

**PARENTS' INVOLVEMENT AND CHALLENGES
IN FACILITATING STUDENTS' ENGLISH
LEARNING**

THESIS

Submitted in partial fulfillment of the requirement for degree of Sarjana
Pendidikan (S.Pd) in Teaching English



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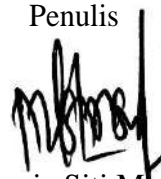
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ABSTRACT

Masyithah, Millennia. (2023). *Parents' involvement and challenges in facilitating students English Learning*. English Language Education Department, Faculty of Tarbiyah and Teacher Training, UIN Sunan Ampel Surabaya. Supervisor I: Rakhmawati, M.Pd Supervisor II: Rizka Safriyani, M.Pd

Key words: *Parental involvement, Parents' challenges, students English learning*

Parents are a crucial factor that can affect the English-learning success of their children. This qualitative study seeks to describe the ways in which parents involve in facilitating their children's English learning. In addition, this study seeks to identify the challenges encountered by parents who are involved in their children's English learning. This research collects data using questionnaires and interview guidelines. The findings of this study indicate that parents engage in a variety of activities to support their children in acquiring English. Parental involvement varies due to distinct parental backgrounds, which can affect the condition and circumstance of parents. In addition, parental perceptions of the significance of English for students will impact parental involvement in student learning. This study also revealed that parents face a variety of challenges that can impede their children's English proficiency as a result of their involvement. These challenges can be classified according to their underlying causes. Parental, school, and student factors are the interrelated causal factors that can impede students' English proficiency.

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ABSTRAK

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Kata kunci: *Keterlibatan orang tua, Tantangan orang tua, Belajar Bahasa Inggris siswa*

Orang tua merupakan faktor yang sangat penting yang dapat mempengaruhi keberhasilan proses belajar Bahasa Inggris siswa. Penelitian kualitatif ini bertujuan untuk mendeskripsikan bagaimana keterlibatan orang tua dalam membantu atau memfasilitasi proses belajar bahasa Inggris siswa. Selain itu, penelitian ini juga bertujuan untuk mencari tahu tantangan yang dihadapi oleh orang tua siswa ketika terlibat dalam proses belajar bahasa Inggris siswa. Penelitian ini menggunakan kuesioner dan pedoman wawancara sebagai instrumen untuk mengumpulkan data. Hasil penelitian ini menunjukkan bahwa terdapat banyak jenis keterlibatan yang dilakukan oleh orang tua demi membantu keberhasilan siswa dalam mengakuisisi bahasa Inggris. Adanya variasi dalam keterlibatan orang tua disebabkan oleh latar belakang orang tua yang beragam yang dapat mempengaruhi kondisi serta situasi orang tua siswa. Selain itu, perspektif orang tua terhadap pentingnya bahasa Inggris untuk siswa juga akan berpengaruh dengan keterlibatan orang tua dalam belajar siswa. Studi ini juga menemukan bahwa dalam keterlibatannya, orang tua menjumpai berbagai tantangan yang berbeda yang dapat menghambat kelancaran belajar bahasa Inggris siswa. Hambatan itu dapat dikategorikan berdasarkan factor penyebabnya. Faktor penyebab yang saling berkaitan yang dapat menjadi hambatan dalam kelancaran belajar Bahasa Inggris siswa adalah factor orang tua, factor sekolah, serta factor siswa. Karena pentingnya kontribusi orang tua dalam keberhasilan belajar siswa, sehingga dengan mengetahui macam-macam kontribusi orang tua dalam proses belajar Bahasa Inggris siswa serta tantangan dan hambatannya, orang tua lain dapat menjadikannya sebuah refrensi dan menyesuaikan dengan kondisinya masing-masing.

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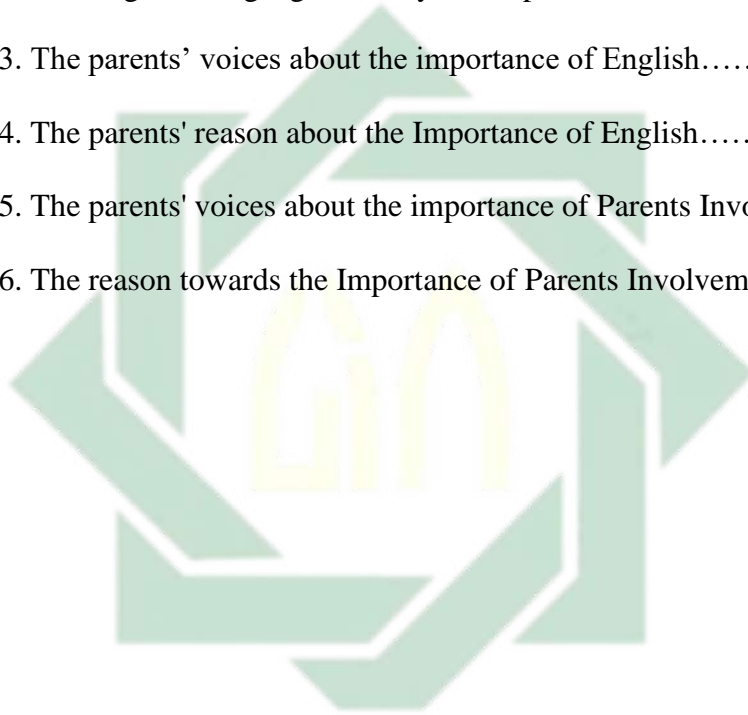
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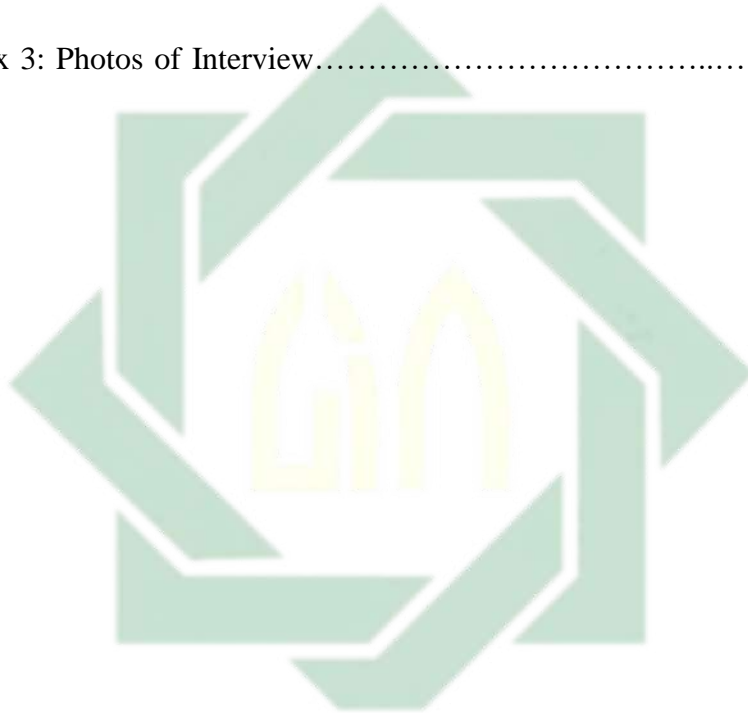
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CHAPTER I

INTRODUCTION

The researcher will explain theories pertinent to the field of parents' involvement and challenges in participating in students' English learning, which will be investigated under the following subheadings: (1) background of study, (2) research questions, (3) research objectives, (4) significance of the study, (5) scope and limitations, and (6) definition of key terms.

A. Background of the Study

Parental involvement has become a crucial aspect that positively affects students' academics as a factor that influences students' outcomes. Based on Driessen, Smit, and Sleeper's findings, continued parental involvement can improve academic achievement throughout the child's education¹. According to Meneal, parental involvement refers to the efforts that parents make to ensure their children's academic success². Parental involvement refers to all activities implemented by parents concerning the education for their children. One of the essential aspects that influence a student's learning process is parental involvement. This is because parents might be considered environmental factors that strongly influence children's

¹ G A Artasthana and A A I N Marhaeni, *The Relationship between Parental Involvement and Students' English Achievement at 8 Th Grade Students in SMP Negeri 1 Singaraja*, *Journal of Psychology and Instruction*, vol. 170, n.d., <http://ejournal.undiksha.ac.id/index.php/JoPaI/>.

² Huseyin Oz et al., "Parental Involvement in English Language Education: Understanding Parents' Perceptions" *International Online Journal of Education and Teaching (IOJET)* 5, no. 4 (2018): 832–47, <http://iojet.org/index.php/IOJET/article/view/447/296>.

development, particularly in terms of language proficiency. Children will learn a second language more quickly if they are exposed to the target language in their environment.

The participation of parents in students' learning has a significant effect on the academic achievement of students. The academic achievement of students can be improved if parents contribute effectively. Numerous positive effects can result from the involvement of parents in students' learning. Some of these benefits include the possibility that the students will achieve higher grades or test scores, more positive attitudes, and tremendous academic success over the long term. There is a link between parents' responsiveness and their children's capability for learning and academic success. Many studies have investigated the importance of parents' roles in improving student achievement at school. Parental involvement has a good effect on students' cognitive, motivational, social, and psychological systems in addition to their academic performance. This is based on Mahrooqi, Denman, and Maamari's research findings. According to the research, the involvement of parents in students' learning influences their academic success as well as their social, psychological, emotional, and interactional growth³. The social, emotional, and cognitive foundations of learning are laid in early childhood by parents'

³Huseyin Oz et al., "Parental Involvement in English Language Education: Understanding Parents' Perceptions" *International Online Journal of Education and Teaching (IOJET)* 5, no. 4 (2018): 832–47, <http://iojet.org/index.php/IOJET/article/view/447/296>.

responsiveness to their children's necessities. During middle childhood and adolescence, positive behaviors, academic success, student outcomes, and personality are all correlated with emotional support, trust, and good communication with the parents⁴. Therefore, the involvement of parents plays a crucial role in the growth of children, both intellectually and socially, and emotionally, all of which possess the ability to influence the students' level of motivation to learn. A child's learning process benefits greatly from having a healthy dose of motivation. The student's level of motivation is another factor that, in addition to the students' intelligence, has the potential to influence the students' level of achievement. A value and a desire to learn are necessary components of motivation. Therefore, encouraging students' learning motivation is closely related to parental involvement in their learning. Because of the significance of parental involvement in students' learning processes, parents must be aware of this for more students to receive support in their learning.

Parental participation can significantly impact students' second language learning and development. This is the case in terms of the importance of parental participation for the students' progress in learning a second language as well as their overall development. It is more likely that students will achieve academic success when their parents exhibit high

⁴ Heather B Weiss et al., *Reframing Family Involvement in Education: Supporting Families to Support Educational Equity*, n.d.

degrees of authority, warmth, supervision, and encouragement of learning. Parents influence students' ability to acquire a second language in various ways, including motivational, emotional, social, and cognitive development. In language learning, parents' positive attitudes toward the target language appear closely related to their understanding of the significance of the target language for the students' academic learning. The beliefs and attitudes of the parents regarding the target language may be the crucial factors in how well their children do in their efforts to learn those languages⁵. As a result, there is a greater possibility that children will have an increased desire to participate actively in the language learning process.

However, some parents of students confront a variety of challenges when it comes to actively participating in students' learning, especially when English learning. Several different factors have the potential to influence parental involvement in students' English-learning process. Challenges to parental involvement might be parent-related challenges, school-related challenges, and child-related challenges⁶. Examples of parent-related challenges such as parents' educational background, parents' ability in English, parents' occupation, and parents' socio-economic background. Whereas for the school-related challenges such as excessive homework,

⁵ Nichole Leigh Mosty, "Where Parental Perspective , Practice , and Reasoning Meet" (2013).

⁶ Kamal Badrasawi, Humaer Yahefu, and Madihah Khalid, "Challenges to Parental Involvement in Children's Education at a Primary School: A Rasch Analysis," *IJUM Journal of Educational Studies* 7, no. 1 (2020): 47–57.

parent meetings, and opportunities to volunteer. There may also be issues associated with children or children-related challenges, for instance, throughout the process of learning, children typically do not want their parents to participate, which poses a challenge for parents who want to take an active part in assisting their children's learning. Because of these factors, it may be challenging for several parents to get actively involved in students' English learning process.

A number of researchers have undertaken similar studies on the issue of the present study, parents' involvement and students' learning or parents' challenges in participating in student learning. For instance, related to parents' involvement and students' achievement, the study of Rafiq, Saleem, Sohail, Fatima, and Ali Khan, have investigated the impact of parental participation on the academic accomplishment of their children. However, their study only focuses on the relationship between the participation done by the parents and the children's academic success, not on the types of parental involvement that can influence students' achievement. Also, their study was not specifically investigated English achievement⁷. In comparison, Artasthana and Marhaeni have looked into the relationship between the involvement of parents and the academic success of their children in English. Although their study has focused on the students' English achievement, it has not profoundly analyzed

⁷ Hafiz Muhammad et al., *Parental Involvement and Academic Achievement; A Study on Secondary School Students of Lahore, Pakistan, International Journal of Humanities and Social Science*, vol. 3, 2013, www.ijhssnet.com.

the types of parental involvement⁸. Other than that, a similar study of Ebuta and Ekpo assessed the level of participation that parents had in students' academic affected their academic progress in English. This study, like the previous one, did not emphasize on the types of parents' involvement in students' English learning⁹. The study by DeHass, Willems, and Holbein was slightly different from other studies. This study investigated the connection between parental participation and student motivation. Students' motivation is an essential factor that can influence the process of student learning and, thus, student achievement. However, this study is concerned with student motivation to learn all subjects, not only English subjects¹⁰.

While related to parents' challenges that they face in assisting their children's learning, P.F.A. Matshe investigated the obstacles that keep parents from being involved in rural public schools in the area of Ngaka Modiri Moleme, which is located in North West Province. However, even though the study has investigated parents' challenges, in that study, the researcher was not focused on English subjects. That study did not look into the various forms of parental involvement. Other than that, the study by Roland Anthony Abrahams explored barriers to parental involvement in the homework

⁸ Artasthana and Marhaeni, *The Relationship between Parental Involvement and Students' English Achievement at 8 Th Grade Students in SMP Negeri 1 Singaraja*, vol. 170, p. .

