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ATTITUDES AND SUPPORT STRATEGIES OF PARENTS TO PROMOTE ENGLISH-INDONESIAN BILINGUALISM IN CHILDREN

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Abstract: The goal of this current study was to look into parents' attitudes toward encouraging English-Indonesian bilingualism in their children, as well as their support strategies for doing so. This study used a mixed-method approach to collect both quantitative and qualitative data. The quantitative data was collected using a questionnaire, while the qualitative data was collected during the interviews using open-ended questions. Twenty mothers who raise bilingual (English-Indonesian) children took part in the study. The researcher collected data using a questionnaire and an interview. The majority of parents prefer English-Indonesian bilingualism for their children, according to

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the findings of this study. By being actively involved in their children's language development, parents always make efforts to maintain their children's bilingual skills. The support systems that parents provide for their children, as well as the degree of support provided in English language learning, appear to differ. To make the learning process effective and successful, parents focus on their children's interests while developing English-Indonesian skills for them.

Keywords: *English-Indonesian, bilingualism, parents' attitude, support strategies*

INTRODUCTION

Bilingualism is the ability to communicate fluently in a language other than the native language (Wallner, 2016). Bilingualism occurs because of language contact between two different language groups, and exists in every country in the world, in all classes of society, and all age groups. Wei (2000) argued that the term "bilingual" refers to someone who knows two languages. Snow et al. (2007) stated that developing control of the linguistic system of their native language is a major undertaking of the early childhood period for all children. They pointed out that the children, who develop these skills in a second language, as well as a first, can be considered bilingual from the time they are exposed to a second language even before they begin to use the language themselves.

Parental attitudes toward English-Indonesian bilingualism can be positive or negative. As seen in Lin and Chen (2016)'s study, parents with a positive attitude toward English skills believe that learning English helps to boost their children's confidence. Negative parental attitudes toward bilingualism can be seen in Humairah et al. (2019) study, which reveals that some people believe the cultural mixing that occurs in Langsa indirectly causes the native culture of Langsa slowly disappear. Fa'iezah (2010) also reported that while the children are acquiring English as a second language, their parents are aware that

the mother tongue is at risk of being lost. Another thing that may have influenced negative parental attitudes is the number of myths about bilingualism and in particular, about teaching children a second language early that might influence negative parental attitudes such as language learning delay, split personality, cerebral confusion, or mixing language that affects confusion (Pransiska, 2017). However, there is much evidence of parents who still want their children to learn a second language. Many parents believed that their children and families will benefit from the experience of being bilingual. Most parents believe that children who are raised with two languages have been found to have greater social understanding (Blossom, 2021). As reported by Lindholm-Leary's study of dual language education (2001), all parents want their children to become bilingual and would recommend it to others. Eventually, bilingualism is unavoidable in this global world. Grosjean (2015) stated that more people are learning to speak many languages as a result of globalization, making bilingualism the norm rather than the exception.

According to Cherry (2021), an attitude refers to a set of emotions, beliefs, and behaviors toward a particular object, person, thing, or event. Attitudes are often the result of experience or upbringing, and they can have a powerful influence over behavior (Cherry, 2021). In this case, parents' attitude refers to parents' beliefs and behaviors in promoting English-Indonesian bilingualism toward their children. According to Addenan (2014), parents showed varied attitudes toward language learning for their children. The attitudes of parents have an impact on their children's language development since the outcome of learning is determined by how the parents and their children commit to the children's learning method. Parental attitudes are important as they also give an active influence on their children's language learning development (Lin & Chen., 2016). It should be taken into consideration the various parent factors such as their education, culture, socioeconomic status, and knowledge of both languages. These factors determine the parents' rationales, goals, and priorities regarding their children's bilingual development (Getie, 2020).

