

CHAPTER 2. LITERATURE REVIEW

This literature review presents two topics. The first topic discusses the role of parents in children's education, which contains the concept of the role of parents, the role of parents in children's education, and factors that influence the role of parents. The second topic discusses English language learning for students in Indonesia, which includes the concept of learning English and the factors that cause English language learning in Indonesia.

2.1. The Natural Role of Parents in Educating Children

Ki Hajar Dewantara stated that the essence of education is the responsibility of the family, while the school is only a participant (Syahran, 2014). Parental involvement in children's education is a form of parental participation in contributing to helping children's education in the home environment or school environment. Naturally, parents have a role and obligation to support and strive to improve the quality of children's education is very important. This is because a good relationship between parents and children is also one of the basic factors of the growth and development of feelings, thoughts, and behavior in children. A better relationship between the two will result in maximum growth and development of the child (Frosch et al., 2021).

The natural role of parents is to provide love and attention to their children. In addition, parents also have an important role to provide and conduct learning in the home environment which is expected to optimize child development. This will happen if parents actively participate and carry out good cooperation with the school (Lehr et al., 2020). Children's education must also be carried out as much as possible, thus we can conclude that the role of parents also includes guiding their children, providing education, paying attention to children's difficulties in learning, providing facilities and motivation for children (Emilia, 2019).

The role of parents significantly influences English language learning in Indonesia by affecting children's motivation levels, learning environment, and direct involvement in educational activities. The research shows that parents are crucial in encouraging their children's interest in English through motivational support and provision of resources, thus creating a welcoming atmosphere for English learning at home (Melanium et al., 2023). Parental involvement such as helping with homework and teaching the daily use of English contributes to better learning outcomes, thus involved parents can effectively address their children's language learning

needs (Tresnatri et al., 2022). In addition, their parents' attitudes about English greatly affect children's understanding and motivation; positive attitudes will increase interest in learning, while negative attitudes may lead to reduced interest in learning (Yulianti et al., 2018). Overall, encouraging parental involvement is important for enhancing children's educational experiences and improving English language skills among Indonesian students, which shows the important role families play in language learning (Wahyuningsih & Mua'dib, 2023).

2.1.1. Concept of Parental Roles

In the family environment, parents have a very important role, which is considered as the first and main education for their children. According to Soekanto (2009), role is a dynamic process of position (status) if someone carries out his rights and obligations in accordance with his position, he carries out a role. The parents' good role is very important in the process of their children's development towards a good future. Parents play a crucial role in children's adulthood, providing guidance, input, and consideration for their choices, facilitating their goals, and assisting with school needs and tutoring when necessary (Lestari, 2016).

Parents have an important role in their children's success, because parents have a great influence on their children (Kibaara & Ndirangu, 2014). A child's education is not solely the responsibility of a teacher, but parents must also be active in supporting and supervising every child's learning process in the family environment in order to produce maximum learning results. Thus it can be concluded that parents, namely fathers and mothers, have a very important and very influential role in their children's education because parents are examples and children have good imitators. Parents are very influential role models for their children. Children will imitate the values and behaviors that parents do (Tan & Yasin, 2020). Therefore, if parents have a positive influence in their daily lives, especially in education, children will achieve success (Jenna & Peter, 2020).

Finally, parents play an important role in their children's development, providing guidance, feedback, and support. They are role models for their children, and their positive influence in daily life, particularly in education, leads to their children's success and a better future.

2.1.2. Key Aspects of Parental Roles

Parents play an important role in shaping children's future success. Parents are also the first and main role in children's education. The role of parents in education is as educators, encouragers, facilitators, and mentors (Idulog, 2022). The first is the role of parents as

educators, where parents have a great responsibility for their children by striving to develop all the potential that exists in children.

