**PARENTAL INVOLVEMENT IN ENCOURAGING CHILD ENGLISH
SKILLS THROUGH DIGITAL LITERACY:
A CASE STUDY**

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ENGLISH EDUCATION PROGRAM

LANGUAGE AND ARTS EDUCATION DEPARTMENT

FACULTY OF EDUCATION

JEMBER UNIVERSITY

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THESIS

Composed to Fulfill One o the Requirements to Obtain the S1 Degree at the

English Education Study Program, Language and Arts Education Department,

Faculty of Education, Jember University

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DEDICATION

This thesis is honorably dedicated to:

1. My dearest parents: Slamet and Miftahul Mutoyibah, thank you for the endless love, support, and motivation you give me at every step of my life. Through your prayers and support, I can finish this thesis.

2. My brothers: Sofyan Hadi and Ilvan Halimi for constantly reminding and supporting me.

3. My beloved lecturers thank you for the guidance and precious knowledge given me.

MOTTO

Have the courage to follow your heart and intuition. They somehow already know what you truly want to become.

STEVE JOBS

STATEMENT OF THESIS AUTHENTICITY

I certify that this is an original and authentic piece of work by myself. Therefore, all material incorporated from secondary sources have been fully acknowledged and referenced.

I certify that the content of this thesis is the result of work which has been carried out since the official commencement date of the approved thesis title. This thesis has not been submitted previously, in whole or in part, to qualify for any academic award, ethics procedures and guideline of thesis writing from the university and the faculty has been followed.

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The Writer,

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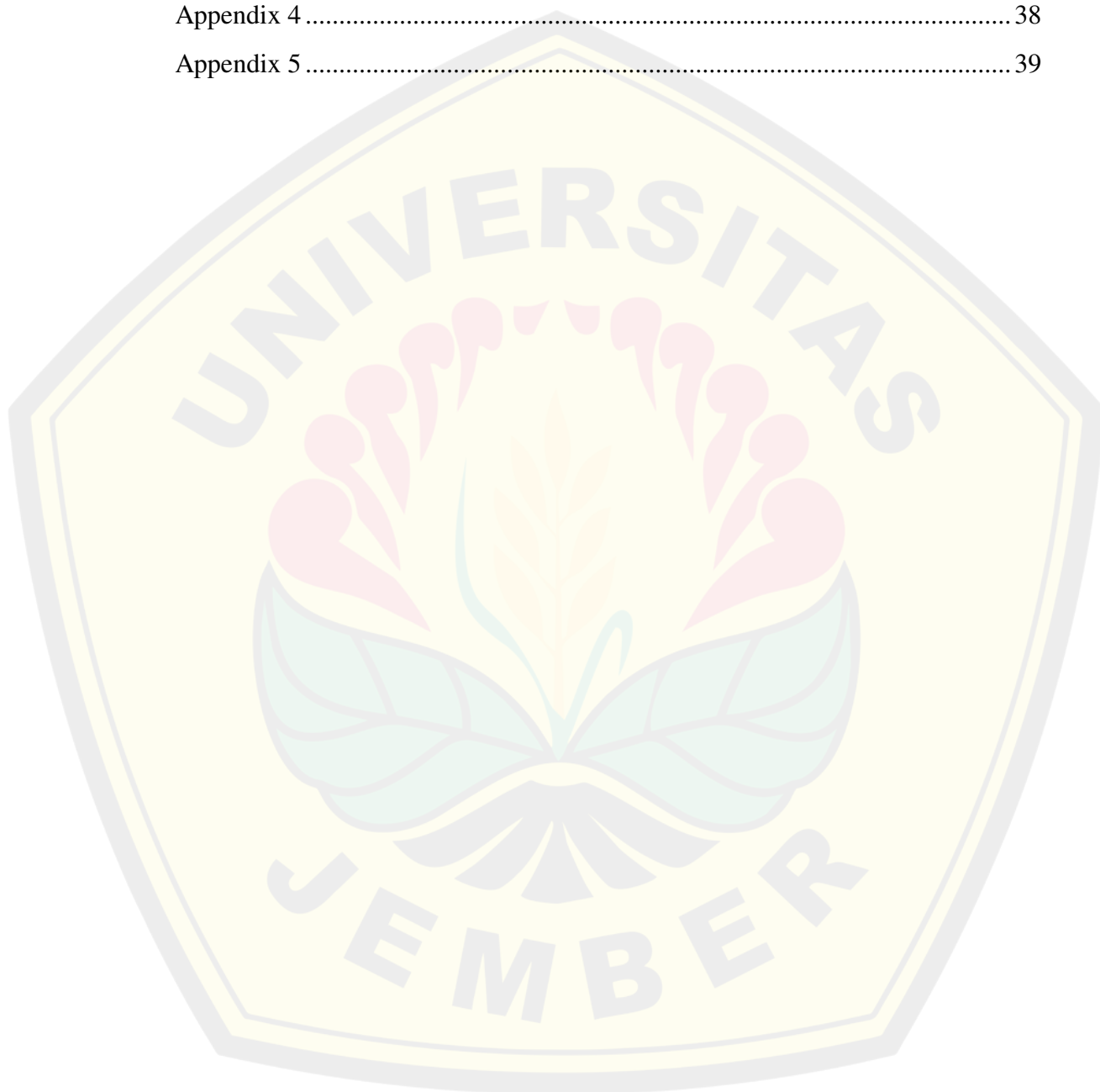
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Parental Involvement In Encouraging Child English Skills Through Digital Literacy: A Case Study; Berlingga Syofro'ul Laili; 180210401077; 2023; 46 pages; English Education Study Program, Language Arts Department, the Faculty of Teacher Training and Education, Universitas Jember.

Literacy has become part of the curriculum in Indonesia that has been taught in schools since 2020. The ability to literacy and numeracy are essential competencies that should be provided by Indonesian education. The document from OECD (Organization for Economic Cooperation and Development) shows that Indonesian student' literacy and numeracy are in grade 61 from 70 countries as participants (PISA, 2015). The low literacy level in Indonesia urges the Indonesian government to add literacy and numeracy as subjects that can be taught and learned at school.

In this digital era, we can provide literacy not only through books but also through computers, laptops, handphones, and television for children. The use of technology as a medium to give literacy is called digital literacy. Digital literacy can make children fun and enjoy learning because children born after 2000 are the Z generation. They are known as digital natives because they grew up with the internet, mobile communication and technologies (Demir & Sonmez, 2020). Parental involvement positively impacts children's English development (Kalayci & Ergil, 2020) because children's literacy habits are affected by their parents (Buvaneswari & Pandakannaya, 2018). Meanwhile, some parents experience difficulties when they give their children English literacy and lack English knowledge (Al – Fadley, Al – Holy, & Al – Adwani, 2018), which also happens to parents in Indonesia.

This research aimed to determine the parent's role in his daughter's English literacy, who lacked English skills, and to find out the factors that enable the child to develop his English language skills through parental encouragement and digital literacy media provided by the parent. The participant in this research is a father with a daughter (9 years old) and a son (3 years old). The father provides digital media such as television to give English literacy to his daughter. He hoped that

through digital literacy, his daughter have English skills that she learned from natives in the video that she watched. I used a case study design that attempted to investigate the father's strategies in encouraging his daughter's English skills through digital literacy. I collected the data through an interview with the father and his daughter.

I used thematic analysis from Braun and Clarke (2006) to analyze the data. The result of the analysis yielded three emerging themes (1) Introduce and teach English early. (2) Facilitating digital literacy as English learning resources. (3) Build a supportive environment to encourage child English skills.

CHAPTER I

INTRODUCTION

This chapter discusses some issues on parental involvement and child literacy. The discussion is divided into some sub-topics consisting of research background, research problem, research objectives, and research contribution.

1.1 Research Background

Literacy has become part of the curriculum in Indonesia that has been taught in schools since 2020. The ability to literacy and numeracy are essential competencies that should have in Indonesian education. Based on the document from OECD (Organization for Economic Cooperation and Development) shows that Indonesian student' literacy and numeracy are in grade 61 from 70 countries as participants (PISA, 2015). The low literacy level in Indonesia is why the Indonesian government adds literacy and numeracy as subjects that can be taught and learned at school.

Improving literacy needs cooperation between the government, teachers, and parents at home. Parents have a significant role in improving literacy, especially for young learners, because they spend most of their time at home. In this digital era, we can provide literacy not only through books but also through computers, laptops, handphones, and television for children. The use of technology as a medium to give literacy is called digital literacy. Digital literacy can make children fun and enjoy learning because children born after 2000 are the Z generation. They are known as digital natives because they grew up with the internet, mobile communication and technologies (Demir & Sonmez, 2020).

Some researchers used digital media to develop children's or adult literacy through family literacy programs. Foy and Mann (2003) found that the availability of media related to reading instruction was linked with both the development of phenomenon awareness and rhyme awareness, suggesting that the learning that occurs as the result of exposure to reading-related TV shows and computer games is somehow different that occur when parents begin to teach children how to read. Maureen (2018) also found that digital literacy, such as digital storytelling

activities, significantly affects children's literacy skills development. Using technology to teach literacy is an effective way for children. Therefore English literacy can be taught through digital literacy. As we know, English is an international language nowadays, and we can find English sentences and words. In products such as computers or handphones in every country in the world. Especially in this digital era, many applications, websites, handphones, computers, and other technology use the English language as media instruction. Hence, the government and parents want their children to master English.