In the context of Langsa, bilingualism has existed for centuries. As stated in the official genealogy records of the Ulee Balang kings of the Langsa, the first founders of Langsa's original government were closely related to the immigrant community of Minangkabau descents who had lived for a long time in Aceh. As a municipal city in the East Aceh district, Langsa is well-known for its multi-ethnicity. The demography of its people is not only made up of the Acehnese people but also Melayu, Javanese, Batakese, and Chinese (BPS Kota Langsa, 2020). This unique population's composition has affected its citizen to be bilingual and multicultural at the same time. Langsa is also a center for education in the East Aceh district. Among those are some boarding schools at the elementary to high school level that adopt a bilingualism-focused curriculum with the major languages taught besides the national language being Arabic and English. Speaking of English as one of the most spoken international languages across the globe, there are also some English education centers growing vast in Langsa.

The rising use of English in Langsa clearly shows that bilingualism involving English has a very relevant role. Although having English skills remains an option for some families in Langsa, it has become a necessity for development, especially for the younger generation. The desire to be successful both socially and economically is starting to insist parents develop English-Indonesian bilingualism in their children. The position of English has prompted parents into striving to raise their children with the knowledge of both their native language and the English language (Addenan, 2014). Therefore, the Malay language became the language of daily communication; some people still use it now. The various ethnicities that entered Langsa have resulted in a multicultural society that exposes children to different languages at home, school, and in the community. In terms of English, acquiring the English language is not considered a necessity to function in society as their native language is Acehnese and the national language of Indonesia since English is a foreign language in Indonesia. However, English has become very significant in the education context and a mark of future success that affects parents to assure that their

children need to acquire the English language. Therefore, these parents making efforts by working on various support strategies to ensure their children can communicate in English. O'Neil (2017) defined that English is very important for the worldwide academics and professionals around the world. Since the development of science and technology is mainly in English, graduates may not have a bright future if they lack English proficiency (O'Neil, 2017).

As a municipal city in the East Aceh district, Langsa is well-known for its multi-ethnicity. The demography of its people is not only made up of the Acehnese people but also Melayu, Javanese, Batakese, and Chinese (BPS Kota Langsa, 2020). This unique population's composition has affected its citizen to be bilingual and multicultural at the same time. Langsa is also a center for education in the East Aceh district. Among those are some boarding schools at the elementary to high school level that adopt a bilingualism-focused curriculum with the major languages taught besides the national language being Arabic and English. Speaking of English as one of the most spoken international languages across the globe, there are also some English education centers growing vast in Langsa. The rising use of English in Langsa clearly shows that bilingualism involving English has a very relevant role. Although having English skills remains an option for some families in Langsa, it has become a necessity for development, especially for the younger generation. The desire to be successful both socially and economically is starting to insist parents develop English-Indonesian bilingualism in their children. The position of English has prompted parents into striving to raise their children with the knowledge of both their native language and the English language (Addenan, 2014).

The efforts to expand support for helping children in developing English-Indonesian bilingualism by parents are needed to be explored. This current study explores the attitude of parents in Langsa in the development of English-Indonesian bilingualism for their children. Motivated by various factors, many parents are determined to provide their children with the knowledge of English as

well as the ability to use them by providing the necessary support to help their child to successfully acquire the languages (Addenan, 2014). Therefore, this research specifically attempts to investigate parents' attitudes to promoting English-Indonesian bilingualism for their children and to obtain parents' support strategies to raise an English-Indonesian bilingual child. Several studies investigated various strategies and practices to encourage English learning reported by the parents. According to Addenan (2014), parents become involved in their children's development by finding enough language opportunities for their children to enjoy, planning trips to other countries, and trying to learn the language themselves. Getie (2020) reported parents' home environment support strategies; the more parents use a foreign language at home, the higher levels of attainment in the foreign language will be. It's because they have home environments that are favorable to this, either because the students are better motivated to learn or because they have better opportunities to learn. Although many researchers have emphasized the need of tapping into today's society's multilingual and culturally diverse settings, only a few studies have examined children's multilingualism from the perspective of parents (Hannon et al., 2006). In that case, it's important to explore how parents may help their children develop English-Indonesian bilingual skills by expanding their support measures.

There are many studies on bilingualism, attitudes, and strategies of parents in certain areas (Lin & Chen., 2016; Gertie, 2020; Pransiska, 2017; Wallner, 2016), however, there is little research using a mixed method approach. Using a mixed method approach allows the researcher to achieve both qualitative and quantitative data to provide stronger evidence that can assist in the development of a conclusion based on convergence and corroborative findings (Creswell, 2003). Thus, this current study would fill in a void and it is led by two main questions: 1). What are the attitudes of parents towards English-Indonesian bilingualism in their children in Langsa, Aceh Timur? And

2). What are the support strategies of parents to encourage English-Indonesian bilingualism in their children in Langsa, Aceh Timur?