⁹ Catherine Ndim Ebuta and Ekpo O. Ekpo-Eloma, "Influence of Parental Involvement on Their Children's Education and Their Academic Achievement in English Language," *Global Journal of Educational Research* 13, no. 1 (2018): 31.

¹⁰ Alyssa R. Gonzalez-Dehass, Patricia P. Willems, and Marie F. Doan Holbein, "Examining the Relationship between Parental Involvement and Student Motivation," *Educational Psychology Review* 17, no. 2 (June 2005): 99–123.

assignment of students in historically disadvantaged Cape Town primary schools. Still, it can be noticed that it only focused on the challenges parents faced in participating in students' homework assignments. There was no specific subject the researcher focused on. Another study by Joy, Mutya, Cudillo, and Adlaon investigated parents' difficulties and their children's science achievement in modular distant education. However, researchers only focused on modular science and distance learning subjects that occurred at the start of the pandemic. So, this study did not examine parental involvement in face-to-face learning activities. Last, the study by Kamal Badrasawi, Humaer Yahefu, and Madihah Khalid recognized the barriers that prohibit parents from becoming actively involved in their children's primary schooling. However, similar to other previous research, the researcher in this study did not focus on a specific subject or investigate the type of parental involvement.

A number of the earlier research above show an essential correlation between the involvement of parents and the academic achievement of students. Parents' involvement can significantly affect student achievement because parents participate in the student learning process; indirectly, this can increase student motivation in learning. Several previous studies have proven that with the participation of parents in students' learning process, their learning process will be more effective and produce good outcomes marked by students getting good grades. As stated by Artasthana and Marhaeni's study, the greater parental involvement in their children's education,

particularly in English, the higher the children's English proficiency. Hence, it raises curiosities related to parental involvement, attitudes or behavior in helping their children, especially in English learning. Of course, with diverse backgrounds, parents will bring up various forms of participation in learning English for their children. So, the researcher is interested in researching this matter. In addition, with varied parental backgrounds, parents will face different challenges in participating in their child's learning process. So, the researcher will find out about the forms of participation carried out by parents and the challenges they faced when participating in students' English learning.

Parents' contributions to students' English learning include teaching and providing quality material books, explanations, assistance with homework, effective learning tactics for their children, and other activities that can improve the English-learning process of their children. Parents can help their children learn English by doing a variety of things. Indeed, each parent brings unique characteristics while participating to help their children's learning. The significance of parents' involvement in the student's learning, particularly in English learning, piques the interest of researcher who want to delve deeper into the subject.

Other than that, based on several earlier researchers, it was discovered that children's emotional and behavioral outcomes were positively correlated with the collaborative relationship between parents and experts. It means that by being aware of the challenges, this study may guide professionals or

educational institutions in evaluating the cooperative relationship between parents and the school. According to Matshe's research, the development and sustainability of educational partnerships will need to be recognized, addressed, and overcome for the partnership to be successful. So that, by knowing the challenges that parents encounter will enable schools to collaborate with parents in a more effective way. Since it has been shown in numerous prior studies that parents and schools have a beneficial relationship, this will improve students' social, emotional, and behavioral outcomes.

Thus, in addition to looking at the several ways that parents might support their children in acquiring English language skills, the researcher will also explore the challenges that parents encounter while trying to accomplish this goal. It is intended that by outlining these issues, it will be possible to monitor the school's relationship with the parents, as the schools must be aware of the difficulties that parents experience in order to monitor them effectively. According to the parents' challenges, the school can help them resolve these issues and strengthen their partnership with the students to ensure that they learn English more effectively.

In addition, the researcher chose to conduct the research at Al-Azhar 35 Elementary School in Surabaya since this school has implemented the Cambridge curriculum. The school's collaboration with Cambridge has been properly authorized, as evidenced on the official Cambridge and school website. The researcher selected a school with a Cambridge curriculum

because this curriculum demanded higher levels of English proficiency than the national curriculum¹¹. Therefore, parental involvement becomes essential.

On the basis of real-world problems, researcher has discovered that in the same class of diverse students, all students receive the same treatment, including the same teacher, the same teaching method, and the same curriculum, but the outcomes for each student can be vary. So that the possibility of parents being an indication of other factors that can affect student learning outcomes. Each student's parents are from diverse backgrounds, resulting in a variety of learning support strategies¹². As a result, researcher is interested in investigating the type of parental involvement in student learning, which is one of the indicators of the causes of differences in student learning outcomes.

In addition, due to the fact that English is a second language in Indonesia, some parents encounter difficulties when assisting students in learning English. Thus, the researcher investigates the challenges that parents confront when contributing to their children's English learning in order to identify the obstacles that arise in real-world parental involvement situations. By understanding the challenges related to parental involvement in students' English learning, readers and the school can estimate these barriers and

¹¹ Zahra Nabilla Islam and Nurul Hasanah Fajaria, "Cambridge Curriculum Implementation At Smp Madina Islamic School," *Akademika* 11, no. 01 (2022): 101–112.

¹² Lauren Kavanagh, "A Mixed Methods Investigation of Parental Involvement in Irish Immersion Primary Education: Integrating Multiple Perspectives," no. January (2013).

establish good cooperation between the school and teachers as a way for the process of parental involvement in student learning in order to improve student achievement.

Moreover, this topic has never been discussed in previous studies. Previous studies only examined parental involvement in student learning but did not describe how parents were involved in student learning especially in English learning and the challenges they faced. Thus, it is hoped that this research can be used as a reference by parents who are still unsure about how to effectively support their children in learning English.

B. Research Questions

This study addresses two different research questions, which are as follows.

1. What types of parental involvement are found in students' English learning?
2. What challenges did parents face while involved in students' English learning?

C. Objectives of the Study

The current research aims to:

1. to investigate the types of parental involvement found in students' English learning process,
2. to explore parents' challenges while involving in students' English learning.

D. Significance of the Study

The findings of this study are expected to serve as a reference in education and help parents, students, and future researchers.

1. Parents

This study's findings can serve as a guidance for parents, mainly those still unsure how to involve their children in English learning appropriately. By knowing the various models of parental involvement in students' English learning, parents can get references to participate in their children's English learning by choosing the one that best suits their conditions. In addition, parents who know the challenges faced when contributing to student learning can predict how to overcome problems or avoid these problems.

2. School

The results of this study can be helpful for schools to be able to improve and develop partnerships between schools and parents, which can affect student learning outcomes. Schools become parents' partners in contributing to student learning. Thus, with schools knowing the mapping of the model involvement carried out by parents in helping students' learning, as well as the challenges they face, schools are expected to be able to help reduce or overcome these problems.

3. Students

Students might use the findings of this study to convince their parents on the significance of parental involvement in students' English learning.

They can also use the study results to show their parents how they might become actively involved in students' English learning so that their parents can better support their English learning process.

4. Future Researcher

This study's findings can serve as a resource for other researchers interested in a related topic. For instance, they could apply it as a precedent study to look for gaps that the present researcher has not yet investigated such as investigate the efficacy of one of the forms of parental involvement identified in this study on the English achievement of students.

E. Scope and Limitation

This current research aims to determine how parents participate in students' learning. The scope of this research was limited to the type of how parents are involved in students' learning, specifically in English language learning. More specifically, in this study, the researcher uses Epstein's theory, which consist of 6 types of parental involvements there are parenting, communicating, volunteering, learning at home, decision making, and collaborating with the community. In addition, the researcher also examines the challenges faced when contributing to the student's English learning process and the researcher only focus on three types of parents' challenges based on Javid Javarov's finding, there are parents-related factor, school-related factor, and student-related factor.

F. Definition of Key Terms

Several terms will arise in this research regularly. The researcher clarified essential terms to avoid misunderstanding and misinterpretation of the terminology used in this research. It is expected that the author and the readers have the same understanding and interpretation. The following are some of the key terms that were used:

1. Parental Involvement

Parental involvement is described as the actions of parents of children at home or school to achieve the parent's future educational goals for their children¹³. In this study, parental involvement is defined as all acts or behaviors taken by parents to support their children's English learning success. Parental involvement in the student learning process might take the shape of instructional methods or approaches, material assistance for children, or other actions that can help students' English learning process.

2. Students' English Learning

Learning is defined as the process of obtaining knowledge or skill through practice, study, or instruction. In line with Triyogo's statements, he describes learning as one of the ways through which a person's knowledge is enhanced by reading books, using the internet, and

¹³ Sri Surya Dewi and Universitas Islam Negeri Sunan Ampel Surabaya, "Parents' Involvement in Children's English Language Learning," n.d.

listening to a teacher¹⁴. Learning English is obtaining knowledge related to English or what people do when they want to use the English language. Thus, in this study, students' English learning is defined as a process or activity carried out by students to gain knowledge, deepen skills, and improve their abilities in English.

3. Parents' Challenges

Challenges relate to the barriers that prohibit parents from actively supporting students' learning both at school and at home. There are many different kinds of obstacles that might get in the way of parental involvement. These obstacles can be emotional, physical, social, cultural, or psychological. In this study, the term "parental challenges" refers to parents' difficulties or concerns when contributing to their children's learning, mainly English. Moreover, these challenges can potentially hinder parental involvement in the student learning process, decreasing parental involvement's effectiveness.

¹⁴ Agus Triyogo and Hamdan Hamdan, "Students' English Learning Strategies At Senior High School in Lubuklinggau," *JELLT (Journal of English Language and Language Teaching)* 2, no. 2 (2018): 29.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses the theoretical framework and previous research in the area of parental involvement and the difficulties in students' English language acquisition.

A. Review of Related Literature

There are a number of theories that relate parents; involvement in students English learning and also the challenges they faced.

1. Parent's Involvement

Parents' involvement in students' learning, both at school and at home, is viewed as a crucial strategy of improving the outcomes of students. Parents' involvement is necessary for students' development. Students with greater parental involvement perform better in school, achieving higher grades and test scores, dropping out of school less frequently, and having better attendances, stronger goals, and more positive attitudes toward schoolwork¹⁵. Parents' involvement is crucial for students' academic growth, learning, and also life success. Epstein categorizes parental involvement into six main types: parenting, communicating, volunteering,

¹⁵ Surya Dewi and Islam Negeri Sunan Ampel Surabaya, *Parents' Involvement in Children's English Language Learning*.

learning at home, decision-making, and collaborating with the community¹⁶. The following parental involvement types will be discussed.

a) Type One: Parenting

In this case, schools must encourage parents to assist students' learning by guiding them. Schools have a responsibility to assist families in developing home settings that are conducive to learning by offering information on subjects such as children's health and nutrition, methods of discipline, the requirements of adolescents, and parenting styles. The results for parents include an increase in confidence as well as a better understanding of parenting techniques, an increased understanding of the challenges associated with parenting, as well as support from schools.

b) Type Two: Communicating

In order for educators to successfully accomplish the goals of the teaching and learning method, teachers need to develop a number of strategies for interacting with parents. When communicating with parents regarding the development of their children, decisions that will have an impact on their children, and school programs in general, the school is required to utilize a variety of various communication strategies. It is possible that parents will have a better understanding of the school's policies and programs. They will get experience interacting with teachers and enhanced capacity to

¹⁶ Muhammad et al., *Parental Involvement and Academic Achievement; A Study on Secondary School Students of Lahore, Pakistan*, vol. 3, p. .

monitor students' progress and respond to issues. Additionally, they will gain experience interacting with other parents.

c) Type Three: Volunteering

Schools can develop their relationships with families by providing opportunities for the families' members to take part in various school activities and events. Volunteering families become more acquainted and at ease with their children's schools and teachers. When parents feel more comfortable working alongside their children and socializing with others at school, they are more likely to gain an appreciation for the work that teachers do, increase their abilities, and become more confident.

d) Type Four: Learning at Home

The home environment is where most interactions between parents and their children's schools take place. Schools need to take use of what parents are already doing for their children by supporting and interacting with their children in the house, as well as providing them with learning activities that reinforce what they are learning in school. So that parents can begin to slowly view their children as learners, then parents learn to build confidence in teaching skills and help in their learning process.

e) Type Five: Decision Making

Decision making in parental involvement is related to enhanced outcomes for students when it is incorporated into a complete program that also includes parental participation in providing educational activities.

Participation in the decision-making process on the part of parents and other members of the community can also be of assistance to schools in their efforts to take on a more responsible role in the community. Parents are encouraged to establish channels for input, ownership, policy comprehension, and linkages with other families.

f) Type Six: Collaborating with the Community

The environment in which children are raised has a crucial impact not just on the quality of education they receive from their parents and teachers, but also on their overall academic performance. In addition, children are frequently influenced more by the actions of other people in the community than by the lessons that are taught to them by their parents and teachers. As a consequence of this, it is absolutely necessary for both school and parents to take an active role in the social life of their communities in order to successfully educate their children. One of the effects for parents is a greater awareness of local resources that are available to families and children. They will also have a greater propensity to engage in conversation with members of other nearby families¹⁷.

2. Factors Affecting Parental Involvement

There are three categories that can be used to classify the factors that influence parental involvement based on Javid Javarov's finding:

a) Parent-Related Factor

¹⁷ Ibid.

