

THE IMPACT OF PARENTAL INVOLVEMENT ON STUDENTS' ENGLISH LEARNING ACHIEVEMENT: A STUDY OF MAN MATANGKULI

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ABSTRACT

This study investigates the extent of parental involvement in motivating students to learn English and its impact on their academic achievement in learning the language. The research also seeks to determine the extent to which parents support their children in learning English as a foreign language. Utilizing an experimental research design, this study involved second-year students from MAN Matang Kuli as the population and sample. The experimental and control groups were divided into two classes. A pre-test and post-test were conducted to observe both groups at two-time points. Data were collected through questionnaires, semester report books, and test scores. The study employed statistical analysis to establish causal relationships between parental involvement and students' English achievement, following Borg's (1989) principles for experimental research design. The findings revealed a significant cause-and-effect relationship between parental involvement and students' academic achievement. Higher parental involvement, particularly in their roles as educators and facilitators at home, contributed to better student performance. The mean achievement score ($\sum y$) of students was 64.05, with a standard deviation of 6.5, and the average parental involvement score (X) was 2.4. Additionally, the study highlighted the role of teaching methods and classroom dynamics in supporting students' English learning. The research underscores the importance of parental support and suggests that English teachers adapt teaching strategies to students' conditions and needs. It concludes that students whose parents are less involved in their education tend to perform lower in English subjects.

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INTRODUCTION

Teaching methods, along with the various backgrounds students bring to the classroom, are crucial determinants of academic success or failure. In Indonesian schools, students come from a broad spectrum of socioeconomic and cultural backgrounds, which include variations in family status, cultural traditions, and the language spoken at home. These differences significantly influence their educational experiences and learning outcomes. One of the most prominent factors that shape these outcomes is parental

involvement. Research consistently demonstrates that active parental involvement positively influences students' academic achievement, especially in subjects such as English, which is taught as a foreign language in Indonesian schools (Epstein, 2018). This is particularly significant considering the importance of English in a globalized world, where proficiency in the language can open doors to greater opportunities in both education and career.

Students in Indonesia are increasingly exposed to English from a young age, yet their success in learning the language is often influenced by the resources available to them both in and outside the classroom. One of the primary factors affecting these outcomes is parental involvement. Parents' roles in education are not limited to providing financial support or helping with homework, but also include motivating their children, shaping attitudes toward learning, and creating environments conducive to educational success (Valdez, 2018). Parents, as the central figures in a child's life, have the potential to exert significant influence on their children's academic success. However, while many parents support their children's education, there are numerous factors that limit their ability to do so effectively, including a lack of resources, inadequate understanding of the educational system, or even the belief that the responsibility for education lies solely with teachers (Harmer, 2015).

Parental involvement has long been recognized as a key contributor to children's academic achievement across multiple disciplines. According to Epstein (2018), parental involvement encompasses a range of activities, including encouraging children to complete their homework, discussing school activities, and engaging in learning-focused activities at home. In particular, active parental participation in children's education has been shown to correlate strongly with better academic performance in core subjects such as mathematics, science, and language acquisition (Valdez, 2018). Parental involvement is especially influential in the case of language learning, where continued practice and engagement outside the classroom are crucial to mastering the language.

For instance, Deci and Ryan's (2000) Self-Determination Theory emphasizes the importance of intrinsic motivation in learning. According to this theory, motivation is not only influenced by external rewards or punishments but is also driven by internal factors, such as interest and personal goals. When parents encourage their children, offer positive reinforcement, and engage in meaningful discussions about learning, they create a supportive environment that fosters intrinsic motivation. This motivation is critical, particularly for language acquisition, which requires sustained effort over time. As Harmer (2015) explains, language learning, especially for English, requires regular

practice and reinforcement, both of which are facilitated by an engaged and supportive home environment. Parents who take an active interest in their children's education, monitor their homework, and celebrate successes contribute significantly to academic outcomes.

Empirical research has consistently demonstrated the positive impact of parental involvement on students' academic achievement. A study by Fan and Chen (2021) conducted a meta-analysis of various studies on parental involvement and its effects on academic performance. The results revealed a strong positive correlation between parental engagement and improved student outcomes across multiple subjects, including language learning. This supports the notion that students benefit when their parents are actively involved in their education, both in terms of motivation and academic achievement. Similarly, a study by Kusumawati and Zubaidah (2022) found that students with engaged parents performed significantly better in English language acquisition than their peers with less involved parents. This is particularly important in the context of Indonesia, where English is taught as a foreign language, and proficiency in the language can significantly impact academic and career success.