METHOD

This study used a mixed-methods approach to gather both quantitative and qualitative data. Questionnaires and interviews were used to gain an accurate and insightful understanding of parents' attitudes and parental support strategies involved in the development of English-Indonesian bilingualism for their children in Langsa. The framework of parents attitudes and parental support strategies adopted by Addenan (2014). This study uses a questionnaire that consists of 83 close-ended questions and an interview with 8 open-ended questions. The percentage distribution of the data was counted using a formula. The subject of this study was 20 mothers who raise English-Indonesian bilingual children in Langsa. Purposive sampling was used as the sampling method. Only mothers participated in this research. The research participants comprise 20 mothers with children between the ages of 15 to 17. The analysis of the data obtained from the survey is presented by frequency-variance analysis using tables. Braun and Clarke (2006) themes analysis used to analyze the thematic coding dealing with interview data. The data from the interviews were transcribed, translated, and analyzed.

FINDINGS

The Results of the Questionnaire

Attitudes of Parents toward English-Indonesian Bilingualism

The demographic background is provided to know the factors that may affect the result of parents' attitudes to promoting English-Indonesian bilingualism toward children. The following are the data about the demographic background of the participants with the highest number of frequencies collected from the questionnaire.

Table 1. Demographic background

Category	Answer	Frequency	%
Age Range	40-49	15	75%
Mother's Highest Level of Education	SMA	8	40%
Father's Highest Level of Education	S1	9	45%
Mother's Occupation	-	10	50%
Number of Children	3	16	80%
Gender of Children	Female	11	55%
Residence Abroad	No	20	100%
Living with Child	Yes	20	100%

The participants are between the ages of 40 to 49 years old of 20 mothers. Most participants involved in this study are fairly well educated, however, the highest level of education that most mothers (40%) have is a high school. The results indicated that the fathers are fairly well educated as well with 45% of them having undergone tertiary level education. 50% of the participants are unemployed. Most participants have 3 children. 55% of the participants' children are female. The results show that none of the respondents have lived abroad. All participants live at home with their children.

Table 2. Language used by children at home

	Mean A	Mean M	Mean S	Mean R	Mean N
Speaks the Indonesian language with parents, siblings, and grandparents	19 (95%)	1 (5%)	0	0	0
Speaks the English language with parents, siblings, and grandparents	0	2 (10%)	3.5 (17.5%)	7.5 (37.5%)	7 (35%)

Rating scale starts from Mean A (All the time), M (Most of the time), S (Sometimes), R (Rarely), to N (Not at all). Most children (95%) speak to their family in the Indonesian language all the time, which falls under the A category. 5% of participants choose the M category,

which means 5% of the participants' children speak Indonesian most of the time. Meanwhile, only 10% of children speak the English language most of the time with their family. 17.5% of children sometimes speak English and 37.5% of children rarely do. 35% of mothers choose the N category, which means their children never speak English with their family. Even though, the data of this current study showed most of children speak mother language (Indonesian) at home but studying in an English school, it because the children representing their preferences in natural life. Zein (2017) aforesaid that children used English in Indonesia interestingly. The children learnt English at school with a lot of challenges because English taught as foreign language but the children arrived at home, they prefer to speak their mother tongue; Indonesian.

The following section focused on the results of parents' attitudes to promote English-Indonesian bilingualism toward children. The items are divided into 4 categories which related to the value of language as capital, the social value of language, investment in education, and the motives to raise bilingual children based on parents' perceived life context.

Table 3. Parents' Attitudes

No	Parents' Attitude toward English-Indonesian bilingualism for children	Mean SD	Mean D	Mean U	Mean A	Mean SA
1	Language as Capital	0	0	4 (20%)	8 (40%)	8 (40%)
2	Social Value of Language	0	1 (5%)	3 (15%)	12 (60%)	4 (20%)
3	Investment in Education	0	0	2 (10%)	10 (50%)	8 (40%)
4	Perceived Life Context	0	0	2 (10%)	13 (65%)	5 (25%)

Notes: SD (Strongly disagree), D (Disagree), U (Undecided), A (Agree), to SA (Strongly agree).

