

CHAPTER IV
DATA ANALYSIS

In this chapter, the writer would like to discuss the findings obtained from the data on the parents' perceptions of English speaking schools. The writer analyzed the questionnaires by using the SPSS in order to find the mean. By finding out each statement's mean, it would be clear to find out their perception, whether it is positive, neutral, or negative. The writer divided this chapter into three: parents' perceptions of English speaking schools, parents' expectations toward English speaking schools, and the challenges that English speaking school teachers face fulfilling parent's expectations.

4.1. Parents' Perceptions of English Speaking Schools

There are 7 questions in the questionnaire that the writer used to get the data from the parents. The following is the result of the questionnaire.

Table 4.1. The average mean
Descriptive Statistics

	N	Minimum	Maximum	Mean
VAR00001	50	4.00	5.00	4.4000
VAR00002	50	2.00	5.00	3.6800
VAR00003	50	4.00	5.00	4.4000
VAR00005	50	3.00	5.00	3.9400
VAR00006	50	3.00	5.00	4.3200
VAR00007	50	3.00	5.00	4.3400
VAR00008	50	4.00	5.00	4.4000
Valid N (listwise)	50			
AVERAGE				4.2114

The highest mean score was found in first, third, and eighth with 4.40, while the lowest mean score was found in the second statement with a score of 3.680. The average score is

4.2114, meaning that the participants have perceived the statements positively because all the means are above three.

The following will discuss the seven statements one by one. The first statement is *Belajar di sekolah berbahasa Inggris adalah cara terbaik untuk anak saya belajar*(Studying in an English-language school is the best way for my child to study).

Table 4.2.
The mean of variable 1

VAR00001		
N	Valid	50
	Missing	0
Mean		4.4000

From 50 respondents, it shows that the respondents perceived the statement positively because the mean is 4.4000. Thus, the respondents agreed that studying in an English-language school is the best way for their children to study. When they do not think that it is the best way, they will not send their children there.

Table 4.3.
The Statistics of variable 1

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4.00	30	60.0	60.0
	5.00	20	40.0	100.0
Total	50	100.0	100.0	

The table above shows that all participants agreed that *Studying in an English-language school is the best way for their children to study*. No one chose other than *Agree* and *Strongly Agree*. Thirty participants agreed, and 20 participants who strongly agreed.

The second statement is *Sekolah berbahasa Inggris memberikan materi yang lebih dibanding sekolah-sekolah biasa*.(English-language schools provide more material than ordinary schools.).

Table 4.4.
The mean of variable 2

VAR00002		
N	Valid	50
	Missing	0
Mean		3.6800

The table above shows that the mean is 3.680, meaning that the respondents perceived the statement positively. They agreed that English-language schools provide more material than ordinary schools. However, the detailed data below shows that not all participants agreed.

Table 4.5.
The Statistics of variable 2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2.00	5	10.0	10.0	10.0
	3.00	19	38.0	38.0	48.0
	4.00	13	26.0	26.0	74.0
	5.00	13	26.0	26.0	100.0
Total		50	100.0	100.0	

There are five people disagreed with the statement, and 19 participants (38%) chose neutral. However, there are still 52% of the total number of respondents who agreed with the statement. *English-language schools provide more material than ordinary schools.*

The third statement is *Sekolah berbahasa Inggris akan membuat anak saya menjadi lebih aktif berbahasa inggris* (An English-speaking school will make my child more active in English).

Table 4.6.
The mean of variable 3 Statistics

VAR00003		
N	Valid	50
	Missing	0

Mean	4.4000
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The table above shows that the mean is 4.40, meaning that the respondents perceived the statement positively. They agreed that An English-speaking school would make their children more active in English.

Table 4.7.
The Statistics of variable 3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4.00	30	60.0	60.0	60.0
	5.00	20	40.0	40.0	100.0
Total		50	100.0	100.0	

The table above shows that all participants agreed that *An English-speaking school would make their children more active in English*. No one chose other than agree and strongly agree. Thirty participants agreed, and 20 participants who strongly agreed. All of the participants believe that schools can make their children active in using English.

Statement 5is *Anak saya lebih aktif berbahasa Inggris setelah belajar di institusi sekolah bilingual* (My child is more active in English after studying at a bilingual school institution).

