

**PARENTAL INVOLVEMENT IN STUDENTS' ENGLISH LANGUAGE
LEARNING: A CASE STUDY AT JUNIOR HIGH SCHOOL 4 MUARA
ENIM**

A THESIS PROPOSAL

BY

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FACULTY OF TEACHER TRAINING AND EDUCATION

SRIWIJAYA UNIVERSITY

PALEMBANG

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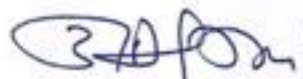


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DECLARATION

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Certify that the thesis entitled “Parental Involvement in Students’ English Language Learning: A Case Study at Junior High School 4 Muara Enim” is my own work and I did not do any plagiarism and inappropriate quotation against the ethic and rules commended by Ministry of Education of Republic of Indonesia Number 17, 2010 regarding plagiarism in the higher education. Therefore, I deserve to face court if I found to have plagiarized this work.

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DEDICATION

This thesis is dedicated to my beloved family: my father Drs. Herizal Syafran, my mother Siti Komariah, my brothers Dean Putra Pratama S.Kom., and Muhammad Imam Maulana S.E., my late brother Dennis Imam Priambudi, also, my sister in law, Gita Fetrina Ramadhani, S.SI., and my little nephew, Muhammad Malik Adgian.

Thank you so much for all the prayers, supports, guidance, and love that you have given to me until now.

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MOTTO

*“Hasbunallah wanikmal wakil
Allah is sufficient for us and [He is] the best Disposer of affairs.”*

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The Author



Kinanti Nurul Annisa

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ABSTRACT

The students' English language learning revealed their level of proficiency in the language were influenced by a variety of factors, one of which is parental involvement. This present study aimed to find out how the parents facilitated their children in learning English and to find out what were parents' views on parents' involvement in learning English. The participants of this study were 82 parents at Junior High School 4 Muara Enim. The data were collected from the questionnaire and the interview. Descriptive statistics and thematic analysis were employed to analyze the data. The results of the study revealed that most of parents involved to their children's English language learning by enrolling their children to the English course, setting up a room with internet access through computer or laptop, even providing some English books. Parents also perceived parental involvement as the way the parents participated in their children's English language learning.

Keywords: *Parental Involvement, English Language Learning*

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CHAPTER I

INTRODUCTION

This chapter introduces the background of the study, the problems of the study, the objectives of the study, and the significance of the study.

1.1 Background

English is the most broadly spoken language in the world; there are more than 1.5 billion individuals who apply English in their everyday lives either as a first, second or as a third language (Statista Department, 2022). It was informed by English First (2022) that English proficiency in Indonesia is at the bottom level which at the number of 81 from 111 countries where English has not become the first language. English is a widely spoken language, and according to the Indonesian government, English is the first foreign language taught in the country. This is significant for the advancement of science, technology, culture, and the arts as well as for fostering international relations (Constitutional law No. 20 of 2005). Moreover, Zein et al., (2020) stated that one of the most important subjects in Indonesian education is English. One of the subjects that students must be competent in if they want to succeed academically is English. Family, generally, is most likely to have the power to attain that goal. This happens because family interactions and home learning are the basis for education. This statement is also in lines with Reupert et al., (2022) who stated that parents participate as a vital role in encouraging the education of the children. Children have the opportunity to increase or even enhance their capacity while they are with their family in this situation. Parents are believed to have a significant part in how well their children learn.

As Martín-Criado et al., (2021) stated, parental involvement can be characterized as the behaviors that parents imitate in contemplation of enhance their children's academic success, this involves establishing relationships between parents and their children as well as between parents and teachers and other parents. Therefore, according to Williams-Johnson & Gonzalez-DeHass (2022) parents' involvement is the most important kind of guidance in a child's life outside of the classroom, and parents' contributions at home, in the community, and at schools have a direct and undeniable impact on all children's academic progress.

Education occurs both at home and schools. Parents can afford to provide their children with environmental input for the development of their first, second, or foreign language. Parents may assist, encourage, and express interest in their children's language teaching and

learning. Concerning to detect the students' continual development and to foster understanding of the importance of education among teachers and parents, the school and parents should communicate effectively. Furthermore, parents need to be actively involved in their children' education from an early age and throughout their school years. The relationship between learning at home, school, and in society is crucially dependent on parents. In accordance to Susanti et al., (2022) at home, parents may encourage their children to participate in additional language learning activities including choosing a film, peer reviewing, and engaging in conversation. Parents can actively engage in their children's linguistic and nonlinguistic learning at home since they have crucial parenting responsibilities.

The cultural differences are one of the things that influence how the development of students' understanding in learning English. Bada (2022) discovers that students struggle to understand the English language because of the variations in social environments and cultural background. According to the statement above, parents may help their children develop positive perceptions and manners concerning school, and research from industrialized nations like the United States has demonstrated that parental involvement affects academic growth of children (Fan & Chen, 2001 ; Houtenville & Conway, 2008; Jeynes, 2003 , 2007).

A study about parental involvement in student's English language learning from Masyitoh (2017) showed that there was a significant correlation between parent involvement and children's English achievement, and that parental involvement affected children's English achievement. Moreover, Sumanti and Muljani (2021) demonstrated that parental involvement in their children's English learning and acquisition could potentially have a positive impact on their motivation and learning success. In accordance to Jannah (2021), the majority of parents had middle-class socioeconomic position, and parental involvement in English learning was classified as average, demonstrating that socioeconomic status had no significant influence on parental involvement. The differences between this study and those previous study were this study focused on how far the parents' involvement in supporting language learning to their child and how the parents do it. This study used qualitative method. Questionnaire and interview were the instruments used in this study and for the population were different from other previous studies that the population from this study were the parents of the students in Junior High School 4 Muara Enim.

This study discusses the concepts that the students' English language learning, which revealed their level of proficiency in the language, were influenced by a variety of factors, one

of which is parental involvement. Based on the explanation above, the researcher wanted to discover more about how the parents facilitate their children in learning English and to find out what are parents' view on parents' involvement in learning English. Therefore, this study is entitled **“Parental Involvement in Students' English Language Learning: A Case Study at Junior High School 4 Muara Enim”**

1.2 Problems of the study

Based on the background of the study, the problem of the study is formulated in the following question:

1. How do parents facilitate their children in learning English?
2. What are parents' views on parents' involvement in learning English?

1.3 Objective of the study

In accordance with the problems above, the objectives of this study are:

1. To find out how the parents facilitate their children in learning English.
2. To find out what are parents' views on parents' involvement in learning English.

1.4 Significance of the study

This study was expected to give some benefits to the students, parents, teachers and other future researchers.

First, the students could notify any obstacles and struggles they meet and ask for help from their parents so they could develop their English ability.

Then, parents were expected to communicate more with their children relating the difficulty they face and parents were expected could give their children assistance, suggestion, guidance and facilities.

Furthermore, teacher could give the help to parents to communicate with their children. By communicating with each other, hopefully they could help their children to attain good achievement.

Finally, by understanding this study, hopefully other researchers had other sources and guidance to make related research. Other researchers were also expected to improve this study for better result.

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