

CHAPTER I

INTRODUCTION

This chapter describes some aspects underlying the topic of research. They are the Background of the study, Background of the research, Research problems, Objective of the Research, Significance of the Research Scope and Limitation of the Research, Definition of key terms, and Research Assumption.

A. Background of Research

English language education is an important foundation in preparing individuals to face global challenges. An effective English language education program must be able to develop comprehensive English language skills, including reading, writing, speaking, and listening skills, as well as understanding the related cultural context. The main goal is to equip students with the ability to communicate effectively and confidently in English. Learning English today is not just a demand, but a necessity. In the era of globalization, English language skills open up wide opportunities in various aspects of life, from education and career to international relations. Good English proficiency will increase competitiveness, expand access to information, and enrich life experiences. Teaching English to children using a unique and fun approach. Not just delivering grammar, but creating an interactive and motivating learning environment, so that children can absorb English easily and enthusiastically.

Success in teaching English to children lies in the ability to create a positive and exciting learning atmosphere. The role of parents is crucial in shaping the character and future of children. They act as the main pillar, providing guidance,

affection, and education that form a strong foundation for the holistic growth of children, both intellectually, emotionally, and socially. The success of children in the future is greatly influenced by the quality of parenting and guidance provided by parents. English language skills are a valuable asset in today's global world, opening up a wide range of opportunities in education, employment and international communication. A good command of English will enhance career prospects, facilitate cross-cultural understanding and broaden access to information and resources. Elementary school children are at a crucial stage of development, brimming with curiosity and a thirst for knowledge. This is a period of foundational learning, where they acquire fundamental skills in reading, writing, and arithmetic, while also developing essential social and emotional skills. Their experiences during these formative years significantly shape their future academic success and overall well-being.

The purpose of this study is to observe the central role of parents in supporting the development of children's English skills in elementary school through daily interaction and choosing the right learning method. This study applies a qualitative approach by conducting a literature review that includes theories related to the issues being researched. The data collected and analyzed comes mostly from the literature. The results of the study show that mastery of English as a second language is appropriate for early childhood to improve children's cognitive abilities, such as memory, problem solving, and creativity.

Joyce Epstein developed a parent engagement model that includes six types of engagement, such as communication, participation in learning at home, and collaboration with schools, which shows that parental involvement improves

children's learning outcomes. All of these theories affirm that parental involvement not only supports the cognitive development, but also the social, emotional, and moral development of the child. Both emphasize that parental involvement not only provides emotional support, but also directly improves children's learning abilities¹. Urie Bronfenbrenner in 1979 in *Ecology of Human Development Experiments by Nature and Design*².

The Importance of Parental Involvement in the Children's Learning

Process at the Primary School Level, Children are in the early stages of learning English theory according to , they need support not only from school, but also from the home environment, which is the main place where learning habits are formed. Therefore, the role of parents as supporters at home is a very important factor in ensuring that children have a consistent and conducive learning environment. Many parents face challenges, such as time constraints, poor English skills, or ignorance of effective learning strategies³.

With good communication and methods can help children prepare them for an increasingly connected global world. This theory is a theory of learning and child development developed by Bronfenbrenner in the Ecological system theory in 1979. Various forms of parental involvement in education are.

¹ Syariah Salianty et al., "An Analysis of the Implementation of Parent Involvement Programs in Kindergarten Based on the Epstein Model of Parental Involvement," *ASGHAR Journal* 4, no. 2 (2024): 94–103.

² Salianty et al.

³ Rizkia Nurul Wafa and Ibnu Muthi, "The Effect of Parental Participation in the Learning Process on the Academic Achievement of Elementary School Students," *Equator: Journal of Education and Social Humanities* 4, no. 3 (2024): 244–50, <https://doi.org/10.55606/khatulistiwa.v4i3.3998>.

