



Parental Support towards Young Learner's English Achievement

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ARTICLE INFO

Article history:

Received January 10, 2023

Revised January 13, 2023

Accepted May 11, 2023

Available online May 25, 2023

Kata Kunci:

Dukungan Orang Tua, Pembelajaran Muda, Prestasi Bahasa Inggris

Keywords:

Parent Inducement, Young Learner, English Achievement

DOI:

<https://doi.org/10.23887/jpbi.v11i1.37412>

ABSTRAK

Guru dan orang tua harus mendukung siswa selama belajar di rumah karena permasalahan belajar di rumah saat ini adalah kurangnya dukungan dan fasilitas. Kurangnya dukungan dan fasilitas dapat mempengaruhi proses belajar, sangat mempengaruhi prestasi belajar anak muda. Tujuan penelitian ini adalah menganalisis pengaruh aspek intrinsik dukungan orang tua seperti pendidikan dan pekerjaan orang tua terhadap hasil belajar bahasa Inggris anak. Penelitian ini menggunakan metode campuran. Subyek penelitian ini adalah siswa kelas 5 SD beserta orang tuanya yang berjumlah 31 orang. Pencarian data dilakukan dengan dua cara yaitu survei dan wawancara. Temuan penelitian ini menunjukkan bahwa orang tua dengan pekerjaan formal dan riwayat pendidikan tinggi memberikan 3 sampai 4 jenis tunjangan kepada anaknya, sedangkan orang tua dengan pekerjaan informal dan riwayat pendidikan menengah ke bawah memberikan 1 sampai 3 jenis tunjangan. Berdasarkan nilai bahasa Inggris siswa, siswa dengan nilai tertinggi 90, menerima 3 sampai 4 jenis dukungan dari orang tuanya. Dapat disimpulkan bahwa pekerjaan orang tua dan riwayat pendidikan orang tua berdampak pada pemberian dukungan kepada anak yang berdampak pada hasil belajar bahasa Inggris anak.

ABSTRACT

Teachers and parents must support students while studying at home because the problem with learning at home today is the lack of support and facilities. Lack of support and facilities can affect the learning process, greatly affecting the learning achievement of young people. The purpose of this study was to analyze the impact of intrinsic aspects of parental support such as education and parents' employment on children's English learning outcomes. This research is using mixed-method method. The subjects of this study were 5th grade elementary school students and their parents, totaling 31 people. Data search was carried out in two ways, namely surveys and interviews. The findings of this study indicate that parents with formal employment and a history of higher education provide 3 to 4 types of support to their children, while parents with informal employment and a history of low to secondary education provide 1 to 3 types of support. Based on the student's English score, the student with the highest score of 90, received 3 to 4 types of support from their parents. It can be concluded that parents' occupation and educational history of parents have an impact on providing support to children which has an impact on children's English learning outcomes.

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1. INTRODUCTION

Students' success in the education field can be seen in their achievement during their learning process. There are two types of achievement: academic and non-academic achievements. Academic achievement can be defined as studying and linking with the students' capacities and abilities in the learning process (Maamuujav et al., 2019; Yu et al., 2022). Meanwhile, non-academic achievement is students' achievement in the additional programs at school, such as the extracurricular program (Amir, 2020; Diniyah et al., 2018). Achievement is an essential factor in showing their output in the learning process, especially for young learners.

Young learners are defined as students in primary schools, ranging from around six to twelve years old (Gautam, 2015; Susanto et al., 2020). Based on this explanation, young learners are students who already start studying at school. According to previous study the characteristics of young learners are curiosity, love to try, and explore new things, which allowed them to learn using their way (Pinter, 2006). In addition, young learners should achieve several academic achievements at school; one of them is English achievement (Lasagabaster, 2011; Li & Zheng, 2017; Yavuz & Arslan, 2018). There are four main aspects of English achievement: grammar, speaking, writing, and listening (Epeçan, 2019; Lasagabaster, 2011). In addition reading and vocabulary related to English achievement. Those aspects measured young learners' skills in mastering English (Kurniasih, 2011; Pebriawan et al., 2015). Young learners need to master those skills in purpose to gain great English achievement.

