

A STUDY ON PARENTAL SUPPORTS TO CHILDREN IN LEARNING ENGLISH IN ELEMENTARY

Binuuril Fahmi, Sudarsono, Dewi Novita

English Education Study Program, Languages and Arts Education Department
Teacher Training and Education Faculty of Tanjungpura University, Pontianak
Email: Fbinuuril@yahoo.co.id

Abstrak: Penelitian ini bertujuan untuk mengetahui bagaimana dukungan orang tua terhadap anak mereka dalam belajar bahasa Inggris. Subjek penelitian ini adalah orang tua kelas 5 A di SD Negeri 09 Sungai Raya Kab. Kubu Raya. Dalam penelitian ini, penulis menggunakan metode case study. Sampel penelitian ini adalah 22 orang tua siswa. Hasil analisis menunjukkan masing-masing orang tua memberikan dukungan dengan intensitas berbeda. Dukungan yang paling tinggi diberikan pada aspek psikologi ekonomi, dan terendah pada lingkungan rumah. Skor yang ditemukan pada psikologi adalah 364, ekonomi 333 dan pada lingkungan rumah 307. Setiap aspek memiliki kategori dukungan yang cukup sering dilakukan. Dukungan orang tua memiliki dampak positif terhadap hasil belajar siswa.

Kata kunci: Dukungan orang tua, aspek dukungan.

Abstract: This research aims to find out how the parental supports to their children in learning English. The subject of this research was the students' parents of Year 5 Class A in SD Negeri 09 Sungai Raya Kab. Kubu Raya. This research was a case study. The study participants were 22 parents. The result showed that parents gave supports differently. The most supports given by parents are in psychology aspect, economy, and home environment. The score of psychology was 364, economy 333, and home environment 307. Parental supports have positive effect to students' achievement.

Keywords: Parental supports, aspects of support.

Learning is influenced by external and internal factors. These factors may affect the learning success or failure. Haris (2013) claims that internal factor is from inside of learners, how the learners learn and improve their own ability through the learning process. External factors are the factors that come out from outside of the learners such as parental supports, teacher supports environments and facilities.

Learning is defined differently from one expert to another expert, but the purpose of learning itself is similar. In general learning is a process of getting knowledge to bring a good impact for learners. Learning is a process of a change within humans, and the change can be seen qualitatively and quantitatively. Learning happens if the change can be seen through the children learning process either at school or at home.

Children are influenced by at least two factors. They are internal and external factors (Haris:2013). Internal factor is an inside factor which comes within someone's will. Internal factor consists of health and self psychology. External factor is derived from outside, such as family environment, school environment, society environment and time.

Parents and home environment may affect the children's language and educational development. Bonci et al (2008:2) claim, "Parents are critical to children's attainment. Parental supports in their children's learning are positively affect children's academic performance and they are more powerful force for academic success".

Parental supports can bring positive outcomes to children when they start at early childhood. Harris and Goodall (2007:1) claim, "Parents have the greatest influence on the achievement of children through supporting their learning at home".

According to Becker and Epstein cited in Campbell & Glasgow (2010), a parental support in learning activity will help to increase the educational effectiveness of the time that parents and children spend together at home.

Harris and Goodall (2007:1) claim that parental support is one of a powerful lever for raising students' achievement in schools. Teachers can involve with parents to control students' need. The learning supports at home environment will make difference in the achievement. Many schools involve parents in school-based or school related activities. Parental support is heavily linked to socio-economic status of parents, as well as parental experience of education.

According to Melhuish (2012:05) the factors that may influence the learning development, include "socio-economic, and home learning environment". In addition, the extent and form of parental engagement in early learning is strongly influenced by a family's social class, parents' level of education, psychosocial health, parents' status, and, to a lesser degree (Kernan, 2012).

Based on cognitive factors, the aspects of parental supports can be categorized into home learning environment supports or parental supports at home, parental supports in form of economy and parental supports in form of psychology.