1. Study aid help children understand the subject matter, practice pronunciation, and do schoolwork.
2. Provision of learning resources Provide books, educational games, digital applications, or other media that support English learning.
3. Motivation and support
Give encouragement to children to dare to speak, read, and write in English.
4. Creating a supportive environment
Engage English in everyday activities, such as simple conversations, watching educational videos, or listening to English songs.
5. Family dimensions
How parents use time, resources, and strategies to support children's English learning.
6. School dimensions
The role of collaboration between teachers and parents to ensure continuous learning outside the classroom.
7. Derivative dimensions
How parental involvement affects a child's motivation, interest, and ability to learn English.

Early learning of English has become a priority in Indonesia's education system to prepare a competitive generation at the global level⁴. This research also highlights the importance of parents' role as strategic partners in supporting English learning outside the school environment. Not all parents have English language

4 Wafa Khilda Dalilah and Mega Febriani Sya, "The Problem of Speaking English in Elementary School Children," *Karimah Tauhid* 1, no. 4 (2022): 474–80.

skills or knowledge of how to support children's learning. The importance of the synergistic relationship between home and school in the child's learning process. the role of parents as the main liaison to ensure the continuity of learning that begins in school and is strengthened in the home. in of learning English, not just general education. and makes it even sharper and deeper. with the increasing use of English as an essential skill, This title is very relevant to the needs of modern education.

It provides practical insights for parents, educators, and policymakers on how to optimally support children in learning English, not only looking at the role of schools, but also highlighting the importance of the role of the family, thus providing a more comprehensive approach. With the development of technology, parents have access to a variety of English learning resources⁵.

Joyce Epstein in 1995 developed six types of parent involvement that can help how parents can play a role in supporting children's learning, including English language skills⁶.

1. Parenting

Parents are people who play the role of father and mother in a person's life.

Parents are also responsible for the birth, upbringing, education, and development of their children.

- a. Activities demonstrate parental support in the development of children's literacy and education at home.

5 Dilla Safira Adzkiya and Maman Suryaman, "The Use of Google Site Learning Media in Elementary Grade V English Learning," *Educate: Journal of Educational Technology* 6, no. 2 (2021): 20, <https://doi.org/10.32832/educate.v6i2.4891>.

6 Mirrah Aghnia Nafilah Febriastuti, "The Relationship between Parental Involvement and Students' Chemistry Learning Achievement" (Jakarta: FITK UIN Syarif Hidayatullah Jakarta, 2020).

- b. Awards are given as part of parenting patterns at home to shape children's attitudes, discipline, and motivation.
- c. Providing motivation related to supporting children's development at home, including providing motivation, building positive attitudes towards learning, and creating a good learning environment.

2. Communication

Communication is an interaction process that functions as a means of educating, guiding, and shaping children's emotional character.

- a. Teachers use different learning methods in the classroom to involve parents or facilitate their involvement, these methods help explain the learning to parents.

3. Volunteering at school

Voluntary activities carried out by individuals, both parents, students, teachers, and the community to help various activities at school without expecting financial rewards.

- a. Parents are directly involved in school activities to support learning.
- b. For example, volunteering for school activities such as English Day or storytelling events in English.
- c. Help provide additional learning materials in English.

4. Study at Home

The learning process is carried out in the home environment, either independently, with the guidance of parents, or through the help of tutors and technology.

- a. The activity of speaking with children in everyday English is included in the Home Learning category, because this is a form of parental involvement in supporting children's learning in the home environment, especially in language skills.
- b. Watching English-language movies or videos with your child is also included in the Home Learning category in Epstein's model. This activity supports the child's learning process outside of school, especially in developing language skills, listening, and understanding foreign cultures, all of which are part of the home learning experience that parents can guide or assist.
- c. Watching educational videos such as about science, mathematics, or English learning, is also included in the Learning at Home category according to Joyce Epstein, has been done at home and involves the role of parents in accompanying or encouraging children to learn.
- d. Parents use different learning methods at home to help children learn, for example using visual media, games, or hands-on practice, because parents actively support their children's learning process at home.
- e. Parents help develop children's language, thinking, and social skills. This is a form of direct parental involvement in supporting children's learning informally.
- f. Parents are directly involved in the child's learning process at home, such as reading books, helping with assignments, or discussing lessons. Reading English books with children is a real example of involvement in the learning process at home.