Table 4.8.
The mean of variable 5 Statistics

N	Valid	50
	Missing	0
Mean		3.9400

The table above shows that the mean is 3.90, meaning that the respondents perceived the statement positively. They agreed that their children are more active in English after studying at a bilingual school institution. However, detailed data shows that not all parents agreed.

Table 4.9.
The Statistics of variable 5

VAR00005					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3.00	17	34.0	34.0	34.0
	4.00	19	38.0	38.0	72.0
	5.00	14	28.0	28.0	100.0
Total		50	100.0	100.0	

The table above shows that not all participants agreed that *their children are more active in English after studying at a bilingual school*. There are 17 (34%) who chose neutral. There are 19 (38%) participants who agreed, and 14 (28%) participants strongly agreed. Those who chose neutral may see that their children are still not active in using English. Maybe, they speak Indonesian with other people, their friends, or their families. Although in question 3, all participants believed that the school could make their children more active in using English

The sixth statement is *Institusi pendidikan berbahasa Inggris memberikan / menjanjikan masa depan anak saya untuk menjadi lebih baik*. (English-language education institutions provide / promise my child's future to be better).

Table 4.10.
The mean of variable 6 Statistics

VAR00006		
N	Valid	50
	Missing	0
Mean		4.3200

The table above shows that the mean is 4.32, meaning that the respondents perceived the statement positively. They agreed that English-language education institutions provide/promise my child's future to be better. However, detailed data shows that not all parents agreed.

Table 4.11.

The Statistics of variable 6

VAR00006					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3.00	6	12.0	12.0	12.0
	4.00	22	44.0	44.0	56.0
	5.00	22	44.0	44.0	100.0
Total		50	100.0	100.0	

The table above shows that not all participants agreed that *English-language education institutions provide/promise their children's future to be better*. There are 6 (12%) who chose neutral. There are 22 (44%) participants who agreed, and the same number of participants strongly agreed. Although more parents agreed, it seems that for some parents, they hesitate to have a better future by studying in a bilingual school.

The seventh statement is *Menjadi bilingual merupakan sebuah tuntutan di era globalisasi ini.*(Being bilingual is a demand in this globalization era).

Table 4.12.
The mean of variable 7

Statistics		
VAR00007		
N	Valid	50
	Missing	0
Mean		4.3400

The table above shows that the mean is 4.34, meaning that the respondents perceived the statement positively. They agreed that Being bilingual is a demand in this globalization era. However, detailed data shows that not all parents agreed.

Table 4.13.
The Statistics of variable 7

VAR00007					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3.00	2	4.0	4.0	4.0
	4.00	29	58.0	58.0	62.0

5.00	19	38.0	38.0	100.0
Total	50	100.0	100.0	

The table above shows that not all participants agreed that *Being bilingual is a demand in this globalization era*. There are 2 (4%) who chose neutral. There are 29 (58%) participants who agreed, and 19 (38%) participants strongly agreed. Those who agreed may think that to face the globalization era, they have to prepare their children's international communication skills by sending them to a bilingual school.

The eighth statement is . *Menyekolahkan anak ke sekolah berbahasa Inggris adalah prestis untuk saya*.(sending children to English-language schools is a prestige for me).

Table 4.14.
The mean of variable 8

Statistics		
VAR00008		
N	Valid	50
	Missing	0
Mean		4.4000

The table above shows that the mean is 4.4; this means that the respondents positively perceived the statement. They agreed that sending children to English-language schools is prestige for the parents.

Table 4.15.
The Statistics of variable 8

		VAR00008			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4.00	30	60.0	60.0	60.0
	5.00	20	40.0	40.0	100.0
Total		50	100.0	100.0	

The table above shows that all participants agreed that *sending children to English-language schools is prestige for the parents*. There are 30 (60%) who chose *agree*, and 20(40%) participants chose *strongly agree*. This means that all parents sent their children to bilingual

schools because it can give them prestige. They may feel proud when people know that their children study in a bilingual school.

4.2. Parents' Expectation

To get the answer to the second research question, "What are the parents' expectations toward the English speaking schools?", the writer interviewed 12 parents. The writer planned to interview two parents from one school. However, in two schools, the writer interviewed three parents who were chatting. The following is a summary of the interview.