Desforges & Abouchar cited in Harris & Goodall (2003), supports initiatives as 'good' parenting at home, including the provision of a secure and stable environment, intellectual stimulation, parent-child discussion, good models of constructive social and educational values and high aspirations. Parental supports are valuable component of many children's education. It is a well-established fact that parental supports are linked to children of learning language success at school (Desforges & Abouchar, 2003:14). Furthermore, when parents are involved in their children's language learning at home, their children will do better in school. What is important here not the type of school, or who goes there, but the quality of the relationship of the students with the families (Henderson et al 1994). Findings show that it is the parental supports of learning activities at home that is most closely associated with better cognitive attainment in the early years'. This was shown to be especially beneficial when parents and professionals

negotiated a continuity of experience for the children (Campbell & Glasgow: 2010).

Another factors support to children in learning is economy. Baker (2012) asserts that the economic status of parents determines a lot in preparing facilities and learning tools needed by children. Amount of the pocket money given by parents to children may affect the students' achievement. Child of lower socioeconomic status performs worse than a child of a higher socioeconomic status (Ireland: 2010:4).

In addition, moral support from family will contribute the students' achievement positively (Rintoul et al 1998:17). Children with moral supports from family can show better effort in the process of learning. It will carry them into a better achievement. The example of moral supports can be seen from how parents care their children's process of learning, how they make students happy, comfortable, safe, and enthusiastic. Slameto (2003) claims that parents are able to create harmonic condition within a family suddenly also giving support for their children in school.

In this research, the writer focuses on how the parental supports are important and also improves students' achievement. Therefore, the further analysis is to see the supports given by parents mostly to the children. The parental supports will be described in three aspects with each aspect consisting of five categories.

METHOD

The method of this research is a case study. Dawson (2002:15) refers a case study to a single instance of some bound system, which can range from one individual to a class, a school, or an entire community. It focuses on individual factors or groups of actors and seeks to understand their perceptions of events.

It excels at bringing us to an understanding of a complex issue or object and can extend experience or add strength to what is already known through previous research. Based on the purposes and problems of this research the group of parents is the case and it seeks the understanding of parental supports to children in learning English.

The subjects of this research are students' parents of SDN 22 Sungai Raya Year Five Semester 1 Academic Year 2013/2014. The samples are students' parents of Class A. They could be mothers or fathers who stay at home. The subjects are also asked whether they agree or disagree to be interviewed.

Data collecting technique are indirect and direct techniques. The tools of data collecting are questionnaires and interview. In questionnaire, the closed-ended questionnaires are selected. There are 15 questions of three aspects of which have 5 categories. The numbers of subject are 22 parents.

Table 1 Parents' questionnaires responses scoring system

Type of item	Score			
	Always	Often	Seldom	Never
Statements	4	3	2	1

For the interview, it uses Semi-structured interview in order to gain further information. There are only three participants interviewed.

Procedure of Data Collecting:

The steps which are done in preparing data collection: (1) asking for permission to the headmaster, teacher, and students of Class V A to conduct the research; (2) asking for permission to students to distribute questionnaires to their parents; (3) submitted the questionnaires back from the students who have given it to their parents; (4) tabulating the research participants from questionnaires responses; (5) deciding 3 parents from questionnaires data, and the agreement to be interviewed as participants. Furthermore, it is taken by looking at higher scores of parents' supports given; (6) asking for permission to the parents again to be interviewed; (7) conducting the interview schedule and preparing the audio-recording; (8) giving codes to interview transcripts; (9) analyzing students' parents interview data.

Steps of analysis are:

1. Questionnaire analysis:
 - a. Calculating the questionnaire data
 - b. Percentage the data

The writer used this formula:

$$X\% = \frac{n}{Sm} \times 100\%$$

(Sugiyono, 2012)

- c. Finding the higher score

In brief, the writer classifies the score of each aspect of parental supports obtained in the questionnaire from the highest to the lowest score.

2. Interview analysis:
 - a. Process and Record Data Immediately
 - b. Begin Analyzing as Data was Being Collected
 - c. Coding the data transcription
 - d. Looking for thematic and comparative to the interview data
 - e. Concluding the findings

FINDING AND DISCUSSION

a. Finding in Questionnaires

The frequency of parental supports to children is different. Each category of supports is also shown in Table 2.