Regarding parents' attitudes to promoting English-Indonesian bilingualism for their children in the language as capital section, the results showed that 80% of mothers agreed to the statements based on the value of language as capital. 8 mothers (40%) chose the A category and another 8 mothers (40%) choose the SA category. It means that 8 mothers (40%) were more sure about their attitude to promote English-Indonesian bilingualism toward children comes from their perception of the value of language as capital for their children's future than the other 8 other mothers (40%). Meanwhile, 4 mothers (20%) were still undecided about their perceptions of the value of language as capital for their children's future.

In the social value of language section, the results showed that 80% of mothers agreed with the statements based on the social value of language that influence parents' attitude to promote English-Indonesian bilingualism toward children. 12 mothers (60%) chose the A category and 4 mothers (20%) chose the SA category. Meanwhile, 3 mothers (15%) were still undecided and 1 mother (5%) choose the D category. It means that while most mothers agreed that their positive attitude comes from the social value of language that made them wants to promote English-Indonesian bilingual skill toward their children, there are mothers who are still undecided and disagree that the social value of language made them want to promote the bilingual skill.

In the Investment in Education section, the results showed that 90% of mothers agreed that language proficiency is an investment in education that motivates parents to expose English as a second language and bilingualism. 10 mothers (50%) chose the A category and 8 of them (40%) chose the SA category. Meanwhile, 2 mothers (10%) chose the U category. It means that there are more mothers whose positive attitude toward English-Indonesian bilingualism for their children comes from the perceptions of bilingual skills as an investment in education than mothers who are not sure about bilingualism as an investment in education.

In the Perceived Life Context section, the results showed that 90% of the parents agreed it is their responsibility to help their children

to acquire more than one language, and all of the parents agreed that they want to provide their children with a longer duration of time to learn English. The results also showed that all of the parents agreed that they want to do their best to ensure their child's success in acquiring two languages. This section indicated that the majority of parents are aware of their responsibility and ability in supporting their children to acquire English skills. It is possible to conclude that parents' attitude to promote English-Indonesian bilingualism toward children concerning perceived life context is positive.

Parents' Support Strategies

This section described parents' support strategies to promote English-Indonesian bilingualism toward children. These support strategies are distributed into 7 points based on Addenan's framework (2014), 1) Setting Goals and Objectives, 2) Home Language Strategy, 3) Second Language Input, 4) Resources and Materials, 5) Providing A Rich Language Environment, 6) Community Support, and 7) Handling Difficulties.

The setting Goals and Objectives section helped parents to understand their objectives and to identify the actions that should be taken to develop bilingual skills for their children. In this section, all of the parents were sure that they want their children to have English-Indonesian bilingualism skills, and all of the parents wanted their children to have a fun language learning experience. The results also showed that most parents were certain of what they wanted their children to achieve in their language development (95%).

In-Home Language Strategies section, parents were asked about their strategies in developing their children's English-Indonesian bilingualism skills in a home environment. The result showed that most parents used the One Parent-One Language approach (70%), and most parents used different languages in different parts of the house (45%). The results also showed that most parents allowed their children to speak any language they choose (80%). These parents mentioned

that sometimes their children like to mix words from two languages as well.

In the Second Language Input section, this study explored the sources of input and interaction in the second language intended for children for bilingualism development. According to the results, the parents provide various inputs in language learning for their children. The result showed that all of the parents used language games to develop English-Indonesian bilingualism skills and reading out loud. Most parents also liked to listening songs (90%) to improve their children's English skills.