There are a number of socio-political factors, such as a family's socio-economic standing and a history of negative school experiences, that can have an effect on the degree that parents are involved in the educational experiences of students. Parents' educational background is one factor that affects their parental involvement. It is possible that parents with lower levels of education have fewer levels of self-confidence, and as a result, they show less interest in their students' education. The issue faced by parents who have lower levels of education, according to the parents, is that they are unable to facilitate their children with their schoolwork or any other issues that are connected to school since their knowledge is restricted. In contrast, parents with lesser levels of education are more likely to volunteer for a variety of school activities than parents with higher levels of education are inclined to do so. This is due to the fact that parents with more education are more likely to be involved in their children's education. In addition, the level to which parents are involved in students' education depends on their perceptions of how involvement would affect students' academic development. Not only that, but parental income affects their level of involvement. Parents with greater incomes are more likely to take part in events organized by their children's schools than parents with lower incomes. Compared to parents who have a lower socioeconomic status, parents who are in a higher economic status also try to be more involved in students' education.

b) School-Related Factors

Another aspect that has an impact on parental involvement is the language used. The language that is used in schools is often quite academic, and the majority of school workers are not trained to know how to communicate with parents effectively. Even in situations when there is clear and effective communication between parents and teachers, the attitudes of teachers nevertheless influence the amount of parental participation. Because every parent wants their children's school to be trustworthy, and because every parent wants to be trusted by their children's school, parental participation is strengthened when parents believe the perspectives expressed by school authorities. On the other hand, there is not always a consensus on the duties parents play when it comes to getting their children active, and they may require explicit explanations from teachers regarding what it is that they are supposed to do.

c) Student-Related Factors

It is interesting to note that students' appeals for involvement can be direct or covert depending on a variety of criteria, such as their desire for autonomy and their level of academic achievement. Although many parents give their children's desire for independence as a justification for why they do not want to participate in any of their children's activities, the vast majority of students cherish and benefit from their parents' assistance. The age and gender of students can also have an impact on the level of

parental involvement. According to Cooper, parents of male students are more interested than parents of female students in elementary school; but, in high school, parents of female students are more engaged than parents of male students¹⁸.

3. Parent-School Partnership

There is a significant relation between the amount of involvement and dedication that parents have in students' learning and the level of academic performance that students achieve. Consequently, the educational institution must acknowledge the significance of the parental role in the educational process¹⁹. One of the most important roles of a teacher is to devise strategies that will encourage parents participate actively in the educational process of the students²⁰. According to elementary, middle, and high school teachers, a lack of involvement on the part of the parents is the most significant issue in today's educational institutions. This issue was ranked as the primary cause of concern²¹. As a result, schools need to be held accountable for effectively communicating with all parents. One

¹⁸ Javid Jafarov, "Factors Affecting Parental Involvement in Education: The Analysis of Literature," *Khazar Journal of Humanities and Social Sciences* 18, no. 4 (2015): 35–44.

¹⁹ Joyce L. Epstein, "School, Family, and Community Partnerships in Teachers' Professional Work," *Journal of Education for Teaching* 44, no. 3 (2018): 397–406, <https://doi.org/10.1080/02607476.2018.1465669>.

²⁰ Emily K. Snell, Annemarie H. Hindman, and Barbara A. Wasik, "Exploring the Use of Texting to Support Family-School Engagement in Early Childhood Settings: Teacher and Family Perspectives," *Early Child Development and Care* 190, no. 4 (2020): 447–460, <https://doi.org/10.1080/03004430.2018.1479401>.

²¹ Wang, Cixin, et al. "Does parental involvement matter for students' mental health in middle school?" *School Psychology* 34.2 (2019): 222.

of the most important aspects that determines how well a student does in school is the amount of participation that the parents put out in students' educational experiences. When parents feel like they belong at a school because of the teachers and other staff members, it shows in the level of interest they show in the activities that take place there²². When parents visit their children's schools, the teachers at those schools should make them feel welcome, appreciated, and at ease at all times²³. When parents and teachers make an effort to interact and connect with one another, three positive outcomes occur: an increase in parental involvement; academic performance; and the teachers' ability to make the parents feel respected and appreciated. This occurs when parents and schools try to communicate and engage with one another. Positive, productive working relationships between schools and families are essential to students' development as learners and are fostered by cooperative partnerships between schools and families^{24,25}.

4. Home Learning Activities (HLA)

²² William H. Jeynes, "A Practical Model for School Leaders to Encourage Parental Involvement and Parental Engagement," *School Leadership and Management* 38, no. 2 (2018): 147–163, <https://doi.org/10.1080/13632434.2018.1434767>.

²³ Theresa Keane, "Improving Parent Involvement in Schools : A Cultural Perspective," *River Academic Journal* 3, no. 2 (2007): 1–4.

²⁴ Islahul Mauliya, Resty Zulema Relianisa, and Umy Rokhyati, "Lack of Motivation Factors Creating Poor Academic Performance in the Context of Graduate English Department Students," *Linguists : Journal Of Linguistics and Language Teaching* 6, no. 2 (2020): 73.

²⁵ Hutchins, Darcy Joyce. *Parent involvement in middle school: Cultivating comprehensive and inclusive programs of partnership*. University of Maryland, College Park, 2011.

HLAs can be utilized to supply parents with the means and encouragement they require in order to take an active role in the education of the students while they are at home. HLAs provide families with the strategic chance to focus directly on skills that are addressed by teachers in school, which gives additional assistance and support to students in order to improve their academic performance. Children are able to develop more important academic skills and achieve higher levels of achievement when their parents create circumstances in the home that are cognitively challenging for them. Attendance at school and academic achievement both rise when parents become more active in their children's home learning. The aim of the Home Learning Approach (HLA) is to facilitate time spent together by parents and children that is productively centered on an educational component and that reinforces what is learned in school.

The HLA should promote the idea that learning is essential and enjoyable at home²⁶.

Home is an essential component of learning. Students' complete homework, study for exams or review the lesson they learned at home. When the learning process moves to the home, the role of parents becomes critical. Their roles become essential supports for their children's learning achievement. The most effective form of parental involvement is

²⁶ Heather A. Bower, Joelle D. Powers, and Laurie M. Graham, "Home Learning Activities: A Feasible Practice for Increasing Parental Involvement," *Academic Leadership* 8, no. 4 (2010).

promoting children's home climate directly by assisting them with homework or indirectly by recommending a rich social environment at home. Parents can contribute to their children's academic achievement by engaging in activities such as school-related conversations, assisting children with their assignments, committing to school-related desires with their children, and engaging in related activities important in children's language acquisition and improvement.

Educators often find it easier to effectively guide parents to become more involved in their children's educational activities when they have a good home learning environment to work with. There are three important factors that play a role in determining the standard of the literacy environment in the home:

- a.) Characteristics that are structural include stable, long-term family backgrounds, including family composition, living environment, educational, cultural, and socioeconomic background.
- b.) The perspectives and approaches regarding education: This refers to parents' overall educational values, in addition to their viewpoints on a specific child or component of child development. In addition, the educational views or belief systems that parents have regarding their goals, expectations, and plans for their children's academic careers, as well as their points of view regarding the relevance of putting an emphasis on early childhood cognitive development.

c.) Interactions between the children and their parents and with other children, as well as the children's orientation to their physical and social surroundings, are all components of educational processes. As a direct consequence of this, educational tactics can be broken down into more general and more subject-specific components. The aim of the processes that are currently available is the stimulation of a specific component of a child's development, but rather to target the more general environmental influences. Three examples of single curriculum-related domains of child development that can be supported through domain-specific activities are language, early literacy, and early numeracy²⁷.

In conclusion, we should not only look at the children's talents but also the environment in which they are growing in order to understand how children develop and what influences their growth. Children who are exposed to literacy at home tend to perform better academically, have higher self-esteem, and are more motivated and engaged in their studies.

B. Previous Studies

There are a number of research that have been conducted in the same area as the current investigation. The previous studies that will be discussed further

²⁷ Eftychia Aslanidou, "Home Learning Activities and Children's Learning Outcomes: A Review Of Resecent Evidence," *European Journal of Education Studies* (n.d.), www.oapub.org/edu.

down this page focuses on one or two topics that will be studied in the current study, namely how parents are involved in learning English for students and the challenges they face while contributing to students' English learning process.

For instance, the study by Leocardia, Elice, and William examines the impact of parental participation in school activities or events on the academic achievement of pupils in community secondary schools in Kobondo District, Tanzania. In addition to qualitative phenomenology and quantitative cross-sectional data gathering, the study utilized a Convergent parallel mixed-method research design. The targeted population included 180 teachers, students, principals, and parents. A questionnaire, interview guides, and document analysis were used to gather the data. In the process of analyzing the data, descriptive statistics like frequencies and percentages were utilized for the quantitative data, while themes were developed for the qualitative data. The findings revealed that parents confront various obstacles that may hinder their participation in school activities²⁸. However, the study investigated parents' challenges in involvement in their children's language, and it has not explored how parents are involved in children's learning, especially in English language learning. Furthermore, this study focuses solely on identifying the challenges experienced by parents in school activities. So, the gap can be

²⁸ Sr Leocardia P Masabo, Sr. Elice D. Muchopa, and William B. G. Kuoth, "Parental Involvement in School Activities in Kibondo District , Tanzania : Challenges and Remedies," *International Journal of Education and Research* 5, no. 10 (2017): 89–96.

recognized since the current research focuses on studying how parents participate actively in their children's English learning and the challenges that they encounter.

The next, study by Christine, Romel, and Mauricio investigated parents' difficulties and their child's academic achievement in modular distance education. This study utilized a descriptive survey methodology. Using convenience sampling, the study's participants were 318 parents of secondary students enrolled in island public secondary schools. The researchers used a questionnaire to collect data. The collected data were handled and analyzed systematically utilizing frequency, percentage count, mean, standard deviation, one-way analysis of variance (ANOVA), and Pearson's correlation coefficient. According to this study, parents' biggest obstacles to applying modular learning were personal issues including money, monitoring a child's academic progress, and ineffective teaching techniques²⁹. Although this study has analyzed parents' challenges in students' learning, it does not discuss how parents are involved in students' learning. Aside from that, the focus of the study was only on the obstacles faced by parents in the modular distance learning program implemented at the beginning of the pandemic.

Other than that, the study conducted by Artasthana and Marhaeni examines the important connection that exists between the involvement of parents and

²⁹ Christine Joy A. Cudillo, Romel C. Mutya, and Mauricio S. Adlaon, "Parents' Challenges and Their Child'S Academic Performance in Science in the Modular Distance Learning," *European Journal of Education Studies* 9, no. 7 (2022).

the academic success of their children in English. In this particular investigation, a correlational approach was taken. The eighth-grade students of SMP Negeri 1 Singaraja served as the subject of this study. The data collection tool that the researcher utilized was a close-ended questionnaire. After that, the Pearson Product Moment Correlation was utilized by the researchers in order to do the analysis. The findings of this study revealed that parents' participation and students' English achievement have a positive and significant correlation. As a result, the more parents participate in their children's English education, the higher the students' English achievement³⁰. Although this study already examines parents' involvement, the researcher only focuses on the correlation with students' achievement. Moreover, this study did not explore parents' challenges in children's English learning. While in the current study, the researcher explores parents' behavior in how they contribute to students' English learning and their challenges to involve in their children's English learning.

Furthermore, the study by Ebuta, Catherine Ndim, and Ekpo attempts to determine students' academic achievement in the English language based on parental involvement in their children's education. The researcher adopted the ex-post facto design in this study. The population in this study consisted of all the Senior Secondary two (SS2) students in the southern educational zone of

³⁰ Artasthana and Marhaeni, *The Relationship between Parental Involvement and Students' English Achievement at 8 Th Grade Students in SMP Negeri 1 Singaraja*, vol. 170, p. .

Cross River State. The instruments used in this study were a questionnaire and an English Achievement test. To analyze the data, the researcher used Pearson's Product Moment Correlation to compare the academic achievement of students in the English language whose parents were involved in their education with those whose parents were not³¹. The result of this study revealed a significant positive relationship between parental involvement in their children's education and students' academic achievement in English. Although this study has investigated parental involvement, it only examines the relationship between parental involvement and student academic achievement. In addition, this study did not explore parents' involvement in students' English language learning and their challenges.

Moreover, the study of Pooja Chand, Razia Bano, and Manpreet Kaur explored the relationship between parental engagement and factors such as parental gender, educational background, and English proficiency³². It also tries to show how parents' involvement in their children's education has an impact. The study used the qualitative method. The data was gathered through in-depth interviews. In this study, it was found that many parents were aware that their involvement in student learning could affect students' success in learning English. However, many of them do not know how to help or be

³¹ Ebuta and Ekpo-Eloma, "Influence of Parental Involvement on Their Children's Education and Their Academic Achievement in English Language."

³² Pooja Chand, Razia Bano, and Manpreet Kaur, *INTEGRATED JOURNAL OF SOCIAL SCIENCES Parental Involvement in English Language Education of Secondary School Students-A Case Study of Korovuto Settlement, Ba, Fiji, Integrated Journal of Social Sciences Integr. J. Soc. Sci*, vol. 2021 (Article, n.d.), <http://pubs.iscience.in/ijss>.

involved in learning English effectively. In addition, it was also found in this study that many parents' factors sometimes impact parents' involvement in learning English for students. So, because this study has not investigated the types of involvement parents do in learning English for their children in this current study, researcher will find out about this. So, it can be a reference for parents regarding what involvement parents can do with their children's English learning.

Additionally, the study conducted by Gulce Kalayci and Huseyin Oz explored Turkish parents' perception of parental involvement and also examined the relationship between parental involvement level and variables such as parents' gender, educational background, and level of proficiency in English³³. This study comprises two phases: a quantitative technique and a qualitative approach. It is structured as sequential explanatory research. Participants in this study comprised the parents of children enrolled in a private Ankara primary school's first through fourth grades. The researchers employed an interview and a questionnaire to get the data in order to do additional research. The study's findings show that parents generally have positive views of parental involvement and are aware of both the academic and psychosocial components of education. Also, they discovered that demographic variables like gender, age, occupation, or educational attainment had little to no effect on how parents perceived their own parental participation. This study only

³³ Oz et al., "Parental Ibid.in English Language Education: Understanding Parents' Perception."

examines the perspectives of parents regarding the significance of parental participation in the English-learning process of their children but has not discussed the types of parental involvement in students English learning. The researcher sees this as a vital point that can be uncovered, since the diversity of parents' perception will bring out the different types of involvement.

Based on the findings of some of the previous studies, the researcher might conclude that only a few studies have focused on parents' involvement in students' learning and categorizing those involvements under Epstein's theories, as well as investigated the difficulties they encountered, particularly by focus into English subject in Indonesian context. As a result, there needs to dig deeper into the involvement and challenges of parents in students' English learning. The researcher has seen this issue as a significant gap that can confirm and guarantee the research's distinctiveness.