Table 4.16.
Parents' Expectation

Participant	Expectation
1	- learn English longer
	- Be better in English
2	- be better in English.
	- Get a better chance to get a job
3	- Be better in English
	- Get scholarship in other countries
4	- Get a good education
5	- Be more fluent in English
6	- No expectation
7	- Be better in English
8	- English is used in class
	- Taught by qualified teachers
9	- Be active in English
10	- No expectation
11	- Get the best education
	- Have clever friends
12	- Get the best education
	- Use English in the class
	- Better future

From the table above, it can be seen that parents send their children to English speaking schools because they want their children to be better in English and their children will get the

best education from qualified teachers who will use English in the class so that in the future, their children will get a scholarship, a good job, and better future.

The following is what the first speaker said. She answered the writer's question about her expectation of sending her child to a bilingual school.

ekpektasi saya ya kelasnya selalu menggunakan bahasa Inggris tanpa melupakan bahasa ibu atau bahasa utama ya miss. Pastinya anak saya dihandle dengan guru yang memang handal atau aktif dalam berbahasa Inggris. (An interview with P1 in achool A)

[My expectation is that the class always uses English without forgetting the mother tongue or main language, miss. Surely my child is handled by a teacher who is reliable or active in speaking English]. (an interview with P1 in school A)

From the interview above, it can be inferred that P1' expectation is that her child will still use her mother tongue. She wants that the English teacher in the school is a qualified teacher who can make the students speak English.

However, when the writer came to the school, the writer heard that students talk to each other in Indonesian. The parents who were there to pick up their children also knew that their children did not speak English. In this school, the teachers are not native speakers. Therefore, they may sometimes speak in Indonesian.

It seems that this mother will not get what she expects, especially that the child does not speak English at school all the time. However, at least she speaks English more often than those study in national schools where Indonesian is used as the media of communication.

The second parent also expects that her child will be better in English as it can be seen from the following interview.

ekspektasi saya yaaa ketika memasukan anak saya ke sekolah bilingual yaitu anak saya memiliki wawasan yang luas terutama dlm bahasa Inggris. Karena bahasa Inggris merupakan bahasa pertama di dunia, dan mendapatkan point plus ketika seseorang aktif dalam berbahasa Inggris dan melamar pekerjaan.(an interview with P2 in school A)

[My expectation is that ... when I put my child into a bilingual school, that is my child has a broad insight, especially in English. Because English is the first language in the world and gets a plus point when someone is active in speaking English and applying for a job]. (an interview with P2 in school A)

. The second parent expects that her son will be able to get a wider range of knowledge in English, and in the future, he will be able to have a better chance to get a job. This is a common expectation of parents. This parent knows that English is necessary as it is the first international language in this world. He believes that by mastering English, her son will get a chance to work with people from anywhere who communicate in English. This parent believes that by sending her son to this bilingual schools, their child will develop his communicative skills globally.

The next is the answer from P3 who also expects that her daughter to be better in English.

Saya memasukan anak saya karena saya ingin anak saya bisa mendapatkan beasiswa di luar negeri jadi dalaam sekolah bilingual ini anak saya bisa mendapatkan bahasa Inggris yang lebih bagus menurut saya, jadi jika anak saya dapat beasiswa anak saya mahir berbahasa Inggris dan tidak perlu les lagi(an interview with P3 in school B)

[I sent my daughter there because I want her to get a scholarship to study abroad, so in this bilingual school, my child can get better English. In my opinion, in this school my child can be proficient in English and does not need an English tutor again] (an interview with P3 in school B)

This mother expects that her daughter will get a scholarship in another country. She knows that to get a scholarship in another country, English is one of the requirements. Therefore, she sends her daughter to a bilingual school. Although she has to pay a lot as a bilingual school is more expensive than a national school, she does not mind because she does not need to send her child to an English course to prepare her study in another country. Thus, she thinks that it is worth it. She can save money, and she does not need to find a right English tutor for her daughter.