Buvaneswari and Padakannaya (2017) report that parents' literacy habits affect children's literacy skills. Children will learn more accessible if they learn with people from their environment. A recent study conducted by Al- Fadley, Al-Holy, and Al-Adwani (2018) shows that parental involvement is valuable for students' prior learning of a foreign language, although it depends on the parent's educational level and locality; different parents, the teachers as the participants on Al-Fadley et al. research also offered some activities to promote reading activities that can do by parents and children at home. Meanwhile, the children in Kuwait's public schools had a deficiency of reading skills because the children needed to be more support and encouragement from parents at home, thus the students not being able to be reading ready. Parents' lack of English knowledge is some of the factors that support and there is no encouragement from their parents (Al-Fadley, A., Al-Holy.,A.,& Al-Adwani, A. 2018). Through digital literacy, parents can increase their children's English skills, although they lack English knowledge.

The importance of parental involvement in children's literacy and learning process can also be found in the study by Kalayci and Ergul (2020). They found that teachers believe that there are factors that influences young learners' language learning process such as individual differences (gender, attitude, aptitude, and motivation), and environmental factors (socioeconomic status, materials, teaching methods, and technique, and teachers' motivation). Half of the participants (8 from 15 participants) in Kalayci and Ergul's (2020) research also stated that parental involvement is the main factor that influences students' achievement. Things like parents' perception of English, the nature of support that parents can provide at

home, and students' age level is the factor that needs parents' involvement. This study also stated that parents' involvement is related to parents' proficiency level in English. The participants in this study also stated that they used different strategies to make the parent get involved in the language learning process. Such as using the application to share classroom experiences and activities with parents, sending weekly reports about school activities and output, communicating with parents about students' behavioral problems, and giving the students homework that needs parental help in accomplishing that homework.

Kalayci and Ergul's (2020) study shows that parental involvement positively impacts their children's English development. The Kalyci and Ergul studied participants said they have done activities such as listened to songs and watched movies with their children while they fostered their children's English development. The participants thought that language exposure was necessary for their children. The language exposure given by parents would influence children's literacy habits because parent-child interaction for language and literacy activities were intertwined (Buvaneswari & Padakannaya, 2017). Therefore, the present study aims to describe the use of digital literacy by a father who lacks English knowledge to improve his daughter's English skills.

The findings of previous studies revealed that the parents and teachers agreed that parental involvement was essential for children, but most of parental involvement was provided by school and teachers. In addition, from the previous studies was also informed that the low level of parental involvement and support in the process of learning English and child development, is caused by the limited knowledge of English that parents have. To fill the gap, the present studies focused on how parents get parents get involved in their daughter's English Literacy.

1.2 Research Questions

This study mainly aims at finding the answer to the question: How do parents get involved in their daughter's English Literacy?

1.3 Research Objectives

The research objectives of these case studies is to find out the role of the parent in his daughter's English literacy so that his daughter can be motivated to learn English

1.4 Research Contribution

The author expected this research would significantly contribute to the educational area, specifically focusing on developing children's literacy. The findings of this research description and interpretation will give information about the impact of using digital literacy in encouraging children's English literacy by parents. Thus, the finding of this research will give valuable information to parents and teachers on applying digital literacy as one of the effective strategies to improve children's English literacy.
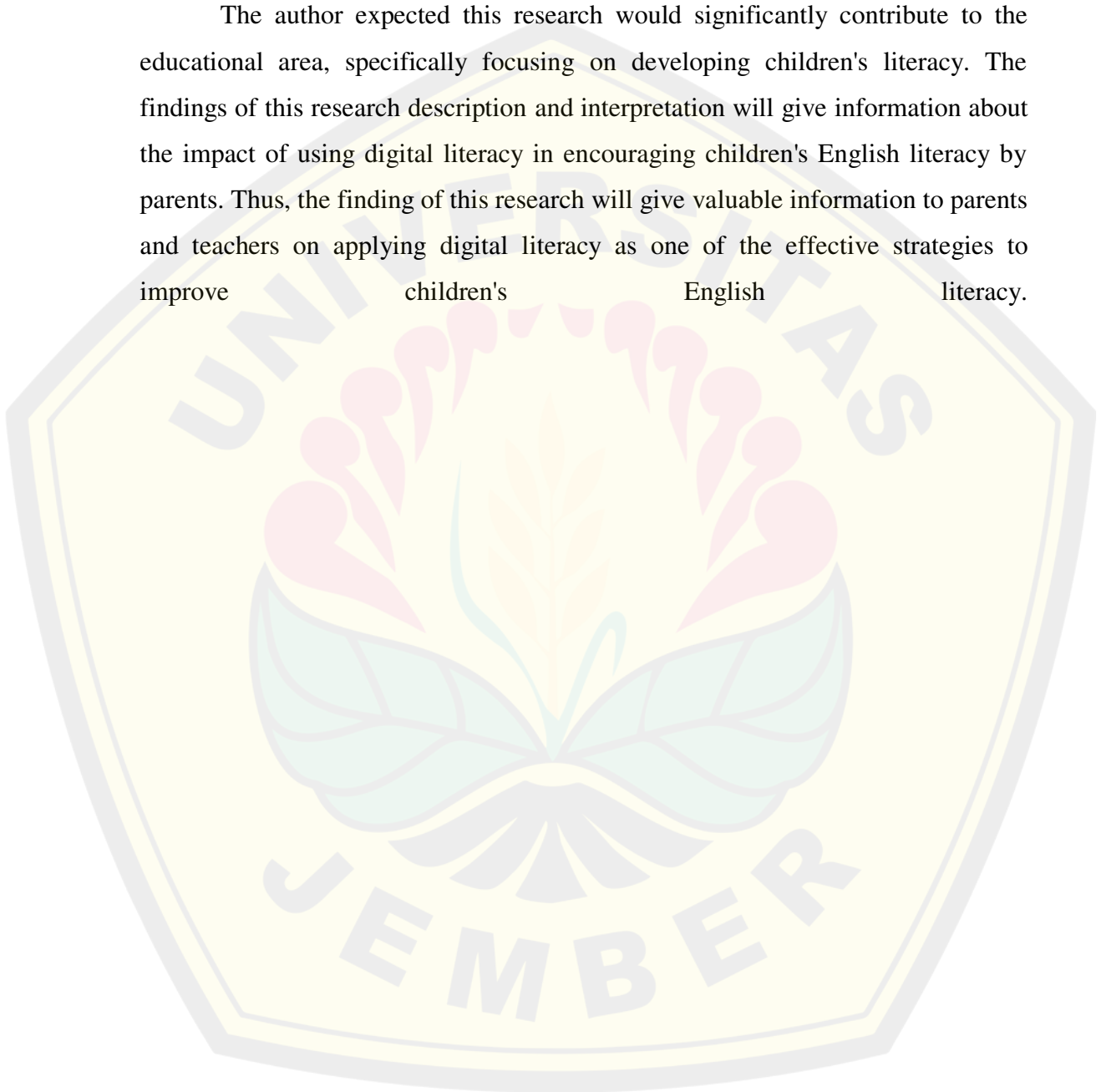
CHAPTER II

Literature Review

This chapter discusses some theories underpinning the research problem. They are children's English literacy, digital literacy, songs and movies as the child English literacy media, and a review of previous research findings.

2.1   Parental Involvement

Parents have an essential role in children's growth, knowledge, and all aspects of children's life. The parent is the first person and place where the children learn. Therefore, parents' involvement in children development in their learning activity and learning development are essential. Family and community are the institutions making children socialized and educated; hence, parental involvement is significant in students' educational development (Kalayci & Oz, 2018). The practice of parents helping their children's academic and intellectual activities is a form of parental involvement (Kim & Barret, 2019).

There are six categories of parental involvement based on Epstein's (1995) statements: parenting, facilitating learning at home, communicating with the school, volunteering at the school, participating in school decision-making, and collaborating with the community. Most parental involvement in Indonesia is affected by the parent's educational levels and socio-economic background. Parents with middle and higher educational levels and socio-economics backgrounds have better involvement in their children's education (Yulianti, Denessen, & Droop 2019).

2.2   Children's English Literacy

Children's English literacy is essential for young learners because literacy becomes a basic skill and knowledge for people to learn other subjects and to understand much information. Literacy helps children to cope with the demands of life, school, and work, so literacy is an essential skill for children (Knight, 2013). Recently, in this globalization and digital era, almost all people need

English as an international language to operate their technology, communicate with other people from other countries, and get information on the internet or other platforms. Therefore, English should be taught to children from a young age.

Literacy for children starts not only with their teacher in school but also with their parents and environment, as they spend almost all of their time with their parents. Literacy for children can be acquired from their parents, families and environment. Thus, home literacy acquisition provided by parents, families, and the environment can provide several educational advantages to bilingual children (Eisenchlas, Schalley, and Guillemin, 2003). When children are well-exposed to literacy at a young age, the benefits of family literacy programs are likely to be particularly significant (Parry, 2014). It is why many researchers in some countries undergo research regarding home literacy, as it is essential and needs further learning.

The home is the first place where humans learn. The home is a vital context in which such learning can take place (Doyle, 2012). The home environment provides literacy knowledge to children through printed forms and objects such as computer games, toys, television, board games, recipes, grocery lists, and reading materials that include newspapers, magazines, mail, and storybooks (McGinty & Justice, 2009). According to Van Steensel (2006), there are three types of home literacy environments; a rich home literacy environment where the parents and the children participate in a variety of literacy activities, a child-directed home environment type where necessary activities like shared reading and library visits are present, but there are fewer literacy activities in the home, a poor home literacy environment present. However, there are fewer literacy activities in the home, a poor home literacy environment where there needs to be more participation in literacy activities by either the parent or the child.