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CHAPTER III

RESEARCH METHOD

This chapter focuses on elaborating the way the researcher conducted the study in investigating parents' involvement and challenges in facilitating students English learning that involved (1) Research design, (2) Research setting, (3) Data and source of data, (4) Research instruments, (5) Data collection techniques, (6) Data analysis techniques, and (7) Checking validity of research.

A. Approach and Research Design

This study implied qualitative research methods to analyze parents' involvement and challenges in students' English Learning. Qualitative research is a technique for gaining a comprehensive knowledge of the context of a notion, opinion, or even experience³⁴. This research design focuses on verbal rather than numerical analysis and reports in-depth data on a person or a phenomenon obtained from interviews, behavioral patterns, and documents that would not otherwise be statistically analyzed. It is supported by Fraenkel and Wallen's opinion, who said that qualitative researchers frequently attempt to understand how things are going on in natural settings without intervening. The goals of this study are to explore the kinds of parents' involvement in students' English learning. And also, this study tries to analyze the challenges the parents faced when trying to contribute to students' English learning. The

³⁴Creswell, John W. *Educational research: Planning, conducting, and evaluating quantitative and qualitative research*. Pearson Education, Inc, 2012.

qualitative method is the most appropriate method for this study since the researcher attempted to explore data related to parents' involvement by interacting directly with participants to obtain in-depth and valid data. Besides, this study requires direct observation of participants' behavior and experiences related to their participation in children's English learning in natural settings.

B. Research Subject and Setting

This study is being conducted in SD Al-Azhar Surabaya. The researcher conducts the study there because the school has an official arrangement with Cambridge and applies the curriculum, which can be challenging for primary school students. In this study, researcher choose parents of 4th grade students as the subject of this study because this class is the transition phase of the use of English in this school, since the first grade until the third-grade use English in their daily only a half, but start from fourth grade to sixth grade, they use full English in daily. In this case, parents must be more active in assisting students' learning, especially in English. Moreover, the parents who decide to enroll their children in Cambridge curriculum program have a good perception of the importance of the English language. So that they will do more to help their children's English Language Learning which can suit best with this study. From that, the researcher wants to seek information about their behavior in helping or contributing to their children's English Language

learning. This study focuses on parents involved in their children's English learning and who experience challenges during the process.

C. Data and Source of Data

The researcher discusses further about the data and the source of data used in this following below.

1. Data

The data finding of this research were the information gained from the questionnaire and interview about types of parents' involvement in students' English-language learning as well as the challenges they encountered during the process.

2. Source of Data

The data sources for this study were parents of 4th grade students who actively participate in their children's English learning and face some challenges while involved in their children's English learning process.

D. Research Instruments

As this is a qualitative study, the researcher chose to address the first and second research questions through questionnaires and interview guidelines.

1. Questionnaire

The researcher utilized an open-ended questionnaire to gain information regarding how parents are active in students' English language learning and the challenges they encounter. This type of instrument can be used

to approximate study-related constructs such as perception and attitudes³⁵. This questionnaire's content was developed by adapting and synthesizing a number of studies on parental involvement and the challenges faced by parents in this regard, there are study by Gulce and Huseyin, study by Laura Smokoska, study by Hafiz, Tehsin, and Malik, and study by Pooja, Razia, and Manpreet. To be more specific, questions 1 to 6 related to parents' perceptions of the significance of the English subject and their involvement in their children's English education. These questions were also designed to figure out the variety of parental backgrounds. The question number 7 was designed to address the first research question concerning parental involvement in the English-learning process of their children. While questions 8 and 9 were designed to answer the second research question concentrating on the challenges they encountered while assisting their children in learning English. The questionnaire can be found in Appendix I. This study's questionnaires included open-ended questions so that participants could provide their own responses if the options provided by the researcher were not suitable. To avoid invalidity and irrelevance, the researcher also urged respondents to complete out the questionnaire based solely on their beliefs, perceptions, and preferences, without coercion or influence

³⁵ Ching Sing Chai et al., "Examining Preservice Teachers' Perceived Knowledge of TPACK and Cyberwellness through Structural Equation Modeling," *Australasian Journal of Educational Technology* 28, no. 6 (2012): 1000–1019.

from extraneous factors. The researcher used this questionnaire to determine the extent of parental involvement in students' English learning process and the challenges they experience during the process. The researcher then decided which parents actively contributed to students' English learning and which parents had challenges when engaging in students' learning process so that these parents would consent to be the focus of this study.

2. Interview Guideline

After completing the questionnaire, the researcher interviewed several participants who exemplified each form of parental involvement and parental challenges. The interview guide is necessary for the researcher to collect information about parental involvement. Specifically, the researcher chose to use a semi-structured interview guide consisting of open-ended questions. This open-ended interview was able to provide significantly more information pertinent to the current investigation. Interviews with a semi-structured format were conducted to clarify the depth to which parents are involved in their children's English learning. The questions in the interview guideline were adapted from several same studies used to construct the questionnaire. In this study, participants were instructed to respond to interview questions in their own words and thoughts, unrestricted by any particular concept. In general, the list of questions in this interview guide was derived from the related topic of

this study, which the researcher constructed by synthesizing multiple studies about parental involvement and the obstacles they encountered. To be more specific, item number 4 was designed to answer the first research question regarding their involvement in students' English learning, whereas item number 5 was designed to answer the second research question regarding the challenges they encountered. In addition, a smartphone containing a tape recorder was utilized throughout the interview process to ensure that no pertinent information was overlooked. The interview guidelines can be found in Appendix II.

E. Data Collection Technique

The researcher utilized variety of established data collection techniques to acquire the data, including the distribution of questionnaires and interview sections.

1. Distributing Questionnaire

The researcher distributed a questionnaire to parents who were actively engaged in their children's English learning despite facing some obstacles. After synthesizing several studies involving parental involvements and parental challenges, and incorporating them into Google Form as online questionnaire, the researcher distributed the questionnaire to the subject of this study, namely the parents of Al-Azhar students in grade 4. The researcher distributed the questionnaire to parents through WhatsApp after receiving the teacher's permission.

This questionnaire was distributed for approximately two weeks, beginning on the 7th of May 2023 and ending on the 20th of May 2023, after the researcher sent the link to the Al-Azhar teacher for distribution to the parents. Simply put, the distribution of this questionnaire is intended to collect information about parents' experiences with their children's English language learning and their difficulties.

2. Conducting an Interview

After obtaining data related to the ways in which parents are actively involved in students' English learning and the challenges they encounter, the researcher conducted interviews with appropriate parents and matched the criteria for this study. In this study, interviews were the primary data collection method to answer the research questions. This current study answers the research questions through semi-structured interviews because the researcher can prepare the questions beforehand and allows the interviewees to express their thoughts freely. The interview was conducted to gain more profound information about the involvement of parents.

Firstly, the researcher selected respondents on the basis of their questionnaire responses. The researcher selected 5 interviewees based on their ability to represent each parental involvement type and the difficulties they encountered with students' English learning.

Secondly, the researcher planned a schedule of visits and interviews with the parents of the children, and the researcher asked permission to come immediately to their homes. The researcher contacted the students' parents via WhatsApp to determine the best time for them to be interviewed. The researcher and the parents agreed on the time to set aside for interviews. The researcher and interviewees came to an agreement and were able to conduct the interviews between the 16th and 20th of May. Two of the five interviewees consented to an offline interview. The researcher and interviewees agree to conduct interviews at their respective places of work. Additionally, three additional parents requested an online interview through WhatsApp call.

Thirdly, the information obtained during the interview was written down in a notebook, and the interviewee's speech was recorded using a recorder. Both of these tools were utilized by the researcher.

Fourthly, the researcher reorganized the handwritten information to make it easier to read, and the recorded speech was transcribed into written text to make it easier to understand. The data was coded and classified, and a summary memo was composed. The obtained data is then narrated.

And lastly, the researcher checked to see if the information was accurate and applicable by contrasting the outcomes of the manual written material with the transcribed speech recordings. The researcher

concludes with the many sorts of involvement parents have in students' English learning, as well as the challenges those parents face.

F. Data Analysis Technique

Data analysis is the process of reviewing, sorting, and classifying data in order to build a hypothesis and support it with the research's conclusion. In this study, the researcher analyzed the data that had been collected using the prepared research instrument and method by reflecting on the criteria that the researcher had constructed. Particularly, the data collected through questionnaire and interview guideline regarding the categories of parental involvements and parental challenges were separately analyzed using the following techniques:

1. Analyzing The Data from Questionnaires

After the questionnaire was finished being constructed, the researcher conducted an analysis using the procedures outlined by Creswell, as follows:

- a. Get the information from the Google form ready and organize it.
- b. In order to obtain information that is properly categorized, organize the responses of all of the participants from each question to each part. In this study, the researcher categorized each participant's response into a more specific category of parental involvement as well as the different challenges that parents may encounter depending on the causal factors.

- c. The results of every aspect need to be interpreted so that general and specific statements can be drawn that describe the entire questionnaire.
- d. Compile a summary of the answers provided by the participants for each part.
- e. Combine the questionnaire and interview results creates a single piece of accurate, valid, and pertinent data that can be used to address the research question regarding the various forms of parental involvement and the challenges parents had when helping their children acquire the English language.

2. Analyzing The Data from Interview

According to Creswell, the method of data analysis used in qualitative research designs consists of six steps, there are:

- a. Get the data and notes from the tape recorder ready, and then organize the data.
- b. Transcribe the recording in order to collect written data from the whole interview section.
- c. Investigate the general significance of the facts. This stage needs the researcher to review all of the information to extract relevant information from the interview.
- d. Coding all of the data. The researcher coded topics related to the types of parents' involvement in students' English learning and the

challenges they faced while participating in their children's English language learning. Example codes used by the researcher in this study include informant 1, 2, 3 for classifying the subject of the study, and type 1, 2, 3 for coding the type of parental involvement. The researcher did selective coding for the interview results from parents who have participated in their children's English language learning process.

- e. Using coding to create a description of a setting or theoretical themes. During this stage, the researcher was able to separate the topic-related data. The interview responses were divided based on similar responses.
- f. Developing the description and theme that needed to be represented narratively. Following the data's theme-based categorization, the researcher created a detailed description and theme. The results demonstrated an excellent report that enticed readers to read it.

G. Checking Validity of Findings

To evaluate the reliability of this study, the researcher utilized a methodology known as triangulation, which brings together the findings obtained from several different research methods³⁶.

Triangulation is a method for enhancing the reliability of or assessing

³⁶ Sandra Mathison, "Why Triangulate?," *Educational Researcher* 17, no. 2 (1988): 13–17.

the results of research. In other words, multiple sources of evidence were utilized to minimize misinterpretation and strengthen the conclusions of this study. which in this case included written information from the questionnaire and verbal information from the interview. Aside from that, various types of data and data collection methods were utilized, with the researcher analyzing the questionnaire and conducting interviews to collect all written and spoken data. The researcher can produce and generate a report with trustworthy and precise data by looking into the source of the information gathered and the supporting evidence³⁷.



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³⁷ Creswell, John W. *Educational research: Planning, conducting, and evaluating quantitative and qualitative research*. Pearson Education, Inc, 2012.

CHAPTER IV

FINDING AND DISCUSSION

This chapter reports about previous findings of the data collection process and the discussion of it by reflecting it on the existing related theory. Precisely, there are two things that are discussed in this chapter, namely the involvements of parents towards students' English learning and the obstacles that occur during the process of their involvement in helping students' English learning process.

A. Findings

The data for this study were obtained between May 7 and May 20, 2023. In this study, 51 parents were involved from the 70 of total parents, and they were all the parents of fourth-graders at the Islamic elementary school Al-Azhar 35 in Surabaya. First, a questionnaire with 17 questions was distributed to parents of fourth-graders at Islamic Elementary School Al-Azhar 35 Surabaya in the form of a hyperlink to a Google Form. Second, to get a comprehensive understanding of the subject under discussion, the researcher chose 5 parents to be interviewed. The criteria of parents who selected to be interviewed were they who stated their willingness to be interviewed based on their questionnaire answer. Other than that, the parents who were active participate and have unique ways to involved in their students English so they can be represent of several types of involvements. The questionnaire and interview responses were utilized to answer the first and second research

questions related to parents' involvement and challenges in facilitating children's English learning.

The findings of the research were presented as follows:

1. The involvement of parents in students English learning

To investigate the involvements of parents in facilitating students English learning, the researcher used questionnaire and interview. These parents came from a variety of backgrounds, one of which was a background in education. In contrast, the parental background was less variegated in this study because all participants were graduates, as depicted in the following diagram:

Parents' educational background

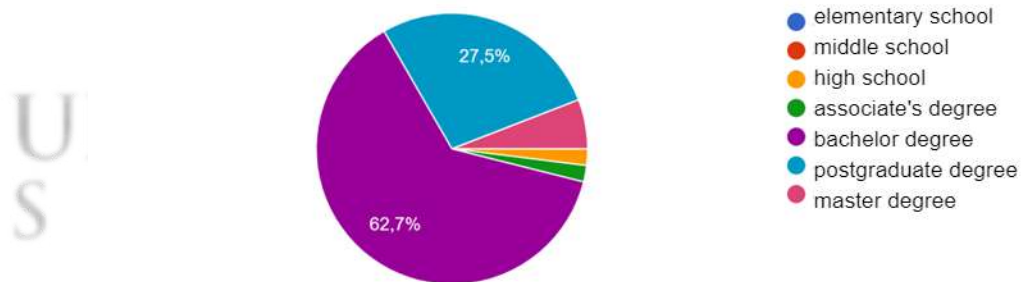


Figure 4.1. The Educational Background of Parents

Figure 1 demonstrates that the majority of parents have earned at least a bachelor's degree, with 62,7% of parents holding bachelor's degrees. Furthermore, 27,5% of parents have earned postgraduates' degree. And

also, 5,9 of parents holding master's degree. The remaining 2% of parents were from high school and holding associate's degree. On the other hand, the researcher in this study did not differentiate between the parents in terms of their levels of education. It is only that, in this study involving parents from a variety of background, so that they may obtain information from a variety of different points of view. Other than that, many different levels of English proficiency are represented among the participants' parents in this study. The profile of the English language mastery of the parents can be seen in figure 2 below.

