

**PARENTS' ROLES IN LEARNING ENGLISH: UNIVERSITY  
STUDENTS' SURVEYED EXPERIENCE**



A THESIS

Written by:

**Tegar Adzan Fatahillah Efendi**

**1801050101**

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM  
FACULTY OF TEACHER TRAINING AND EDUCATION  
UNIVERSITAS MUHAMMADIYAH PURWOKERTO**

**2024**

**APPROVAL**

Title : PARENTS' ROLES IN LEARNING ENGLISH UNIVERSITY STUDENTS' SURVEYED EXPERIENCE

Name : Tegar Adzan Fatahillah Efendi

Student Number : 1801050101

Program Study : English Language Education Study Program

Faculty : Faculty of Teacher Training and Education

Email : [adzanfatahillah@gmail.com](mailto:adzanfatahillah@gmail.com)

Supervisor : Faisal, S.S., M.Pd., Ph.D.



Approved by:  
Thesis Supervisor

*Faisal*  
**Faisal, S.S., M.Pd., Ph.D.**

**NIK. 2160441**

## HALAMAN PENGESAHAN

Skripsi yang diajukan oleh :

Nama : Tegar Adzan Fatahillah Efendi

NIM : 1801050101

Program Studi : Pendidikan Bahasa Inggris

Fakultas : Keguruan dan Ilmu Pendidikan

Perguruan Tinggi : Universitas Muhammadiyah Purwokerto

Judul : PARENTS' ROLES IN LEARNING ENGLISH :  
UNIVERSITY STUDENTS' SURVEYED EXPERIENCE

Telah berhasil dipertahankan di hadapan Dewan Penguji dan diterima sebagai bagian persyaratan yang diperlukan untuk memperoleh gelar Sarjana Pendidikan (S.Pd.) pada Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Purwokerto.

Pembimbing : Faisal, S.S., M.Pd., Ph.D.

NIK. 2160441

Penguji I : Dodi Siraj Muamar Zain, Ph.D.

NIK. 2160510

Penguji II : Lutfi Istikharoh, M.Pd.

NIK. 2160428

Ditetapkan di : Purwokerto

Tanggal : 15 Januari 2025

Mengetahui

Dekan Fakultas Keguruan dan Ilmu Pendidikan



Dr. Elly Hasan Sadeli, M.Pd.

NIK. 2160467

Parents' Roles in Learning..., Tegar Adzan Fatahillah Efendi, FKIP UMP, 2024

## SURAT PERNYATAAN

Saya yang bertanda tangan di bawah ini :

Nama : Tegar Adzan Fatahillah Efendi

NIM : 1801050101

Program Studi : Pendidikan Bahasa Inggris

Fakultas : Keguruan dan Ilmu Pendidikan

Menyatakan skripsi dengan judul :

**PARENTS' ROLES IN LEARNING ENGLISH : UNIVERSITY STUDENTS'  
SURVEYED EXPERIENCE**

Dengan ini saya menyatakan bahwa skripsi ini merupakan hasil karya ilmiah yang sepenuhnya saya buat sendiri, tanpa adanya bantuan dari pihak lain, serta tidak merupakan hasil plagiasi atau modifikasi dari karya orang lain. Apabila pernyataan ini terbukti tidak benar, saya bersedia menerima konsekuensi, termasuk pencabutan gelar kesarjanaan yang telah saya raih.

Purwokerto, 15 Januari 2025

Yang menyatakan,

  
Tegar Adzan Fatahillah Efendi

NIM. 1801050101

**HALAMAN PERNYATAAN PERSETUJUAN PUBLIKASI SKRIPSI UNTUK  
KEPENTINGAN AKADEMIS**

---

Sebagai sivitas akademika Universitas Muhammadiyah Purwokerto dan demi pengembangan ilmu pengetahuan, saya yang bertanda tangan di bawah ini :

Nama : Tegar Adzan Fatahillah Efendi  
NIM : 1801050101  
Program Studi : Pendidikan Bahasa Inggris  
Fakultas : Keguruan dan Ilmu Pendidikan  
Perguruan Tinggi : Universitas Muhammadiyah Purwokerto  
Jenis Karya : Skripsi

Menyetujui untuk memberikan Hak Bebas Royalti Noneksklusif (*Non-exclusive Royalty-Free*) kepada Universitas Muhammadiyah Purwokerto atas karya ilmiah saya yang berjudul:

**PARENTS' ROLES IN LEARNING ENGLISH : UNIVERSITY STUDENTS'  
SURVEYED EXPERIENCE**

Serta perangkat yang ada (jika diperlukan). Dengan Hak Bebas Royalti Noneksklusif ini Universitas Muhammadiyah Purwokerto berhak menyimpan, mengalihmedia/mengalihformatkan, mengelola dalam bentuk pangkalan data (*database*), merawat, dan mempublikasikan tugas akhir saya dengan tetap mencantumkan nama saya sebagai penulis/pencipta dan sebagai pemilik Hak Cipta.