The children's literacy habits also play a role in developing emergent literacy skills (Buvaneswari & Padakannaya, 2017). According to Justice, Weber, Ezell, and Bakeman (2002), literacy motivation indicates children's interest in

orientation toward early literacy experience; thus, emergent literacy skills are closely related to the literacy-related activities in participation and motivation of the children's interest. Family literacy is essential for preschool children because the family is the first environment that has a significant influence on children, just like Vygotsky's (1978) statement that the learning development of children only happens when children cooperate with their friends and interact with people around them. When children are at preschool, they spend most of their time with their family members, so home literacy is essential for them. A home literacy environment refreshes the frequency and nature of literacy-related activities at home, most notably shared parent-child book reading (Buvaneswari & Padakannaya, 2017).

A home literacy environment helps in acquiring literacy knowledge because it provides children with the opportunity to observe family members' literacy activities and join reading and writing activities with others at home (Buvaneswari & Padakannaya, 2017). Parry (2014) in his research stated that the African government wanted to develop a reading culture by developing families reading culture. He said that reading played an integral part. It is not enough to teach how to read, adults need to read too, and children need to see them doing it.

2.3 Digital Literacy

Currently, digital literacy has become an effective way for parents to teach literacy to children. According to Maureen (2018), digital technology has become a part of most children's everyday experiences. Especially for children born after 2000 because they are the digital native generation, or we are called the Z generation. Almost all Z generation in this era like watching and listening to stories on YouTube or television. Therefore we can give literacy through books or other forms of printed documents and digital technology. Maureen (2018) argues that the effect of digital literacy activities on digital development is promising. As parents and teachers, we should use technology to develop children's literacy to attract attention. One of the efforts for developing children's literacy in this digital era is by giving them videos, movies, or songs that can increase their literacy ability.

Nowadays, the use of technology is widespread, including among parents and teachers. Meanwhile, some parents still need this technology to improve their children's abilities (Konca & Hakyemez-Paul, 2021). Hence, parents need support in using digital technologies as effective media in parental involvement (Olmstead, 2013).

2.4 Songs and Movies Children's English Literacy Media

Songs and movies are interactive media for teaching a foreign language to children. Songs have a rhyme that enables the children to easily remember words or sentences and understand the song's meaning. Moreover, movies can encourage children to be thoughtful and critical in an educational setting. According to Schmitt's, Simpson, & Friend (2011) statement, to encourage children's literacy, parents should make an environment that the students can access. He also found that when children are encouraged to be literate and given the time to describe their world, they can think, speculate and question more. Based on Khumairoh, Dian, & Tyas (2022) report that English songs could improved young learners speaking and listening skills, helped them in memorizing vocabulary, and make the young learner enjoy the learning activity.

2.5 Review of Previous Research Findings

Kalayci and Ergul (2020), in their research on Teachers' perceptions of the role of parental involvement in teaching English to young learners, found that parental involvement influences children's language development. They report the way and how much parent involvement influences the process as much as their involvement level. As the participants said, the teacher said that parents needed to reinforced students' language development academically and motivationally. Meanwhile, the teachers taught that they are the leader of the process of learning the English language, so they did not tried to constructed a relationship with the parents. They only informed classroom activity but not what parents should be done to improve their students' knowledge and skills. Besides that, this study focuses on teachers' perceptions of parental involvement. The researcher on this

research hopes that for further research, the next researcher can involve different outcomes of parental involvement.

Another researcher, Coskun & Kattitas (2021), found that 18 mothers of participants believed that family is responsible for children's literacy acquisition. Meanwhile, seven participants believed teachers and schools were responsible for children's literacy education. Most Mothers of the participants who believed a family was responsible for children's literacy give 13 different activities such as writing skills, oral language skills, and alphabet knowledge. Nevertheless, the seven participants were given nine different activities, and one of the activities done by all participants was a book-reading activity implemented by 21 mothers. The literacy materials used frequently by mothers were writing materials, digital apps, and reading materials, respectively.

Many teachers have similar perceptions that parental involvement's role impacts children's literacy, such as in Kalayci and Ergul's (2020) study, and most parents also think that family is responsible for children's literacy education (Coskun & Kattitas, 2021). Brown, Rosenthal, & Dynega (2018) researched to know the teaching strategies to develop a family–school literacy partnership. Their research studied how first graders selected texts and read with family members at home. They found that the level of socioeconomic families influenced children's literacy because families with a high socioeconomic background often given literacy to children and often read books aloud to their children. They also often came to the public library. Therefore, the quality of the book of a family with high socioeconomic status is better than middle-class and low-income families. Families from middle economic status only read aloud and give literacy to their children twice a week, and they only use a book they have at home.

The main point of the previous study focuses on teachers' and parents' perceptions of parental involvement and the strategies to develop family literacy. Such as in the Brown. Rosenthal, & Dynega (2018) study found strategies to develop family and school literacy through partnership, and they focus on literacy through books. They undermine the outcomes after the family and school implement the strategies. For example, in their findings, Kalayci and Ergul (2020)

report teachers' perceptions without sufficient details on the outcomes of parental involvement. Similarly, Coskun & Kattitas (2021) pinpoints parental involvement in children's English literacy.

The above researchers (Kalayci & Ergul, 2020; Coskun & Kattitas,2021; and Brown et al.,2018) explain the activities mothers and teachers do to encourage children's literacy, such as the parent's point of view about their involvement in their children's literacy, the activity that parents and teachers do to encourage the children, the parent's activity to encourage their children literacy, and the strategy to encourage children English literacy through books and partnership. Thus far, the previous research conducted by Kalayci and Ergul (2020), Cuckson & Kattitas (2021), and Brown et al. (2018) undermined the process of parents' involvement in their children's English literacy through relationships with teachers. This appears as the research gap, which becomes the focus of my research. In other words, this present research focuses on the use of digital literacy by parent in encouraging English child skills in her daily life.

CHAPTER III

Research Methodology

This chapter describes the research method proposed for this research. It includes the research design, the research context, the research participant, the data collection method, and the data analysis method.

3.1 Research Design

The study attempted to explore the phenomena of parental involvement in encouraging child English skills through digital literacy. Because of it, the research design used in this research was a case study, which means an in-depth examination of a single individual, an organization, or an institution (Yin, 2003). This study aimed to describe how parental involvement encouraged his daughter's English literacy skills through digital literacy and how the child encouraged her English literacy skill through digital literacy. Therefore, this present study was designed as a case study. In this case study, parents of a daughter and a son who involved and encouraged his daughter's English literacy skills used digital literacy was examined through observations and interview.

3.2 Research Context

The setting of this study was a family that lived in Jember. They have two children, a daughter (9 years old) and a son (3 years old). The parents wanted their daughter to master English since she was in preschool. The parents thought English was a significant skill for their daughter, and thus why, although he cannot use English actively, they tried to find a strategy to teach English skills to his daughter since she was a child. They provided many kinds of media, such as digital media. They provided television and YouTube to motivate his daughter to learn English. They played some English videos every day for his daughter. They hopes his daughter can understand English from those videos and songs.

The author chooses this family as a participant in this research because the parents used digital media to teach English skills to his daughter on the parent's

initiative. The author thinks this case is interesting to study. Currently, many children and toddlers are already using smartphones that are connected to the internet. However, many schools and parents still need to maximize the use of technology to develop children's English. Therefore, through this research, the author hopes that parents and schools can use digital literacy to provide English literacy through technology using digital literacy.

3.3 Research Participants

To determine the participant in this study, I used purposive sampling. According to Creswell (2012), the researcher in purposeful sampling selected individuals and sites intentionally to learn and understand the central phenomenon (Creswell, 2012). The participant of this study was parents of a daughter and a son. The International Society for Technology in Education recommends that basic skills in operating and designing technology can be applied to children from the age of five (NAEYC and The Fred Rodgers Center, 2012). Therefore, from this statement, parents also have an essential role in increasing children's English literacy. Children and parents with these characteristics were selected as participants in this study.

3.4 The Data Collection Method

To obtain the data in this research, the researcher used the observations and interview as the data collection. The author used observation when the family spends their time for dinner, watching and playing. The author conducts observation for two weeks. Thus the data about how the parents and their children in the form of interaction in teaching and learning English literacy through digital literacy are transcribed.

The observation was conducted when I was stayed in their house for accompanied their children in two week, when his father get a job out of town. Each observation took around 1 hour (dinning observation) and 2 hours (watching and playing observation). I made one fields note for each observation (playing and watching; and dinning) because their do same activities in that time every day.

The fields' notes capture some important moment to support and enrich the data that the author has collected.

I conducted two interviews with the interviewee: the first was about 45 minutes, and the second was about 30 minutes. I took recordings of the interviews and later transcribed the recording. The type of this interview was an individual interview. There are three types of interviews: structured interview, semi-structured interview, and unstructured interview (Perry, 2005). This research used a semi-structured interview where the researcher was permitted to ask additional topics and questions related to the issue discussed (Lambert, 2012). The asses for an interview with the participant were by telephone or zoom meeting. A telephone interview provided the best source of information when the researcher did not have direct access to individuals (Creswell, 2007).