Despite this evidence, many parents in Indonesia struggle to provide adequate support to their children's learning, particularly when it comes to language acquisition. One of the main reasons for this is a lack of understanding of the importance of parental involvement in education. Many parents assume that the responsibility for their children's academic performance lies solely with teachers, overlooking the significant role they can play in their children's learning. This misconception can limit their involvement, and as a result, students may not receive the support they need to succeed academically. Furthermore, in some cases, socio-economic factors may prevent parents from offering the necessary support, as they may be constrained by financial pressures or a lack of educational resources.

The role of parental involvement is particularly critical in the context of learning English as a foreign language. English proficiency is highly valued in Indonesia, where the language is often seen as an essential skill for academic and professional success. However, learning a foreign language involves not only formal classroom instruction but also continuous practice and reinforcement at home. Parents can play a key role in this by encouraging their children to practice English regularly, discuss what they have learned in school, and provide additional learning materials, such as English books or online resources. These actions help to create an environment where language learning is not

confined to the classroom but extends into the home, thus reinforcing the knowledge gained during lessons.

Moreover, the relationship between parental involvement and language learning can be better understood through the lens of Deci and Ryan's (2000) Self-Determination Theory. This theory posits that students are more likely to succeed when they feel autonomous and intrinsically motivated in their learning. Parents who actively engage in their children's learning, provide positive feedback, and foster a sense of ownership in their academic journey help to cultivate intrinsic motivation. This, in turn, enhances students' ability to learn a foreign language like English, as they are more likely to take initiative in seeking out opportunities to practice and expand their knowledge outside of school.

Although the benefits of parental involvement are well-documented, many Indonesian parents face challenges that prevent them from fully supporting their children's education. One of the main challenges is a lack of awareness regarding the importance of their role in academic success. Parents may not fully understand how their involvement can positively influence their children's academic outcomes, particularly in language learning. Additionally, socio-economic factors such as low income or long working hours can make it difficult for parents to provide the necessary support. In some cases, parents may feel ill-equipped to help their children with schoolwork, especially in subjects such as English, where their own proficiency in the language may be limited.

To address these challenges, schools can take several steps to engage parents and encourage their involvement in the educational process. For instance, schools can offer workshops or informational sessions to educate parents about the importance of their role in supporting their children's learning. Schools can also provide resources to help parents assist with homework or practice English at home. These initiatives can empower parents to take a more active role in their children's education, which will ultimately improve students' academic outcomes. Additionally, schools can create a supportive environment where teachers and parents work together to help students succeed. As Epstein (2018) emphasizes, the most successful educational outcomes occur when there is a strong partnership between schools and families.

In conclusion, parental involvement plays a crucial role in improving students' academic performance, particularly in learning English as a foreign language. While many students benefit from effective teaching methods, their success in language acquisition and overall academic achievement is greatly influenced by the support they receive at home. Parents who encourage their children, provide positive reinforcement,

and create an environment that fosters learning contribute significantly to their children's academic success. However, many Indonesian parents face challenges in providing this support, which can hinder their children's educational progress. Addressing these challenges requires schools to work closely with parents to foster a strong partnership that supports student learning. By recognizing the importance of parental involvement and providing resources and guidance to parents, schools can ensure that students receive the consistent support they need to excel academically.

Building on the insights discussed above, this research was undertaken with the goal of exploring the critical role parents play in supporting their children's education, particularly in the context of learning English as a foreign language. The study aims to address two main objectives:

1. To examine the ways in which parents are actively involved in motivating their children to learn English.
2. To assess the level of support parents, provide to their children in learning English, as a foreign language, both inside and outside the classroom.

By investigating these areas, the research seeks to highlight the importance of parental engagement in enhancing students' language learning experiences and academic success.

RESEARCH METHODS

This research was conducted due to the author intended to find answers to the questions mentioned above. This research was conducted because the author intended to find answers to the questions mentioned above. This study is intended To identify parents' involvement in motivating students to learn English and also to find out the extent to which parents support their children to learn English as a foreign language.

The purpose of this experimental study is to learn more about and try to describe the efficacy in teaching English to young learners. Students in the Second year of Junior High School of MAN Matang Kuli , served as the study's population and sample. The experimental research design was used in this study. Borg (1989:332) says that "exploratory examination configuration is obviously fit to laid out causal connections assuming legitimate control is utilized. "He also says that this kind of research design is great for determining if a causal relationship exists. This indicates that the experimental and control groups in this study were divided into two classes. The essayist did pre-test and post-test to notice both control class and trial class at double cross places. A pre-test was administered prior to treatment, and a second one was administered after treatment

to gather information about how to teach English to young learners and to answer the examination issue. This trial research was the endeavour by the essayist to keep up with command over all factors that might influence the aftereffect of the analysis.

