

CHAPTER 1. INTRODUCTION

This chapter presents a detailed overview of the study, covering the research background, reasons of the topic selection, research questions, research aims, and significance of the research. Furthermore, it provides an in-depth examination of the core components that form the basis for the forthcoming research.

1.1. Research Background

Parental involvement in children's learning is a key factor in determining learning success. Many studies have shown that parental support has a positive influence on children's academic achievement, motivation, and learning attitudes (Ainurrohmah & Handayani, 2020). Sumanti and Muljani (2021) suggest that parental involvement is directly related to improved academic performance, better attendance, positive behavior, and increased confidence. This involvement takes many forms, such as helping with homework, attending school meetings, and providing moral support.

The role of parents in language learning, particularly in acquiring English, is increasingly recognized as a crucial element in children's language mastery. Asgari and Mustapha (2011) assert that parental involvement not only influences children's language development but also fosters a positive learning environment at home. To enhance language acquisition within the household, parents can provide a variety of resources, including books, digital applications, and other educational tools. By actively engaging in activities such as discussions, shared reading, and listening to English materials, parents can offer invaluable support to their children.

Mutiara Lestari et al. (2022) highlight that parental engagement in English language learning, which is a foreign language for many students, not only accelerates the language acquisition process but also boosts students' self-confidence. When parents take an active role in their children's language education, they can assist them in overcoming common challenges encountered while learning a new language, such as difficulties in speaking or comprehending material. Consistent support from parents enables children to access broader learning opportunities that often extend beyond the confines of formal classroom settings. However, there remains a gap in research exploring how students perceive this parental involvement. Most studies have concentrated on the benefits of parental engagement, yet there is a lack of

attention to how children respond to such support and whether their perceptions align with the intended expectations. This limitation underscores the need for further research to understand students' perspectives and identify potential barriers in the parent-child relationship within the context of English language learning.

In Indonesia, learning English as a foreign language is one of the main focuses of the education system (Boy Jon et al., 2021). With globalization and the increasing importance of English in the world of work, learning English is a major concern. However, parents have very different views and attitudes towards learning English for their children (Gettie & Popescu, 2020). Some parents are very supportive and willing to get involved, while others may experience difficulties due to a lack of understanding of the importance of involvement and limited resources (Hornby & Lafaele, 2011).

Students learning English in Indonesia face various obstacles such as a lack of learning materials and limited opportunities to interact in English outside the classroom (Malik et al., 2021). Most students have very few opportunities to communicate in English on a daily basis, which hinders the development of their skills. Parental involvement can play an important role in addressing these issues. For example, parents can help create a supportive environment for English learning at home by providing additional learning materials and encouraging children to use English in various activities (Hutchison et al., 2020).

Based on the above paragraphs that explain the importance and influence of parental involvement in English language learning, the researcher is interested in digging deeper into how students perceive parental involvement in English language learning. It is hoped that by understanding more about these students' perceptions, it will provide useful insights for parents, educators, and policy makers in devising better strategies to support English language learning. This research also aims to identify what factors can increase parental involvement in helping students overcome challenges in English language learning.

1.2. Reasons of the Topic Selection

The purpose of this study is to address at least two gaps that have been found in the studies that have been conducted. First, a previous research (Lilawati, 2020) with parents' perceptions, they provided an explanation of parental involvement in children's education, while this study uses students' perceptions to explain how the role of parents in English language learning. Finally, a study (Virginia et al., 2024) was conducted using mixed analysis methods by combining

interviews and observations as research instruments, while this study uses descriptive methods and uses questionnaires as research instruments.

1.3. Research Question

With reference to the above phenomenon, this study is aimed at addressing the following question: *“How do the participants view their parental roles in learning English?”*

1.4. Aim of the Research

This research aims to investigate the participant’s views of their parental involvement in English learning since they started the process. The research can provide an overview of the importance of parental involvement to improve the quality of student learning outcomes in English language learning.

1.5. Significance of the Research

1.5.1. Theoretical Significance

This research is aimed to provide a potential contribution to the educational theory development, specifically regarding parental involvement in foreign language learning. This study can provide theoretical insights and understanding on how parental involvement affects motivation and learning outcomes of English as a foreign language by exploring students’ perceptions of the role of parents.

1.5.2. Practical Significance

Practically, the results of this study can be useful for various parties.

1. For the Author

This research provides the author with hands-on experience in the whole research process, from planning to data analysis, as well as increasing knowledge about parental involvement in English language learning and how students’ experiences can be a reference to improve parental support for learning.

2. For Students

The research results may improve students' awareness of the important role parents in supporting their learning, give an insight into how to maximise the motivation and resources that their parents provide, and inspire them to have a better communication with their parents about learning needs.

3. For Teachers or Lecturers

This research provides new insights for teachers or lecturers regarding the importance of collaboration with parents in supporting students' learning process, helps them design more effective strategies to engage parents, and provides a basis for developing better teaching approaches by involving the role of parents as one of the pillars of support.

4. For Other Researchers

This study can serve as a reference for other researchers who want to continue or further explore the topic of parental involvement in English language learning, provide initial data to be compared or expanded in different contexts, and open up further research opportunities to exploring the relationship between parental involvement and learning outcomes more specifically.