The Learning Environment section showed respondents' strategies for providing their children with a rich language environment; this includes learning activities outside the home environment. The result showed that many parents took their children to playgroups to develop English-Indonesian bilingualism skills (50%), and most parents sent their children to an English learning program/class (90%). The results also showed that many parents took their children on trips to places where they can use a second language (45%). The Community Support section displayed the kinds of support received by these parents from the community which involves sharing ideas, experiences, and advice in raising their children to become bilingual. The result showed that most parents communicated with other parents to share their experiences in raising bilingual children (70%), and many parents asked new people they met if they have an interest in a playgroup to create bigger community support (50%). The results also showed that most parents sought advice from support groups on raising bilingual children (65%). Parents Strategies in Handling Difficulties section presented the strategies used by parents in handling difficulties in raising their children to learn English. The result showed that most parents spoke English even when in doubt (70%). Most parents had handy dictionaries (55%) and read books to teach their children English (90%).

Table 4. Parents' Support Strategies

Item	f	%	Rank
Setting Goals and Objectives			
I want my child to have a light and fun language learning experience.	20 (SA:13, A:7)	100	1
I am sure that I want my child to become bilingual.	20 (SA:11, A:9)	100	2
I am certain of what I want my child to achieve in his/her language development.	19	95	3
Home Language Strategy			
I allow my children to speak any language they choose.	17	85	1
I use the One-Parent-One-Language approach when speaking to my child. (Each parent speaks a different language)	14	70	2
I use different languages at different times.	9	45	3
Second Language Input			
Reading out loud	20 (SA:15, A:5)	100	1
Using language games	20 (SA:11, A:9)	100	2
Listening songs	18	90	3
The Learning Environment			
I send my child to an English learning program/class.	18	90	1
I take my child to playgroups	10	50	2
I take my child on trips to places where my child can use the second language.	9	45	3
Community Support			
I communicate with other parents to share their experiences in raising bilingual children.	14	70	1
I seek advice from support groups on raising bilingual children.	13	65	2
I ask new people I meet if they have an interest in a playgroup, know of any in town, or know of anyone who might know	10	50	3
Parents Strategies in Handling Difficulties			
I read books and tips to teach my child English.	18	90	1
I have handy dictionaries	11	55	2
I speak English even when in doubt	14	70	3

In the Resources and Material section, respondents were asked to select the resources and materials that help them to support their children's bilingual development. The most applied materials by the parents in this research include picture books, dual-language books, audio/talking books, television shows, and educational toys. The parents seem to prefer materials with less complexity and ease to access.

Table 5. Resources and Materials

Material	Frequency
Picture Books	19
Dual-Language Books	18
Audio/ Talking Books	13
Television Shows	16
Educational Toys	15
Picture Cards	7
DVDs	5
Streaming Video (e. g. <i>Youtube</i>)	12
Flashcards	0
Internet fun games	7
Bilingual Websites	2

The Results of Interview Data

Attitudes of Parents toward English-Indonesian bilingualism

LF mentioned that her motivation to support her children's English language learning is because English has been perceived as the language for global communication. Most parents agreed that by mastering English skills, it will be easier for their children to get recognition in a professional setting.

“Keahlian dalam bahasa Inggris akan sangat membantu anak saya untuk kedepannya. Lebih tepatnya dalam bidang pendidikan dan pekerjaan. Apalagi jaman sekarang teknologi dan segala media sudah menggunakan bahasa Inggris.”

(Translation: English skills will be very helpful for my children in the future, especially in an academic and professional setting. Most

importantly, these days technology and most of the media are in English.)

Some parents believe that establishing a good foundation of English knowledge at the secondary school level is advantageous for children's tertiary school experience in many ways. A high English proficiency level may contribute to better educational opportunities for the tertiary level and beyond. This is a significant reason for parents to promote English learning and getting a good English score in school is the standard of success in English learning. AI stated that:

"Kalau dia memiliki nilai bahasa Inggris di sekolah berarti (usaha untuk belajar bahasa Inggris) sudah berhasil."

(Translation: If he has a good English grade in school, it means that the effort to learn English has been successful.)

Parents' support strategies

The majority of parents described their role in their children's English language development as "facilitators." They considered themselves as supporting their children in language development by providing materials and activities. EN stated that:

"Sebagai orang tua saya hanya bisa memfasilitasi anak saya, seperti mencari guru les dan membelikan buku untuk dia."

(Translation: As the parent, I only can facilitate my children such as English tutors and books for them.)