3.5 Data Analysis Method

Thematic analysis by Braun and Clarke (2006) was used to analyze the data. There are several phases of conducting case study based on Braun and Clark (2006).
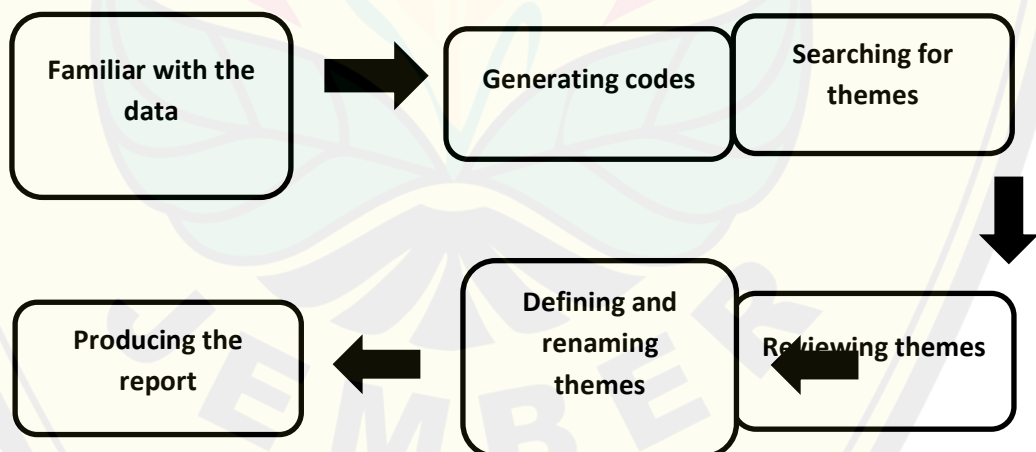

Figure 1. Braun and Clark phase conducting case study research (2007)

In the first stage, I tried to read the transcripts from the recorded interviews with the participant. This stage aims to focus on the data obtained. This

phase helped me identify possible themes and patterns when analyzing the data. The second phase was generating the code. Coding was labeling and organizing data to identify different themes and their relationships. I used inductive coding in this study because I got the code based on the data. The code appears directly from the participant's response. The third phase is finding themes. This phase involved examining the code and compiling it into potential themes, then collecting data relevant to each theme. Data reduction was used to eliminate irrelevant data at this stage.

Therefore, after reducing the data, the researcher can focus on the relevant data. The fourth was reviewing themes. After reducing the data in the third phase, I reviewed the themes with the coded data and the entire data set. I specified the theme according to my research question. The fifth phase was defining and renaming the theme. This phase involved organizing the themes into a straightforward account with an accompanying narrative for each theme.

Furthermore, the last phase was producing the report. In this phase, I write the result of the analysis. Based on the parameters (see Epstein, 2016), the emergent themes were about parental involvement in encouraging child English skills through digital literacy

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter reports the research findings and discussion on parental involvement in encouraging child English literacy through digital literacy.

4.1 Research Findings

The results of conducting a thematic analysis on parental involvement in encouraging child English literacy revealed three emerging themes (1) Introduce and teach English early. (2) Facilitating digital literacy as English learning resources. (3) Build a supportive environment to encourage child English skills. Each theme will be elaborated on and discussed in the following sub-topics.

4.1.1 Introduce and Teach English Early

The first theme that emerged in parental involvement in encouraging child English skills revealed that the parent introduces and teaches English early at home, as can be seen through the result of the interview (answer no. 1 until no. 6) in the following excerpts:

Excerpt 1:

"English is essential to teach from a young age. English language and literacy are good to introduce to children they are at a young age because children are more accessible learning language, including the English language."

Excerpt 2:

"Since she is 3, 5 years old."

Excerpt 3:

"No, I do not find difficulties introducing and giving children English literacy. Because the way I teach my daughter is different from the school's method of teaching English. First, I build my daughter's motivation to learn English so that she loves English and thinks that English is fun. Then I also build my daughter's courage to speak English."

Excerpt 4:

"Of course, parents have a responsibility to give English literacy to children. Therefore at home, parents need to help children learn about English literacy if they want their children to have English skills and knowledge."

Excerpt 5:

"Children spend most of their time with their family members, which are why the parent is a primary support system for their knowledge development, including English language literacy. I always motivate my daughter to speak English in her daily life. I motivate her by giving her fun English songs and movies."

The above extracts revealed that the parent agreed that the parent has an important role in the child's English literacy development. The parent also agreed that they are responsible for introducing English early to their child. In introducing and teaching English to his child, the participant tried to build his child's motivation to learn English early. Therefore his child will think that English is fun. The parent also always motivates his child through appreciation, as seen in except observation 1(i.e., *"Good job, kak"*). This makes the child interested in speaking English.

4.1.2 Facilitating English Learning Resources for the child

The parent's lack of English language gives the parent the initiative to give English literacy through digital media such as Television. Therefore the child still can get English literacy from natives through movies and songs videos on Television. The English learning resources provided by the parent can be seen in the excerpt of observation 1 (playing and watching time) (i.e. *the mother accompanies her daughter and son watching Television* and *The daughter watching Butterbean's Café movie that his father downloads from YouTube*).

In addition, the parent also stated giving digital literacy such as Television, songs, and movies, as can be seen in the result of the interview (answer no.3, no. 8, no. 12, no. 14, and no. 16 until no. 21)

Excerpt 6:

"After that, I give her many songs, videos and movies that use the English language to enrich her vocabulary."

Excerpt 7:

"I give her English songs such as Peppa Pig movies, Baby bus songs, cocomelon, and others."

Excerpt 8:

"Television and flash disk"

Excerpt 9:

"Twinkle – twinkle little stars, rain rain go away, baby bus, wheels on the bus, old Mc Donald, sonic, Rainbow Ruby, Butterbeans Café and etc."

Excerpt 10:

"The development of my daughter's ability and knowledge about English literacy was an increase after I gave her English son and movies."

Excerpt 11:

"English songs and movies are compelling media for teaching children the English language and literacy. Because English songs and movies were made for children ...."

Excerpt 12:

"No, I do not provide translation at all. I am sure they can understand the movies, songs, and videos they watched through motions, pictures, and sounds."

Excerpt 13:

"Of course, digital literacy is critical nowadays. Especially for me, who lacks English knowledge, digital literacy can help me give information, material and English knowledge to my daughter. Through Television, my daughter not only watches movies to amuse her but can also learn English."

Excerpt 14:

"After my daughter comes home from school, also at night after my daughter studies and finishes her homework she allowed watching television."

The above extract revealed that the parent provided Television, movies and song downloaded from YouTube to overcome his lack of English language and to expose English to natives through Television.

4.1.3 Build a supportive environment to encourage child English skills.

The participant in this study lives where English is a foreign language, not a second language or first language. Therefore, the parent tried to create a supportive environment for his child to learn English. The father and mother always try to remind their daughter to speak English in her daily life, and they also discuss using the English language after their daughter watches a movie or when she is playing. The way how parent checks his daughter's understanding can be seen in the excerpt of observation 1 (i.e. *Then, his mother asks her, "memang tadi filmnya tentang apa kak?" His mother responds, "ohh okeyy baguss, lalu what are you doing kalo di posisi mereka kak?"*)

The parent always reminds his daughter to speak English in her daily life, as can be seen in the excerpt of observation 2 (i.e. *Then his mother said, "speak English kak"her mother also always reminds her to speak English at home; The father said "oh iya speak English kak").* After watching movies or video songs, the parent tried to discuss with his daughter what she has been watching using English. When she was playing, she also used the English language, as shown in the excerpt of observation 1 (*Then the daughter threw the ball "catch the call adek , catch the ball" His little brother jumped and laughing "ahaa, aku dapat bolanya kak".*)

In the same vein, the parent also revealed that making supporting environment for his daughter to learn English can be seen in the result of the interview (answer no. 15 until no. 25)

Excerpt 15:

"Then when I play with my daughter, I always try to communicate with her using the English language as much as possible because I also cannot speak English well. For example, when I play ball with my daughter, when I instruct her, I use the English language, "Catch bolanya kak", "Jumping kak jumping", and "kak apa sih Bahasa Inggrisnya bulan?" "coba kak cerita langit pakai Bahasa Inggris", or when I want to go for a walk, I ask her using the English language "Are you ready kak?" then she will answer ", ready". I always try to give my daughter English exposure so she will become familiar with the English language and literacy so that she will have easier learning English language and literacy."

Excerpt 16:

"Through English songs and videos, I introduce English vocabulary. Then after my daughter has many vocabularies, I will ask her to tell a story based on the videos or films she watches. Sometimes when she tells a story to me, I know many words and sentences I cannot understand because she adopts words and sentences from Television. When telling a story, it is time for her to explore the comprehension and knowledge she gets from English songs, videos, and movies."

Excerpt 17:

"To teach English to young learners, we should make the children enjoy themselves and have fun, bravely speak English."

Excerpt 18:

"Besides providing English videos for my daughter, I also often communicate with my daughter to use the English language in daily life. Although I am not good at speaking English, I try to stimulate my daughter to speak English. For instance, when I play volleyball, I will say, "Kak catch the ball, jumping, jumping" "what is bulan in English kak?"

Excerpt 19:

"Sometimes I accompany her, sometimes not. When I introduce English to my children for the first time, I use Television and download English songs and movies on YouTube. Therefore I can control what my daughter watches, so I am not too afraid if sometimes I cannot accompany her in watching Television."

Excerpt 20:

"I often ask my daughter to discuss what she is watching. She also likes to tell stories, so after watching Television, she tells me about the videos or the movies."

Excerpt 21:

"My daughter was enthusiastic about the strategy I gave her to increase his motivation and ability to speak English through questions, communication, and songs and movies I downloaded from YouTube."

Excerpt 22:

"Because every day she gets exposure to English songs and movies, the way she pronounces English is good enough. My daughter's story also develops because she likes telling a story, so I ask her to tell it in English. Meanwhile, her reading and English language literacy skills could be better than her speaking skills because I never gave her an English book."

Excerpt 23:

"The other strategies that I do for developing child English literacy is ask my child to speak English with my friends who fluent in speaking English."

Excerpt 24:

"My wife and I make an environment that supports my child's English literacy. Giving her English songs and movies, asking her English questions, and communicating with her using the English language are my strategies for making an English language environment for my daughter."

Excerpt 25:

"Alhamdulillah, my daughter likes English. If she has liked English since she was young, it would not be a burden when I ask my daughter to speak English. This is also one of my considerations for not taking my daughter's courses because my wishes as a parent differ from the course's goals. Of the course place besides providing new vocabulary, children are also required to learn grammar. Meanwhile, I wish my daughter not needed to memorize but practice it every day so that she gets used to it and, in the end, it does not become a burden."

