa apa, asalakan fasilitasnya sepadan dengan yang diberikan ke anak.” [The price can be regulated. Moreover, the bilingual-based day care has certainly been expensive because they have to adjust with the facilities provided. I am okay with expensive prices, as long as the facilities are commensurate with what is given to children.](R3, Interviewed on 28 July 2020). The seventh respondent also said that *“Yang pasti harganya disesuaikan dengan keminatan orang Semarang ya. Tapi menurut saya apabila harga dan fasilitas sepadan ya nggak masalah. Pasti banyak orang orang diluar sana yang memang melihat fasilitas daripada uang”*. [What is certain is that the price is adjusted to the interest of Semarang people. But in my opinion, if the price and facilities are commensurate, it doesn't matter. Surely there are many people out there who see facilities rather than the amount of money](R7, Interviewed on 28 July 2020).

From these answers, the writer found that the prices have to be considerable. The amount of money that parents will pay for the day-care facility has to be at the same level on the facilities given. One of the respondents suggested that the prices are not a big problem as long as the quality is high.

4.2.5. Parents' Expectation of Bilingual Day-Care

Based on the interview, the expectation towards children who go to bilingual day-care is high. The responses of each respondent are almost the same. They agree that they have the same high expectation towards their children and the day-care. The second respondent stated that *"Saya sih mempunyai ekspektasi dimana anak saya bias berbahasa Inggris. Walaupun sedikit tapi itu sudah cukup. Terutama hal basic seperti mengatakan "Hello my name is Jayden" atau mengatakan sesuatu yang dia mau seperti "Mom, can you get me that towel?" [I have expectations where my child can speak English. Although a little but that's enough. Especially basic things like saying, "Hello my name is Jayden" or saying something he wants like, "Mom, can you get me that towel?"]*(R2, Interviewed on 28 July 2020).

The sixth respondent said that *"Saya mempunyai dua ekpektasi. Yang pertama adalah untuk day-care dan yang kedua adalah anak saya. Ekspektasi saya untuk day-care adalah fasilitas yang memadai. Terutama orang orang yang akan merawat anak saat dititpkan. Background pekerja harus baik. Tempat memadai dan security yang lengkap. Kemudian ekspektasi saya ke anak ya saya ingin kalau anak saya fasih di kedua bahasa tersebut walaupun hanya dalam bahasa sehari hari. Saya juga mengharapkan terbentuknya rasa percaya diri untuk anak saya sehingga kalau sudah masuk SD nggak akan takut bicara". [I have two expectations.*

The first is for day-care, and the second is my child. My expectations for day-care are adequate facilities—especially people who will take care of the child when deposited. Worker's background must be good. The place and security are good. Then my expectation for children is that I want my child to be fluent in both languages even if only in everyday language. I also hope that my child's self-confidence will be formed so that when he enters elementary school, he won't be afraid to talk.] (R6, Interviewed on 28 July 2020).

Following the response, the writer could tell that parents are determined to give their children the best facility that could promote children's skills in many sectors. Parents need the learning model that able to provide the skills development. By this fact, day-care has to have the right curriculum, vision, mission and goals that goes with the parents' perception. According to Bagga-gupta (2016) the teaching in bilingual education has to include content and integrated programs.

By these answers, the writer concluded that most parents have high expectations towards the facility and the workers. Although not only the facility, parents have expectations towards their children too. They wanted their children to be shaped in character foundation and the ability to speak.

4.2.6. Parent's Perception on Time for Using the Language For the writer, the amount of percentage of both English Language and Indonesian Language has to be different not equal. In this case, to determine the preference of the

proportion, the writer asked the parents how many percentages in each language should be used in a bilingual day-care. Eight out of twelve respondents prefer to have 60% English Language and 40% Indonesian Language. The third respondent stated “*Untuk persentase yang paling tepat adalah Bahasa Indonesia yang lebih kecil. Ya kira kira 40% karena dirumah kan juga pakai Bahasa Indonesia untuk berkomunikasi. Sisanya 60% diterapkan Bahasa Inggris sehingga anak bisa benar benar belajar.*” [For the most appropriate percentage there is a smaller Indonesian. About 40% because they also use Indonesian Language to communicate at home. The remaining 60% is applied in English Language so that children can really learn] (R3, Interviewed on 28 July 2020).