Furthermore, due to the Covid-19, the government suggested that the learning process should be carried out online or known as learning at home. Teachers and parents should support the students while learning at home

because the current issues in learning at home are a lack of support and facility (Azhari & Fajri, 2021; Chusna & Utami, 2020). Parents also need to take a role as teachers and support systems for young learners. According to previous study parents can apply two types of support in learning at home (Harris et al., 2009). Moreover, according to previous study there is a guide to teach young learners for parents and teachers who did not have any teaching experience, known as Practical English Language Teaching or PELT (Linse, 2005).

PELT can be defined as the guideline for the person who wants to teach English to young learners. Teaching young learners using PELT is not simple; the teacher needs to know how to deal with their unique factors like emotion, morale, psychology, and cognition (Han & Ellis, 2019; Kolesnikov et al., 2019). Young learners have different rates for each factor; some young learners can learn when pushed, and some young learners cannot learn when the other looks at them. Engaging young learners in the learning process can be motivation and learning media for them. The learning media can build their primary motivation in the learning process, which gives them chances to learn differently (Elshami et al., 2021; Oga-Baldwin et al., 2017). Besides that, the parents also need to give supports to enhance young learners' achievement.

To improve young learners' achievement, especially English achievement, parents should know some issues that can hold young learners back to achieve the learning process. Those issues are classroom management, special need, multiple intelligences, and tutoring (Darling-Hammond et al., 2020; Stevenson et al., 2020). Classroom management can be defined as how the teacher sets their class, such as the atmosphere and environment in the class. Hence, teachers need to design an enjoyable learning place for young learners. Moreover, parents can create a comfortable atmosphere for the learning place by using colorful pictures such as animal pictures and alphabet posters. Furthermore, special needs can be defined as the specific things needed by the students who have problems in learning, such as reading, listening, speaking (Menbet, 2018; Upa & Mbato, 2020). Typically, special needs are given to specific students with special needs, such as deaf, mute, blind, and Down syndrome students.

Special needs, classroom management, multiple intelligence, and tutoring are severe problems in teaching young learners. Hence, they must be accompanied by good relations between parents and young learners (Chai & Kong, 2017; Frolova & Rogach, 2021). The relation between young learners and their parents influences young learners' learning processes and the quality of the learning process (Lasagabaster, 2011; Ruholt et al., 2015). Therefore, parents need to improve young learners' achievement through parent-child relations and parent-teacher relations (Abdurrahmansyah et al., 2022; Mcneal, 2014). Furthermore, the relation between children and parents, such as parents' involvement in young learners' learning process in school or out of school, can engage young learners to achieve the learning goals and increase their achievement (Abdurrahmansyah et al., 2022; Mcneal, 2014).

The previous studies investigated the relationship between parental support towards students' academic performance and self-conception, adolescence, motivation, and persistence (Khan et al., 2010; Y. Shukla et al., 2015). However, the intrinsic aspects of parent inducement, such as the parents' occupation and education level, have been given little attention. The intrinsic aspects need to investigate more because those aspects influence young learners' learning performances. Identifying influence of intrinsic aspects of parent inducement need to be conducted, the analyze of intrinsic aspects which influenced parental support was described in this study. Thus, this study should be conducted face-to-face with young learners and young learners' parents. However, this study was conducted online due to the Covid-19 pandemic.

2. METHOD

The method that was used in this research is mixed-method, and the design is embedded design. Embedded design is a mixed-methods design that uses two types of data divided into supporting data and primary data (Creswell & Clark, 2018). In this study, the quantitative data are the primary data of this study. In contrast, the qualitative data are the supporting data of this study. The data collection process occurs in two phases; the quantitative data is collected using a survey. The qualitative data is collected using interview results. The purpose of those processes is to investigate the influence of parent inducement towards young learners' English achievement, especially young learners in SD Negeri 2 Gobleg.

3. RESULT AND DISCUSSION

Result

The relation between Parent's Occupation, Level of Education, and Types of Support

The parent's level of education was the intrinsic aspect of parent inducement investigated in this study. The parent's level of education is divided into two types: high level of education and low level of education. The high level of education consists of senior high school, vocational school, tourism diploma, and bachelor. In contrast, a low level of education consists of elementary school and junior high school. The parent's occupation

was the other intrinsic aspect investigated in this study. Parent's occupation is divided into two types, namely formal occupation and non-formal occupation. Formal occupations consist of tourism workers, kindergarten teachers, and elementary school teachers. In contrast, non-formal occupations consist of farmer, mechanic, and entrepreneur. The parent's level of education and occupation are related to the types of support shown in the [Table 1](#).