The extracts above revealed that the parent agrees that in introducing and teaching English to the young learner, we should make the child fun and enjoy when she is learning. And they also realize that they lack English language, so in involving in their daughter's English literacy, they try to create an environment that can give language exposure to their daughter, such as communicating using the English language in their daughter's daily activities and applying the new vocabulary and sentences that she get from English song videos and movies.

4.2 Discussion

The first discussion is about the first strategies for parent's involvement in their daughter's English skills through digital literacy. In this discussion, participants answered that they introduced and taught English to their daughter early. They introduced English when she was 3,5 years old. They think if a child has enjoyed learning English since she was young, they will find it easier to learn English in the future because they will not think learning English is a burden. The participant in this study revealed that English is essential to teach from a young age because children are golden age and more accessible to learning English. Therefore the parents tried to motivate their children to learn English, so she could love English since she was young. If she loves the English language, she will feel fun and enjoy learning English, and they will be brave in speaking it.

The father also stated that parents are responsible for introducing and teaching English to their children early because children spend most of their time

with their family members. Therefore, if parents introduce English at home, children will become familiar with English and think that English is fun. This can be motivation for the children to learn the English language. The father thought they directly support their children's knowledge and development, so they should find strategies to help and involve them in their learning process. The way the parents in this study support their child's English learning process can be seen in how the parents give appreciation to their daughter if their daughter speaks English well and she can discuss and retell what she had watched in songs, videos or movies.

Second, because of the need for their ability in English knowledge, the parents facilitate their daughter's digital media, such as television, for playing English songs and movies. The parents also accompany their children when they watch English songs and movies. The parents give their daughter English songs and movies every day because they want to enrich their daughter's English vocabulary. The parents played songs and movies for around five to six hours daily. The parents play the television for the daughter before her daughter goes to school (5.30 – 6.15 A.M.) after her daughter from school (1.00 – 4.00 P.M.) and after her daughter reads Al-Qur'an and learning in the afternoon (6.30 – 8.30 P.M.). The parents thought digital literacy is useful for those lacking English knowledge because they can provide English learning resources from digital media such as YouTube, flash disk, and television.

Last, concerning Building a supportive environment to encourage child English skills, the parents not only introduce but also teach and facilitate English learning resources for their daughter. They also tried to build a supportive environment for their daughter and stimulate their daughter to speak English because they realized they needed a supportive environment to learn a foreign language. Therefore, the parent always reminds her daughter to speak English daily. After her daughter finished watching video songs and movies, the parents often ask their daughter to retell or discuss what she has watched using English. Parents can know how far their daughter's English development is from this situation. Parents who play with their daughters always combine their language

with English. And when the daughter met with her parent's friends who were fluent in English, the parents asked her daughter to speak English with them to build her daughter's confidence in speaking English.

Based on the findings and discussion of this study, parent involvement in encouraging child English language literacy is essential for improving child development and knowledge. Technology does not always give disadvantages to children. Based on this research, using digital literacy such as English songs, videos, and movies effectively teach English language literacy to children. This study revealed that although the parent lacks English knowledge and lives in a community that uses languages other than English, he can still be involved in his daughter's English development through digital literacy.
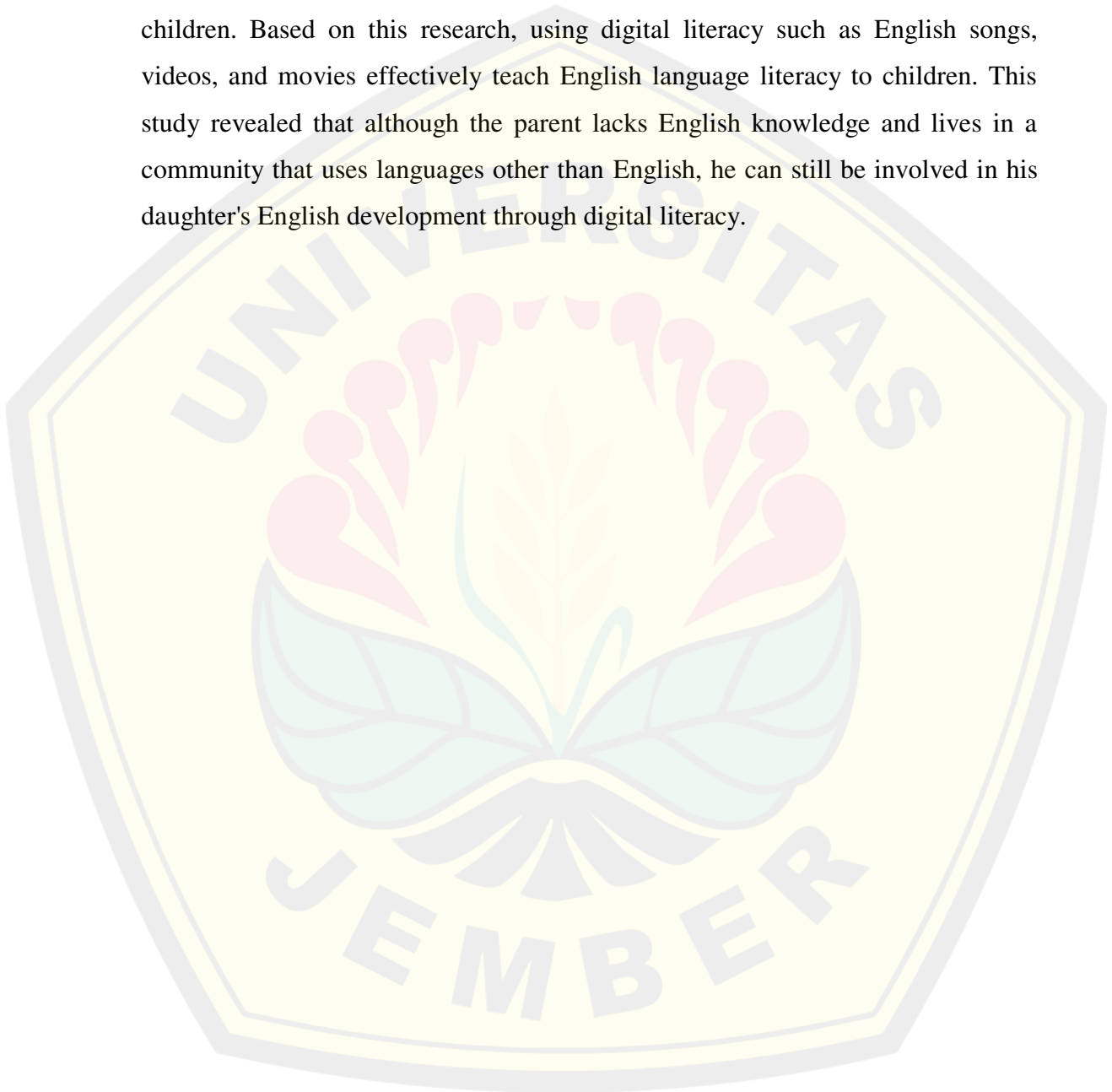
CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the summary of this research and some suggestions related to the future research in this field.

5.1 Conclusion

From the findings and discussion in the previous chapter, it could be concluded that parental involvement the parents in this study realized that they have a responsibility to help their daughter to learn English early at home. They thought that children spend most of their time with their parents. Therefore, parents can give English literacy and skills at home by introducing and teaching English early. Introducing and teaching English early also become the way to build the child's motivation to learn English. The parents in this study also provide learning resources such as Television and English song videos and movies. This digital media helps the child to get English knowledge and exposure. Besides introducing and teaching English early and facilitating digital media as learning resources for the child, the parents also tried always to communicate using English with their child in her daily activity. The parents often remind their daughter to speak English when she is playing and retell the story that she adopted from the movies, songs, and videos she watched.

Nowadays, television, smartphones, and other digital media can be found everywhere. Therefore, it should be effortless for parents to facilitate digital literacy for their children to encourage their child's English language literacy skills. Parents' perspective about their role and involvement is essential because their motivation and ideologies about English will also influence their children's perspectives and motivations. Children's learning style, aptitude, language input and exposure also become the factors that should be considered to engage their child's learning of English literacy.

5.2 Suggestion

Hopefully, the findings of this research will become a reference and input for other parents to give English language and literacy to their children at an early age. Giving English language and literacy to children at an early age can help the children to become familiar with and more accessible to learning foreign languages. Parents need to realize that their involvement and role in their child's development is significant, especially when they are young, because young is a golden age for children. Because this research focuses on one family and one media to give literacy (such as songs and movies) and one perspective by parent and child, hopefully, future researchers may conduct some research based on the experience and perspective of many parents that use other media besides songs and movies such as a book, and others. Moreover, the parent participating in this study was the only one, and he focused on her daughter's speaking and listening skills only. Therefore, further research on the same issue with more than one participant using digital literacy is recommended to get various views and experiences from other parents with other different skills.

