

NON-UNDERGRADUATE THESIS FINAL PROJECT

THE INFLUENCE OF ENVIRONMENT AND FAMILY ON THE DEVELOPMENT OF ENGLISH LANGUAGE SKILLS IN EARLY CHILDHOOD



By:

NIRMALA AYUNINGTYAS

H0122333

**This undergraduate thesis is written and submitted to fulfill part of the
requirements to obtain a Bachelor of Education degree**

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION**

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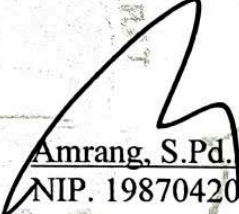
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RINGKASAN

Penelitian ini bertujuan untuk menganalisis pengaruh lingkungan keluarga dan lingkungan sekolah terhadap perkembangan kemampuan bahasa Inggris anak usia dini di TK Al-Falah Balombong. Penelitian ini menggunakan pendekatan kualitatif dengan desain deskriptif untuk memahami secara mendalam kondisi nyata yang terjadi di lapangan. Sumber data terdiri dari anak, orang tua, dan guru, yang dikumpulkan melalui observasi, wawancara, dan dokumentasi. Analisis data dilakukan menggunakan model Miles dan Huberman yang meliputi reduksi data, penyajian data, serta penarikan dan verifikasi kesimpulan.

Hasil penelitian menunjukkan bahwa lingkungan keluarga belum memberikan dukungan yang optimal terhadap perkembangan bahasa Inggris anak, ditandai dengan tidak adanya penggunaan bahasa Inggris dalam komunikasi sehari-hari. Sementara itu, lingkungan sekolah telah memberikan paparan awal melalui pembelajaran yang bersifat interaktif, namun masih didominasi oleh kegiatan hafalan dan peniruan, sehingga belum sepenuhnya mendorong penggunaan bahasa secara komunikatif. Di sisi lain, anak menunjukkan minat yang tinggi terhadap pembelajaran bahasa Inggris, tetapi minat tersebut belum didukung oleh pengalaman berbahasa yang konsisten di lingkungan sekitar.

Penelitian ini menyimpulkan bahwa perkembangan kemampuan bahasa Inggris anak usia dini dipengaruhi oleh interaksi antara minat belajar anak dan dukungan lingkungan, baik keluarga maupun sekolah. Oleh karena itu, diperlukan sinergi antara kedua lingkungan tersebut untuk menciptakan pengalaman belajar yang lebih bermakna dan berkelanjutan.

Kata kunci: lingkungan keluarga, lingkungan sekolah, bahasa Inggris, anak usia dini, perkembangan bahasa

ABSTRACT

This study aims to analyze the influence of family and school environments on the development of English language skills among early childhood learners at Al-Falah Balombong Kindergarten. This study employed a qualitative approach with a descriptive design to gain an in-depth understanding of real-life conditions. The data sources consisted of children, parents, and teachers, collected through observation, interviews, and documentation. Data were analyzed using the Miles and Huberman model, which includes data reduction, data display, and conclusion drawing and verification.

The findings reveal that the family environment has not provided optimal support for children's English language development, as English is not used in daily communication. Meanwhile, the school environment has provided initial exposure through interactive learning activities; however, the learning process is still dominated by memorization and imitation, and has not fully encouraged communicative language use. On the other hand, children demonstrate a high level of interest in learning English, but this interest is not supported by consistent language exposure in their surrounding environment.

This study concludes that the development of English language skills in early childhood is influenced by the interaction between children's learning interest and environmental support, particularly from family and school contexts. Therefore, a strong synergy between these environments is necessary to create more meaningful and sustainable language learning experiences.

Keywords: family environment, school environment, English language, early childhood, language development

CHAPTER 1

INTRODUCTION

A. Background

The relatively low level of English proficiency among the Indonesian population indicates that English language instruction has not yet been optimally implemented, particularly at the foundational stages of education, including early childhood. This condition is reflected in the EF English Proficiency Index (2023), which categorizes Indonesia within the lower–intermediate proficiency level. Such circumstances highlight the need to strengthen English language learning from an early age, considering that childhood represents a critical period in language development, which is highly influenced by the surrounding environment.

A number of studies have demonstrated that both family and social environments play a significant role in children’s language development. Puspita et al. (2022) emphasize that interactions within the family environment serve as a dominant factor in children’s language acquisition. In line with this, Haryati (2024) argues that both family and social environments function as primary mediums for language development through repeated interactions. Furthermore, Na’imah (2022) highlights the importance of introducing English at an early age to enhance children’s readiness in facing global challenges. However, these studies tend to examine the role of the environment in a general sense and have not specifically explored the interconnected influence of family and school environments simultaneously in real-life contexts.

Preliminary observations conducted at Al-Falah Balombong Kindergarten revealed that children demonstrate a high level of interest and enthusiasm toward learning English, particularly when interactive methods such as songs, games, and visual media are employed. Nevertheless, this positive condition is not yet optimally supported by either the family or school environment. The use of English at home is virtually nonexistent, as communication is predominantly conducted in local languages and Indonesian. Meanwhile, the school environment faces constraints related to the limited availability of competent teaching personnel, and instructional practices that

still tend to emphasize memorization rather than fostering deeper understanding.

This situation indicates a gap between children's high learning interest and the insufficient environmental support they receive. If left unaddressed, this gap may hinder the optimal development of children's English language abilities during early childhood. Therefore, this study is essential to analyze the influence of family and school environments on the development of English language skills among young children, as well as to identify the contributing factors in a more contextualized manner.

B. Research Problem

How do family and school environments influence the development of English language proficiency in early childhood?

C. Research Objectives

This study aims to examine why the family, particularly parents, as well as the school environment, have not yet provided a positive contribution to the development of English language skills among young children at Al-Falah Balombong Kindergarten. In addition, this study seeks to identify the extent of children's interest in recognizing, learning, understanding, and ultimately mastering the English language.

CHAPTER 5.

CLOSING

A. Conclusion

Based on the findings of this study, it can be concluded that both the family and school environments influence the development of English language skills among early childhood learners. The family environment provides initial exposure through daily interactions; however, the findings reveal that the use of English at home is virtually nonexistent. As a result, children have limited opportunities to engage with the language in natural contexts.

On the other hand, the school environment provides structured exposure to English through instructional activities. Nevertheless, this exposure remains at a basic level, primarily focused on vocabulary recognition and imitation, without sufficient opportunities for meaningful and communicative language use. In addition, the findings show that children have a high level of interest in learning English, as reflected in their enthusiasm and active participation during classroom activities. However, this interest is not supported by consistent language use in everyday contexts, resulting in a gap between children's motivation and their actual language proficiency.

Thus, the development of English language skills in early childhood is influenced by the interaction between children's interest and the level of environmental support, particularly the consistency of language exposure in both family and school settings.

B. Recommendations

Based on the findings of this study, several recommendations can be proposed. First, for parents, it is important to increase their involvement in supporting children's English language learning by introducing simple English vocabulary in daily interactions, thereby providing more consistent language exposure at home.

Second, for schools, there is a need to develop more contextual and communicative teaching approaches. Instruction should not only focus on vocabulary recognition and memorization but also encourage children to use English in meaningful and interactive situations. In addition, improving teachers'

competencies in early childhood English language instruction is essential to enhance the effectiveness of the learning process.

Third, for future researchers, it is recommended to conduct more in-depth studies on instructional strategies that integrate the roles of family and school environments. Expanding the research context across different settings is also important to provide broader insights into early childhood language development.

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