RESULTS AND DISCUSSION

To find out the relationship of parental motivation to students' ability to learn English, questionnaires were distributed to students and collected semester grade reports were taken to be processed as data from the second grade of MAN Matangkuli. The study was conducted in January 2023 and completed in March 2024. The background of the research participants is presented in table 1 below:

Table 1. Students' Background Based on MAN Matangkuli Questionnaire Answer Sheet According to Parents' Involvement in motivating English Learning.

No.	Questionnaire items	Answer			X
		Vo/Vi/Vs/ Ic/Vif	O/I/S/Fp/ If	N/Ni/Ns/ D/Ne	
1	Encourages you to study harder at school and at home	4	6	0	2.4
2	Paying attention to your education progress at home	1	9	0	0,9
3	Interested in learning when your parents give lesson questions and answers	9	1	0	0.9
4	Be active in monitoring your educational progress at home	7	3	0	2.1
5	Improve your performance in learning, especially in the field of English studies	3	7	0	2.1
6	Your English learning achievements from the first semester to the present;	1	8	1	0.8
7	Repeating lessons, especially English at home;	7	0	3	2.1
8	The efforts your parents make at home affect your achievement in learning English	4	4	2	3.2
Means					1.45

Source: Primary data after processing), in 2023.

From the table above the author explains some of the codes This is used in the table to explain the frequency of parental involvement in learning English.

Vo = Very often	Ic = Increased
O = Frequently	Fp = Progressively improved
N = never	D = Declining
	Vif = Very influential
Vi = Very interested	If = Affected

I = interested

Ne = No effect.

Ni = Not interested

Vs = Very serious

S = Serious

Based on the table above, the author calculated the frequency distribution of parental involvement. The first item, there are 4 students, the influence of parental involvement to learn English is often done by their parents to encourage them to study hard in learning English. While 6 students, they are often given motivation by their parents to learn English at home. And there is not a single student who has never been advised by their parents to learn English. The second item, there is 1 student who is rarely given parental involvement to give attention and concern for their children's education and 9 students whose parental involvement is very concerned about students' education. and there is no student who answered that their parents do not care about the subjects, this means most parents care about education. The third item, there are 9 students who have a high interest in learning English due to parental involvement when they discuss with their parents, meanwhile there is 1 student who is not interested when their parents discuss about the subjects and there are no students who did not answer that the discussion with their parents does not make them interested in learning. In the fourth question, 7 students answered that their parents always control students' motivation in learning. Meanwhile, there were 3 students who answered that they did not often get control from their parents to encourage them to study and no students answered that their parents did not interact with them to study. This means that all parents always control the adult learning process at school and at home. The fifth item, there are 3 students who answered that parents' involvement to have good affection in learning English to support their English ability. The sixth item, there is 1 student who has excellent English learning achievement from the first semester until now because of parental involvement, 8 students have moderate progress in learning English, and 1 student has no effect. The seventh item, 7 students who repeat lessons especially English at home and 3 students neglect to repeat English lessons at home. The last item, 4 students have very good support from their parents to achieve English proficiency, 4 students also have good encouragement from parents to apply achievement in learning English at home.

From the above, the author calculated a mean (X) of 2.4 from the total number. This means that the students have an average ability in learning English where they have parental involvement in learning English.

Based on the data above, the author concludes that the higher the parental involvement in motivation, the better student achievement will be, this is related to the correlation with the student's semester report card data as shown below.

DISCUSSION

The analysis of parental involvement, based on frequency distribution, reveals several key insights into its impact on students' learning behaviors and achievement. First, four students reported that their parents often encouraged them to study English diligently, while six students mentioned that their parents frequently provided motivation to learn at home. Notably, no students indicated a complete lack of parental advice in this area, emphasizing that parental involvement, in some form, is a consistent feature in these students' academic lives. This suggests that, at a minimum, most parents play a role in fostering their children's academic progress.

Second, while one student reported minimal parental attention to their education, the majority—nine students—indicated strong parental concern for their academic progress. This highlights the positive engagement of parents in their children's education, suggesting that the majority of students benefit from a supportive home environment that reinforces academic goals. Third, nine students expressed a high level of interest in learning English, attributing this to discussions with their parents. In contrast, only one student showed no interest following such discussions, and none reported that parental discussions failed to inspire interest. This demonstrates that parental involvement not only encourages academic engagement but also fosters a genuine interest in learning.