Most parents have the perspectives to provide a compelling environment in their everyday interactions with their children. Some parents emphasized that they were focusing on learning languages through daily interactions from an early age. As LF stated:

"Saya memberikan anak saya pelajaran bahasa Inggris dari masih kecil, saat dia masih di SD, sehingga dia akan lebih mudah untuk terbiasa dengan bahasanya."

(Translation: I give my child English lesson starting from the young age, while he was still in elementary school, so it would be easier for him to be familiar with the language.)

Most parents encourage their children to converse in English by also talking in English, some parents that don't have English proficiency will ask the other children or anyone in the house who can speak English to talk in English for them. As CT stated:

"Saya berusaha berbicara dalam bahasa Inggris sesekali kalau sedang ada kesempatan. Terkadang saya minta ayahnya juga untuk bicara dalam bahasa Inggris karena ayahnya jauh lebih pintar dalam bahasa Inggris."

(Translation: I try to speak English every now and then when I have the chance. Sometimes I also ask his father to speak in English because his father is much better in English.)

The number of materials provided at home ranges from having several sets of English books to having songs and various online learning programs on their gadget. Parents also differ in the ways that they utilize the materials they have at home. LM stated that:

"Saya menyesuaikan materi yang dipakai dengan apa yang sedang dia suka. Tergantung dengan hobinya. Dia suka baca buku, maka saya juga berikan buku dalam bahasa Inggris. Terkadang juga menonton film dengan bahasa Inggris. Yang paling penting itu saat belajar juga harus menyenangkan, jadi tidak menjadi beban untuk dia."

(Translation: I adjust the material used to what he likes. They depend on his hobby. He likes to read books, so I also gave him a book in English. Sometimes we also watch movies in English. The important thing is that it must be fun during the learning session, so it will.

Most parents mentioned that the most important thing in the language learning process is to learn actively using materials and doing some kinds of activities as well as having fun while doing those things. NA stated that:

"Kegiatan apapun yang dilakukan akan berhasil kalau dilakukan secara menyenangkan dan dilakukan tanpa paksaan."

(Translation: Any activity that is carried out will be successful if it is done in a fun way and is done without any pressure.)

Some mothers who do not have English proficiency either depend on another family member to interact in English with their children or the English teacher. LF answered:

“Kesusahan saya (dalam membiasakan anak dengan bahasa Inggris) mungkin adalah kemampuan saya dalam berbicara bahasa Inggris yang masih lemah. Saya melihat anak teman saya punya kemampuan bahasa Inggris yang bagus karena ibunya terbiasa berbicara menggunakan bahasa Inggris dengan dia, saya juga mau begitu tapi saya belum bisa berbicara (menggunakan bahasa Inggris) dengan lancar.”

(Translation: My difficulty (in familiarizing children with English) is probably my weak skill in speaking English. I saw that my friend's son has good English skills because his mother used to speak English with him, I want that too (to speak English) but I couldn't speak (English) fluently.)

DISCUSSION

It is clear that the interviewed parents in Langsa have a positive attitude to promote English-Indonesian bilingualism toward children. It can be seen through their motivational factors. In the language as capital section, the results show that all of the parents agreed that English-Indonesian bilingualism is important for their children to learn to function in a competitive world, and most parents agreed that English-Indonesian bilingualism can provide a better career for their children. The results also showed that all of the parents agreed that English-Indonesian bilingualism is a modern way of life. This was lined with a study conducted by Parupalli (2019). The study explained how English has been used in many fields in this era including science, technology, economy, education, press, and media. In the twenty-first century, some of the largest economies, including China, Japan, Russia, France, and Brazil, are putting more emphasis on the English language as a result of appreciating its importance on a worldwide scale.

Regarding the social value of language, most parents agreed that English-Indonesian bilingualism helps them to enhance positive exposure to cultural diversity for their children and helps their children

to understand western culture when they travel. All parents also agreed that they want their children to be able to go to various countries. This was lined with a study conducted by Griva & Chouvarda (2012) that stated parents supported their children's English skills since it helps them to travel abroad and to broaden their horizons.