In this part, the writer found out about the perception in bilingual education which representing the goal and the approaches from the parents. He (2011) stated that because of the goal and the approaches for language learning is a new phenomenon that still needs to be developed.

Meanwhile the seventh respondent stated that “*Saya sebisa mungkin ingin anak saya untuk menjadi pandai. Tetapi akan sangat disayangkan apabila dia terlalu bersemangat menggunakan bahasa asing sehingga ia melupakan jati dirinya sebagai orang Indonesia. Saya menginginkan anak saya bisa belajar saja dan mungkin bisa menggunakannya. Tetapi saya tetap ingin anak saya menjadi orang*

Indonesia yang sejati.”[I want my child to be smart. But it would be very unfortunate if he was too eager to use a foreign language that he forgot his identity as an Indonesian. I want my child to be able to learn and maybe be able to use it but I still want my child to be a true Indonesian.](R7, Interviewed on 28 July 2020).

From these quotes above, the writer concluded that the proportion of both languages used could not be the same. It has to be different, at least The English Language is above 50%. Therefore, a bilingual day-care has to consider the foreign language to be more used.

4.2.7. The Facilities Has to Include Self-Development

Based on the interview, parents think that if a day-care is a bilingual day-care, it creates an opinion where the day-care is reputable. Therefore, the facilities have to follow the reputation that people give. Thus, the writer asked the respondents about the facilities because they talked a lot about their expectation towards bilingual day-care. Parents suggested that the most important thing is being relevant. If someone wanted to make a bilingual day-care, the facilities have to follow the main idea of being bilingual. The first respondent stated that *“Fasilitas yang memadahi adalah kunci sukses usaha menurut saya. Saya akan merasa lebih nyaman dan senang apabila saya tahu day-care yang digunakan anak saya adalah daycare yang memiliki fasilitas yang bagus, modern dan nyaman. Harapan saya sih ada day-care yang sekalian membantu mengembangkan motorik*

anak, mengembangkan daya berpikir anak dan kemandirian". [Appropriate facilities are the key to business success, in my opinion. I will feel more comfortable and happy if I know the day-care that my child uses is day-care with good, modern, and comfortable facilities. I hope that there will be daycare that will help develop children's motor skills, develop children's critical thinking, and feel independent] (R1, Interviewed on 28 July 2020).

In this part, the writer realized that the facility has a essential role in a bilingual day-care. In this case, parents are the customers that will see the product before doing the transaction. Thus, bilingual day-care has to learn about their perception and their perspective. If the more facility meets the parent's preference, the more parents are impressed. This is important because if parents impressed, they will most likely to do word of mouth marketing that will help to promote the day-care.

The fourth respondent stated that *"Fasilitas itu sangat penting ya. Apalagi day-care itu seperti PAUD. Itubisa menjadi tempat dimana anak mulai belajar hal hal baru setiap harinya. Saya mengharapkan fasilitas untuk hal hal seerti itu ada. Saya juga lebih suka kalau ada daycare yang peduli dengan perkembangan anak."* [The facility is very important. Moreover, day care is like PAUD. It can be a place where children start learning new things every day. I expect facilities for such things to exist. I also prefer that there is day-care that cares about children's development] (R4, interviewed on 28 July 2020). Another respondent also stated, *"Fasilitas yang sangat penting adalah catering dan psychologist. Jadi kita*

sebagai orang tua bias terbantu dengan pengenalan personality anak. Saya sejauh ini belum menemukan day-care yang memberikan psychologist dan food nutrients di catering mereka. Walaupun saya sibuk, anak saya tetap bisa mendapatkan hal hal yang berhubungan dengan personality dan yang pasti makanan yang dimakan juga sehat". [Very important facilities are catering and psychologist. So we as parents can be helped by the introduction of the child's personality. I have so far not found a day-care that provides psychologists and food nutrients in their facilities list. Even though I'm busy, my child can still get things related to personality, and certainly, the food eaten is also healthy](R1, Interviewed on 28 July 2020).

From the quotes above, it can be concluded that many parents wanted the best facilities that their children want, including hiring a psychologist. Parents are very determined to let their children explore themselves, including the self-development of each child. The food catering with the usage of the right nutrients for children is important too. Therefore, in conclusion, parents are expecting very good facilities, including selfdevelopment for their children.