- g. Activities that support academic learning at home, especially in the development of foreign language skills. Parents help children practice and apply what is learned in school in everyday contexts
- h. Parents can support their children's learning process at home by using textbooks as a medium or learning resource.
- i. If provided, is provided to encourage children's involvement in schoolwork, reading books, or other learning activities at home.
- j. Playing educational games that involve learning activities that parents do together with their children at home, such as helping with homework, playing educational games, or learning projects that support lessons at school.

5. Decision Making

Decision making is the process of choosing the best option from several alternatives for a specific purpose. Parents are involved in decision-making regarding the school's educational program, including the development of the English curriculum. This role allows parents to express their opinions regarding their child's needs and challenges in learning English.

- a. Parents and teachers work together to select or adapt learning methods for children because this involves collaboration in educational decision making.

6. Collaborate With The Community

The process of working together between individuals, groups, or organizations with certain communities to achieve common goals. This collaboration aims to

create a positive impact, strengthen social relationships, and solve problems that exist in society.

- a. Educational videos are also included in Communicating, if parents and teachers share educational videos to support children's learning.
- b. Collaborating with the Community, if the video comes from a community program or external educational institution that works with the school.

Active involvement of parents with children is supported through the home environment, communication with schools, and collaboration with the community plays a big role in creating an effective English learning atmosphere.

The positive impact on children can also involve parents and children will also tend to be more motivated to learn English and have more opportunities to practice English by developing better language skills than children who lack support at home. Epstein's 1987 theory of parental involvement provides a clear conceptual framework for understanding how parental involvement can improve children's English language skills in elementary school. English proficiency is an important skill in today's era of globalization, English is not only an international language, but also a major communication tool in the world of education, technology, and work.

However, children's ability to speak English does not only depend on teaching in school. The role of parents as the main supporters in the child's learning environment has a great influence on the success of learning. Parents who are actively involved in the child's education process can help children become more confident, motivate them to learn, and create a conducive learning environment at home. Challenges that often arise are the lack of understanding and skills of parents

in English, time constraints, and lack of awareness of the importance of their role in supporting children's English learning.

Wijayanto (2020)

Parental involvement in children's learning activities, such as assisting with assignments, providing additional learning materials, and communicating with teachers, contributes significantly to improving children's English proficiency at the primary school level⁷.

Wijayanto & Siregar (2024)

Children who received support from their parents, such as interactive learning through digital media and reading activities, had better speaking and listening skills in English compared to children who did not receive such support⁸.

Iskandar (2023)

This study emphasizes the importance of collaboration between schools and parents in learning English. The results of the study show that parents who want to communicate with teachers can contribute more effectively to children's English learning⁹.

Zarkasih (2024)

⁷ Arif Wijayanto, "The Role of Parents in Developing Early Childhood Emotional Intelligence," *Diklus: Journal of Out-of-School Education* 4, no. 1 (2020): 55–65, <https://doi.org/10.21831/diklus.v4i1.30263>.

⁸ Dhea Alfira and Mhd. Fuad Zaini Siregar, "The Importance of the Role of Parents in Advancing Early Childhood Language Skills through Communication," *Journal of Early Childhood Education* 1, no. 4 (2024): 15, <https://doi.org/10.47134/paud.v1i4.641>.

⁹ Budi Iskandar, "Parental Assistance in Early Childhood Language Literacy through the Utilization of Digital Media" (Doctoral dissertation, Universitas Pendidikan Indonesia, 2023).

A supportive home environment, such as everyday use of English, access to English-language books, and educational games, can significantly improve children's motivation and English language skills¹⁰.

Zaini & Soenarto (2019)

The researchers found that parents who actively introduced English digital content, such as educational videos, games, interactives, or learning apps, were able to significantly improve their children's listening and pronunciation skills¹¹.

Pratiwi (2024)

The study shows that parents who provide a supportive learning environment, such as special study areas, access to English storybooks, and shared reading routines, are able to encourage their children's reading and writing skills to develop more quickly¹².