In the investment in the education section, all of the parents agreed that English-Indonesian bilingualism helps prepare children to understand English lessons at school and all of the parents agreed that children should start to learn a second language as early as possible. The results also showed that all of the parents agreed that knowing more than one language can help their child to study abroad. This was lined with a study conducted by Cummins (2017), the study also suggests that English language skills help to increase access to higher education at home and abroad.

Regarding perceived life context, all of the parents agreed it is their responsibility to help their children to acquire more than one language, thus they want to provide their children with a longer duration of time to learn English. All of the parents agreed that they want to do their best to ensure their child's success in acquiring two languages. This indicated that the majority of parents are aware of their responsibility and ability in supporting their children to acquire English skills. This was lined with a study conducted by Zein (2017) that pointed out that since early 2000, there has been a rise in the popularity of elementary English education as a result of parents' propensity to enroll their kids in English-speaking schools, which means that parents' starting to aware about the importance of English skill and their children to develop it.

Parents have come across various experiences in supporting their children's English language development. Regarding the set goals and objectives, all of the parents were sure that they want their children to have English-Indonesian bilingualism skills and to have a fun language learning experience. Most parents were certain of what they wanted their children to achieve in their language development. This

was lined with a study conducted by Rodriguez (2015), parents have their strategies to achieve what they want in their children's language development, the strategies may change over time due to changes in the linguistic characteristics of the family and community.

In relation to the home language strategy, parents design a routine for the children's language learning to develop a high level of English proficiency. Most parents used the One Parent-One Language approach. Many experts recommend the "One Parent-One Language" method for a bilingual home (Baker, 2001; Grosjean, 2015; Harding-Esch & Riley, 2003; Nasir, et.al, 2017). The idea is that one parent always speaks her language with the children, and the other parent always speaks his language with them. These parents also mentioned that sometimes their children like to mix words from two languages as well. Regarding this, Yusuf, et.al (2021) and Pearson (2008) mentioned that code-mixing is a normal part of bilingual development, and bilingual children have good reasons to code mix.

In relation to the second language input, parents carried out many kinds of activities and materials, such as using language games, listening to English audio books or songs, reading books, and streaming websites. The least used inputs were flashcards and poems. Parents appear to prefer doing activities based on auditory learning because their children prefer these types of activities over reading text. It was lined with a study conducted by Cherry (2021) that revealed that around 30% of school-age children are identified as auditory learners. Children of auditory learners are more comfortable learning by sitting and listening to the teacher talk than by taking notes or reading.

Regarding the learning environment, the least chosen strategy was to send their child to a bilingual kindergarten. This is because most kindergartens in Langsa still do not use English-Indonesian as their preferred language. However, the majority of parents are sending their children to an English learning program or class to provide second language skills. It was lined with a study conducted by Indriati (2016) that stated that parents are sending their children to English courses to get good marks in English subjects and to be able to speak English.

In relation to the community support, most parents communicated with other parents to share their experiences in raising bilingual children. However, there have been a short number of support groups for developing English skills in Langsa. Parents were asked whether they attend courses/seminars to help them improve their strategies in raising their child to be bilingual. Most parents answered "Hardly Ever" and some of them answered "Never". They argued they haven't yet seen any seminars about raising children with bilingual skills in Langsa. They also answered that they don't have time to attend courses; this may be due to most parents having more than one child. The larger the family, the more likely the children are to receive inadequate education. The amount of time and finances that parents can spend on each child will be decreased because it has to be shared (Murphy & Knudsen, 2002). Bourdieu (2017) mentioned that many parents are determined to do more to ensure their children grow up to be successful even though they lack resources to provide for their children due to multiple challenges such as unstable unemployment and income, as well as the lack of caregiving support.

For the resources and materials, many parents rely on materials such as books and television shows. Parents with English skills, prefer live interaction and reading books aloud to improve their children's vocabulary and conversation skills (Fata et al., 2020; Fata et al, 2022). Relating to this, King and Fogle (2006) state that many parents they interviewed also relied heavily on commercial language materials such as books, videos, television programs, and music CDs to help their children learn languages. Yet researchers indicate that live interaction (e.g. reading or talking) is more effective than exposure to recorded sounds (Kuhl et al., 2003; Resnick and Snow, 2009). Nevertheless, parents without English proficiency can engage their children in a rich language environment and facilitate their children with the sources they lacked.