Table 2 Parental supports score in three aspects of supports

List of supports	Aspects scores	Category scores	Explanation
1. Parental supports at home	307		This aspect is the lowest support given
a. Making the child to learn English at home		60	a. This category is good, but it's not often done
b. Giving free time to the child to discuss English subject learned at school		70	b. This category is good, and quite often been done
c. Making and organizing the child's learning schedule time at home		65	c. This category is good and it's often been done
d. Making a good learning atmosphere and place to child to learn English at home		73	d. This category is good and it's often done
e. Understanding English and encouraging child to use English at home		39	e. This category is good enough, and it's seldom been done
2. Parental supports in economy	333		This aspect is average support given
a. Buying English dictionary in order to make the child learn English easily.		86	a. This category is very good, and its' always been done
b. Sending the child to English course / private English teacher		61	b. This category is good, but it's not often done
c. Buying some English books in order to make the child learn from those books		70	c. This category is good, and quite often been done
d. No minding spending money for the child to be able to speak and master English.		68	d. This category is good, and it's often been done
e. Giving the child more pocket money to make the child diligent in learning English.		48	e. This category is good enough, and it's seldom been done
3. Parental supports in psychology	364		This aspect is the highest supports given
a. Caring and responsible toward child's English score in his/her school.		84	a. This category is very good, and its' always been done
b. Getting angry when know child's English score is low.		54	b. This category is good enough, and it's not often been done
c. Giving child motivation and encouragement when they have hard time in learning English		81	c. This category is very good, and its' always been done
d. Promising a reward to child if getting higher English score		68	d. This category is good, and it's often been done
e. Giving the child moral supports in learning English at home		77	e. This category is good, and it's often done

Based on the table 2, the highest parental support was in psychological aspect. The categories of each aspect have different amount of scores as seen in Table 3. From the score it can be seen which supports that was mostly done by the parents.

1) Parental support at home environment aspect:

Table 3 Home environment aspect

No	Questions List	Score	SMi	(%)	Category
1.	Making the child to learn English at home	60	88	68.1%	Very good
2.	Giving free time to the child to discuss the English subject learned at school.	70	88	79.5%	Very good
3.	Making and organizing the child's learning schedule to learn English	65	88	73.9%	Very good
4.	Making a good learning atmosphere and place to the child to learn English at home.	73	88	82.9%	Very good
5.	Understanding English and encouraging the child use English at home	39	88	44.3%	Good enough

The above described the aspect of parental support at home environment. Category Number One showed how parents made their children to learn English at home and the score was 60 (68.1%). Category One was categorized as a good support. From this category, parents seemed to give little help to their children to learn English at home. They helped their children but not gave strong enough support in assisting them learning English. Category Two was about the time giving by parents to have discussion with their children in learning English. Parents gave their free time to be able with children in discussing English subject was 70 (79.5%). It showed parents got involved with their children and tried to have time and supervise what the children did during learning English.

Category Three had 63 (73.9%) It was categorized good support. Parents made and organized children's activity to learn was seen as parents care to the children.

Dealing with the child's schedule to study parental activity was support. Parents thought about what the best time for the children to study at home. Next, Statement number four had 73 (82.9%). It showed they had good support in giving good and comfortable environment and the place to learn English at home.

Derived from category number three and four, parents seldom organized the child's schedule in learning English at home, sometimes they made it, but not to restrict the children's time to study. Moreover, parents had good support in making a good learning atmosphere and place to their children.

The last category showed the support in close environment by encouraging the children to use English at home. Using English at home will make a good habit to practice. Based on the score, the parents who were able to speak English

with their children were rare to see in this kind of support. The score was 39(44.3%) it seemed the education background of some parents was affecting their ability to support.

In brief, parents did not pay a lot attention to home environment aspect, good at creating the good atmosphere during children’s learning time. Most of the parents did not build good communication using English at home which can trigger children’s learning skill. In contrast, how the parents’ effort in providing good environment to learn English was good enough.