Pernyataan ini saya buat dengan sebenarnya.

Dibuat di: Purwokerto

Pada tanggal: 15 Januari 2025

Yang menyatakan



Tegar Adzan Fatahillah Efendi

1801050101

## MOTTO

“Singkat cerita, Alhamdulillah.”

“Perbaiki ibadah, perbanyak doa, dan janganlah berputus asa terhadap rahmat Allah.”

“Tetap jaga Imun, Iman, dan Aman.”



## DEDICATION

This research is dedicated to my parents, whose unwavering emotional and financial support has been a constant source of motivation throughout my academic journey. In addition, I would also like to thank my friends, who have provided encouragement and insights that inspired me to undertake this thesis and research. Moreover, this dedication reflects my commitment as a student at Universitas Muhammadiyah Purwokerto.



## ACKNOWLEDGEMENT

By reciting Bismillahirrahmanirrahim, I would like to express my deepest gratitude extended to Almighty God (Allah SWT) and His messenger Muhammad SAW, who has granted me the blessings necessary to complete this research. I also wish to express my heartfelt thanks to my beloved father, mother, and sisters, whose unconditional love and support have been unwavering. Their encouragement has been a constant source of strength for me, and I hope to improve and succeed to honor their devotion continually.

The writer would like to extend special thanks to:

1. The Rector of Universitas Muhammadiyah Purwokerto, Assoc. Prof. Dr. Jebul Suroso,
2. The Dean of the Faculty of Teacher Training and Education, Dr. Elly Hasan Sadeli, M.Pd.
3. The Head of the English Language Education Study Program, Dodi Siraj Muamar Zain, Ph.D,
4. My thesis supervisor, Faisal, S.S., M.Pd., Ph.D

for their invaluable assistance from the beginning to the end of this thesis. Finally, I welcome suggestions and feedback for future improvements in this research. Hopefully, this study will make a valuable contribution to the field of ELT.