Parents' Ability in English

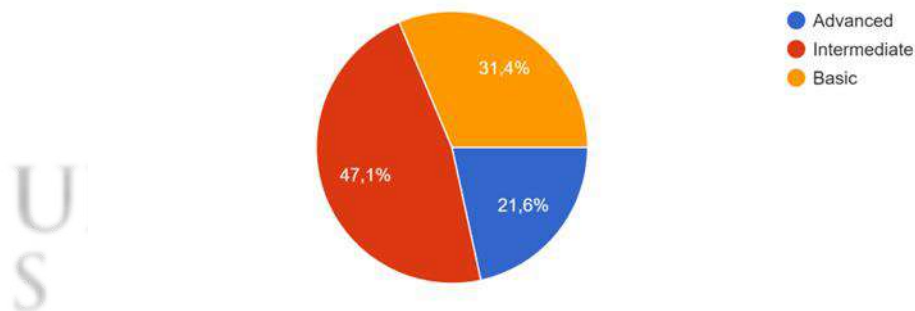


Figure 4.2. The English Language Mastery of the parents

According to Figure 2, 47,1% of parents have intermediate English skills. Furthermore, 31,4% of parents have basic skills and only 21,6% of parents have advanced English skills. As a result of the many different levels of English proficiency, it is reasonable to assume that the ways in which

parents are involved in the process of their children learning English are also rather diverse. This is due to the fact that parents who are fluent in English will have a higher level of confidence when it comes to being directly involved in their children's English education, while parents who have basic or limited English abilities will find other methods to contribute to their children's English education in order to make up for their lack of proficiency. In addition, this research is also concerned with the perspective of parents regarding the importance of English for students. Parents' perspective towards the importance of English can be seen in figure 3 below.

Parents' perception about the importance of English

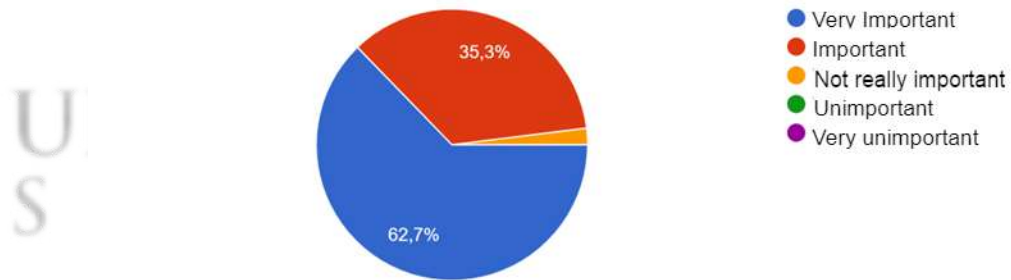


Figure 4.3. The parents' voices about the importance of English

Figure 3 shows that 62,7% of parents think that English is very important, 35,3% of parents think that English is important. Furthermore, only 2% of parents think that English is not really important. They have various

reasons related to the importance of English for students. Parents voices related to their perspective about the importance of English for students is presented in figure 4.

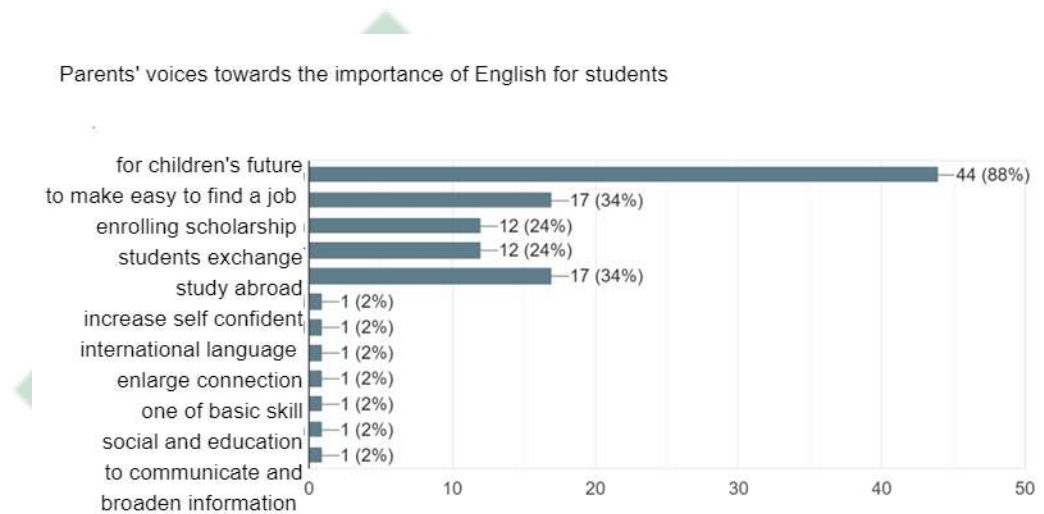


Figure 4.4. The parents' reason about the Importance of English

According to the data presented in figure 4, 88% of parents believe that their children should learn English because it will be beneficial to them in the future. Then 34% of parents believe that it is vital for their children to learn English because it will make it easier for them to succeed in the world of work in the future and with the same percentage, they have a plan for their children to pursue their educations in another country. In addition, 24% of parents consider English important because they wish they children can get a scholarship and student exchanges. as before, parents think that English is very important because their children want to continue their studies abroad. The remaining 2% of parents gave a variety

of other reasons, including the fact that English is an international language, that learning it can boost children's self-confidence a, it can bring new perspectives and relationships with people from other countries, it can be beneficial in social life and educational, and also it can broaden children's information. Furthermore, parents' perceptions of the importance of parental involvement in students' English learning process are also very influential on parental involvement. The voices of parents regarding the importance of parental involvement in students English learning is on the following figure 5.

Parents' voices about the importance of parental involvement in students' learning?

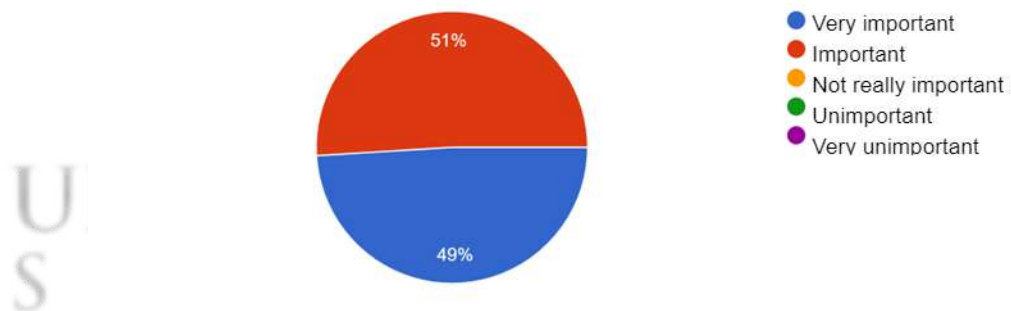


Figure 4.5. The parents' voices about the importance of Parents Involvement

Figure 5 shows that 51% of parents think that the contribution of parents in their child's English learning process is important and 49% of other parents think it is very important. Therefore, it can be concluded that, as a whole, the parents who took part in this study considered it to be vital.

This assumption is based on various reasons. Parents' reason about the importance of parental involvement in students English learning can be seen in figure 6 below.

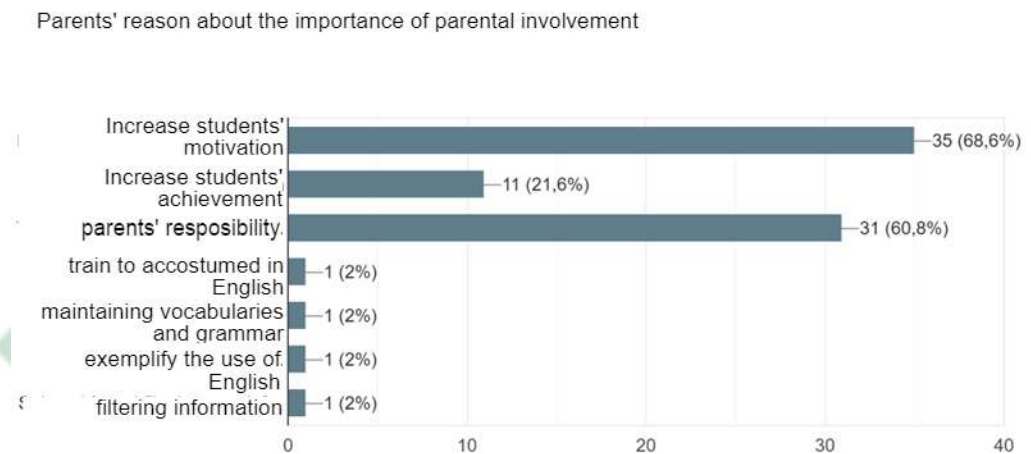


Figure 4.6. The reason towards the Importance of Parents Involvement

As seen in Figure 6, 68,6% of parents think that parental involvement in their children's education can boost the students' motivation to learn. Then 60,8% of parents think that parental involvement is the responsibility of parents towards their children. And 21,6% of parents had a different opinion which was that parental participation can boost student accomplishment. Other 2% of parents have different reasons such as, their participation can help children become accustomed to speaking English at home, and can keep the vocabulary and grammar.

Because parents come from a wide variety of different backgrounds, the manner in which they are involved in the education of their children can

take many different forms. As a result, there are many different types of parental participation in the education of their children. In categorizing parental involvement in student learning, researcher has distinguished parental involvement based on Epstein's theory which consists of 6 main types of parental involvement in student learning. Those types are parenting, communicating, volunteering, learning at home, decision-making, and collaborating with the community.

a. Parenting

Parenting is the first form of parental involvement in students' English learning. This sort refers to the efforts made by parents to support their children's English learning at home in order to improve their abilities. Creating learning-friendly environments at home is one of the activities that can be classified as belonging to this type. In addition to school, the home is a place where students learn; therefore, it is essential to make the home environment conducive to learning. As stated by informant 2, as follows:

"I try my best to make the house always comfortable for the children's learning because, in my opinion, it is also one of the factors that can increase children's motivation in learning,"
(Informant 2)

The second informant revealed that a pleasant home environment is one of the factors that can boost student motivation to learn. As a result, student motivation is essential for the success and efficiency of

the learning process. In addition to making the home atmosphere conducive to learning, parents can create an environment that is conducive to English language acquisition. This matches the actions taken by the third informant, as shown below:

“I strive to create environments at home that are helpful for children to learn English. For instance, everything at home must be done in English, including watching television. My child will be required to watch English-language television, per my arrangement. Additionally, the songs that my child listened to must be in English. The child will become accustomed to English in this way.” (Informant 3)

According to Informant 3, parents have the ability to influence the circumstances of their household in order to facilitate the English language acquisition process of their children. This can be achieved by regulating the types of television programs and music that their children are exposed to. Exposure to language through audio-visual media, such as television shows and music, can facilitate language acquisition in children. This aligns with the perspective of informant 4, who similarly explicated the matter by stating the following:

“Additionally, provide a stimulating English-learning atmosphere for kid at home. I introduce her to English music, for instance, and sometimes when they are listening to English songs, I will quiz them on the words they have heard, then I will ask them to translate the meaning into Indonesian.” (Informant 4)

Informant 4 indicated that regulating children's daily viewing habits at home can stimulate them with English. While the stimulation provided

by the child on a continuous basis is appropriately absorbed by the child. In addition, resource 4 described his experience providing stimulating questions to his children while they listened to English songs. Thus, children will be encouraged to pay closer attention to the song's vocabulary, enhancing their listening skills and vocabulary. The following is explanation from informant 3:

"Parental participation is crucial for children to learn English, and this is one way to do so. In the same way that we control the conditions of the home to make it a place where children can be stimulated with English, we as parents can plan what our children should obtain and be helpful for them." (Informant 3)

According to the explanation of informant 3, parents must exert control over their children's environments so that they receive adequate stimulation for language acquisition.

In addition, parents of this type can develop discipline at home by routinely reminding their children of their study time or by creating a schedule for their children to study English. This is as explained by informant 1,2, and 3 as follows:

"I routinely remind my children to practice speaking in English more often, because in my opinion discipline to get children used to communicating in English is very important." (Informant 1)

"Every time I come home from school, I always routinely ask about the material studied at school, and remind my children to study and do English assignments. Apart from that, I also make a regular schedule to communicate in English with my child,

namely on Saturdays and Sundays. On that day I asked my child to maximize communicating in English.” (Informant 2)

“.. I have to remind my children to always use English when communicating at home. I do this to maintain his ability to speak English.” (Informant 3)

According to the three statements above, the three sources agree on the significance of discipline in establishing habits in children. They have disciplined their children to familiarize them with English communication. To become fluent in a language, language proficiency cannot be attained in a single instant but rather requires consistency or habituation. Therefore, it is essential for parents to instill a routine for learning or practicing English.