Second, parents also act as motivators. Parents' role can motivate children to engage in activities such as supporting learning (Atma et al., 2021). This motivation is very important because it can move student behavior in a positive direction so that they are able to face all demands and difficulties in learning (Faturrohman, 2017). Parents play a crucial role in motivating their children's daily learning, igniting their enthusiasm and helping them reach their potential (Alamiyah et al., 2021). Their encouragement contributes to children's enthusiasm for developing their potential and understanding lessons. Within the family environment, parents act as teachers, guides, and role models, significantly influencing their children's education (Çelik et al., 2022).

The third aspect is that parents are a facilitator for their children. Learning facilities are also an important factor in fostering a sense of motivation in children. To ensure good learning outcomes, parents need to prioritize providing children with access to quality education facilities. Djamarah and Zain (2006) defines facilitators as resources that facilitate student learning. With the presence of these resources, student interest and engagement in learning activities can be enhanced. A study of Khairunisa (2020) demonstrates that the availability of learning facilities significantly impacts student outcomes and achievements. Additionally, student learning motivation plays a crucial role in their success. Achieving success in learning requires students to have the will and drive to learn.

Therefore, from the above paragraphs, there are three important aspects to the role of a parent. The first is that parents function as educators, this means that parents are responsible for developing their children's potential. Second, parents play a motivating role in encouraging their children to attend school. The third aspect is parents as a facilitator who provides their children with the best possible conditions so that they can more easily achieve the success they desire.

2.1.3. Factors Affecting Parental Roles

There are several things that influence parental involvement in children's education. Firstly, socioeconomic status significantly contributes to parental involvement in their children's learning processes (Zedan, 2012). Socio-economic conditions in this study are closely related to education, employment, income, social status, and wealth (Trevino et al., 2021). Furthermore, parents' socioeconomic status is positively and significantly related to parental

involvement in children's education at school and at home (Gedfie & Negassa, 2018). Differences in academic success can be linked to varying levels of parental involvement, as increased and moderate degrees of participation have been connected to improved academic performance results (Lara & Saracostti, 2019).

On the other hand, individuals of higher socioeconomic status will be better to support and participate in various school activities, including cognitive and extracurricular activities. They also tend to attend school meetings more often, actively provide criticism and suggestions, and play an active role in facilitating their children's homework (Sengonul, 2022). Thus, there are some cases where parents who have a high socioeconomic status, as seen from their employment, fail to fulfill their obligations to engage their children in learning activities and support their health development. This is caused by the challenges parents face in managing their time, such as scheduling conflicts or work commitments (Liu & Gao, 2022).

The second factor is the educational climate in schools which becomes very important in shaping the growth and development of students. This includes how students feel safe, valued, and supported in the school environment. With a positive school climate, students tend to be more motivated and have the opportunity to learn well. Therefore, it is important for schools to create a climate that supports overall student growth. It has been confirmed by previous studies that climatic and cultural conditions in schools have a significant influence. Research by Berkowitz et al. (2021) shows that there is a positive impact on climate school environment. The impact of climate in the school environment on parental participation has been noted in several previous studies. The research shows that behavior in the school environment, including principals, teachers, and other staff, is highly influential. Educators have the ability to directly influence parental participation in education. Similarly, another previous study was published by Cayak showing that school climate has a significant impact on parent involvement. He found that schools can be very productive in implementing eligible programs and therefore encourage parent participation (Cayak, 2021). In education, parents are involved in decision-making, partnership programs, and character development (Epstein & Sheldon, 2019).

The third factor is the competency skills of the teacher. At the very least, as an indicator that the teacher is competent, the teacher has the ability to build effective interactions and communication with peers, students, and parents (Jenna & Peter, 2020). Furthermore, building effective communication with students is the key to a teacher's success in educating them. Mirjam and Ali (2010) stated that, "students, colleagues and most of the principals say that the

ideal teacher is the one who can be close to the students” (pp. 47-59). Effective contact with students is a key factor in determining an excellent teacher, but meeting government competency standards is also considered.