Meylina & Mulyaningsih (2023)

In this study, it was found that children's motivation to learn English increased when parents actively gave praise and appreciation for their children's learning efforts¹³.

Padmadewi et al., (2018)

¹⁰ Enci Zarkasih, "English Reading Learning Strategies for Children," *Metacognition* 6, no. 2 (2024): 195–208.

¹¹ Muhammad Zaini and Soenarto Soenarto, "Parents' Perception of the Presence of the Digital Technology Era Among Early Childhood," *Journal of Obsession: Journal of Early Childhood Education* 3, no. 1 (2019): 254, <https://doi.org/10.31004/obsesi.v3i1.127>.

¹² Kadek Andin Dwi Pratiwi, "The Role of Parent Involvement in Improving the Literacy Ability of Elementary School Students," *Purwadita: Journal of Religion and Culture* 8, no. 2 (2024): 176–85.

¹³ Meylina Meylina and Sri Mulyaningsih, "Basic English Education for Elementary School Children in Korong Gadang Village," *Jurnal Pustaka Mitra (Study Access Center*

The study revealed that parental involvement in English-related school extracurricular programs, such as English clubs or storytelling competitions, had a positive impact on children's vocabulary mastery and speaking skills¹⁴.

Putra & Arifin (2022)

This study highlights the influence of parents' educational background and English language skills on children's learning outcomes¹⁵.

Rachmawati (2023)

The results of the study showed that simple routines such as listening to English songs together, watching movies without subtitles, and playing English word puzzles can help children get used to using English naturally¹⁶.

Globally, it can be seen from various aspects, both in the context of education, social, and economic. English is recognized as a language used in various fields such as education, business, technology, and international communication. This research also understands how the role of parents in different countries can help prepare children for the guidance of globalization from an early age. Education and future job opportunities.

In many countries, parental involvement in children's education has been recognized as an important factor in academic success, including in English language learning. The study also provides cross-cultural information on how parental engagement patterns in supporting children learn English in various

¹⁴ Ni Nyoman Padmadewi et al., "Empowering Parental Involvement in Literacy Learning in Primary School," *Journal of Social Sciences and Humanities* 07, no. 1 (2018): 64–76.

¹⁵ Octa Pratama Putra and Yoseph Tajul Arifin, "Optimization of the Implementation of Translanguaging Based on Parents' Education Background at Cibinong Bogor State High School," *Tarbiyah Journal* 29, no. 2 (2022): 311, <https://doi.org/10.30829/tar.v29i2.1815>.

¹⁶ Dwita Laksmi Rachmawati, "Songs and Folklore as a Means of Improving Early Childhood English Skills," *IJECS: Indonesian Journal of Empowerment and Community Services* 4, no. 1 (2023): 13–21.

settings, and the results can also be used to design effective global strategies in increasing parental involvement in children's language education.

By increasing global mobility, many children grow up in multilingual environments. This research also helps to understand the role of parents in creating a supportive environment at home that allows children to learn a second language (English) without hindrance.

This research can also help developing countries understand the importance of parental support as a non-academic factor that affects the development of children's English language skills.

Children who are mentored by parents tend to have higher intrinsic motivation in English runners. researching the role of parents globally can provide guidance on how family-based approaches affect children's learning success in different contexts.

The research also supports SDG 4 (Quality education) goals that aim to ensure access to inclusive and quality education for all. By understanding the role of parents in supporting English language proficiency, this research also contributes to improving the quality of education from an early age, which is an important foundation in the development of human resources globally.

The objectives of the research are as follows:

1. Analyze the level of parental involvement in the process of learning children's English at home and at school.
2. Identify methods and strategies that parents use to help children learn English (e.g., through storybooks, audio-visual media, or everyday conversations)

3. Exploring parents' perspectives and views on the importance of English language skills for their children's future.
4. Knowing the obstacles or challenges that parents face in supporting their children's English learning, such as limited time, knowledge, or resources.
5. Identify the impact of parental involvement on a child's motivation, confidence, and English language skill development.