In addition, this category of activities can provide English reading books as additional home reading material. Since there are so many benefits to reading, particularly if you read English-language texts. The children will gain insight and be able to expand their English vocabulary in this way. This is according to third and fourth informants, who described their experiences as follows:

“In my opinion, reading is very important, therefore I made it a habit to read from an early age. I always provide as many reading books as possible, of course in English, because I want to make my children accustomed to English. Every night before going to bed, I read the bedtime stories to my children. Besides that, when they have birthdays, the gifts I give to children are books. Of course, I choose interesting books, so children don't get bored reading. And the result is that my child now likes to read and is used to reading in English.” (Informant 3)

*“Another effort in learning English for children is that I provide English books at home. This is very important, especially if we introduce English books since childhood. Usually what I do to get used to reading is read bedtime stories before going to bed.”
(Informant 4)*

Based on the explanations of the two informants, they both agreed that it is crucial to instill in children the habit of reading English books at a young age. Because it takes time to cultivate a passion of books. As parents, we must instill a passion of reading in our children by providing them with age-appropriate, engaging books from a young age. This is one of the activities carried out by the parents of students with the highest English grades in their class. According to the data collected by the researcher, eight of the 10 parents whose children had the highest-class grades were involved in their children's English learning by providing English reading books at home. This will help the child become accustomed to reading literature. In addition, the two of them provided the following explanations of the advantages associated with the practice of reading English books:

*“Because books usually use words that are not commonly used in everyday conversations, so they can enrich children's vocabulary. With children having a lot of vocabulary, it will make it easier for children to be able to speak English.”
(Informant 3)*

*“Because books usually use words that are not commonly used in everyday conversations, so they can enrich children's vocabulary. With children having a lot of vocabulary, it will make it easier for children to be able to speak English.”
(Informant 4)*

From the preceding explanation, it is clear that the practice of reading has numerous advantages, one of which is that it can expand their English vocabulary. With children possessing a large English vocabulary, it will have an effect on their speaking ability. The ability to communicate will be facilitated by a diverse vocabulary, which can be used to enhance communication skills. In addition, reading can improve children's concentration, which will benefit children's learning process in the future. If children can concentrate effectively, the material they learn will be simpler to comprehend.

Parents' efforts to increase students' English-awareness and motivation are an additional form of parental involvement in this type. Parents can increase students' English awareness and motivation by routinely advising children and taking the time to discuss with them. As stated by the four informants as follows:

“Usually, I give advice regarding the importance of English when there is free time to be able to communicate, the right time is usually at dinner, or on Sundays when off, or at night before going to bed, I tuck it in to give advice to my child. Because English is very important nowadays, everything needs English, I don't want my children, when they are working, there are obstacles because they can't speak English, I don't want that to happen.” (Informant 2)

"When I have time to discuss with my children, I insert advice regarding the importance of English for their future. English is very important because in the current era English is an international language which is needed in almost all aspects of life. So, I always emphasize the principle to children that we

need English, not just want it. When they start to realize the importance of English, they become more enthusiastic and it is easier to learn English." (Informant 3)

"Involvement that is no less important is giving advice to our children regarding the importance of English for their lives. I always explain that English is an international language that we can use to communicate with people all over the world. Apart from that, I also give advice to never be afraid to make mistakes when speaking English, because the most important thing is that people understand what we are conveying." (Informant 4)

"Besides that, several times I also advised my children regarding the importance of English with the aim of growing a sense of self-awareness from students that children really need English. That way, children will try more to be able to understand and master English because it is a demand that they inevitably have to master." (Informant 5)

From the statements of the four informants listed above, it was determined that the involvement of parents, which is no less essential, consists of communicating to children the significance of English for life. Regarding the importance of English for their children, the four mentioned informants share the same perspective. They argue that English is a necessary international language in the modern era, both now and in the future. They want their children to understand the importance of English for their future. As stated by the second speaker, he instilled the concept that we require English and not just additional abilities. In accordance with informant 5 who stated that his objective was to provide advice regarding the significance of English, this activity aims to increase students' awareness of the necessity of

English for education. Therefore, there must be significant English learning advice. In addition, parents must encourage and motivate their children to acquire English. The importance of motivation in the pupil learning process necessitates that children receive support and motivation from those closest to them, including their parents.

b. Communicating

Communication is the second form of parental involvement in their child's English learning process. The purpose of this involvement is for parents to participate in student development-related communication. The monitoring of student progress with the teacher is one of the most important parental responsibilities, because a positive relationship between parents and teachers fosters a sense of trust and safety in students, thereby enhancing their learning motivation. The

following was stated by resource person 3:

"I talk to teachers frequently about how well children are learning English. For instance, when a child is scheduled to take an assessment at school, I will question the instructor about the child's weaknesses that need to be improved and request suggestions for addressing those problems. In addition, if I discover that my child is struggling with a particular subject, I will discuss it with the teacher."
(Informant 3)

In addition to being able to ask about student development, informant 3 explained that as parents, we are also able to figure out the strengths and weaknesses of children that we may not be aware of. By

understanding the issues of the student, both parents and teachers can collaborate to discover solutions for overcoming them. Since excellent cooperation between parents and teachers will also lead to positive student outcomes.

c. Volunteering

Volunteering is the next form of parental involvement in students' English learning process. This form of involvement occurs when parents participate in various English-related school activities and events. English competitions are examples of activities commonly found in school settings. As stated by informant 3 as follows:

"I am really delighted to donate to and encourage my child to participate in these activities since one of the reasons I chose this school is because it has a long history of involvement in many events and competitions in the field of English. Because taking part in English-language events or competitions has numerous advantages, one of which is that kids can expand their knowledge in English and other subjects. Additionally, it might boost students' self-esteem and willingness to use and improve their English."
(Informant 3)

According to the explanation provided by informant 3, she expressed an interest in English-related school events. She showed an interest in the school's participation in the English competition. Since according to resource person 3, participation in competitions is essential for students to refine their skills. In addition, students can recognize their weaknesses and strengths that need improvement. Students' confidence

can be boosted by actively participating in English-language competitions and school events. Due to the significance of this, it is necessary to assist the students. When parents of students participate actively in school activities and events, the relationship between parents and school will operate smoothly, which will have a positive effect on students. Students will develop greater enthusiasm and self-confidence.

d. Learning at home

Learning at home is another form of parental involvement in student education. This sort refers to situations in which parents provide their children with learning activities at home that reinforce their learning at school. In this type of parental involvement, parents play an active role in the student's learning process at home. For instance, parents actively communicate with their children at home using English. According to the informant's explanation as below:

"I try my best to communicate in English and I always remind my husband who has more advanced English skills to regularly communicate in English so he gets used to it and hones his speaking skills." (Informant 2)

"I do my best to encourage my child to speak English. Even several times, if my child is too engrossed in speaking Indonesian, I will invite him to speak English." (Informant 3)

"The main contribution I make is getting used to communicating in English. I started the habit of communicating in English when my child started to speak. I start as early as possible to stimulate children and so that

children get used to hearing and knowing English."
(Informant 4)

The statements above, highlights their efforts as parents to adapt to English communication with their children. This is one of the activities undertaken by the parents of students with the highest English grades in the class. Eight out of ten parents with the highest-scoring children in English make it a habit to communicate in English on a daily basis. The act of developing the ability to communicate verbally typically occurs during early childhood or upon the onset of speech. The acquisition of English language proficiency in children is significantly influenced by their ability to adapt to English communication.

"In my opinion, getting used to speaking English at home is very influential in the process of student development. Because I didn't take my child to take language courses, and he didn't come from an international kindergarten, he only relied on speaking English regularly with his father at home and my child has the ability to speak English quite fluently."
(Informant 2)

"Because in my opinion, communicating in English will make them more fluent in speaking, and make their skills continue to develop." (Informant 3)

"I think this practice is important because we live in Indonesia where English is a second language. So, very few people can communicate in English. That way, if we as parents make it a habit to invite our children to communicate in English at home, they will have the confidence to speak English. Because in speaking English, the most important thing is to have confidence." (Informant 4)

From the explanation above, we can see from their experiences that the habit of speaking English with children can greatly affect a child's English ability. Early exposure to English language conversations can enhance children's English language proficiency. Exposure to language through hearing, acquisition of vocabulary, and imitation of spoken words are crucial factors in children's language development. In addition to speaking English with their children, parents can engage in this form of parenting through direct English instruction and homework assistance. According to informants 2 and 3, this is described as follows:

"I assist in teaching some of the material that my child struggles with or doesn't understand." (Informant 2)

"I want to accustom my child to independent learning, so I don't really accompany my child when they learn English. But I keep watching and I control. I will ask about difficulties or obstacles to children. Apart from that, I will also teach material that children do not fully understand." (Informant 3)

According to the statements above, the two informants were directly involved in teaching the child material that they had not yet mastered. Aside from that, another form of parental involvement is assisting students with their homework, as explained in informant 3:

"In doing assignments, I usually ask my child to do it first, then I just correct the answer. However, if my child encounters difficulties, I will help my child solve them." (Informant 3)

In the quote above, informant 3 said that she also played an active role in controlling the children doing their work. However, she still controls the level of involvement in helping with her child's assignments, thus making the child keep trying to complete the task on his own, but if the child encounters new difficulties, the parent step in to help.

e. Decision-making

The next type related to parental involvement in students' English learning is decision-making. In this type of involvement, parents are involved in making decisions that aim to improve students' English skills. An example of involvement is deciding to enroll students in an English course program with the aim of developing students' ability to speak English. As explained by informants 1 and 3 as follows:

"What I can do to support my child's ability to speak English is by choosing the best place for the English course, with the hope that my child's English will develop more." (Informant 1)

"I decided to take my child to private English. I chose private classes so that the teacher could be more focused and know the strengths and weaknesses of my child. In my opinion, it is very important to take children to English courses so that children's English continues to develop." (Informant 3)

According to the preceding explanation, some parents will make decisions regarding their children's education, specifically English, by enrolling them in the English course program. According to their

perspective, enrolling students in the English course program will enhance and develop students' ability to speak English. Resource 3 decided to enroll in a private English course in the hopes that children would be able to comprehend the material more easily because the teacher will be able to identify and address student deficiencies more easily.

f. Collaborating with the community

The last type regarding parental involvement in student learning is collaborating with the community. In this study, it was also found that parental involvement could be categorized in this type, namely by including other family members to develop children's English skills. This is as stated by resource person 4, as follows:

"I involved her older sister to help her improve her English skills by getting used to communicating in English all the time. And also, I ask to help correcting if there is an inappropriate pronunciation " (Informant 4)

From the quotation above, informant 4 explained that he involved his older son to get involved in helping the child's English learning process. He said that his older son actively participated in getting used to speaking with his younger son using English in daily life at home. In addition, his son is also involved to be a corrector if his younger daughter makes a pronunciation mistake. This is because parents

cannot always accompany their children, so they need help from those closest to them to be involved in the child's English learning process.

Based on the numerous contributions made by parents to aid their children's English learning, the researcher desires to determine what type of involvement is carried out by parents whose children have the highest English scores in the class. Therefore, researcher seek information from instructors regarding the students with the highest grades in each class. From the data obtained by the researcher after searching for data from several parents whose children have English scores from each class, the researcher concludes that there are two activities that have a very positive influence on students, thereby enabling children to develop excellent English skills. This involvement includes providing English-language reading materials in the household and regularly communicating with children in English.

Reading is a crucial activity for enhancing students' English proficiency because it provides numerous benefits, such as vocabulary expansion and critical thinking, which can influence their English language skills. In addition to literature, exposing students to daily English conversation significantly impacts their English proficiency. Students' confidence is boosted, their listening and speaking skills are improved, and they develop a natural speech flow when encouraged to engage in English communication.

2. Parents' challenges in involving in students English learning

The purpose of this study was to examine the difficulties faced by parents when engaging their children in English language learning. The researcher employed questionnaires and interviews as research methods. The present study examines the challenges faced by parents in engaging with their child's education, as revealed through interviews and questionnaires.

This thesis discusses the three factors that can hinder parental involvement in student learning. The three factors that play a crucial role in shaping the educational outcomes of students are parents, schools or agencies, and the students themselves.

a. Parent-related factor

Parents are one of the factors that can affect parental involvement in student learning. Some parents encounter obstacles in the process of becoming involved in their children's education, which are caused by the parents themselves. Parental factors that create obstacles include limited leisure, parental activity, and limited English proficiency. In this study, researcher discovered that parental lack of time is the most common barrier to parental involvement in student learning. The following was stated by resource person 5:

"Of course, there is a challenge, the main obstacle I'm facing now is the limited time to actively assist in the child's learning process. I don't have enough time to accompany my child to study because of my work time. Sometimes my child

does the work by himself waiting for me to come home from work.” (Informant 5)

In this expression, informant 5 explains that her participation in the English-learning process of the students was hindered by her busy schedule, so that her assistance with the students' learning process was not optimal. Additionally, she mentioned that her son frequently did the homework alone. In addition to parents' lack of time to contribute to their children's education, their limited English proficiency also presents a barrier. In the process of acquiring English, habituation and stimulation are required. As informants 1, 2, and 3 explain, however, some parents cannot optimally contribute directly to their children's English learning because they lack sufficient English skills.

"It's a bit difficult to contribute to my child's learning English, because of my lack of English skills, I can't communicate in English, because I can only communicate passively, but I try to keep speaking English little by little with my child. although not much." (Informant 1)

"My difficulty in contributing is because I'm not very proficient in English, so several times my child asks me in English I can't answer." (Informant 2)

"The small obstacle that I encountered when contributing to children's learning was in my ability which was not good enough in English. I can only speak a little English. However, I still ask my child to speak with me in English even though I answer my child in Indonesian." (Informant 3)

In the preceding explanation, the three informants described their concern regarding their limited English proficiency, which prevented them from actively contributing to children's learning. As a result of

their heightened awareness of the significance of English for their children, they keep going to facilitate their children's English learning in other ways.

b. School-related factor

In addition to parents as a factor that may prevent them from contributing to their children's learning, school may also be a factor that hinders student learning. An example of a less stimulating environment for English-speaking children in the school setting.