Effective communication skills are crucial for teachers and have a significant impact on other government competencies. Teachers should be proficient in communicating with parents or guardians, as they play a crucial role in achieving educational goals. Establishing good communication allows both parties to stay informed about students’ progress. A practical and cooperative relationship between teachers and parents facilitates learning (Hidayat. & Arini, 2022). Additionally, effective interactions with students, fellow educators, and parents or guardians of students greatly contribute to the success of the educational process and the achievement of better educational objectives. Throughout the learning process, teachers must continuously develop their professional competencies to enhance the quality of education (Wijaya et al., 2013).

The conclusion is that socioeconomic status, teacher social competence and school environment play a role in a study shows that these factors have a significant impact in students’ educational experiences and outcomes. By understanding the important role of socioeconomic status, teacher social competence and school environment, it is suggested to improve the quality of education and ensure that all students have fair access and equal opportunities in achieving their potential in education.

2.2. Students' English Learning

A learning process is a teaching and learning approach that involves the systematic implementation and evaluation of students and teachers to achieve learning objectives (Munna & Kalam, 2021). The process of learning is determined by teachers to enhance students’ creative thinking, improve their thinking skills, and increase their ability to learn new subjects (Komalasari & Falah, 2017). Another definition also states that learning is a process in which a person’s environment is consciously controlled so that he or she can perform certain actions under special conditions or react to certain situations, learning is a special part of education (Fredri, 2020). To sum up, learning is an interaction between learners and their environment so that there is a change in behavior for the better.

English as a foreign language means that English is only used and serves as a learning in an educational institution, both formal educational institutions and non-formal educational

institutions and is not used as a language in social life and in daily life interactions nor is it a basic language in a country (Hinkel, 2016). The fact that most published research is in English highlights the importance of language in not only social communication but also in advancing scientific knowledge (Rohayati, 2018). English proficiency can benefit students in various areas, including scientific advancement, political engagement, economics, cultural understanding, and everyday life. This shows how important a good command of the English language is for success in professional and academic fields (Iriance, 2018).

However, in reality, it has become clear that there are a problem in the English learning ability of students, especially at private universities (Iswati & Triastuti, 2021). People's interest in the English language varies, with some even openly admitting that they dislike the language (Rudi, 2000).

English is an international language and is used as the language of communication with local communities in many ways, especially in education. Indonesian students are required to learn English from the elementary level to the high school level (Mutiah et al., 2020). This indicates the importance of learning a foreign language, especially English, in order to succeed in academia and build a career in the world of work (Pranawengtias, 2022).

In higher education, the English curriculum will differ from that taught in previous grades, but basic materials aimed at equipping students with English skills will continue to be provided (Sulistyaningrum & Sumarni, 2023). The English skills are speaking, writing, reading, and listening. In addition, Megawati (2016) highlights three key factors of the language: Pronunciation, Vocabulary, and Grammar. These three aspects are important in supporting these four skills. To achieve optimal English proficiency, students need a professional language teacher who produces high-quality students. Additionally, a balanced ratio of mastery and practice of the material must be taught. However, finding the ideal language course is not easy. In addition to having good knowledge of the material, language teachers need to know each student's level of language proficiency (Megawati, 2016).

University students' learning characteristics are influenced by their perceptions and experiences of parental involvement, which can affect academic motivation and learning outcomes. Positive parental involvement, such as emotional support, encouragement and some practical help, are proven to improve students' motivation and academic performance, for example by discussing educational goals and how to deal with academic challenges (Manuel et al., 2023). The experience of parental involvement is also influenced by cultural context,

where students from collectivist cultures tend to expect more active involvement than students from individualistic cultures (Hidayat et al., 2024). Overall, students who perceive parental involvement as a form of support show higher levels of academic engagement and emotional well-being, which positively affects their learning experience.