The benefits of this goal are

This research can add insight and enrich theoretical studies on the role of families, especially parents, in the process of learning children's English in elementary school.

The practical benefit for parents is to provide an understanding of the importance of the role of parents in supporting the development of children's English language skills. helping parents find effective strategies and approaches to support children's English learning at home even with limited time and resources. ini will also make parents aware that their involvement, such as mentoring, motivation, and the provision of a conducive learning environment, can have a significant effect on a child's development.

For teachers and schools, it provides an understanding of the importance of building good communication and collaboration between schools and parents to support children's language learning, as well as being a reference for teachers to design programs or activities that involve parents in learning English such as workshops or reading activities together.

For students, it will also create a more supportive learning environment at home so that students have a higher motivation and interest in learning English, and

will help students achieve better development in English language skills, such as reading, writing, speaking, and listening.

Policymakers should also provide input to governments or educational institutions on the importance of involving parents in English language education policies in primary schools, and encourage the development of support programs, such as training or learning resources that can help parents accompany their children in learning English.

The social benefit is to increase public awareness of the importance of family involvement in children's education, especially in building foreign language skills from an early age. encouraging the creation of a synergistic learning environment between schools, families, and the community. Children's English language skills are optimal at the elementary school level.

B. Research Problems

Based on the context of the study above, the research problems are formulated as follows:

1. What types of involvement do parent apply to guide the elementary children in learning English?
2. What obstacles are faced by parents in guiding elementary school?

C. Objectives of the Research

Based on the formulation of the problem above, the present study is intended to:

1. Elaborate types of involvement do parent apply to guide the elementary children in learning English
2. Investigate the obstacles are faced by parents in guiding on the elementary students in learning English

D. Significance of the Research

The practical benefit for parents is to provide an understanding of the importance of the role of parents in supporting the development of children's English language skills. helping parents find effective strategies and approaches to support children's English learning at home even with limited time and resources. ini will also make parents aware that their involvement, such as mentoring, motivation, and the provision of a conducive learning environment, can have a significant effect on a child's development.

1. For Schools

Provide an understanding of the importance of building good communication and collaboration between schools and parents to support children's language learning.

2. For teachers

For teachers, design programs or activities that involve parents in learning English, such as workshops or reading activities together.

3. For students

should create a more supportive learning environment at home so that students have a higher motivation and interest in learning English, and will help students

achieve better development in English language skills, such as reading, writing, speaking, and listening.

4. For policy making

It should also provide input to the government or educational institutions on the importance of involving parents in English language education policies in primary schools, and encourage the development of support programs, such as training or learning resources that can help parents accompany their children in learning English.

5. For researchers

This research is expected to provide insight and knowledge about speaking skills in children in elementary school.

6. For the community

This can be used as new knowledge that it is important to develop English skills for elementary school children.

E. Scope and Limitations of The Research

This research focuses on understanding the role of parents in supporting the development of children's English language skills at the primary school level, including their strategies, motivation, and involvement in the child's learning process.

The location of the research was conducted in elementary school or MI which was chosen as the object of study, a private school that has an English learning program.

The subjects of the study are:

1. Parents who have children at the elementary school level
2. Elementary school students who are learning English.
3. English teachers or homeroom teachers who are involved in student learning.

The main variables are the role of parents (emotional support, provision of learning resources, learning aids, and motivation).

The supporting variable is the development of children's English skills (reading, writing, speaking, and listening). And for the research was conducted in a certain period, and the limitations of competence were focused on the basic skills of English (speaking), (listening), (reading) (writing) children.

F. Limitations (Limitations of Research)

1. Participant limitations

This research only involved a number of parents and children/students. This limited sample size may reduce the generalizability of research findings to a wider population.

2. Research time

Limited time the short duration of the research may limit the comprehensive collection of data on the development of children's English language skills.

3. Limitations on data collected

Data was obtained from interviews, observations, and questionnaires. Data collection methods relying solely on interviews, observations, and questionnaires may lead to subjective.