The Writer,

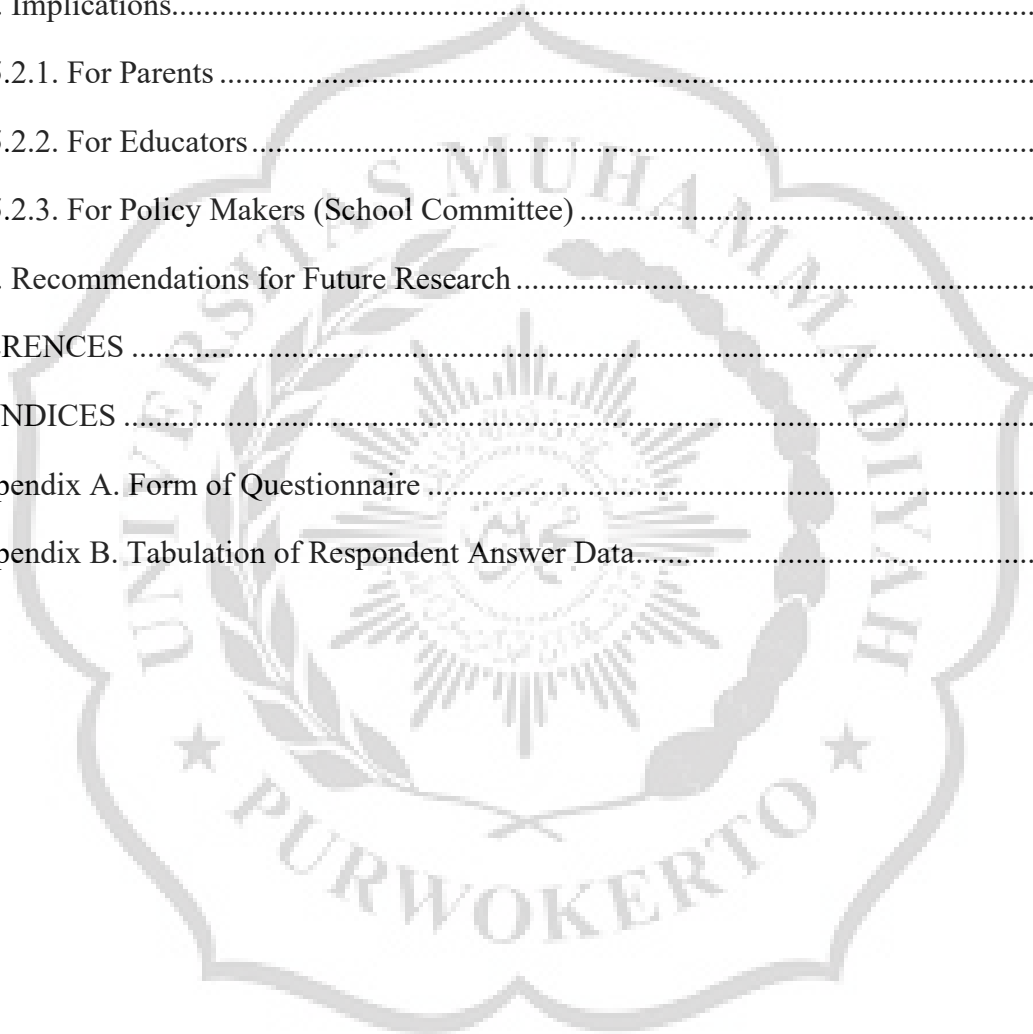
Tegar Adzan Fatahillah Efendi

## Table of Content

APPROVAL .....	i
HALAMAN PENGESAHAN .....	ii
SURAT PERNYATAAN .....	iii
MOTTO .....	v
DEDICATION .....	vii
ACKNOWLEDGEMENT .....	viii
Table of Content .....	ix
List of Tables .....	xii
List of Appendices .....	xiii
Preface.....	xiv
Abstract.....	xv
CHAPTER 1. INTRODUCTION .....	1
1.1. Research Background .....	1
1.2. Reasons of the Topic Selection.....	2
1.3. Research Question .....	3
1.4. Aim of the Research.....	3
1.5. Significance of the Research.....	3
1.5.1. Theoretical Significance .....	3
1.5.2. Practical Significance.....	3
CHAPTER 2. LITERATURE REVIEW .....	5
2.1. The Natural Role of Parents in Educating Children .....	5
2.1.1. Concept of Parental Roles.....	6
2.1.2. Key Aspects of Parental Roles.....	6
2.1.3. Factors Affecting Parental Roles .....	7
2.2. Students' English Learning .....	9