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APPENDIX 1

Title	Research Question	Phenomena	Indicators	Data Resources	Research Methods
Parental Involvement In Encouraging Child English Literacy Through Digital literacy : A Case Study	1. How does the parent get involved in his daughter's English literacy? 2. How does the child develop her English literacy skills through digital literacy?	Digital literacy use in encouraging Child English literacy by parent	1. Parental involvement • Parent strategy in encouraging child English literacy • Facilitate provided by parent in developing child English literacy (digital literacy) 2. Child English development • Child perception about her parent involvement • Child development of her English skills.	The parent and the child of a family who live in Jember.	**1. Research Design** A Case Study **2. Research Context** Purposive method **3. Research participant** Purposeful sampling **4. Data Collection Method** 1. Observation 2. Interviews **5. Data Analysis** Thematic Analysis

APPENDIX 2

The Transcript of Interview With Parent

N o.	Questions	Respondents	Code
1	Apa pandangan Anda tentang pembelajaran Bahasa Inggris untuk anak usia dini? *What is your opinion about English language literacy for children?*	Bahasa Inggris sangatlah penting untuk diajarkan sejak anak usia dini. Pada saat masih kecil untuk menerima materi Bahasa Inggris atau materi yang lain lebih cepat. Apalagi untuk mempelajari Bahasa ya, bahasa apapun akan lebih cepat. *English is essential to teach from a young age. English language and literacy are good to introduce to children they are at a young age because children are more accessible learning language, including the English language*	IE
2	Sejak kapan Anda memberikan litrerasi/ pengetahuan tentang bahasa Ingrris kepada anak ? *When you start introduce English language and literacy for your child?*	Sejak anak saya berusia 3,5 tahun. *Since she is 3,5 years old.*	IE
3	Apakah bapak menemui kesulitan dalam mengajarkan Bahasa Inggris diusia kakak saat itu Pak ? *Are there any difficulties in introducing English language and literacy to your child at early age?*	Tidak ada kesulitan, soalnya cara mengajarinya saya bukan seperti mengajari ketika di tempat les atau di sekolah ya, mengajarinya dengan cara lagu anak –anak yang menggunakan Bahasa Inggris. Ya anak – anak kalau di kasih lagu anak – anak kan pasti suka ya, jadi nanti telinganya akan terbiasa mendengarkan Bahasa Inggris. Sehingga anak – anak akan terbiasa menerima Bahasa Inggris. Karena metode yang saya pakai dalam mengajarkan Bahasa Inggris tidak sama seperti di sekolah maupun tempat les, karena menurut saya	IE FE

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		jika menggunakan metode sekolah akan membuat anak berat dalam belajar Bahasa Inggris. *No, I do not find difficulties introducing and giving children English literacy. Because the way I teach my daughter is different from the school's method of teaching English. First, I build my daughter's motivation to learn English so that she loves English and thinks that English is fun. Then I also build my daughter's courage to speak English. After that, I give her many songs, videos and movies that use the English language to enrich her vocabulary.*	
4	Apakah menurut Anda orang tua juga bertanggung jawab dan berperan penting dalam memberikan literasi bahasa Inggris pada anak ? *What do you think about parents' involvement on their child English literacy? Do you think parentshave responsibility in giving English language literacy to their child?*	Tentu saja, justru itu merupakan peran utama orang tua. Karena kalau di sekolah sekrang bahasa Inggris tidak diajarkan, oleh karena itu dirumah peran orang tua adalah memberikan dan membantu anak dalam belajar literasi Bahasa Inggris, jika orang tua ingin anaknya memiliki kemampuan dan pengetahuan Bahasa Inggris. *Of course, parents have a responsibility to give English literacy to children. Therefore at home, parents need to help children learn about English literacy if they want their children to have English skills and knowledge.*	IE
5	Bagaimana cara bapak membangun motivasi kakak dalam belajar Bahasa Inggris ? *How you are built your daughter motivation in learning English language?*	Pada usia dini anak banyak menghabiskan waktu dengan orang tua, orang tua menurut saya merupakan support system yang utama dalam perkembangan pengetahuan anak termasuk dalam belajar Bahasa Inggris. Saya juga selalu memotivasi anak saya untuk berbicara menggunakan Bahasa Inggris dalam kehidupan sehari hari. Cara saya memperkenalkan dan memotivasi anak saya dalam belajar Bahasa Inggris yaitu yang pertama saya memutarkan video lagu anak – anak,	IE BE

| | | lalu kika anaknya mulai suka, saya memutarkan film – film yang menggunakan Bahasa Inggris.

Lalu dalam kehidupan sehari – hari ketika saya bermain dengan anak saya atau ketika saya berbicara bersama anak saya, sebisa mungkin saya mencoba menggunakan Bahasa Inggris sesuai dengan kemampuan saya juga, karena saya juga bukan pengguna aktif Bahasa Inggris. Misalnya saja ketika saya bermain bola bersama ank saya saya sering bilang "Come on, catch the ball" "jumping, jumping". Saya juga sering mencampur pengunaan Bahasa inggris dan Bahasa Indonesia. Atau jika mau pergi biasanya saya menanyakan pakai Bahasa Inggris "are you ready" "ready, go". Saya perkenalkan pelan – pelan dalam kehidupa sehari – hari. Lalu saya juga mengajarkan kosa kata baru benda – benda atau hal – hal yang ada dalam kehidupan sehari – hari. Misalnya "Diatas ada apa saja kak" "ada langit" "langit bahasa Inggrisnya sky kak" "bulan itu moon".

Lalu setelah saya memperkenalkan kosa kata – kosa kata bahasa Inggris pada anak, saya minta anak saya untuk bercerita, "coba ceritakan dengan Bahasa Inggris bagaimana suasana malam dan apa saja yang bisa kita lihat di malam hari" lalu anak saya akan bercerita. Ketika bercerita sebenarnya ada banyak yang tidak saya menegerti, terkadang dia juga menggunakan kosa kata – kosa kata yang dia temukan pada lagu – lagu dan film – film Bahasa Inggris. Ketika bercerita , menurut saya itu merupakan waktu untuk anak saya mengeksplore dari apa yang sudah dia tangkap dari video – video dan lagu – lagu Bahasa Inggris yang dia tonton.

Children spend most of their time with their family members, which is why the parent is a primary support system for | |

| | | *their knowledge development, including English language literacy. I always motivate my daughter to speak English in her daily life. I motivate her by giving her fun English songs and movies.*

Then when I play with my daughter, I always try to communicate with her using the English language as much as possible because I also cannot speak English well. For example, when I play ball with my daughter, when I instruct her, I use the English language, "Catch bolanya kak", "Jumping kak jumping", and "kak apa sih Bahasa Inggrisnya bulan?" "coba kak cerita langit pakai Bahasa Inggris", or when I want to go for a walk, I ask her using the English language "Are you ready kak?" then she will answer ", ready". I always try to give my daughter English exposure so she will become familiar with the English language and literacy so that she will have easier learning English language and literacy.

Through English songs and videos, I introduce English vocabulary. Then after my daughter has many vocabularies, I will ask her to tell a story based on the videos or films she watches. Sometimes when she tells a story to me, I know many words and sentences I cannot understand because she adopts words and sentences from television. When telling a story, it is time for her to explore the comprehension and knowledge she gets from English songs, videos, and movies. | |
| 6 | Mengapa menurut Anda bahasa Inggris penting diajarkan untuk anak sejak mereka usia dini ?

Why do you think English is important to teach to children | Kemampuan anak dalam menyerap ilmu pengetahuan di usia dini sangatlah bagus. Selain iu Bahasa merupakan hal yang harus di praktikan ketika di pelajari, oleh karena itu saya rasa sedini mungkin Bahasa Inggris harus saya ajarkan kepada anak saya.

Children's ability to comprehend | IE |

	since early?	*knowledge early is excellent, especially for language learning. As we know, in learning a language, we need to practice it. Therefore I need to introduce and teach English at an early age.*	
7	Bagaimana pendapat Anda tentang pembelajaran Bahasa Inggris di sekolah ? *What is your opinion about English learning activity at school?*	Pembelajaran Bahasa Inggris di sekolah sudah cukup bagus, namun ada beberapa poin yang tidak sesuai dengan tujuan saya dalam mengajarkan Bahasa Inggris kepada anak saya. Salah satu contohnya adalah di sekolah anak di ajarakan untuk berbahasa Inggris dengan grammar yang benar, menurut saya di usia dini yang perlu kita lakukan dalam meningkatkan kemampuan Bahasa Inggris anak adalah dengan mendorong keberanian mereka dalam berbicara, mendorong mereka memiliki perbendaharaan kosa kata tanpa harus terikat dengan grammar. Menutu saya grammar bias diajarkan ketika anak sudah mampu dan berani serta memiliki banyak kosa kata. *English education at school is good enough, but some points are inappropriate for my perspective on English. The limited time for teaching and learning English at school makes the learning activity only focus on memorization and grammar structure, so it is considered heavy for some children. To teach English to young learners, we should make the children enjoy themselves and have fun, bravely speak English.*	BE
8	Bagaimana cara Anda meningkatkan kemampuan Bahasa Inggris anak di rumah ? *What is your strategy to improve your daughter English skills at home?*	Saya memberikan anak saya tontonan tontonan dalam Bahasa Inggris seperti film –film Bahasa Inggris seperti peppa pig, baby bus, dan lagu lagu dalam Bahasa Inggris dari channel cocomelon dan lain sebagainya. *I give her English songs such as Peppa Pig movies, Baby bus songs,cocomelon, and others.*	FE
9	Kegiatan apa saja yang Anda berikan	Selain melalui video – video yang saya sediakan kepada anak saya , saya juga	BE