Regarding the parents' strategies in handling difficulties section, the results show that most parents spoke English even when in doubt hence they have handy dictionaries to look up unfamiliar words.

They also read books to teach their children English. Regarding this, Indriati (2016) stated that children whose parents familiarized them with English at home were better with English expressions than those whose parents don't speak English at all.

Meanwhile, The results from the interviews showed that parents' attitudes to promote English-Indonesian bilingualism toward children are positive, as seen from participants' first question's answer about the reason they want to support their children's English language learning. It is also an important tool for conversing with people from other countries and gathering travel information. It was lined with a study conducted by Parupalli (2019) which explained that English has been the first language for a majority of the population in several countries.

Parents' positive attitude to promote English-Indonesian bilingualism toward children also can be seen through participants' second question's answer regarding their definition of success in English language learning. Most participants' answer is getting a good English score in school is the standard of success in English learning. This was due to their parent's inability to converse in English had given them some difficulties during her school years and even until now. It was lined with a study conducted by Lin (2016) that stated that parents' emphasized the importance of getting a good English score in school for a better career for their children.

Based on the interview, the parents expressed different support strategies in English language learning for their children according to their children's situations and conditions. Regarding parents' role in their children's language development, it is important to know the way parents view their role because according to Wati (2015), parents who understand their role in their children's education may provide better resources and attention to language learning development. Most participants view themselves as "facilitators". It was lined with Wati's study (2015), which stated that parents assist their children's language development by providing many facilitations.

Most parents also encourage their children to converse in English by also talking in English, some parents that don't have English proficiency will ask the other children or anyone in the house who can speak English to talk in English for them. It was lined with a study conducted by Wijayanti et al. (2018). The study stated that there was a strong relationship between parenting style and children's language development. Parents with logical discipline may help children have better academic achievement. Another previous study by Wati (2015) reported that even though the parents in the study are lacking in English skills and are low-educated but they tend to support them and are enthusiastic toward their children's language learning development.

Regarding English-related activities/practices for their children, the number of materials provided at home ranges from having several sets of English books to having songs and various online learning programs on their gadgets. Parents differ in the ways that they utilize the materials they have at home. Some familiarize their children with the materials she thinks are the most helpful in acquiring English skills. Some simply play songs or videos in English to provide input, most of these parents do not have proficiency in English. Džanić and Pejić (2016) found that learning a language through listening activity may have many benefits. Songs have several important qualities, including the fact that they are entertaining and may keep pupils engaged. Parents with English proficiency reported that they have weekly or daily activities to do conversations in English whether at home or outside. Some parents mentioned that they have some pocket dictionaries and online dictionaries in case they find some unfamiliar words while they're conversing in English.

Regardless of various activities, parents are supportive to promote English-Indonesian bilingualism toward their children. The most beneficial strategy in the language learning process is to learn actively using materials and doing some kinds of activities as well as having fun while doing those things. This study is consistent with a study by Wijayanti (2018), which stated that the best parenting style for

children's language development was the learning style that is based on respect for both the parents and the children. This parenting style set clear expectations and monitors children's behavior with logical discipline so that the child's language development would be better

Regarding the challenges parents encountered in raising their child to become bilingual, some mothers who do not have English proficiency either depend on another family member to interact in English with their children or the English teacher. The result of this study is a study by Wati (2015), which stated that parents who do not have English skills still show their enthusiasm for their children's language development and provide plenty of support.

CONCLUSION

Eventually, regardless of parents' motivations for raising bilingual children, parents have a positive attitude toward encouraging English-Indonesian bilingualism in their children. The parents appear to believe that their attitudes influence their children's English learning development. In addition, when it comes to supporting strategies, parents should focus on their children's interests to make the learning process effective and successful by utilizing a variety of resources and materials. The parents believe that by actively participating in their children's language learning, they will encourage their children to learn languages, particularly English, devotedly. This current study contributes to the general understanding of parents' attitude and parents' support strategies to promote English-Indonesian bilingualism in children. It is recommended for further research to investigate the success rate of the support strategies that parents conducted. It is recommended that further studies investigate students' attitude and environment support toward bilingualism.

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