Table 1. The Relation between Parent's Occupation, Level of Education, and Types of Support

Students Number	Parent's Occupation	Level of Education	Types of Support
1	Farmer	Senior High School	Modelling Facilitating Rewards
2	Farmer	Senior High School	Modeling Encouragement Rewards
3	Farmer	Vocational School	Encouragement Rewards
4	Mechanic	Vocational School	Modelling Facilitating Rewards
5	Entrepreneur	Senior High School	Modelling Encouragement Rewards
6	Mechanic	Vocational School	Modelling Encouragement Facilitating
7	Farmer	Junior High School	Modelling Facilitating
8	Farmer	Junior High School	Modelling Encouragement
9	Tourism Worker	Tourism Diploma	Modelling Encouragement Facilitating Rewards
10	Entrepreneur	Vocational School	Encouragement Rewards
11	Farmer	Junior High School	Modelling Rewards
12	Entrepreneur	Senior High School	Modelling Encouragement Facilitating
13	Farmer	Junior High School	Modelling Facilitating
14	Kindergarten teacher	Bachelor of Education	Modelling Encouragement Rewards
15	Farmer	Junior High School	Modelling Facilitating Rewards
16	Farmer	Elementary School	Encouragement
17	Farmer	Junior high School	Modelling Encouragement
18	Tourism Worker	Vocational School	Modelling
19	Elementary School Teacher	Bachelor of Education	Modelling Encouragement Facilitating Rewards
20	Tourism Worker	Vocational School	Modelling Encouragement Rewards

Students Number	Parent's Occupation	Level of Education	Types of Support
21	Tourism Worker	Tourism Diploma	Modelling Encouragement Facilitating Rewards
22	Farmer	Elementary School	Modelling
23	Mechanic	Vocational School	Encouragement
24	Farmer	Elementary School	Modelling Rewards
25	Farmer	Elementary School	Encouragement Facilitating
26	Farmer	Elementary School	Facilitating Rewards
27	Farmer	Junior High School	Modelling Encouragement
28	Mechanic	Vocational School	Encouragement
29	Farmer	Senior High School	Modelling Rewards
30	Tourism Worker	Vocational School	Modelling Facilitating Rewards
31	Tourism Worker	Tourism Diploma	Modelling Encouragement Facilitating
Percentage	Occupation	Level of Education	
	Farmer: 52%		
	Mechanic: 10%	Elementary School: 16%	
	Entrepreneur: 10%	Junior High School: 24%	
	Tourism Worker: 22%	Senior High School: 16%	
	Kindergarten Teacher : 3%	Vocational School: 29%	
	Elementary School Teacher : 3%	Tourism Diploma: 6%	
		Bachelor: 9%	

Base on [Table 1](#), most parents work as farmers with a 52% percentage; only 3% works as kindergarten teachers and elementary school teachers. The parents with formal occupations such as Elementary school teacher, Kindergarten teacher, and Tourism worker gave maximum support for three to four types of support, while parents with an informal occupation were given one to three types of support.

Based on the level of education, most parents graduated from vocational schools with the highest percentage, which is 29%, and the lowest percentage is the tourism diploma with a 6% percentage. Therefore, the parents with a high level of education such as Senior high school, Vocational school, Tourism diploma, and bachelors have given more support than the parent with low-level education. In conclusion, parents with a high level of education can give more supports than parents with a low level of education.

The Relation between Types of Support and Student's English Achievement

The types of support were divided into four types, namely modeling, encouragement, facilitating, and rewarding. The number of types of support given to young learners has influenced English achievement. The relation between types of support and student's English achievement is show in [Table 2](#).