	untuk meningkatkan kemampuan Bahasa Inggris pada Anak ? *What activities that you give to your daughter for improve her English skills?*	seringkali mengajak anak berbicara dalam Bahasa Inggris seperti misalnya ketika saya berjala- jalan bersama keluarga saya dan anak saya memandang langit, lalu saya akan menyakan kepada anak saya "kak apa Bahasa Inggris nya langit dan bulan ?" "Kak coba cerita kegiatan kakak hari ini pakai Bahasa Inggris" "Kak gimana lagunya Old Mc Donald ?" dan lain sebagainya. *Besides providing English videos for my daughter, I also often communicate with my daughter to use the English language in daily life. Although I am not good at speaking English, I try to stimulate my daughter to speak English. For instance, when I play volleyball, I will say, "Kak catch the ball, jumping, jumping" "what is bulan in English kak?*	
10	Apakah bapak menemani ketika kakak belajar Bahasa inggris atau ketika kakak menonton televisi yang berbahasa Inggris? *Are you accompanied her while your daughter is watching English moves or songs?*	Terkadang saya menemani, terkadang juga tidak. Waktu anak saya masih kecil TV yang saya pakai bukan smart TV seperti saat ini yang bisa langsung tersambung internet, Youtube, Netflix dan lain sebagainya. Jadi saya mendownload semua lagu – lagu dan film – film Bahasa Inggris full dai Yotube semua sehingga saya bisa mengontrol tontonan apa yang anak saya tonton. Terkadang dia juga menonton acara TV anak – anak *Sometimes I accompany her, sometimes not. When I introduce English to my children for the first time, I use Television and download English songs and movies on YouTube. Therefore I can control what my daughter watches, so I am not too afraid if sometimes I can not accompany her in watching Television.*	BE
11	Apakah bapak pernah mengajak kakak berdiskusi tentang video yang kakak tonton atau bertanya	Iya sering melakukan diskusi seperti itu. Anak saya juga sering menceritakan apa yang dia tonton setelah atau saat dia menonton film tersebut.	BE

	film apa yang di tonton ,tentang apa filmnya, dan apa yang bias kakak pelajari dari filmnya ? *Have you ever invited your daughter to discuss the songs video or movies that she watched what the movies or songs were about, and what you can learn from the movies or songs that you watched?*	*I often ask my daughter to discuss what she is watching. She also likes to tell stories, so after watching television, she tells me about the videos or the movies.*	
12	Media apa saja yang Anda gunakan untuk meningkatkan kemampuan Bahasa Inggris pada anak ? *What media that you used for improving your daughter English skills?*	Televisi dan flashdisk. *Television and flash disk*	FE
13	Bagaimana dengan buku Bahasa Inggris pak? Apakah bapak pernah memperkenalkan atau membacakan buku berbahasa Inggris kepada kakak ? *Have you ever introduce or give English book to your daughter?*	Tidak , saya tidak menggunakan Bahasa Inggris karena keterbatasan saya dalam membaca Bahasa Inggris. Selain itu semangat saya adalah agar anak saya dapat memiliki banyak kosa kata dan berani serta mampu berbicara Bahasa Inggris. *No, I do not give my daughter English books because of my limitations in reading English. Meanwhile, my motivation is that I want to develop my daughter's English speaking skills first.*	IE
14	Lagu dan film apa saja yang Anda berikan kepada anak Anda ? *What songs and movies that you give to your daughter?*	*Twinkle – twinkle little stars, rain rain go away, baby bus, wheels on the bus, old Mc Donald, and etc.*	FE

15	Bagaimana respon anak ketika mendapatkan pembelajaran Bahasa Inggris di rumah yang Anda berikan ? *How does your daughter respond when she received English lessons that you provide at home?*	Alhamdulillah anak saya sangat antusias dengan strategi yang saya berikan dalam meningkatkan motivasi dan kemampuan dia dalam berbahasa Inggris melalui pertanyaan – pertanyaan, lagu – lagu, serta film film yang saya download dari youtube dan Tv kabel langganan saya. *My daughter was enthusiastic about the strategy I gave her to increase his motivation and ability to speak English through questions, communication, and songs and movies I downloaded from YouTube.*	FE
16	Kemampuan apa yang berkembang pada anak ketika anak telah belajar literasi Bahasa Inggris di rumah (seperti mendengar, berbicara, membaca, atau menulis) ? *What abilities develop on your daughter English skills after she learn English from the songs videos and movies that you provide?*	Kosa kata Bahasa Inggris anak saya bertambah. Selain itu keberanian dia dalam berbicara Bahasa Inggris juga meningkat. Karena setiap hari dia mendengar kosa kata Bahasa Inggris accent yang digunakan anak saya cukup bagus. Selain itu kemampuan bercerita anak saya juga meningkat setelah saya beri literasi Bahasa Inggris setiap hari. Setelah menonton televisi, lagu – lagu, atau film anak saya biasanya membuat lagu nya sendiri menggunakan Bahasa Inggris atau dia bermain peran seperti film yang dia tonton menggunakan Bahasa Inggris . Untuk kemampuan membaca dan menulis anak saya belum terlalu mampu menguasai karena saya juga tidak terlalu mengajarkan menulis dan membaca pada anak saya. *The development of my daughter's ability and knowledge about English literacy was an increase after I gave her English songs and movies. Because every day she gets exposure to English songs and movies, the way she pronounces English is good enough. My daughter's story also develops because she likes telling a story, so I ask her to tell it in English. Meanwhile, her reading and English language literacy skills could be better than her speaking skills because I never gave her an English book.*	FE BE

17	Menurut bapak seberapa efektif penggunaan lagu lagu berbahasa Inggris dan film – film Bahasa Inggris untuk perekembangan literasi Bahasa Inggris adik pak ? *In your opinion how effective the use of songs video and movies for the development of your daughter English skills?*	Sangat efektif, karena anak – anak pasti suka lagu anak – anak dan juga pasti suka film anak – anak. Jadi orang yang membuat lagu dan film anak – anak sudah melakukan observasi apa yang disukai anak – anak dan bisa dimengerti oleh anak – anak. *English songs and movies are compelling media for teaching children the English language and literacy. Because English songs and movies were made for children, they would do observations and surveys before the musician, and the producer made songs and movies. Of course, English songs and movies are effective media for teaching the English language and literacy.*	FE
18	Apakah ketika menonton ada terjemahan untuk membantu kakak memahami cerita? *Is there a translation that you provide in the videos or movies to help your daughter understand the movie or the songs?*	Tidak, saya tidak memberikan terjemahan sama sekali. Karena menurut saya terjemahan kan untuk orang dewasa yang belajar Bahasa Inggris. Kalau untuk anak – anak mereka diibaratkan seperti gelas kosong. Jadi walaupun tanpa terjemahan mereka bisa memahami film dan lagu yang mereka tonton melalui gerakan, gambar, dan suara. *No, I do not provide translation at all. I am sure they can understand the movies, songs, and videos they watched through motions, pictures, and sounds.*	FE
19	Apa yang anda ketahui tentang digital literasi ? *What do you know about digital literacy?*	Membaca dan menulis lewat online, selain itu menurut saya digital adalah segala sesuatu benda yang berkaitan dengan elektronik dan teknologi. Sedangkan literasi adalah kemampuan anak membaca, menulis, serta menerima informasi. Jadi menurut saya digital literasi adalah kemampuan seseorang dalam menerima informasi dari media digital. *I think digital literacy is reading and writing online and everything related to*	FE

		electronics and technology. While literacy is the ability to read, write, and receive information. Therefore, digital literacy is the ability to receive information through digital media.	
20	Apakah menurut penggunaan digital literasi berperan penting pada perkembangan literasi Bahasa Inggris putrid Anda pada era teknologi saat ini ? *Do you think the use of digital literacy plays an important role in the development of your daughter English skills in the current technology era?*	Iya saya rasa digital literasi sangatlah penting saat ini. Terutama untuk saya yang kemampuan Bahasa inggrisnya masih pasif, penggunaan media digital dapat membantu saya memberikan informasi, materi dan pengetahuan Bahasa inggris kepada anak saya. Melalui televisi, anak saya tidak hanya menonton film atau lagu untuk hiburan semata, namun dia juga belajar Bahasa Inggris. *Of course, digital literacy is critical nowadays. Especially for me, who lacks English knowledge, digital literacy can help me give information, material and English knowledge to my daughter. Through television, my daughter not only watches movies to amuse her but can also learn English.*	FE
21	Berapa lama dalam sehari Anda memberikan literasi bahasa Inggris pada anak ? *How long days do you teach English literacy to your daughter?*	Setelah anak saya pulang sekolah, di malam hari juga setelah anak saya belajar dan menyelesaikan PR nya. *After my daughter comes home from school, also at night after my daughter studies and finishes her homework.*	FE
22	Apakah ada kegiatan lain selain digital literasi yang mendukung perkembangan literasi Bahasa Inggris pada anak ? *Is there other activity besides through digital literacy to developing your child English language*	Hal lain yang saya lakukan untuk mengembangkan literasi pada anak saya yaitu mengajak anak saya berbahasa Inggris ketika bertemu dengan teman saya khususnya yang pandai berbahasa Inggris. *The other strategy that I do for developing child English literacy is ask my child to speak English with my friends who fluent in speaking English.*	BE

	literacy?		
23	Apakah lingkungan dan masyarakat di rumah mendukung kegiatan literasi Bahasa Inggris pada anak ? *Does the environment and community at your home support English literacy activities for your daughter?*	Saya dan istri berusaha selalu menciptakan lingkungan yang mendukung anak saya dalam belajar Bahasa Inggris. Salah satunya dengan sering menstimulasi anak saya untuk berbicara Bahasa Inggris dan menyediakan fasilitas mainan atauoun televisi dan video video Bahasa Inggris. *My wife and I make an environment that supports my child's English literacy. Giving her English songs and movies, asking her English questions, and communicating with her using the English language are my strategies for making an English language environment for my daughter.*	BE
24	Bagaimana perkembangan anak setelah mendapatkan literasi Bahasa Inggris ? *How is your daughter development after getting English knowledge through digital literacy?*	Alhamdulillah anak saya suka dengan Bahasa Inggris. Kalau dari awal sudah menyukai Bahasa Inggris saya yakin hal itu tidak akan menjadi beban ketika saya meminta anak saya untuk berbicara Bahasa Inggris. Hal ini juga menjadi salah satu pertimbangan saya untuk tidak mengkursuskan anak saya, karena keinginan kita sebagai orang tua terkadang berbeda dengan tujuan dari tempat kursus. Banyak dari tempat kursus selain memberikan kosa kata baru, anak anak juga di tuntut untuk belajar grammar. Sedangkan keinginan saya adalah anak saya tidak perlu menghafal namun di praktikan sehari – hari sehingga anak saya terbiasa dan akhirnya tidak menjadi beban bagi dia. *Alhamdulillah, my daughter likes English. If she has liked English since she was young, it would not be a burden when I ask my daughter to speak English. This is also one of my considerations for not taking my daughter's courses because my wishes as a parent differ from the course's goals. Of the course place besides providing new vocabulary, children are*	BE

		also required to learn grammar. Meanwhile, I wish my daughter not needed to memorize but practice it every day so that she gets used to it and, in the end, it does not become a burden.	