2) Parental support in economy aspect:

Table 4 Economy aspect

No	Questions List	Score	SMi	(%)	Category
1.	Buying English dictionary in order to make the child learn English easily.	86	88	97.7%	Very good
2.	Sending the child to English course or providing private English teacher	61	88	69.3%	Very good
3.	Buying English books in order to make the child learn from those books	70	88	79.5%	Very good
4.	No minding spending money for the child to be able to speak and master English.	68	88	77.2%	Very good
5.	Giving the child more pocket money to make diligent in learning English increase.	48	88	54.5%	Good enough

The second aspect of supports related with economical support. Parents usually spent the money to their children’s education, but for some parents they might not do the same. As percentage of parents’ support in economy above, the first category was that parents bought dictionary to their children; parents gave dictionary at home to make child learn English easily, the score of this category was 86 (97.7%). It was the highest score of this category. The highest score showed that most of parents did the same, making their child got easier in learning English. Considering that parents did not know about some vocabulary meaning it will help them too. Thus buying dictionary, it was almost similar to the Statement Number Three, it had higher score about 70 (79.5%). The category was parents bought some English books to their children learned at home. By looking at the score result, parents tended to be more agreeing to buy some English stuff like English magazine, story, comic and so on.

In contrast with two others category related with spent the money to learn English, it was the Category of Number Two and Four. Those two categories were categorized as extra learning, parents spent extra money to their child to learn English outside home. They please to send their child whenever to enter one of the precious courses to master English easily. Statement Number Two had score 61 (69.3%) and Statement Number Four had score 68 (77.2%).

The last category had score 48 (54.5%). This last statement was the lowest frequency support for parents who were willing to give extra money as motivation to children. Giving extra money meant the parents gave extra cost to their child in learning English outside. During learning sometimes children needed eating, or buying anything they wanted but parents almost never gave extra pocket money.

3) Parental support in Psychology aspect:

Table 5 Psychology aspect

No	Questions List	Score	SMi	(%)	Category
1.	Caring and responsible toward child's English score in his/her school.	84	88	95.4%	Very good
2.	Getting angry when knowing child's English score is low.	54	88	61.3%	Good Enough
3.	Giving the child motivation and encouragement when they have hard time in learning English	81	88	92.1%	Very good
4.	Promising a reward to the child if getting higher English score	68	88	77.2%	Very good
5.	Giving the child moral supports in learning English at home	77	88	87.5%	Very good

Based on the data, it was found that the respondent highest score on Category Number One. It had 84 (95.4%) for level category of support. This first category showed parents' responses on psychology were quite strong. Parents always care about child's English score was quite strong. The highest score showed that parents should insist their child to learn English well at school. Parents' caring will slowly trigger children's psychology, even sometimes children did not like parents who were angry to them.

Next the highest score was the Category Number Two, it had 81 (92.1%). The category was about parents gave motivation to their child during their English learning time. The motivation was important to encourage learning. Parents knew that learning English was difficult for early age.

Meanwhile, the third highest score was the Category Number Five, it had 77 (87.5%). The frequency of parents support in this statement was strong according to the scores and percentage. For some parents, moral support was the way how to encourage children's motivation to learn. By looking at parents' motivation and moral given, expected that the improvement of English skill would be seen and of course it should be helpful for their child's future.

The fourth score was the Category Number Four, it had 68 (77.2%). This category showed that parents gave such kind of reward with good achievement students got in English score. Giving reward to children was kind of appreciation from parents toward their child's for the good achievement. Giving support by rewarding child will eventually increase their motivation in learning. By looking

at the children' scores, this statement was not the highest frequency that parents always gave.

The last score was the Statement Number Two, it had 54 (61.3%). This statement was the lowest frequency of support which was not often given by parents to their child. The statement explained that parents got angry when know child's English score was low. It showed how parents did not get angry when they knew their child's English score was low. They seemed to be fine and would not worry about it at all.

b. Finding in Interview with Parents

From the interview with respondents about English background knowledge, it was found that respondents agreed that English was very important language nowadays. The respondents also knew how it became important now. They also gave some examples about the important of English. Considering about parents' education background, some of them had limited English, but it did not hinder them to supports their children. Different English background from parents was affecting the supports given. Parents were care and they wanted to give what their children need in order to get good achievement for their child in the future.

From the understanding of interview, it concluded that parents had given supports at their home environment. From home, parents can help their children to make learning English easier even though their parents were not really skillful in English. In addition, the achievement that children got at school had made parents proud to children's development.