Oooooo kalau sekolah dibilingual itu kan lebih prestis lebih mahal,harapan saya ya anak saya dapat pendidikan yang sangat luas karena kan saya sudah bayar mahal ya, ya ada rupa ada harga ya menurut saya. (an interview with P4 in school B)

[Oooooo, if a bilingual school is more prestigious, it is expensive, my hope is that my child can get a very broad education because I have already paid a high price, yes, there is worth I think](an interview with P4 in school B)

Here the mother also said that sending her son to this bilingual school costs a lot. She has to pay a high price. She believes that her son will get a good education. She expects that her son will have a broad knowledge. The writer assumes that this mother may realize that English is used for the language of knowledge. Many books are written in English, so when someone wants to have broad knowledge, they have to master the language.

Ya saya sebenarnya rencana pertama tidak mau disini, tapi karena memang menurut saya pengajaran disini yang bisa dibbilang cukup baik ya saya pilih di sini walaupun harganya ya cukup mahal, tapi untuk masa depan anak apasih yang nggak kan ya. Ekspektasi saya ya dengan harga yang sebesar itu ya harus ada hasil yang maksimal juga. Contohnya anak saya lebih lancar berbahasa Inggris dan lain-lainnya (an interview with P5 in school C)

[Well actually I did not plan to send him here, but because I think the teaching here is quite good. Yes, I chose it here, even though the price is quite high, but I can do anything for the future of children. My expectations are that at a price of that size, there must be maximum results as well. For example, my child is fluent in English and so on](an interview with P5 in school C)

Like other parents, this mother also wants her son to be fluent in English. She believes that by sending her son to this bilingual school, the son will get a better future. Her son will be fluent in English. However, based on my observation when the son was talking to his friend, the writer found that his intonation sounds like Indonesian. Thus, according to the writer, the mother cannot get what she expects as her son has not been fluent in English yet.

Yaaa gimana ya mbak saya harap anak saya mau anak saya masuk di sekolah terkenal di Semarang, karna itu prestis dan bergengsi. Apa lagi kan dekat rumah mbak.](an interview with P6 in school C)

[Well, how about that, miss? I hope my child wants to go to a famous school in Semarang because it is prestigious. And it is closer to my house.] (an interview with P6 in school C)

The mother does not have any expectations. It seems that she sends her daughter to the prestigious bilingual school in Semarang because it is a famous school near her house. She said nothing about her expectation. She just explained her reasons, not her expectations.

Karena saya mau anak saya pintar berbahasa Inggris, kadang saya yang nggak ngerti dia ngomong apa. Karena saya kan nggak begitu pintar bahasa Inggris jadi saya mau anak saya lebih pintar dari saya untuk masa depannya.(an interview with P7 in school D)

[Because I want my child to be good at English, sometimes I don't understand what he is talking about. Because I'm not so good at English, so I want my child to be smarter than me for his future](an interview with P7 in school D).

This mother does not speak English fluently, and she wants her son to be smarter than she is. Her son sometimes speaks English with her, and she does not understand. Thus, it can be concluded that she is satisfied because what she expects that her son is good at English can be reached. Her son can communicate in English fluently. She believes that her son will have a better future because of his capability in English.

Ekpektasi saya ya kelasnya selalu menggunakan bahasa Inggris tanpa melupakan bahasa ibu atau bahasa utama ya miss. Pastinya anak saya dihandle dengan guru yang memang handal atau aktif dalam berbahasa inggris.(an interview with P8 in school D).

[My expectation is that the class always uses English without forgetting the mother tongue, miss. Surely my daughter is handled by a teacher who is reliable or active in speaking English](an interview with P8 in school D).

Different from other previous participants, this mother expects that the teachers in that school speak English actively. This is a bilingual school, and the teachers are not native teachers. Some of the teachers can speak English well and sound like native speakers, but the writer finds two teachers that the writer met did not speak English well. They do not teach English, but social science and they are not graduated from the English department. Therefore, their English is not good.

Oooh karena saya mau anak saya aktif dalam berbahasa Inggris dan saya juga berfikir dengan kelas berbahasa Inggris pelajaran akan lebih efektif dan mudah. Memang kelas berbahasa Inggris kan lebih mahal ya harapannya bisa membuahkan hasil yang setara dengan biaya yang cukup besar.(an interview with P9 in school D).

[Oooh because I want my child to be active in English, and I think learning English will be more effective and easier. Indeed, English-language classes are more expensive, yes, I hope that the results will be worthed as the price is high] (an interview with P9 in school D).