According to the report of informant 1:

"In addition, children when communicating with teachers are not encouraged to use English, so children are not accustomed to speaking English." (Informant 1)

In the aforementioned quotation, informant 1 explains that teachers at school do not encourage children to communicate in English, which, according to parents, can reduce the intensity of children's English communication. In addition to the teacher, parents may view the presence of other students in the school environment as an impediment, as informants 3 and 4 explained below:

"Moreover, not all of my children's friends can communicate in English, so my child needs to adjust to using Indonesian to communicate. That way, the intensity of speaking English will decrease." (Informant 3)

"There aren't too many obstacles, only the environment for children outside the home who don't fully communicate in English. So, it reduces the intensity of speaking English." (Informant 4)

According to the expressions above, informants 3 and 4 concur that the child's school environment, including their peers, can influence the English development of children. Due to the length of time children spend in school, the educational environment can have a significant impact on the English-speaking habits of students. Nevertheless, according to some parents, the student's school environment is not optimal for encouraging students to communicate in English, so it is the responsibility of the parents to help their children become accustomed to speaking English at home.

c. Student-related factor

Students are no less influential than parents and institutions in influencing parental involvement in the English-learning process of their children. For instance, the lack of students' motivation to learn can prevent parents from assisting their children in acquiring English. Even if parents contribute maximally to their children's education, if students lack motivation to learn, the results will be suboptimal. As stated by informants 1 and 2, as below:

"From my child there is a lack of willingness to learn English, I have often reminded him to continue to push to learn English, but from his own child there is a lack of motivation." (Information 1)

"Apart from that, my child lacks motivation in learning English. Sometimes he gets bored quickly when studying, but I overcome it by giving him a few minutes to play to relieve fatigue, then come back to studying English with me." (Information 2)

According to the explanations of the two informants listed above, the low motivation of students to learn can be an obstacle for their parents. In addition to influencing students' motivation to learn, students' self-confidence also affects the English proficiency of the students and affects the parents who help their children acquire the language. This is how informant 1 has explained it:

"Another obstacle might be caused by my child, because my child is shy, often afraid of making mistakes when communicating in English, so that might also be one of the obstacles. As a parent, I have warned you not to be afraid of making mistakes, not to laugh at anyone, you have to be confident, but it's still a little difficult for my child to implement." (Informant 1)

In the previous statement, Informants 1 explained that the lack of self-confidence of their children prevents them from contributing to their children's English language development. He viewed it as a barrier because low self-confidence could prevent students from developing their English-speaking abilities. Therefore, parents must make greater efforts to boost their children's self-esteem to improve their English language abilities.

To summarize, in this study, researcher discovered all forms of involvement based on Epstein's theory, including parenting, communicating, learning at home, volunteering, making decisions, and collaborating with the community. Depending on the circumstances,

the forms of parental involvement in the learning process of their children vary significantly. In addition, according to the findings of Javid Javarov, researcher identified a number of obstacles encountered by parents in contributing to their children's learning, which can be categorized based on three causal factors: parent-related, school-related, and student-related factors. Unlike previous studies, the current study uncovered a variety of school-related obstacles. In previous studies, the challenges of school-related factors were attributed to instructors who lacked effective communication skills with parents, thereby preventing parental participation. However, in this study, researcher identified barriers that included school-related factors, namely an educational environment that did not encourage the use of English.

B. Discussions

This discussion session talks about the previous findings by reflecting it on the existing related theory. There are two things that were discussed in this session. First, the involvement of parents in students English learning. Second, parents' challenges while involving in students English learning.

1. The involvement of parents in students English learning

The first objective of this study is to investigate about the types of parental involvement found in students English learning. The participants

in this study chose several distinguished activities of parental involvement in students English learning in order to facilitating students English learning. It happened due to the variety of parents background which affect the activity that they chose to facilitated their children's English learning. The research finding shows that there are several kinds of participation of parents which can be categorized into these types of parental involvement, there are parenting, communicating, volunteering, learning at home, decision-making, and collaborating with the community.

a. Parenting

In this study, the researcher found several activities of parental involvement that can be categorized in this type such as developing home setting, providing learning materials, maintaining learning times, discussing and motivating.

Initially, parents are involved in the development in home settings. In the process of child growth, it is essential that the home environment be comfortable and conducive to learning. According to the theory described by Ross, Graham, and Barnard, the home environment and parental involvement in learning were considered to be two of the most influential factors on student learning³⁸. Creating a home

³⁸ Ross, D., Graham, J., Hendricks, P., Pearce, M., & Barnard, N. Professional voice. Partnerships with parents. (2010)

atmosphere conducive to children's learning can accelerate the growth of their English skills. In addition, Ross, Graham, and Barnard explained that parental support for their children has the greatest impact on academic achievement³⁹. Some parents who contribute in this way to their children's English learning hope to acclimate their children to the target language more rapidly by stimulating them with it. Parents can create an English-speaking environment at home by restricting children's English-language watching, requiring English-language songs to be played at home, and requiring English-language conversations. Children can improve their English proficiency by providing intense stimulation in the household. According to previous research, when parents provide cognitively stimulating environments in their homes, their children develop stronger academic skills and demonstrate higher levels of achievement⁴⁰.

Providing learning materials is another form of parental involvement that can be categorized under this category. A number of parents in this study contributed to their children's education by supplying English-language books at home. It aligns with Linse's assertion that

³⁹ Ibid

⁴⁰ Weiss et al., *Reframing Family Involvement in Education: Supporting Families to Support Educational Equity*.

parents can regulate their child's learning materials to support his English proficiency development⁴¹.

Students can become accustomed to reading the language by supplying English-language reading materials. This is in line with the theory of Weiss, Bouffard, Bridglall, and Gordon, according to which parents provide cognitive stimulation by providing and interacting with materials such as books⁴². They also assert that interacting with books has significant cognitive benefits, such as language development, emerging literacy, and reading accomplishment. There are numerous advantages to instilling reading habits in children. Children who are accustomed to reading will develop a broad perspective, expand their English vocabulary, and be able to cultivate concentration and critical thinking. Compared to those who only practice at school, those who read at home with their parents make significant reading achievement gains. Even parents with inadequate English skills can contribute to their children's education by providing them with English-language reading materials. Even if parents have poor English communication skills, Hornby's research

⁴¹ Surya Dewi and Islam Negeri Sunan Ampel Surabaya, *Parents' Involvement in Children's English Language Learning*.

⁴² Weiss et al., *Reframing Family Involvement in Education: Supporting Families to Support Educational Equity*.

reveals that they can still help their children develop their literacy skills at home⁴³.

In addition to providing English-language materials, a number of parents contribute to their children's education by ensuring that they have adequate study time. This participation is included in the category of parenting. Some parents believe that they must discipline their children during the learning process because they play a large role in the development of their children. Several parents in this research contributed to their children's English learning by reminding them on a regular basis and establishing a schedule for English study. Because by establishing a routine for children's English learning, they will become accustomed to it and receive regular stimulation, too. In addition, it will be easier for children to acquire English if they make it a habit.

The contribution of discussing and motivating their children to learn is also included in the category of parenting and is of equal importance. Obviously, this contribution is made by parents who are aware of the significance of English for their children. Jeynes found that conversations between students and their parents about school and parental involvement in school events have a statistically

⁴³ Surya Dewi and Islam Negeri Sunan Ampel Surabaya, *Parents' Involvement in Children's English Language Learning*.

significant impact on students' academic achievement⁴⁴. According to the previous study, parents are one of the main influences on a student's motivation to learn, along with culture, school, the individual child, and the family⁴⁵. While motivation is a crucial factor in the success of a student's learning process, in the broadest sense, Wlodkowski and Jaynes define motivation as a value and a desire to learn⁴⁶. Motivation can be thought of as something that prompts, compels, and energizes a person to act or perform in a particular way at a particular time in order to achieve a particular goal or objective⁴⁷. Students will strive to develop their English language skills with self-awareness if they are motivated to learn. Through self-awareness, students will find doing and comprehending something simpler during the learning process. It is essential for parents to take an active role in encouraging their children to achieve their full potential by engaging in conversation with them about the significance of learning English. Primarily, there needs to be a fundamental sense of self-efficacy at all times because, according to

⁴⁴ Wlodkowski, Raymond J; Jaynes, Judith H. *Eager to learn: helping children become motivated and love learning* / Raymond J. Wlodkowski, Judith H. Jaynes. California: Jossey-Bass, 1990.

⁴⁵ Ghazi, S. R., Ali, R., Shahzad, S., & Khan, M. S. (2010). Parental involvement in children academic motivation. *Asian Social Science*, 6(4), 93.

⁴⁶ Safdar Rehman Ghazi et al., "Parental Involvement in Children Academic Motivation," *Asian Social Science* 6, no. 4 (2010): 93–99.

⁴⁷ Pintrich, Paul R. "A Conceptual Framework for Assessing Motivation and Self-Regulated Learning in College Students." *Educational Psychology Review* 16, no. 4 (2004): 385-407. Accessed June 13, 2023. <https://doi.org/23363878>.

Pintrich, if a child believes they can succeed, then they will⁴⁸. The importance of intrinsic motivation is undeniable because it makes learning more efficient and is, as a result, more sought after. A student who is intrinsically motivated is engaged in an activity because the student believes that the activity will be rewarding for them in and of itself. According to Lumsden, when students are intrinsically motivated, they have a tendency to utilize tactics that require more effort on their part and include the processing of material on a more in-depth level⁴⁹. A student that is intrinsically motivated will believe that they can achieve almost every target they set for themselves since they have the mindset that with enough effort, anything is achievable. In situations like this, assistance from parents is absolutely necessary.

b. Communicating

It is essential for schools and parents to develop efficient ways of communication in order for parents to have a better understanding of their children's academic performance and school programs designed to enhance it. The ultimate objective of the communicating dimension of parent involvement is to keep parents aware of school happenings,

⁴⁸ Pintrich, Paul R. "A Conceptual Framework for Assessing Motivation and Self-Regulated Learning in College Students." *Educational Psychology Review* 16, no. 4 (2004): 385-407. Accessed June 13, 2023. <https://doi.org/23363878>.

⁴⁹ Lumsden, Linda S. "Student Motivation to Learn. ERIC Digest, Number 92." (1994).

involved in school programs, and informed of their children's academic progress. As was the case for some parents in this study, they frequently communicate with teachers to acquire information about their children's academic development at school and to gain a better understanding of the challenges or difficulties faced by students. In this communication, parents sometimes seek the teacher's guidance on how to cope with these issues. Parents are able to better understand their child's academic development if they communicate frequently with teachers. Owusu Amponsah argues that teachers and parents must work together to create a successful partnership and provide children with an effective learning environment⁵⁰. Previous research has demonstrated that parent-school partnerships can have a substantial impact on academic achievement⁵¹. Students feel more socially and emotionally at ease when there is excellent communication between their parents and teachers, which has a positive effect on their success. Parents are the most important and enduring resource in a child's life, and partnerships between parents and teachers generate impressive results for both children and teachers, making the significance of these relationships

⁵⁰ Amponsah, Mark Owusu, et al. "Relationship between parental involvement and academic performance of senior high school students: The case of Ashanti Mampong Municipality of Ghana." (2018).

⁵¹ Epstein, "School, Family, and Community Partnerships in Teachers' Professional Work."

indisputable⁵². As a result, fostering effective communication between teachers and parents has numerous positive effects, such as establishing mutual trust, unifying common goals expressed for the best interests of children, and clarifying attitudes of cooperation and problem-solving instead of blaming.

c. Volunteering

Volunteering is the ideal method for parents to support their children's education. Parents can become involved in educational activities. Volunteering parents become more acquainted and at ease with their children's schools and instructors⁵³. Several parents in this study were interested in enrolling their children in an English competition. According to them, competitions can boost children's motivation and even their English language abilities. By actively participating in events, children will gain confidence. Additionally, children will be more motivated and self-confident if their parents volunteer at school-related events. Participating parents will indirectly develop a positive connection with the school. According to the theory from the previous study, when parents frequently attend school, the child's perception that school and home are connected and

⁵² Petr, Christopher G. *Building family-school partnerships to improve student outcomes: A primer for educators*. Scarecrow Press, 2003.

⁵³ Muhammad et al., *Parental Involvement and Academic Achievement; A Study on Secondary School Students of Lahore, Pakistan*, vol. 3, p. .

that school is an integral part of the family's life is strengthened⁵⁴. In this way, students will have a better time, be more motivated to learn, and have greater self-confidence if their parents are enthusiastic about participating in a variety of events at the school.

d. Learning at Home

Home life is where most of the parental involvement takes place. The direct participation of parents in their children's educational experiences has been shown to have a significant and positive influence on the progression of their children's academic abilities. This is aligned with what Ebuta, Catherine, and Ekpo have stated, which is that the most effective types of parent participation are those in which parents interact directly with their children on learning activities that take place in the home⁵⁵. Direct engagement can be demonstrated by parents in the form of activities carried out at home, such as encouraging their children to speak English with them and assisting them with completing homework assignments. Learning starts at home with conversations and activities with the family⁵⁶. Interaction is necessary to acquire English, and it is possible for interaction to take place in natural settings at home to contribute to

⁵⁴ Ebuta and Ekpo-Eloma, "Influence of Parental Involvement on Their Children's Education and Their Academic Achievement in English Language."

⁵⁵ Ibid.