Table 2. The Relation between Types of Support and Student's English Achievement

Students Number	Types of Support	Student's English Achievement
1	Modeling Facilitating Rewards	85
2	Modeling Encouragement Rewards	77

Students Number	Types of Support	Student's English Achievement
3	Encouragement	75
	Rewards	
4	Modeling	77
	Facilitating	
	Rewards	
5	Modeling	82
	Encouragement	
	Rewards	
6	Modeling	85
	Encouragement	
	Facilitating	
7	Modeling	75
	Facilitating	
8	Modeling	73
	Encouragement	
9	Modeling	90
	Encouragement	
	Facilitating	
	Rewards	
10	Encouragement	75
	Rewards	
11	Modeling	77
	Rewards	
12	Modeling	87
	Encouragement	
	Facilitating	
13	Modeling	77
	Facilitating	
14	Modeling	85
	Encouragement	
	Rewards	
15	Modeling	83
	Facilitating	
	Rewards	
16	Encouragement	78
17	Modeling	78
	Encouragement	
18	Modeling	72
19	Modeling	87
	Encouragement	
	Facilitating	
	Rewards	
20	Modeling	83
	Encouragement	
	Rewards	
21	Modeling	85
	Encouragement	
	Facilitating	
	Rewards	
22	Modeling	70
23	Encouragement	70
24	Modeling	75
	Rewards	
25	Encouragement	70
	Facilitating	
26	Facilitating	70
	Rewards	

Students Number	Types of Support	Student's English Achievement
27	Modeling	70
	Encouragement	
28	Encouragement	70
29	Modeling	70
	Rewards	
30	Modeling	75
	Facilitating	
	Rewards	
31	Modeling	85
	Encouragement	
	Facilitating	
	Modeling : 32%	
	Encouragement : 26%	
Percentage	Facilitating : 19%	
	Rewards : 23%	

Based on Table 2, most parents are conducting the Modeling, Encouragement, and rewarding process with 31% for modeling, 26% for encouragement, and 23% for rewards process, only some of them conducting facilitating process with 19% percentage. Also, the children with the highest scores, which is 90, are given all types of support. Meanwhile, most children with the lowest scores, 70, are only given modeling and encouragement processes by their parents. In conclusion, the most supports given by their parents, the highest scores they can achieve, especially in English.

Discussion

Furthermore, the findings of this study also supported by the interview results. Modeling is the parents need to give their children modeling because it can motivate students to achieve their learning goals, build their character and how to make a decision. Encouragement is Giving moral support towards children is important to make them know how to deciding something and improve their achievement. Facilitating is The facility such as Smartphone as learning media in learning at home is important, but I need to work hard to fulfill it. Rewards such as praise and things are needed by children to motivating them to increase their achievement.

Previous research state parents with formal occupation given better supports than parents with informal occupation (Usaini & Abubakar, 2015). Conclusively, the occupation of the parents affects the supports that given to their children. In conclusion, parent inducement was important for young learners to increase their achievement, but the types of supports given to them also need to be noticed (Ariani et al., 2017; Fawley et al., 2020). Most support is given to young learners, the highest achievement they can achieve, especially in English Achievement.

The differences in parent inducement were divided into two types based on the level of education and based on the parent's occupation. The parent's level of education influenced the types of support given to their children (Akhter et al., 2020; Sinaga, 2018). The parents with a high level of education gave maximum support for their children, such as modeling, encouragement, facilitating, and rewarding. However, the parents with a low level of education only gave three supports or less than that (Al-Zoubi & Younes, 2015; Chen et al., 2018). Based on the occupation, different parent's occupations influenced the types of support given to their children.

The parents with formal occupations such as tourism worker, kindergarten teacher, and elementary school teacher gave three to four types of supports. Parents with informal occupation gave three types of support or less than that. In conclusion, parents' education and parent's occupation influenced parental support, especially on the types of support given to their children (Alfarimba et al., 2021; Hasanah et al., 2019). Parental support influences their children's English language learning. The student with highest scores, 90, is given all of the supports, but the student with the lowest scores, 70, is given less support. In conclusion, parental support influences the children's English language learning, which links to their English achievement.

The implication of this study can give additional information about parent inducement towards young learners. The suggestion that give for further researcher which a pre-service teacher who wants to investigate students' internal factors. The further researcher is expected to find another gap for this research and additional information about parent inducement and its factors.

4. CONCLUSION

Parent inducement influences their children's English language learning. Based on the discussion results and the findings, parental support is divided into modeling, encouragement, facilitating, and rewarding. For

example, the student with the highest scores, 90, was given all of the supports, but the student with the lowest scores, 70, was given less support. In conclusion, parental support influences the children's English language learning, which was linked to their English achievement.

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