IE : Introducing and Teach English early

FE: Facilitating English Learning Resources

BE : Build supporting environment to encourage child English skills

OBSERVATIONAL FIELD NOTES 1

Setting	**: Playing and watching time**
Observer	**: BSL**
Observed	**: parents and his children**
Date and Time PM	**: Monday - Friday, 25 – 29 July 2020 & 18.15 – 20.45**

No	Notes
1	The father accompany her daughter and son watching Television
2	The daughter watching Butterbean's Café movie that his father download from the You Tube
3	The son (2.5 years old) playing with his mother
4	After the daughter finish watching the movie around 15 minutes, the daughter play cooking with his doll and she imitate the scene in the movie using English language that she can get from the movie.
5	Then his father asks to her "memang tadi filmnya tentang apa kak?"
6	Then his daughter answer "It's about peri yang make cake in the café ayah, but there are penjahat that annoy them, so their cake is broken, and they are sad. After that they try to find solution"
7	His father response "ohh okeyy, lalu what are you doing kalo di posisi mereka kak?"
8	His daughter then answer "I will tangkap penjahatnya and make a new cake"
9	His father said "Okey let see another movie kak "
10	His daughter said "No ayah I still want to watch that movie again "
11	His father said "Alright "
12	Then at 08.00 the daughter plays with his little brother. They play volley ball using balloon.
13	The daughter said "ayo adek tangkap adek"
14	Then his father said "pakai bahasa inggris kak, biar adeknya juga ikut belajar bahasa Inggris
15	Then the daughter throw the ball "catch the call adek , catch the ball" His little brother jump and laughing "ahaa, aku dapat bolanya kak".
16	They play ball around an hour, then her mother remind them to brush teeth and take a pray before sleep
17	After take a pray while waiting her mom the daughter tell her activity at that day to his father. She telling using English and Indonesian. Sometimes she ask a new vocabulary to his father, and his father try to answer as he can, but if he did not know he will looking for at google translate.
18	After her mother finish take a pray they go sleep
19	This activity repeated every day, the father always tries to facilitate toys that can support his daughter learning English. For example when the daughter

No	Notes
	like watching and playing about animal , her father will buy animal toy for her daughter then he asked her daughter to tell using the toy
20	Her father also motivate her daughter to make video when she was speak English but her daughter was shy.

APPENDIX 4

OBSERVATIONAL FIELD NOTES 1

Setting   : **Dinning time**

Observer   : **BSL**

Observed   : **parents and his children**

Date and Time   : **Friday, 29 July 2020 & 17.15 – 18.00 PM**

No	Notes
1	The father go home from his office, then his daughter and his daughter welcome him
2	Then his father sit down in living room and talking with his children
3	The father ask "wihh lagi main apa kakak sama adik?"
4	The son answer " lagi main balapan ayah, lihat lihat ayah mobilku larinya secpat sonix"
5	Then her daughter said "tidak adek itu mobilku"
6	The father said "oh iya speak English kak"
7	The daughter said "This is my car ayah"
8	Then his mother coming and bring some cup cakes. His mother said "ini buatan cup cake buatan kakak yah, tadi yang bunda kirim videonya ke ayah itu"
9	Then his father said "Yes , I watch your video when I in my office kak, coba ceritakan ulang gimana cara buatnya kak"
10	Then her daughter answer "I make cup cakes with mom and Adek ayah, First I mix flour, egg, and suger. Then I put the adonan into the cetakan, after that I put it in the obven. After that I put rainbow cream on the top of cup cake, so I called it as rainbow cup cake"
11	Then the father response "good job kak, okay now I want try your cup cake , lalu makan malam
12	Then her daughter answer " okeyy ayah, you have to try my yummy rainbow cupcake"
13	After that they dinner together

APPENDIX 5

Interview with the child

No	Questions	Response
1	Bagaimana awal mula adik mengenal Bahasa Inggris ? *How did you first get to know English?*	Ayah yang mengenalkan Bahasa Inggris kepada saya. *My father introduces English to me.*
2	Sejak usia berapa adik mulai belajar Bahasa Inggris ? *At what age did you start learning English?*	Aku tidak ingat, tapi kata ayah saat usiaku 3,5 tahun. *I don't remember, but my father said since I am 3.5 years old.*
3	Apakah adik menyukai Bahasa Inggris dan jika iya apa yang membuat adik menyukai Bahasa Inggris ? *Do you like English? If so what make you English?*	Iya aku menyukai Bahasa Inggris *Yes I like English*
4	Melalui apa saja adik belajar Bahasa Inggris ? *What media that you use for learn English?*	Aku menonton televisi yang berisi video – video Bahasa Inggris yang sudah ayah downloadkan , ayah juga mngajariku Bahasa Inggris. *I watch television which contains English videos dad my father has downloaded, and my father also often ask me using English language.*
5	Bagaimana cara ayah mengajari adik Bahasa Inggris ? *How did your father teach English to you?*	Ayah mengajakku berbicara Bahasa Inggris dan ayah memutarkan video – video Bahasa Inggris untukku. *My father asks me to speak English and my father play English video songs or movies on television.*
6	Apakah selain memutrakan video untuk adik ayah juga menemani adik belajar Bahasa Inggris? *Besides play English movies and songs, are your father accompany you when you watch television?*	Terkadang ayah menemani terkadang tidak *Some time yes sometimes no*
7	Apakah ayah dan Bunda adik sering mengajak adik untuk mengobrol menggunakan Bahasa Inggris setiap hari ? *Do your father and mother often invite*	Iya sering *Yes they do*

	you to chat in English every day?	
8	Apakah ayah sering menyuruh kakak berbicara Bahasa Inggris ketika bersama temen ayah yang pandai Bahasa Inggris ? *Does your father often tell you to speak English when you are with other people?*	Iya kalau ketemu temen ayah yang bisa Bahasa Inggris ayah menyuruhku berbicara Bahasa Inggris. *When I meet with my father's friend that speak English, my father ask me to speak English with them.*
9	Apakah ayah dan bunda menyediakan fasilitas yang memadai untuk adik belajar Bahasa Inggris seperti buku berbahasa Inggris atau video yang menggunakan Bahasa Inggris dan lain sebagainya? *Do your mother and your father provide adequate facilities for you to learning English, such as English book or English videos and movies and so on?*	Kalau buku tidak, kalau TV dan video – video Bahasa Inggris iya. *My father provides English movies and songs but not for English books.*
10	Apakah ayah dan bunda pernah mengajak adik untuk membaca atau membacakan buku buku Bahasa Inggris ? *Have your father and mother ever invited you to read English books?*	Tidak pernah *Never*
11	Apakah ayah dan bunda mengajak adik untuk berdiskusi tentang video Bahasa inggris yang adik tonton ? *Did mom and dad invite you to discuss the English videos you watched?*	Iya setelah menonton ayah biasanya bertanya apa yang aku tonton dan ayah memintaku bercerita tentang apa yang aku tonton. *Yes, after watching, dad usually asks what I'm watching, and dad asks me to tell me about what I'm watching.*
13	Bagaimana cara adik paham dan mengerti tentang apa yang adik tonton sedangkan video yang adik tonton menggunakan Bahasa Inggris? *How do you understand and understand what you are watching while the videos you are watching are in English?*	Aku melihat gambar dan suara yang ada pada video lalu aku mencoba mengerti ,kadang aku juga bertanya pada ayah. *I see the pictures and sounds in the video then I try to understand, sometimes I also ask dad.*
14	Apakah video – video tersebut bias membantu adik dalam belajar Bahasa Inggris ? *Can these videos help you learn English?*	Iya bisa membantu. *Yes it can help me yo learn English.*
15	Apa yang adik lakukan ketika tidak mengerti maksud atau arti dari film atau video atau lagu yang adik tonton ?	Bertanya pada ayah. *I ask to my father.*

	What do you do when you don't understand the meaning or meaning of the movie or video or song you are watching?	
17	Apa yang adik lakukan setelah menonton film – film dan lagu – lagu Bahasa Inggris ? *What do you do after watching English movies and songs?*	Aku menyanyikannya kembali, aku juga membuat cerita seperti yang telah aku tonton. *I sing it back, I also make up stories like the ones I've watched.*
18	Apakah adik menggunakan Bahasa Inggris dalam kehidupan sehari – hari ? *Do you use English in your daily life?*	Iya *Yes, I do*
19	Apakah di sekolah adik juga menggunakan Bahasa Inggris ? *Do you also use English at school?*	Tidak *No I am not*
20	Apakah ayah dan bunda mendukung dan memotivasi adik untuk mengikuti perlombaan Bahasa Inggris ? *Did your father and mother support and motivate you to take part in the English competition?*	Iya ayah pernah mendaftarkanku ikut perlombaan Bahasa Inggris. *Yes, my father once enrolled me in an English competition.*