⁵⁶ Muhammad et al., *Parental Involvement and Academic Achievement; A Study on Secondary School Students of Lahore, Pakistan*, vol. 3, p. .

the formation of a home culture. Students will be encouraged to be able to hear and speak English if they routinely engage with one another at home while speaking the language. The ability of children to communicate in English may increase as a result of this. This is consistent with the theory proposed by which states that the capacity of children to acquire a language is unquestionably influenced by the learning opportunity that is provided to them by interpreting, hearing, and responding to the language that is present in their environment⁵⁷. This finding conforms to this theory. Students who are regularly exposed to English will unconsciously take some of it in through their subconscious, which will lead to an improvement in the students' English language skills. In addition to acquainting children with the process of conversing in English, parents can get directly involved in their children's learning process by assisting their children with completing their schoolwork. According to Flecha, learning interaction occurs when parents and children collaborate on tasks at home, such as studying or completing homework assignments⁵⁸. In the course of this research, a few of the student's parents assisted them with their schoolwork in order to make a contribution to their

⁵⁷ Anning, A., & Edwards, A. Young children as learners. In *Supporting children's learning in the early years* (pp. 7-16). Routledge. 2014

⁵⁸ Ainhoa Flecha, "Family Education Improves Student's Academic Performance: Contributions from European Research," *Multidisciplinary Journal of Educational Research* 2, no. 3 (2012): 301–321.

children's education. However, they do not immediately assist with all of the student assignments by providing answers or directly completing them. They provide assistance to children in times of difficulty. According to the argument put forth by Sansone, providing a child with an answer not only makes it easier for them to finish the task but it also causes them to grasp the material less⁵⁹. Therefore, it is essential for parents to give careful consideration to the frequency with which they participate to assisting their children with their homework in order to ensure that their participation has a beneficial impact on the English language development of their child. Interaction is needed to acquire English, and interaction in a natural setting can happen at home to create the home culture.

e. Decision-making

In this kind of interaction, the parents take part in the decision-making process regarding the way to enhance their children's English skills. In addition, parents may support their children in acquiring a new language by providing them with informal English language education, such as enrolling them in an English language course, a private English language course, or any other institution. In this study, several parents make decisions regarding their children's

⁵⁹ Sansone, Carol, Daniel A. Sachau, and Charlene Weir. "Effects of instruction on intrinsic interest: The importance of context." *Journal of Personality and Social Psychology* 57.5 (1989): 819.

education, particularly English, by enrolling them in an English course program. When parents enroll their children in programs that offer informal lessons in the English language, they expect that their children will develop English skills and competencies. In accordance with Linse, who stated that parents have already made a conscious decision for their children's education by enrolling them in a language course, it is evident that they are concerned about their children's educational development⁶⁰. Other than that, parents expect that by enrolling students in the English course program, students' ability to speak English will improve and advance. By attending informal institutions, children have the opportunity to develop their skills and language proficiency.

f. Collaborating with Community

In addition to working with the teacher to help children learn English, parents can work with other community to ensure the success of the process. According to Flecha, one of the components of a community is the family member⁶¹. In accordance with the idea presented by Karsidi, it is stated that the active participation of families

⁶⁰ Linse, Carolyne T. "Practical English Language Teaching: Young Learners. New York: McGraw-Hill Companies." *Inc.* https://doi.org/10.1501/Dilder_0000000060 (2005).

⁶¹ Flecha, "Family Education Improves Student's Academic Performance: Contributions from European Research."

significantly impacts the quality of education⁶². This is because the quality of education is determined not only by the learning-teaching process and the infrastructure located within schools. The home serves as the child's primary educational setting because it is where children spend most of their time. Several parents in this study involved other family members in their children's English-learning process. They work together to improve their children's English abilities, for instance by exposing them to the language and assigning them the responsibility of correcting their siblings' pronunciation errors. So that, family structure has an effect on parental involvement. Structure and support families provide at home are further important predictors of learning and school success, each family member plays an essential role in the child's development process. Additionally, the parents and the sibling in the household are able to concentrate their attention on one child, creating the potential for interested, motivated, and natural assistance that spans significant lengths of time.

2. Parents' challenges in involving in students English learning

The second objective of this research is to explore the challenges that hinder parental involvement in their children's education. This refers to the obstacles preventing parents from actively participating in their children's

⁶² Ravik Karsidi et al., "Parent Involvement on School Committees as Social Capital to Improve Student Achievement," *Excellence in Higher Education* 4, no. 1 (2014): 1–6.

education. As previously stated, because the parents in this study come from diverse backgrounds and conditions, the barriers they encounter when attempting to contribute to their children's learning will also vary. Possible challenges to parental involvement might be parent-related challenges, such as parents' limited ability in English and 7parents limited time. They might also be school-related challenges, such as school environment or child-related challenges, such as children motivation and confidence.

a. Parent-related factor

Parents play a crucial role in parental involvement. The inability of parents to communicate in English and a lack of available time can be impediments to parental involvement with their English-language learners. In line with research conducted by Colman, namely Parents limited ability and parents limited time are 2 major issues that can hinder parental involvement⁶³. Parents who are non-native English speakers may struggle to communicate effectively in English. They may find it challenging to assist their children with English homework or engage in conversations that promote language development. This restriction may limit their ability to provide direct assistance and guidance to their children, resulting in feelings of frustration and

⁶³ D Colman, "Enhancing Educational Opportunities for Disadvantaged Children in Mauritian Primary Schools A Descriptive Research on Teacher Support and Parental Involvement Master ' s Thesis : Youth , Education and Society" (2018).

helplessness. The belief that they are unable to assist in their child's education derives from the parents' lack of education. The second belief that is crucial to parental involvement is the belief that parents have in their own capacity to help their children succeed in school⁶⁴. The parents lack confidence in their ability to assist their children with academics or to comprehend the content of meetings and conversations⁶⁵. Parents with limited English proficiency may be less involved in their children's education because they lack confidence. Due to their limited knowledge, they are unable to assist their children with assignments and other school-related issues⁶⁶. A parent's lack of confidence might come from the belief that they lack the necessary academic skills to assist their child effectively. Whereas parents can influence their children's behavior and decision-making through genetic inheritance, personal preferences, and the environment. In other words, parents with a higher level of education are able to set up a better environment for their children, which creates an inequity that is the subject of considerable rules attention⁶⁷. As in this study, parents who have limited ability in English are less able to maximize their

⁶⁴ Garry Hornby and Rayleen Lafaele, "Barriers to Parental Involvement in Education: An Explanatory Model," *Educational Review* 63, no. 1 (2011): 37–52.

⁶⁵ Colman, "Enhancing Educational Opportunities for Disadvantaged Children in Mauritian Primary Schools A Descriptive Research on Teacher Support and Parental Involvement Master ' s Thesis : Youth , Education and Society."

⁶⁶ Jafarov, "Factors Affecting Parental Involvement in Education: The Analysis of Literature."

⁶⁷ Masabo, Muchopa, and Kuoth, "Parental Involvement in School Activities in Kibondo District , Tanzania : Challenges and Remedies."

involvement in creating a conducive home environment for learning. They feel constrained to create a home environment that uses English to communicate. Thus, the intensity of students in getting used to speaking English will be reduced. In addition to obstacles in their parents' limited English skills, some parents have barriers in the time they have to be actively involved in their child's learning process. Not all parents participate directly in the education of their children at home. This is due to the busy schedules of the parents, who do not have time to teach their children or review the material they have received at school. Long workdays are, according to Colman's research, one of the greatest challenges for these parents⁶⁸. Work obligations, domestic chores, and other responsibilities consume a substantial portion of their time, making it difficult to allocate sufficient time to language practice. Long work hours as a major obstacle to parental involvement. These parents begin their workdays early in the morning and continue until the evening. This leaves parents with insufficient time and energy at the end of the day to assist their children with their academics or communicate about school⁶⁹. The parents' inability to participate was hindered by their absence at

⁶⁸ Colman, "Enhancing Educational Opportunities for Disadvantaged Children in Mauritian Primary Schools A Descriptive Research on Teacher Support and Parental Involvement Master ' s Thesis : Youth , Education and Society."

⁶⁹ Ibid.

home and their time and energy constraints. Carter, who asserted that parents' involvement in their children's education is predicated by their availability, argued that parents' participation in their children's education is contingent on their availability⁷⁰. As a result, parents may find it difficult to establish a routine for English study, which is essential for language acquisition. They may find it difficult to set aside time for reading, speaking, and interactive language activities with their children. The absence of consistent practice and reinforcement can hinder their children's progress and limit their exposure to English. In addition, the presence of parents at home to provide encouragement and support to their children is crucial for re-motivating students to learn.

b. School-related factor

There is no doubt that there is a strong correlation between the school environment and language acquisition, as the school environment serves as a stimulus for language acquisition. School environments play a crucial role in shaping students' overall development, including their language skills. In the case of English language proficiency, the school environment can have a significant impact on students' ability to acquire and excel in English. Therefore, learning English involves

⁷⁰ Carter, Susanne. "The Impact of Parent/Family Involvement of Student Outcomes: An Annotated Bibliography of Research from the Past Decade." (2002).

many factors that would affect the process of learning positively or negatively; learning environment comes on the top. According to the previous study, the school environment is a crucial school resource input, and all the indicators of the school environment collectively generate an academic environment that is advantageous to the development of students' attitudes and accomplishments in the English language⁷¹. The school environment offers numerous opportunities for language immersion and exposure, which are crucial for developing English language proficiency. This exposure helps students develop vocabulary, comprehension, and communication skills beyond traditional English language classes. If a school environment that does not push students to use English may also result in limited vocabulary. Without exposure to English language immersion, students may struggle to expand their vocabulary and gain a deeper understanding of English language. Other than that, schools with a diverse student can positively impact students' English language proficiency. schools often consist of students with diverse linguistic backgrounds and varying levels of English language proficiency. Interacting with peers from different linguistic backgrounds exposes students to various accents, dialects, and cultural nuances associated with English. Regular interaction with peers who are more proficient in English can motivate

⁷¹ Musa Altahir "The effect s of the school environment on Students' English language achievement"

and inspire language development among students who may be less fluent in the language. And it can happen the other way around, regular interaction with peers who are not very proficient in English will reduce fluency in spoken English and can reduce their motivation to study English. Students may lack the opportunity to practice and refine their language skills. Engaging in conversations, group projects, and collaborative learning activities necessitates effective communication in English. This regular exposure can affect to students' ability in English.

c. Student-related factor

The students' lack of motivation and self-confidence are two significant obstacles. In accordance with the theory of Drozdenko, Tesch, and Coelho, which states that one of the two most significant factors preventing learning is internal disturbance resulting from students' disintegration. The example of an internal disturbance includes those derived from the students, such as lack of motivation, laziness, and low self-confidence⁷². Many students have issues finding the motivation for learning English. Parental involvement in their children's English learning may be significantly hindered by a lack of student motivation. The absence of intrinsic motivation and

⁷² Ronald Drozdenko, Fred Tesch, and Donna Coelho, "Learning Styles and Classroom Distractions: A Comparison of Undergraduate and Graduate Students," *ASBBS Proceedings* 19, no. 1 (2012): 268–277, <https://asbbs.org/files/ASBBS2012V1/PDF/D/DrozdenkoR.pdf>

enthusiasm can impede parental efforts to engage children in the language learning process. A lack of enthusiasm in English leads to a negative student attitude toward English learning. This condition discourages students from attaining a higher learning estimate. When students lack motivation, parents may find it difficult to engage them in English learning activities. Students may show disinterest, resist participation, or exhibit a lack of effort, which can lead to frustration and a sense of helplessness for parents trying to support their children's language development. Students are less motivated to learn because they do not believe their efforts will enhance their performance and because they have other priorities that occupy their attention. Nadiah, Arina, and Ikhrom explained a number of potential contributors to their average self-esteem. Negative mindset, lack of motivation, lack of practice, lack of vocabulary, lack of aptitude, and lack of preparation are among the contributing factors⁷³. Language learning often involves making mistakes and stepping out of one's comfort zone. Students may fear being judged or ridiculed by peers or teachers for their language abilities. The lack of confidence in one's abilities and the fear of making errors may prevent parents from involving their children in the language acquisition process. This fear

⁷³ Nadiah, Arina, and Ikhrom, "The Students' Self-Confidence in Public Speaking," *ELITE Journal* 1, no. 1 (2019): 1–11, <https://www.elitejournal.org/index.php/ELITE>.

of failure may reduce their self-confidence, causing them to hesitate when speaking English and hindering their comprehensive language growth. They might avoid speaking English, shy away from participating in group discussions or presentations, and feel anxious about making errors. This resistance makes it challenging for parents to involve their children effectively in language learning experiences. Sener discovered that poor self-confidence leads to a low willingness to communicate in English⁷⁴. To put it another way, when students are anxious to learn English, they might not be eager to carry on conversations in English. According to the findings of a study that was carried out by Katiandagho and Sengkay, a student's level of self-confidence is one of the factors that has a substantial correlation with the level of the student's willingness to study⁷⁵. Therefore, parents must encourage their children to be more self-confident by advising them not to be afraid of making mistakes in their learning.

⁷⁴ Sabriye Şener, "Turkish ELT Students' Willingness to Communicate in English," *Journal International Association of Research in Foreign Language Education and Applied Linguistics ELT Research Journal* 2014, no. 2 (2014): 91–109, <http://www.udead.org.tr/>.

⁷⁵ Invia Gorni Katiandagho et al., "Students' Self-Confidence and Their Willingness to Communicate in English" 6, no. 2012 (2022): 153–161.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion based on the findings and discussion, as well as the researcher's suggestions for the parties involved regarding parental involvement and challenges to students' English learning.

A. CONCLUSION

There are two points that can be concluded from the findings of this study, such as:

1. Parents have various involvement in the students' English learning process.

The diversity in involvement is due to the diverse backgrounds and conditions of parents, so they choose a form of involvement that can suit their circumstances. In this study, researcher found 6 types of involvement by parents in the students' English learning process, namely parenting, communicating, volunteering, learning at home, decision making, and collaborating with the community. From the results found by researcher, the involvement carried out by parents who have children with the best English grades in class is that parents provide English reading books and make it a habit to communicate in English in everyday life at home. That way, children will get active stimulation in English which is very useful for children's English development.

2. In engaging in the child's English learning process, of course parents face a variety of different obstacles. The diversity of obstacles encountered in this

study was due to the different backgrounds, conditions, and forms of involvement by parents in contributing to students' learning English. In this study, researcher found several obstacles that can be grouped based on causal factors, namely parent-related factors, school-related factors, and student-related factors. In this study, the researcher discovered findings that differed from those of previous studies, namely that in previous studies, the challenges encountered by parents due to school factors were attributed to their teachers. However, the researcher in this study discovered that school-related factors were not caused by the teacher but rather by the school environment, peer diversity, and school regulations.

B. SUGGESTION

Based on the conclusion and limitations of this study, the researcher has a number of recommendations future researchers. It would be fascinating to investigate the efficacy of one of the forms of parental involvement identified in this study on the English achievement of students, such as Researching the Effect of Parent-Child Interactive Reading on English Development. They can also apply similar cases from this study for different participants, such as those with varying levels of student education, such as junior high or high school. However, the current researcher does not restrict the ability of future researchers to explore further by searching for gaps that the current study has not yet addressed, either as a reference or as a basis for examining and validating the results of this study.

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