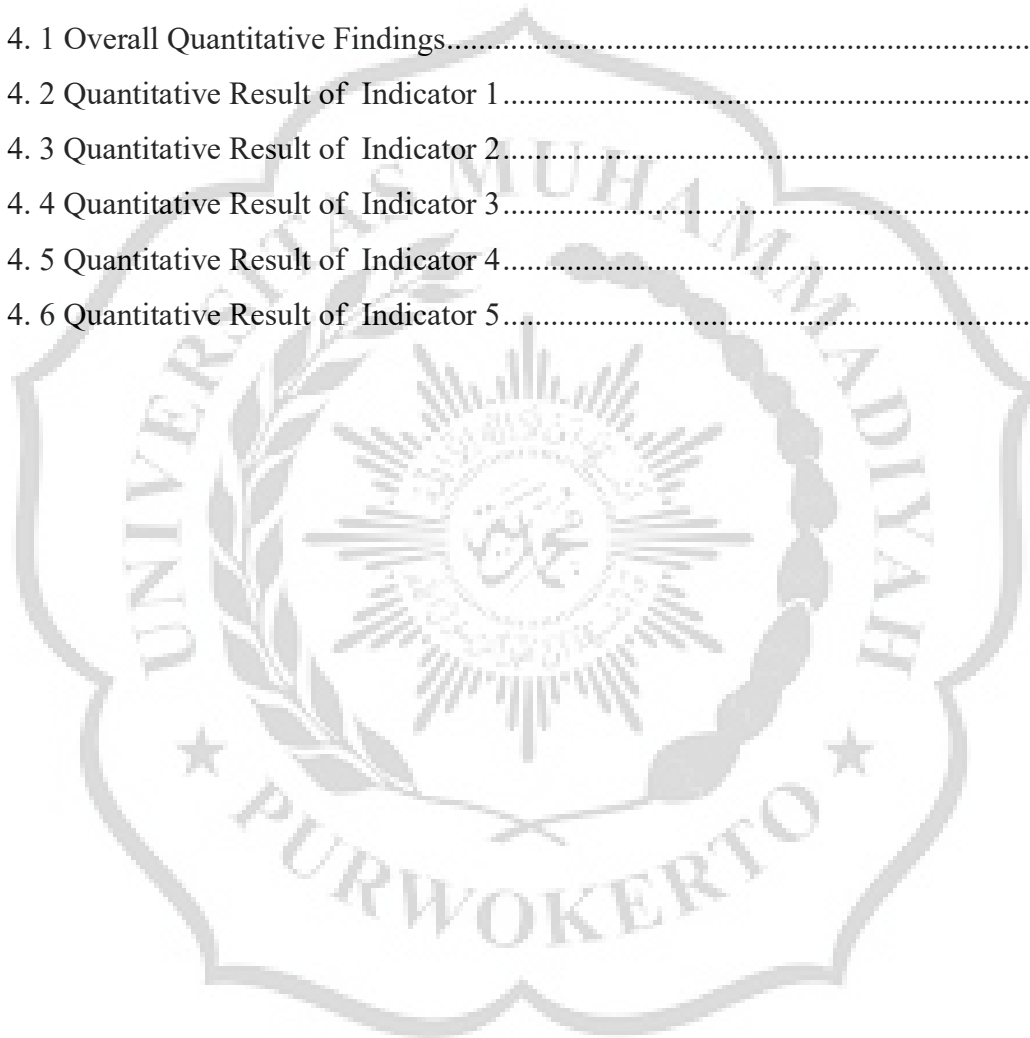
2.2.1. Primary Concept of Students' English Learning .....	11
2.2.2. Factors affecting Students' English Learning.....	12
2.3. Relevant Previous Studies.....	14
2.4. Research Gaps.....	15
CHAPTER 3. RESEARCH METHODOLOGY .....	16
3.1. Research Design.....	16
3.2. Research Setting.....	17
3.2.1. Place of Research.....	17
3.2.2. Time of Research .....	17
3.3. Subject of the Research.....	17
3.3.1. Population .....	18
3.3.2. Sample.....	18
3.3.3. Subject.....	18
3.4. Data and Data Collection Technique .....	18
3.4.1. Data.....	19
3.4.2. Data Collection Technique .....	19
3.5. Data Analysis Technique .....	21
3.6. Validity and Reliability of the Instrument .....	23
3.6.1. Validity of Instrument.....	24
3.6.2. Instrument Reliability .....	25
CHAPTER 4. RESULTS AND DISCUSSION.....	26
4.1. Results .....	26
4.1.1. Quantitative Results of Indicator 1 .....	27
4.1.2. Quantitative Results of Indicator 2 .....	28
4.1.3. Quantitative Results of Indicator 3 .....	30
4.1.4. Quantitative Results of Indicator 4 .....	32
4.1.5. Quantitative Results of Indicator 5 .....	34

4.2. Discussions .....	36
4.2.1. Summary of the Key Findings .....	36
4.2.2. Factors That Might Have Affected Students' Responses .....	39
CHAPTER 5. CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS FOR FUTURE STUDIES.....	45
5.1. Conclusions.....	45
5.2. Implications.....	45
5.2.1. For Parents .....	45
5.2.2. For Educators .....	45
5.2.3. For Policy Makers (School Committee) .....	46
5.3. Recommendations for Future Research .....	46
REFERENCES .....	48
APPENDICES .....	55
Appendix A. Form of Questionnaire .....	55
Appendix B. Tabulation of Respondent Answer Data.....	58



## List of Tables

Table 3. 1 Research Timeline .....	17
Table 3. 2 Questionnaire Indicators and Statement Distributions .....	20
Table 3. 3 Score Scale of Questionnaire.....	20
Table 3. 4 Interval Value Criteria .....	23
Table 3. 5 Validity Test Statistic.....	24
Table 3. 6 Cronbach's Alpha Score .....	25
Table 4. 1 Overall Quantitative Findings.....	26
Table 4. 2 Quantitative Result of Indicator 1.....	27
Table 4. 3 Quantitative Result of Indicator 2.....	29
Table 4. 4 Quantitative Result of Indicator 3.....	30
Table 4. 5 Quantitative Result of Indicator 4.....	32
Table 4. 6 Quantitative Result of Indicator 5.....	34



## List of Appendices

Table Appendices 1.....	56
Table Appendices 2.....	58



## Preface

This study was conducted to investigate students' views on the role of parental involvement in the acquisition of English as a foreign language. The aim was to provide significant insight into how such involvement affects students' learning outcomes and increases their motivation to achieve English proficiency.

