

## **CHAPTER ONE**

### **INTRODUCTION**

In this chapter, the researcher describes why the researcher chooses this title for the research. There are some points in this chapter that will be discussed by the researcher. The first is the background of the study, which explains the reasons why the researcher chooses this problem for the research. The second is the statement of the problem. The third is the delimitation of the study. The fourth is the research question. The fifth is the purpose of the study. The next is the significant of the study and the last is the outline of the study.

#### **The Background of the Study**

Language is the most essential communication tool for humans in the world. The language used by humans is very dynamic, so it continues to grow over time. In everyday life, humans use language to communicate and socialize. Therefore, it can be said that language is the basic need of every human being. Hence, good language skills are certainly a demand for every individual who wants to communicate. To communicate well, everyone must master the language used in the community.

English is one of the global languages in the world since English is used for communication in some countries. English is not only used in several countries as a first language, but also several countries as a second language or foreign language. Many people in Indonesia which is one non-English speaking country; feel difficult to learn some skills or aspects of English. According to Gottlieb (2004), the

language domains reflect the modality of the communication that is further delineated by the language proficiency levels and their model performance indicators. It means that language domains are the basic indicators for someone to learn English. There are four language domains such as listening, speaking, reading, and writing. The receptive skills are listening and reading, and the productive skills are speaking and writing.

Second language acquisition by children is one of the most amazing and most amazing achievements. That is why this problem gets great attention, especially for parents. Bilingual schools provide places for Indonesian people who want to learn and master the English language. The students in bilingual schools not only study the English language but also practice the English in the class. English is used as a second language in the class. There are two languages that they use for study, namely Bahasa Indonesia and English.

The position of English as a foreign language in Indonesia encourages the parents to send their children to bilingual school. In this era, most of the parents in Indonesia support their children to learn English since they were at a young age. The parents choose to send their children to bilingual school. They think it might help their children to master four skills of English because their children can easily acquire and learn English at an early age. According to Chomsky theory about language acquisition as cited in (Fuentes et al., 2016, p. 78) “There is an optimal learning age. Between the ages 3 to 10 a child is the most likely to learn a language in its entirety and grasp fluency”. It means that 3 to 10 years old is a golden age or

appropriate age to learn English. It is suitable if the parents send their children to bilingual school since that age to acquiring language.

The bilingual school is one of the schools which is popular in non-English speaking countries including Indonesia. Students are growing up in an increasingly bilingual society. A foreign language can be acted as a core requirement for high school graduation and it is also part of most arts-based college degree programs. Therefore, there are many bilingual school for young learners. There are more benefits to learn a second language at an early age, even as early as kindergarten. Lightbown and Spada (2013) stated that one of the most wonderful and attractive aspects of human development is the language acquisition. By the early age of 3 to 10 years old, children have acquired the basic structures of the language and languages spoken (Lightbown & Spada, 2013, p. 12). According to Lynch (2015) there are five reasons it is important to start bilingual education early; (1) it is easier to make fluency; (2) young learners have more exposure to languages at an early age; (3) there are cultural benefits that come from learning other languages; (4) children who learn a bilingual language since early age, the brain is more powerful; (5) it leads to greater opportunities with collaborative learning.

Based on the researcher's interview with some parents in Kinderstation Primary School they think that English is important to be a second language. The majority of parents, they wanted their children to master the English language from since early age. They believe that when their children study in bilingual school or international school from an early age, it can make their children master English. So, they send their children to study in Kinderstation Primary School to make their

children mastery an English because the school activities use bilingual between Indonesia and English. Besides that, in that situation, the children cannot choose their school. Most of them only follow their parents. However, the researcher cannot predict either if the children are comfortable with that kind of school or not. The researcher also cannot assume how the children's English ability is after their parents sent their children to bilingual school. Given these problems, the researcher wants to ascertain the correlation between parents' motivation to send their children to bilingual school and their children's English ability at Kinderstation Primary School.

### **The Statement of the Problem**

English is one of the global languages in the world. The position of English as a foreign language in Indonesia encourages the parents to send their children to bilingual school. Most parents in Indonesia especially support their children to learn English since they were at a young age. The parents choose to send their children to bilingual school. They think it might help their children to master four skills of English because their children can easily acquire and learn English at an early age. The motivation from the parents encourages the parent to send their children to bilingual school. However, it is difficult to predict the correlation between parents' motivation to send their children to bilingual school and their children's English ability at Kinderstation Primary School.

### **The Delimitation of the Problem**

This study is about the correlation between parents' motivation to send their children to a bilingual school and children's English ability at Kinderstation Primary School. Talking about motivation, there are various kinds of motivation for children. This research focused on the motivation of the parents who send their children to bilingual school. The researcher also focused on students' English ability because probably it is related to the parents' motivation to send their children to bilingual school. This research took the parents and the score of their children at Kinderstation Primary School as the population of this research. So, the researcher chooses the correlation research design as the methodology.

### **The Research Questions**

According to the statement of the problem, the research questions are formulated as follows:

1. How is the parents' motivation to send their children to bilingual school?
2. How is the children's English ability at Kinderstation Primary School?
3. What is the correlation between parents' motivation to send their children to bilingual school and their children's English ability at Kinderstation Primary School?

### **The Purpose of the Study**

Based on the research questions of the research, this research has some purpose such are:

1. To investigate the parents' motivations in sending their children to a bilingual school.
2. To ascertain the children's English ability at Kinderstation Primary School.
3. To ascertain the correlation between parents' motivation to send their children to bilingual school and their children's English ability at Kinderstation Primary School.

### **The Significance of the Study**

In this research, the researcher gives the significance of the study. The researcher expects that result of the research can be beneficial for parents, teachers, researchers, and stakeholders:

**Parents.** From this research, the researcher expects that the parents can understand the result of the correlation between sending the children to bilingual school and their children's English ability.

**Teachers.** After the teachers read the research, the researcher hopes that the teachers can motivate their students who join the bilingual school to increase their students' English ability. Besides, the teachers also know what the motivations of parents are to send their children to bilingual school. Hence, it can facilitate the teachers to increase the teaching ability and to reach the goals when teaching their students in English ability.

**Researchers.** The researcher hopes that the research can be beneficial for other researchers, especially those who have the same focus study as this researcher, and it can help their research.

**Stakeholders.** Stakeholders are including institutions and policymakers who acquire the benefits of this study. Through knowing these things, both institutions and policymakers have a contribution to develop English proficiency or learn English from an early age by sending children to bilingual school.

### **The Outline of the Study**

The researcher creates this research with some chapters. There will be five chapters in this research, such as:

**Chapter one.** The researcher explains the background of the research, such as the background of the study, the statement of the problem, the limitation of the study, the research question, the purpose of the study, the significance of the study, and the outline of the study. The researcher also gives the reasons why this study should be held in this research. In this chapter, the researcher will explain why the researcher is interested in doing this research.

**Chapter Two.** In this chapter, the researcher will review the literature and present the framework that is related to the study. All those theories in the literature review will guide the researcher to conduct this research.

**Chapter Three.** This chapter describes how the researcher conducts the research. The researcher will present the research methodology. In this part can

show the reader in detail about research methodology including research design, setting and participation, data collection method, and data analysis.

**Chapter Four.** In this chapter, the researcher will describe to the reader in detail about the finding of data analysis as well as its discussion of the research. The researcher will show the detail from the result of the research.

**Chapter Five.** The last chapter presents the conclusion of the research and the recommendation of the research. The researcher will briefly the result of this research.