

TEACHERS' PERSPECTIVES OF PARENTAL INVOLVEMENT IN STUDENTS' ENGLISH LEARNING MOTIVATION

THESIS

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



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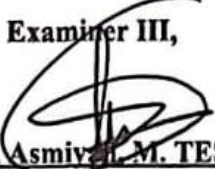
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ABSTRACT

Amanda, Azzahrawaani Asy-Syifaa' Qalb Aisyah. (2026). *Teachers' Perspective of Parental Involvement in Students' English Learning Motivation*. Thesis. English Language Education Department. Faculty of Tarbiyah and Teacher Training, UIN Sunan Ampel Surabaya. Supervisors: Dr. Irma Soraya, M.Pd. and Afida Safriani, M.A., Ph.D.

Key word: *Teachers' Perspective, Parental Involvement, Motivation*

The practices of parental involvement can take in many forms depending on the parental conditions but it still plays an important role in shaping students' learning motivation to learn English. Many studies have been conducted in the same topics but currently there is no focus on the teachers' perspective on the importance and types of parental involvement in supporting students' English learning motivation. This study aims to explore teachers' perspectives of the importance of parental involvement in shaping students' motivation to learn English. This study also highlights types of parental involvement considered most influential by teachers and implemented by parents in motivating students to learn English. This study uses qualitative approach and descriptive design to get teachers' view regarding parental involvement comprehensively. The data were collected through semi-structured interviews with English teachers, parents, and students in State Junior High School 4 Surabaya to explore data further. Data collected in this study were analyzed using thematic analysis. The findings show that the teachers generally view parental involvement as a key factor in motivating students to learn English but there were some contrasting in teachers' perspectives regarding parental involvement. Some teachers highlight that parental involvement remains limited due to the lack of English proficiency by parents and socioeconomic conditions. In relation to types of parental involvement, teachers perceived that emotional support and a supportive home environment tend to increase students' motivation and engagement in the classroom. The findings can be concluded that the importance of parental involvement in motivating students to learn English is acknowledged by teachers, although the practices of parental support are dependent upon family conditions, highlighting the need for flexible approaches to fit parental engagement.

ABSTRAK

Amanda, Azzahrawaani Asy-Syifaa' Qalb Aisyah. (2026). *Teachers' Perspective of Parental Involvement in Students' English Learning Motivation*. Thesis. English Language Education Department. Faculty of Tarbiyah and Teacher Training, UIN Sunan Ampel Surabaya. Supervisors: Dr. Irma Soraya, M.Pd. and Afida Safriani, M.A., Ph.D.

Key word: Teachers' Perspective, Parental Involvement, Motivation

Praktik keterlibatan orang tua dapat berupa banyak tipe, menyesuaikan kondisi setiap orang tua, tetapi hal tersebut masih berperan penting dalam membentuk motivasi belajar siswa. Banyak penelitian sebelumnya yang sudah meneliti dalam konteks yang sama, namun saat ini belum ada yang meneliti dari perspektif guru terhadap pentingnya dan tipe dari keterlibatan orang tua pada motivasi belajar bahasa Inggris siswa. Penelitian ini bertujuan untuk mengeksplor perspektif guru terhadap pentingnya keterlibatan orang tua dalam membentuk motivasi siswa untuk belajar bahasa Inggris. Penelitian ini juga menyoroti bentuk keterlibatan yang dilakukan orang tua yang paling berpengaruh bagi guru dalam memotivasi siswa untuk belajar bahasa Inggris. Penelitian ini menggunakan pendekatan kualitatif dengan desain deskriptif untuk mendapatkan pandangan guru terkait keterlibatan orang tua lebih dalam. Data pada penelitian dikumpulkan melalui wawancara semi-terstruktur dengan guru bahasa Inggris, orang tua, dan siswa di SMP Negeri 4 Surabaya untuk menyusuri data lebih lanjut. Data pada penelitian ini dianalisis menggunakan tematik analisis. Temuan menunjukkan bahwa guru secara umum melihat keterlibatan orang tua sebagai kunci dari faktor memotivasi siswa untuk belajar bahasa Inggris namun terdapat beberapa perbedaan pendapat guru terkait keterlibatan orang tua. Guru lainnya menyoroti bahwa keterlibatan orang tua masih terbatas karena orang tua kurang mahir berbahasa Inggris dan kondisi sosial ekonomi. Terkait bentuk keterlibatan orang tua, guru memandang bahwa dukungan emosional dan lingkungan rumah yang suportif cenderung meningkatkan motivasi siswa dan partisipasi di kelas. Dari temuan dapat disimpulkan bahwa pentingnya keterlibatan orang tua dalam memotivasi siswa untuk belajar bahasa Inggris diakui oleh guru, walaupun praktik dukungan orang tua tergantung pada kondisi keluarga terfokus pada perlunya pendekatan yang fleksibel agar sesuai dengan keterlibatan orang tua.

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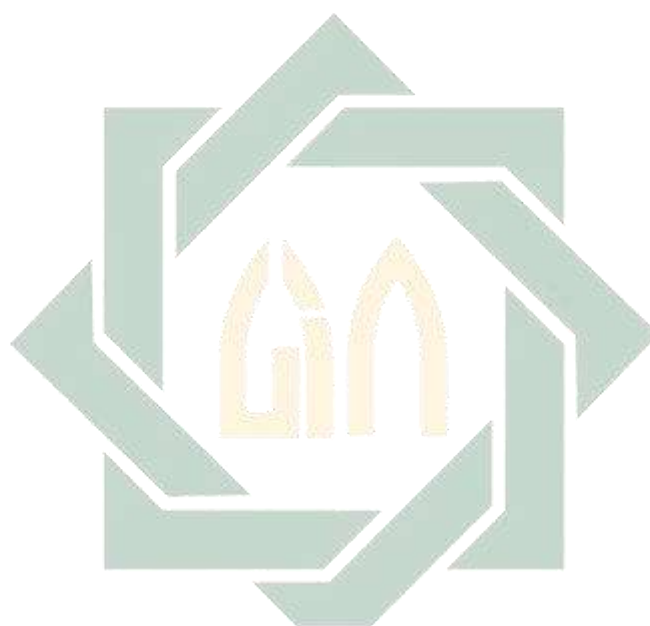
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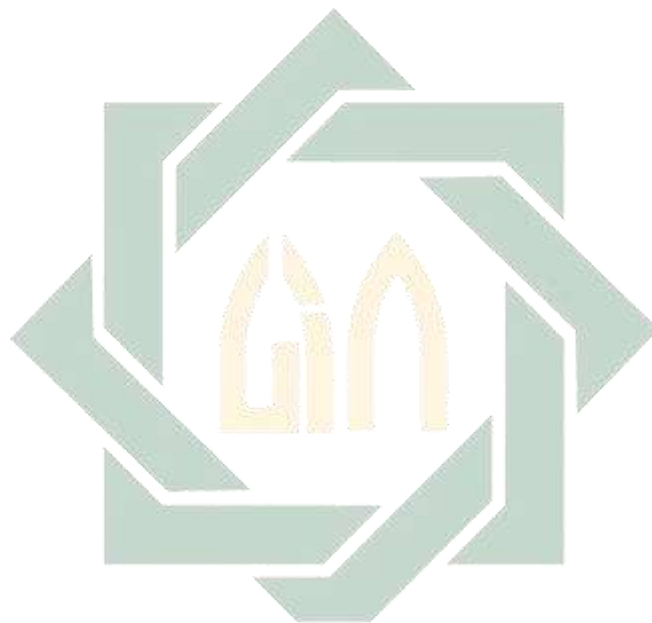
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