4. Other variables that are not studied

This research does not consider other factors that may affect the development of children's English language skills, such as the quality of education at school, access to learning resources outside the home and children's innate talent.

5. Geographical limitations

The research only focuses on elementary school in research findings may not be generalizable to elementary schools in different geographical areas, which may have different student and parent.

6. English proficiency of parents

The different levels of English proficiency of parents are very challenging, and the varying levels of English proficiency among parents pose significant challenges in this research. These differences may affect the quality of support parents provide to their children in learning English, thus the research result may be influenced by this factor.

G. Definitions of key terms

The role of parents is active involvement in supporting children's education, both physically, emotionally, and financially, to help develop learning skills. According to Indriyani and Yusnani (2021), this shows that parental involvement in the learning process at home has a positive impact on improving English achievement of elementary school students.¹⁷

¹⁷ Fenny Indriyani and Yusnani, "The Role of Parents in the Implementation of Online Learning in Elementary School Students on Rona Island, Bangkinang District," *JPDK* 3, no. 1 (2021): 90–96, <https://doi.org/https://doi.org/10.31004/jpdk.v3i1.1434>.

1. Improvement

According to Rofi'i (2023), regular parental support in English practice helps students become more confident and fluent in pronouncing words and forming language habits.¹⁸

2. English language proficiency

Speaking English is a skill in understanding and using English, both in oral and written form, which includes four basic skills:

- a. Speaking Saying words and sentences correctly.
- b. Listening: Understand the meaning of English conversation or audio.
- c. Read English texts and understand their content and meaning.
- d. Write English texts with good structure and grammar.

Haryadi (2020) said that the habit of reading English storybooks improves the vocabulary understanding and reading ability of elementary school students.¹⁹

Suhardiana (2019) Found that the practice of listening to songs or watching English videos at home improves children's listening skills.²⁰

3. Elementary School Children

Primary school children are children between the ages of 6 and 12 who are in an active stage of cognitive and language development. During this period, children have the ability to absorb knowledge, including foreign languages, quickly if supported by an adequate learning environment. Maili (2020)

¹⁸ Agus Rofi'i, "Difficulties in Speaking Elementary School Students in English Learning," *Journal of Elementary Education* 6, no. 4 (2023): 1895–1904, <https://doi.org/10.31949/jee.v6i4.6851>.

¹⁹ Rofiq Noorman Haryadi, "The Influence of Reading Habits on the Ability to Speak English at SMA Negeri 99 Jakarta," *Journal of Business and Financial Management* 1, no. 2 (2020): 14–30, <https://doi.org/10.51805/jmbk.v1i2.15>.

²⁰ I. Putu Andre Suhardiana, "The Role of Technology in Supporting English Learning in Elementary Schools," *Title: Journal of Elementary Education* 4, no. 1 (2019).

Emphasizing that elementary school age is the ideal time to start learning a foreign language, because children tend to be more flexible in absorbing and mastering new vocabulary.²¹

4. Elementary School

Elementary school is a formal education level that is the basis for children to acquire basic skills, including English language skills, as a foundation for learning at the advanced level. Frimaulia & Alwina (2023) Outline the importance of synergy between schools and parents in supporting English learning programs in elementary schools.²²

H. Research Assumption

This study assumes that parents' roles in guiding children in learning English are manifested in six forms of involvement according to Epstein (1995)—childcare, communication, volunteering, home learning, decision-making, and community collaboration. Knowledge was gained through interviews and naturalistic observations, data were analyzed inductively, and the researcher openly acknowledged and reflected on personal biases that may influence interpretation.

²¹ Sjafty Nursiti Maili, "English in Elementary School: Why It Is Necessary and Why It Is Problematic," *Unsika Education Journal* 6, no. 1 (2018): 23–28.

²² Sara Frimaulia and Sakura Alwina, "The Role of English Education in Shaping Children's Character in Elementary School," *Journal of Syntax* 5, no. 2 (2023): 38–45, <https://doi.org/https://doi.org/10.55263/sintaksis.v5i2.495>.