2.2.1. Primary Concept of Students' English Learning

In English language teaching, there are at least three things that become the primary concepts of students in learning English, learning outcomes, learning approach, and learning materials. The first concept is learning outcomes are a means of measuring the objectives of a lesson and measuring students' abilities after the lesson (Purwanto, 2000). Another understanding of learning outcomes includes all outcomes achieved through teaching and learning activities in schools and is expressed by grades derived from tests that measure student learning outcomes (Amtu et al., 2020). Learning outcomes are also a description of a student's progress or development from the time they begin participating in an educational program to the time they complete the completed educational program (Sudijono, 2011). The conclusion that can be drawn from the above three opinions is that students can know their learning outcomes after they have undergone learning experiences and changes in their attitudes. This is the basis for changes in students through experience, called learning outcomes. Learning outcomes can also be observed in a variety of models, both cognitive, affective, and psychomotor.

The second important concept when learning English is learning approach. The learning approach can be defined as a starting point or point of view towards the learning process, which can be defined as a view on the behavior of a process that is still very general in nature, in which it contains, inspires, strengthens, and guides learning methods with a certain theoretical scope (Festiawan, 2020). He has two approaches to learning: teacher-centered approach and student-centered approach. Teacher-centered approaches use direct learning strategies (direct instruction), deductive learning, and explanatory learning. On the other hand, student-centered learning approaches use exploratory and heuristic learning strategies as well as inductive learning. Based on the research, both approaches is the first step in idea formation when considering a problem or research object, and the implementation of the idea to describe the treatment to be applied to the problem or research object determine the direction of to be treated.

The third primary concept is learning materials. Learning materials are all kinds of materials that help teachers or trainers carry out teaching and learning activities in the classroom

(Sitohang, 2014). Learning materials are an important part of educational delivery. Through teaching materials, teachers can facilitate learning and students can easily understand the core and purpose of learning. The purpose of creating teaching materials is to provide teaching materials that meet the needs of students. In other words, learning materials are learning tools that include materials, methods, constraints, and assessment methods that are systematically and interestingly designed to achieve the expected competencies (Lestari, 2016). At higher levels, this material reduces the burden on instructors, allowing them more time to guide and support students in the learning process.

In summary, learning materials are the knowledge, skills, and attitudes that must be learned to achieve a given competency. Learning materials are an important part of educational delivery (Eze et al., 2018). This is the teacher's job, how to effectively and maximally enhance the learning process and ensure that the necessary learning content is fully absorbed. Learning materials make it easier for teachers to carry out learning and help students understand the core and purpose of learning.

2.2.2. Factors affecting Students' English Learning

The emergence of today's role of English as an international language makes English language education important in many countries. A number of schools in Indonesia ranging from kindergarten to university level which use English as the medium of instructions have increased (Faisya, 2021). Furthermore, the interest in learning English is prompting an increasing number of people to join in English courses. As a result, English is viewed by many people in Indonesia as a requirement imposed by globalization (Yuwono, 2005). In this section, an overview of factors that may influence English language learning in students will be explained.

English is included in the curriculum of Indonesia. It is believed that this will help meet educational needs for learning English as an international language. In the world of work, globalization and competition, there are high competitive pressures and demands, and English lessons are an absolute necessity (Fitriana, 2012). Setiyadi (2020) states that the use of English must be included in the learning process and can also be applied to teaching and learning activities, as English is needed to compete at an international level. There are two factors that helps students to improve their English skills.

The first factor is motivation. Learning English as a foreign language requires motivation, which plays an important role in learning success. Motivation has a positive impact in terms of promoting students' desire to succeed in what they have learned (Dörnyei, 2009). Students'

motivation for learning English cannot be separated from two things. Effective student attitudes and conditions that directly influence students' English learning efforts. This emotional attitude and state is the driving force that guides students to make more optimal efforts in learning in order to realize the goals of learning English (Ellis, 2013). Bernaus et al. (2009) state that learning motivation has two functions: an integrative function and an instrumental function. Integrative motivation is a motivation that prompts someone to learn a language due to a desire to communicate with or become a member of the language-speaking community. Instrumental motivation, on the other hand, is a type of motivation that encourages you to develop a desire to use the language for gainful purposes, for example to find a job or help with your career path. We can conclude that motivation to learn is something that every student needs to have when learning to achieve their goals and objectives.