This mother expects that her daughter will be active in English. By sending her daughter to the bilingual school, she expects that learning English will be effective and easy. This is due to the fact that English is used daily in the classroom. She thinks that English learning will be easy because it becomes a daily activity. Besides, the mother thinks that she has paid a lot, so she has to get a good education.

Karena saya kan saya dapat referensi dari teman-teman saya kalau sekolah a lebih menonjol di daerah ini daripada sekolah b dan lain-lainnya. Teman-teman anak saya juga banyak yg disini Jadi saya sekalian ikut aja mbak kesini. (an interview with P10 in school E).

[Because I get references from my friends if the school is more prominent in this area than at school B and others. Many of my children's friends are here. So I will come here with you too] (an interview with P10 in school E).

This mother did not express or state her expectation at all. The writer did not push her to say her expectation because it seems that she did not want to be interviewed. She just gave her reason to send her child to the expensive bilingual school. She just chose the school because her friends also sent their children to this bilingual school.

Supaya mendapatkan pendidikan yang unggul selain itu pasti juga ada kelompok teman-temannya yang setara dengan anak saya. Kalau boleh dibilang pintar ya kumpul sama pintar(an interview with P11 in school E).

In order to get a superior education. Besides there must also be a group of friends who are equal to my child. It's like this, smart people get together with smart people. (an interview with P11 in school E).

There are two expectations that the parent stated. First, her child will get the best education, and second, her son can get along with clever students as she believes that her child is clever. It seems that this mother considers her child's socialization. She expects that her child can socialize with other students with similar intelligence.

Saya ingin anak saya mendapatkan pendidikan terbaik walau saya harus banting tulang mbak, yang penting anak saya maju. Yang saya ekspektasikan ya anak saya mendapatkan pendidikan menggunakan bahasa Inggris dengn baik dan benar. Dengan itu masa depan anak saya akan lebih cerah karena kedepannya bahasa Inggris pasti akan lebih digunakan](an interview with P12 in school E)

[I want my child to get the best education, even though I have to work hard. The important thing is that my child is developing. What I hope is that my child will get an education using English well and correctly. With that, my child's future will be brighter because, in the future, English will be used more.](an interview with P12 in school E).

It can be said that this mother has three reasons to send her daughter to this school. First, her child will get the best education. Second, her child will use English in the class, and the last one is that her child will get a better future. It is clear here that this mother has prepared her child's future by sending her child to this bilingual school.

The following table shows a summary of what the participants or parents expect by sending their children to the bilingual school, which is much more expensive than that in the national school.

To summarize, it can be concluded that the parents have paid more by sending their children to bilingual schools. Based on my observation by asking the school administration, it is true that the school fee in international schools is more expensive than in other schools. However, the national plus program or which is called the immersion program costs less than in schools that offer immersion programs. Thus, it can be concluded that most parents want their children to be better in English by using English in the class.

4.3. The Challenges

After interviewing the parents, the writer came to the English teacher. First, the writer told the teacher what the parents expect by sending their children to the schools they teach. The writer asked them the challenges that English speaking school teachers face fulfilling parents' expectations. It is found out that the teachers know the parents' expectation that is the children will be able to speak English fluently so that they can have better future.

However, the teachers have some challenges to do that. The biggest one is that they are not supported by the parents because they just let the children speak Indonesian outside of the classroom. Besides, another challenge is that the environment also do not support as English is a foreign language so that they have to learn not acquire the language. The teachers have to make the students be able to memorize vocabularies. The following are the results of the interview.

The first teacher from school A explained that she has tried to fulfill what the parents have expected. That is, the students will be good at English. However, she said that it is

impossible to make them fluent and good at English if the parents do not support their children, the following is what she stated.

[The challenges that I faced were whenever the parents expected their kids to speak English fluently but they always speak in Bahasa to their kids. How could the kids be superior if they speak in English once or twice a week and speak Bahasa for the rest of their lives? (an interview with an English teacher in school A)

Based on the interview above, it can be seen that in order to fulfill the parent's expectation that their children can speak English well, the teacher has to face the reality that the students do not practice speaking English all the time. Thus, it can be concluded that the teacher does not do anything to fulfill the parents' expectations.