This research specifically targets third-semester university students, a crucial stage in their academic development where external influences, especially parental involvement, can greatly affect their educational experience. This research aims to shed light on the ways in which parents contribute to shaping their children's attitudes, efforts and success in mastering English as a second language.

The research process includes a comprehensive review of the existing literature, the creation of a survey tool to collect students' perceptions, as well as data analysis and interpretation of the results. The findings of this study are expected to enrich the existing literature on parental involvement in education, especially in the area of foreign language acquisition.

I would like to express my sincere gratitude for the support and guidance provided by my academic supervisors, colleagues, and the participants who have generously participated in this study. Their contributions were vital to the successful completion of this project. In addition, I would also like to thank my family and friends, who have provided vital encouragement and understanding throughout this research.

Finally, I hope that this research can be a valuable resource for educators, parents, and policy makers who want to improve the quality of English language education. Constructive feedback and suggestions for future research endeavours are most welcome.

Banjarnegara, 4 Januari 2025

Tegar Adzan Fatahillah Efendi

## Abstrak

Penelitian ini bertujuan untuk mengeksplorasi pandangan siswa tentang keterlibatan orang tua dalam pembelajaran bahasa Inggris sebagai bahasa asing (EFL) dan mengidentifikasi faktor-faktor yang mempengaruhi persepsi tersebut. Penelitian ini juga meneliti sejauh mana keterlibatan orang tua yang dialami oleh siswa selama perjalanan pendidikan mereka, mulai dari sekolah dasar hingga universitas. Kuesioner dirancang berdasarkan lima dimensi utama: komunikasi antara orang tua dan siswa, dukungan emosional dan moral, penyediaan materi pendidikan, bantuan dalam pemecahan masalah, dan bimbingan strategi belajar. Dengan menggunakan desain penelitian kuantitatif, data dikumpulkan dari 28 mahasiswa semester tiga melalui kuesioner terstruktur. Statistik deskriptif digunakan untuk menganalisis tingkat persetujuan dan pola jawaban, sehingga memberikan gambaran yang komprehensif mengenai keterlibatan orang tua dari sudut pandang siswa.

Temuan menunjukkan persepsi yang secara umum positif, dengan tingkat persetujuan di lima aspek berkisar antara 68% hingga 78%. Para siswa menghargai dukungan orang tua dalam aspek emosional dan moral serta penyediaan sumber daya pendidikan, meskipun ada beberapa tanggapan yang menyoroti variasi dalam praktik komunikasi dan bimbingan tentang strategi belajar. Temuan yang mengejutkan adalah perbedaan persepsi tentang kemampuan orang tua untuk berbagi pengalaman pribadi dalam belajar bahasa Inggris. Faktor-faktor seperti kondisi sosial ekonomi, tingkat pendidikan orang tua, norma budaya, komitmen kerja dan kemandirian siswa diidentifikasi sebagai faktor yang mempengaruhi tanggapan ini. Temuan ini menunjukkan peran penting keterlibatan orang tua dan menyoroti pentingnya upaya intervensi yang ditargetkan untuk mengatasi hambatan yang ada, yang pada akhirnya dapat meningkatkan efektivitas keterlibatan orang tua dalam pembelajaran bahasa Inggris di semua tingkat pendidikan.

## **Abstract**

This study aims to explore students' views of parental involvement in learning English as a foreign language (EFL) and identify factors that influence these perceptions. The research also examines the extent of parental involvement experienced by students throughout their educational journey, from primary school to university. The questionnaire was designed based on five main dimensions: communication between parents and students, emotional and moral support, provision of educational materials, assistance in problem solving, and guidance on learning strategies. Using a quantitative research design, data were collected from 28 third-semester students through a structured questionnaire. Descriptive statistics were used to analyse levels of agreement and patterns in responses, providing a comprehensive picture of parental involvement from the students' perspective.

Findings showed generally positive perceptions, with levels of agreement across five aspects ranging from 68% to 78%. Students appreciated parental support in emotional and moral aspects as well as the provision of educational resources, although there were some responses that highlighted variations in communication practices and guidance on learning strategies. A surprising finding was the difference in perceptions of parents' ability to share personal experiences in learning English. Factors such as socio-economic conditions, parents' level of education, cultural norms, work commitment and students' independence were identified as influencing these responses. These findings suggest the critical role of parental involvement and highlight the importance of targeted intervention efforts to overcome existing barriers, which can ultimately increase the effectiveness of parental involvement in English language learning across all educational levels.