Fourth, seven students indicated that their parents consistently monitored and motivated them to study, while three students received occasional encouragement. Importantly, no students reported a lack of parental interaction, signaling that most parents actively participate in their children's learning both at home and at school. This ongoing engagement is crucial in maintaining motivation and discipline in students. Additionally, three students emphasized the significance of parental affection in supporting their English learning abilities, underscoring the emotional component of parental involvement in education.

The sixth finding highlights the academic progress of students: one student reported excellent achievement in English due to parental support, eight demonstrated

moderate progress, and one showed no significant effect of parental involvement. This variation in achievement underscores the critical role of parental involvement in shaping student outcomes. Seventh, seven students regularly reviewed their English lessons at home, motivated by their parents, while three students neglected this practice. Lastly, four students reported receiving excellent parental support for achieving English proficiency, and another four received substantial encouragement, suggesting that the level of parental involvement directly influences the consistency and quality of students' English learning.

Overall, the mean score of 2.4 for parental involvement indicates that, on average, students receive moderate support from their parents in learning English. This finding reveals a clear cause-and-effect relationship between parental involvement and students' academic performance, particularly in English learning. Students who received consistent support and motivation from their parents tended to achieve better academic outcomes, as reflected in their semester grades. This correlation highlights the importance of parents as both educators and facilitators in fostering motivation, discipline, and academic success.

The findings align with Epstein's (2018) framework on family-school collaboration, which emphasizes the need for a joint effort between parents and educators to ensure student success. Furthermore, the results are consistent with Deci and Ryan's (2000) Self-Determination Theory, which underscores the importance of intrinsic motivation fostered by parental encouragement and positive reinforcement. Parental involvement extends beyond academic support, contributing to the emotional encouragement that sustains students' motivation. Parents who engage in regular discussions about their children's academic challenges and achievements help create a positive and supportive learning environment, which is essential for maintaining students' enthusiasm and commitment to learning.

CONCLUSION

In conclusion, this study highlights the critical role of parental involvement in shaping students' academic success, particularly in the context of learning English as a foreign language. The consistent engagement of parents—whether through encouragement, monitoring, or emotional support—shows a positive correlation with improved academic performance and language proficiency. This underscores the importance of fostering strong parent-teacher collaboration and promoting initiatives that encourage greater parental participation in students' educational journeys. Practical

strategies, such as workshops or targeted communication plans, can further enhance parental involvement, optimizing students' educational outcomes.

The data analysis presents several key insights into the relationship between parental involvement and student achievement in English learning. The mean achievement score ($\sum y = 64.05$ with a standard deviation of 6.5 suggests moderate academic performance, reflecting the relatively consistent impact of parental support across students. The moderate level of parental involvement, indicated by a mean of 2.4, suggests that while the degree of involvement may vary, it remains a steady factor influencing students' success. These findings emphasize the need for teachers to adapt their methods to the diverse needs of students, recognizing that academic achievement is shaped by both classroom instruction and external factors such as parental involvement.

Furthermore, the study reveals that students have access to additional resources for learning English and show a genuine interest in the subject. This combination of external resources and intrinsic motivation provides a solid foundation for success. When complemented by active parental support, these factors can significantly enhance students' motivation and achievement in English learning. Future research could further explore how to bridge gaps in parental engagement, particularly in diverse socio-economic and cultural contexts, to ensure equitable academic support for all learners.

SUGGESTIONS

Based on the research findings, several important suggestions can be made to enhance the effectiveness of parental involvement in students' learning processes, particularly in English language acquisition. First, the results indicate a positive correlation between parental involvement and student achievement, which highlights the need for targeted strategies to increase parental engagement. Educational institutions could benefit from implementing programs that guide parents on how to support their children's learning, especially in a foreign language like English. Workshops or informational sessions could be organized to equip parents with practical methods to motivate their children and create conducive learning environments at home.

Furthermore, the findings suggest that not all students experience the same level of parental involvement, indicating that there is a need to address disparities, particularly in lower socio-economic groups. Schools should consider offering tailored support to families who may lack resources or knowledge to engage effectively with their children's education. Another suggestion involves the role of teachers, who are encouraged to adopt

flexible teaching methods that cater to the diverse needs of their students, taking into account varying levels of parental involvement.

Lastly, given the significance of parental emotional support in fostering motivation, educators could focus on enhancing communication between parents and teachers, ensuring that both parties are aligned in their efforts to motivate students and track their progress. By fostering stronger family-school partnerships, it is likely that student outcomes, especially in English language learning, will improve.

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