The second factor that helps students improve their English is the skill of the teacher. A teacher's ability to excel in classroom management and appropriately manage teaching and learning activities has a significant impact on students' motivation to learn and the improvement of the quality of learning (Uno, 2013). Pintrich (2000) added that a teacher must possess at least her six skills in order for students to receive quality learning that positively impacts learning outcomes. These six elements include the ability to discuss previous material, provide new material, provide student corrections, ask practice questions, provide independent practice, and includes the ability to review the lessons you have learned. In this way, the teacher can perform the functions of a teacher. Helping someone, guiding them, developing skills, behaviours, ideals, and showing gratitude (Slameto, 2010). In learning activities, teachers must be able to make learning effective. Effective teacher is one who is able to master the material with subject knowledge and good teaching skills. Additionally, teachers need the ability to understand instructional strategies in addition to setting learning goals, planning lessons, and good classroom management (Santrock, 2007).

In the process of learning English, the use and selection of appropriate materials that meet the needs of students play a very important role in achieving learning goals. To achieve these learning objectives, teachers carefully decide which materials are appropriate for the learning included in the curriculum, and also from other sources used in development to help students master the subject matter. Additional teaching materials should also be used (Mulyasa & Mukhlis, 2009). Teaching materials are any kind of teaching materials used by teachers in teaching. It comes in the form of teacher-written books or materials such as: printed materials, listening materials, visual and auditory materials, and electronic materials such as websites and

applications (Baxen, 2000). There are many sources of materials available for use in the classroom, and a good teacher needs to be able to choose the materials that best support the achievement of the learning goals and objectives to be achieved.

2.3. Relevant Previous Studies

In studying the role of parents in children's education, previous studies have focused on such various dimensions. In relation to the research participants, Nurmawizatillah (2015) involved eighth-grade students in a junior high school. She utilized a questionnaire as the instrument to collect data. The findings suggest that parental involvement is very influential in a child's education, this is evidenced by the data she produced that parents have a significant role in their child's achievement in learning English. Lilawati (2020) invited parents to take part in her study investigating their perceptions on their roles in their children education. She found that parents have the primary involvement in children's learning and development, being the first source for children to learn through imitation. A parental education, whether good or bad, influences a child's development. Home learning also enhances family relationships, with parents playing the role of motivators who can support children through their teacher-like role at school.

Another study by Virginia et al. (2024) used a mixed-methods analysis applied to analyze interviews and observations. The findings suggest that 100% of respondents considered the role of parents to be very important in improving enthusiasm, learning achievement, and guiding and supervising students at home. In addition, 100% of respondents also considered the role of family to be very important in improving learning outcomes at school. This confirms that parents and family play an active role in supporting students' learning achievement.

Yulianti et al. (2018) invited student parents with different socioeconomic status and education level backgrounds from two urban schools in Jakarta and rural and urban schools in West Java and East Java. Data was collected by conducting semi-structured interviews. The study found two main factors affecting parental involvement: parents' educational limitations and school policies. In cultures with large power distances, parental involvement relies on schools engaging parents in decision-making. The study also revealed parents' actions and the barriers they face in supporting their children's education.

2.4. Research Gaps

This study fills at least three gaps related to the previously reviewed studies. The first gap concerns the participants where the previous study Nurmawizatillah (2015) involved eighth-grade students in a junior high school. Meanwhile, this study will involve the third-semester students of the English Education Study Program at a faith-based university. The second gap is related to research methods where Lilawati (2020) used qualitative research methods with a case study approach while this research used descriptive quantitative. And the final gap, former studies Virginia et al. (2024) used interviews and observations as research instruments, while this study will use closed-ended questionnaires as research instruments.