This teacher is teaching in an immersion school. She is Indonesian and speaks English very well. However, based on my observation, she sometimes also speaks in Indonesian, especially with her friends or other teachers in the teacher's room. Other teachers also speak bahasa Indonesia. This means that the school does not really support the condition to be bilingual schools. Thus, this school still cannot fulfill the parents' expectations. The challenge that she gets is that not all students try to speak English all the time at school, and they may also not speak English at home as the parents may not understand them. Besides, the other teachers' English mastery is not yet adequate. Therefore, to better the situation, the school has to hire teachers who have a good common in English.

The second teacher teaches English in an immersion program. However, the situation is different from school A where the students of the national program get along with the students from the immersion program. Here in school B, the students speak

English with the teachers and friends. When the writer was there, the writer found that most of the students speak English well, the following is what the English teacher explains about the challenges he has.

[Whenever the kids are too lazy to memorize the new vocabularies, it will slow down their progress. We can not force them to increase their vocabulary. However, there are not many students who are lazy to memorize and get bad scores in their quiz. Most of my students enjoy increasing their words. They keep asking, "Sir, what is the English word for this, or what to say when we want the teacher to not give the quiz. So by keeping asking, they can improve their vocabularies.] (an interview with an English teacher from school B).

To fulfill the parent's expectation that their children have better English, this teacher has tried to improve the students' number of vocabulary. The teacher believes that by increasing the vocabulary, the students can speak better. However, the teacher has to deal with the students' laziness in memorizing words.

This teacher feels sure that she can fulfill what the teachers expect. Most of the students can speak English, and there are some students in the higher level, junior high who could get a scholarship in Singapore. This proves that their English capability was Excellent. The teachers have shown that they have taught their students well, although they are not native speakers, they have a good quality of English. One teacher even graduated from another country. Therefore, education can be delivered in English well. The teachers who taught there have good common in English.

The next one is the interview with an English teacher from a bilingual school. Some foreigners teach there. The following is an interview with the teacher, who is Indonesian.

The challenge is that parents demand their kids to be able to speak in English in a short time fluently. Well, you know that mastering a language needs time. Some parents just sent their children when they were in grade four. Now they are in grade sixth, and the parents expect that their English will be as good as their friends who have learned English since they were in kindergarten. Therefore, their capability in English is not similar. Besides, these students also need to work hard to be at the same level as their friends who have already studied longer.

The teacher's challenge is the complaint from the parents who have sent their children since they were in year four or even year 5, while other parents that she knows have sent their children as early as possible do not complain. As the writer can see in this school, the students can speak English really well. The accent they use when speaking English is not an Indonesian accent anymore. Their pronunciation is also good.

The next is the interview with the fourth teacher from national plus bilingual schools. All the teachers that the writer met speak English well and all the students speak English. According to the teachers, not all students can speak English well, but they always try as the teachers always encourage them to speak English.

The only challenge that I face to fulfill the parents' expectation is the duration of using the English language in a day or a week. If they speak English not only at school, but they will have much better English. Here at schools all students and teachers speak English. However, the students speak Indonesian with the guard or the woman in the canteen and in the administrative staff. (interview with teacher 4th).

Here, the teacher describes that she has to face the reality that the parents depend on the teacher and the school to improve their children's English mastery. However,

without parents' support to push their children to use English out of the school, reaching the parents' expectations is not easy.

The students indeed speak English quite well. However, it does not mean that they can get the best education. The writer guesses that the material given in English is not maximum. It will be good if all the people there have a good command of English to teach them well.

The last interview is with a teacher from a national plus bilingual school. According to her, students have already trained to speak English fluently. However, they acknowledge that not all can be fluent. The following is the challenge that they get.

The first is the frequency of students being exposed to English because English is a foreign language. The chance to expose real English or authentic English is still low. Thus, parents should be able to support English learning at their house. They can choose one or two days to use English at home. However, I know that it is impossible. They are sent here because they want to get English.] (an interview with teacher 5).

Like the previous teacher, this one also thinks that parents need to support their children to use English at home. However, the problem is that not all parents can speak English.

Here, the teacher's challenge is to make parents create their environment so that they can learn English. It is possible that by exposing them with the members of a community that speak English will improve their English.

From the analysis above, it can be concluded that teachers can face the challenges when they are supported by their family as they can prepare the students to expose themselves to real English.