Meanwhile, the researcher tried to make a brief line about parental supports in economy. In fact, parents had no worry if they had to give extra lesson to their child. Getting better education was very important at all, money did not matter for them. Furthermore, parents considered more into deciding what the best for their child. Besides sending their child to enter a course, parents also gave some English books to their child. After such kind of support given parents felt satisfied with what they gave to their child. The researcher concluded from the parental supports in psychology, parents give some advice and motivation to their child. The researcher also found that parents gave reward as the appreciation for children who had good result in their score. Furthermore, to know the development of their child, the parents were sometimes invited to a meeting with teacher at school to sharing about children's problems at school. The relationship with parents and school was quite good; there was a feedback from teacher to parents.

In learning English, parental supports had well known and convinced as one of external factors that had effect to children. This study focused on knowing parental supports to children in learning English, besides that it also focused on how big parents gave supports to their children. This study covered about the frequencies and the effects of parental supports. Some parents had given their supports to their children. The frequencies of parental supports can have a big or even small effect to their children's development in learning English.

Based on the parental background toward English, most of parents have good interest in English. Parents already had convinced about the advantages of

English. Some of elementary schools now have English as their subject. Most of parents thought that English was very important even they think it was crucial for their children's future. In early learning, it needed parents to involve with children. As stated by Keran (2012:6) she said that "Parents are children's first and most enduring educators". One of way for parents to involve is by giving supports to their children in earlier education. The benefit that children can get from parents support according to Edinburgh (2006:5) she said "It is easier for children to learn when they get encouragement at home".

To start supporting the children parents can look at the home environment. It meant that parents can commit to help their children in learning English. Because of learning English is known as difficult subject, many problems that might children cannot solve it so parents have a role in that situation. Rogoff in Bempechat (1999:32) said that "children may not able to handle their problem alone". Children still cannot find solution for their problem in learning the parents should help them. In addition, Henderson et al (2002:25) claimed that "parents whose children have academic or behavior problems tend to supervise them more and seek help". Then the interesting situation parents and children tried to solve the difficulty together. The parents can also be active in helping their children.

The way to help children's in learning can do by accompanying, and supervising them. In order to do that, parents need to maintain an emotionally neutral stance when disciplining their children (Keith: 2012). Besides that, the parents can create a new habit for children to speak English at home. If at home environment was supported by English, the children will be accustomed using English. In fact, there were no strong environment supports using English at home among parents in SDN 09.

It was found that parental supports in economy also had effect in learning English. One of parental supports in economy was entering their children to a course. Some of parents were going to let their children get additional learning from outside. On the other hand, some of parents might not do the same. Parents have different thought and concerned. Many supports in form of economy can be done to improve children in learning. The cost of education was not really matter for most of parents. It did not really difficult to fulfill as long as it for children's learning. For instance, the other parental supports can do was giving some books, buying learning aids, and facility related with English for children.

Other support was psychological support which was important to improve children's ability in English. Mostly parents paid attention on their children progress. They cared with children's score at school. Parents also gave a lot of motivation during learning time at home. The researcher found that children were motivated by giving treatment such as a reward. The reward was good to motivate children. Another form of psychology support was giving encouragement to children. It was an advice or motivation words.

Overall, the research findings showed that parents considered about supporting their children is important. Many supports that can be given by parents to increase their children's ability in English, even for some parents they have satisfied with supports that they gave to their children. The satisfaction comes from children's score in school instead of looking at the children's ability in

applying English. With children's ability in English now, parents are quite showing a pride even their children have not able yet to communication with English. For parents if their children can know English words that they can find and also understand it is enough.

CONCLUSION AND SUGGESTION

a. Conclusion

This study was conducted to investigate the parental supports to their children in learning English. It showed how parents frequently gave supports to their children. This research also looked at the effect of supports whether it can be good or not to the children's achievement. Regarding to the research findings, it was concluded that students were able to get high achievement in learning English because they got enough intention from their parents. The most given supports by parents was in psychological aspect, Parents' background knowledge about English was quite good, and parents had different background in their education at the past time, the effect of supports had good influence for children, whether it was in school or at home. Even the development was not significant but it had good progress, and parents' positively care to children's education, one of the treatments was the frequency of time in supporting children.

b. Suggestion

According to the research findings, some suggestions might be useful to increase and develop parental supports. Parents can try to explore more about how to create better environment to learn English at their home, parents are suggested to build more cooperative relation with teacher at school, parents can start to learn how to teach English well to their children, and the parents are suggested to get closer with their children.

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