

# CHAPTER I

## INTRODUCTION

### A. Background of the Study

Language is a system for the expression of feelings, ideas and thoughts. It enables people to communicate and interaction. According to Douglas, language is a complex communication system that individuals use to connect with others in their community. It consists of speech, writing, and gestures that follow established rules.<sup>1</sup> Language acquisition is crucial for the advancement of human civilization, and English, being one of the most widely acknowledged languages globally, has emerged as the most extensively learned foreign language worldwide.<sup>2</sup> The English language is also used in various fields such as technology and science, not just in conversation. This is because it is considered one of the world's universal languages.

Furthermore, English as a foreign language is part of the curriculum at all levels of education, from primary to university in Indonesia. This is because, as Hamer points out, English language learning is already embedded in the primary and secondary school curriculum for some students. Otherwise, the study of language represents a particular option for certain students.<sup>3</sup> There are many reasons why it is beneficial to learn English. In today's competitive global environment, understanding and using the English language is

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<sup>1</sup>H. Douglas Brown, *Principles of Language Learning and Teaching*, 5th ed., (San Francisco: Addison Wesley, 2000), p.5

<sup>2</sup>Jeremi Harmer, *The Practice of English Language Teaching* 4th Edition, (Longman: 2007), p.13

<sup>3</sup>Jeremi Harmer, *How to Teach English*, (Pearson Longman: 2007), p.11.

essential for students' confidence. Academic achievement may be affected by factors besides intelligence. Further factors such as teachers, motivation, and parental involvement can affect student achievement.

Family is the first school for children. In shaping the growth and development of their children, parents play an important role. Additionally, parents are accountable for encouraging and supporting their children's development. They should create a supportive environment for their children. This has the potential to enhance children's competence and confidence in their future development. Parents can also contribute functionally to support their children by taking an active part in and attending school programs. Parents can help their children develop good study habits, provide a quiet and organized workspace, and offer assistance with assignments when needed. According to Hayes, parental involvement has been a crucial factor in schools' success for years because it increases achievement, improves behaviour, minimizes absenteeism, and helps develop positive attitudes toward school.<sup>4</sup>

Parents can also encourage their children to read, discuss their schoolwork with them, and celebrate their successes. In fact, not all parents can participate in depth on their children's education. Some parents may find it difficult to participate in school activities due to their work schedules, financial constraints, and language barriers. In such situations, school and teachers can provide parents with alternative opportunities to get involved, such as online communication. Researchers wanted to understand each teacher's

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<sup>4</sup>Hayes, D. *Parental involvement and achievement outcomes in African American adolescents*. *Journal of Comparative Family Studies*, 43(4), 567-XI. 2012.

perspective on teacher-parent relationships and their view on school programs.

Hosseinpour says that “Since parents and their involvement have a crucial role in children’s English achievement.”<sup>5</sup> It refers to the participation of parents in their children's academic and extracurricular activities. Parents can provide support and assist their child in overcoming problems by being informed of their child's growth and struggles. Parental involvement is an essential factor in students' learning outcomes and achievements. Teachers and parents need involvement to establish cooperation in developing children's potential. Therefore, the teacher's perspective on parents' involvement in students' achievement is necessary to know the teacher's point of view. Teachers consider the important role of parental involvement for student academic success. Teachers often observe that students whose parents are involved tend to demonstrate higher levels of motivation, engagement, and achievement. Furthermore, parental involvement can enhance communication between teachers and parents, leading to a more comprehensive understanding of students' needs and tailored support.

To consider the teacher's perspective on parental involvement. The importance of productive collaboration between home and school environment, as demonstrated by Epstein’s model, ensures to have a positive impact on student growth. Epstein's model clearly explains how schools can collaborate with parents, families, and communities to help them get more involved in their children's

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<sup>5</sup>Hosseinpour, V., Sherkatolabbasi, M., & Yarahmadi, M. *The impact of parents' involvement in and attitude toward their children's foreign language programs for learning English*. *International Journal of Applied Linguistics and English Literature*, 4(4), 175-185. 2015.

academic education.<sup>6</sup> Epstein's parental involvement framework provides benchmarks of specific areas of engagement that may be lacking and highlights strategies for how those areas can improvise.

This research, according to researcher experience while doing community service or KKN from August until September. Then the researcher chooses this school as a place of research. Researchers choose elementary students' because discovered the issues on it. As part of the community service program, researchers conducted a study in offered free Wi-Fi access and English fun learning classes at the researcher's residence to elementary and junior high school students from various schools in the area surrounding the community service site. While the program was in progress, the researcher noticed that there was a gap in the students' English language skills during the community service program. This study will mainly focus on elementary students because the researcher discovered some students know a lot of vocabulary, and understand English subjects well, while the other students have scored low due to a lack of understanding of English subjects. Compared to the students who had parental support understood English better and performed better than the students who did not have parental support.

During the community service, the researcher also interviewed some of the parents of those participating. Four parents were interviewed by the researcher. Parent A is a single mother of two, she sometimes accompanies her children to school, but rarely attends school events involving parents because she works. Parent B, who is also a single mother of five children, assists her children with their

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<sup>6</sup>Epstein, J. L. *School/family/community partnerships: Caring for the children we share*. Phi delta kappa, 92(3), 81-96. 2010.

homework from time to time. But when it comes to English lessons, she usually tells her children to ask their older siblings for help, as they are more familiar with the language than her. Nonetheless, she actively takes part in school events when parents are asked to participate. Parent C, a housewife who does not speak English, therefore she cannot help her daughter with the English homework, she often instructs her daughter to Googling the answers to English homework questions rather than trying to help her daughter. Parent D is also a housewife, and she always involves herself and her husband in their children's education. Mom D and her husband facilitate their children with books, private English learning, and other media learning. They also frequently attend school activities for supporting children's education.

Based on the preliminary research above, a few parents do not contribute significantly to their children's education. In this case, the researcher wants to know the perspective of teachers about parental involvement at SDIT BUNAYYA, especially English teachers.

Based on the background explanation, the researcher's interested in analysing **“TEACHERS’ PERSPECTIVE OF PARENTAL INVOLVEMENT ON STUDENTS’ ENGLISH ACHIEVEMENT.”**

## **B. Formulation of the Problem**

1. What is parental involvement in students' English achievement of the fifth grade student at SDIT BUNAYYA?
2. What are teachers' perspectives of parental involvement in students' English achievement?
3. How do teachers view school support in parental involvement?

### **C. Objective of the Research**

1. To investigate parental involvement in students' English achievement of fifth grade student at SDIT BUNAYYA
2. To find out teachers' perspectives of parental involvement in students' English achievement
3. To investigate teachers view about school support in parental involvement

### **D. Focus of the Research**

In this research, the researcher will focus to analyse the parental involvement, the perspective 2 English teachers on parental involvement and their view about school support in parental involvement at SDIT BUNAYYA

### **E. Significance of Research**

The research findings are expected to give information:

1. For the School and Teacher

The result of this research is expected to by being aware of the fact that parental involvement has the potential to impact students' performance in English subject. Schools and teachers also can encourage parents to be more involved in the students' academic and school program. Inviting parents to take an active role in their children education is another things that schools and teachers can do.

## 2. For the parents

The results of this research is expected to motivate parents to give more references by giving more support and care in children's academic life.

## 3. For the next researchers

The researcher also hopes that this research will be useful for future researchers who are interested in teachers' perspective of parental involvement. The bigger subject, different subject or different research method to get better than this research.

## F. Previous Study

There are some previous studies related to the topic teachers' perspective in parental involvement, in this section the researcher takes some previous studies as a reference that is reviewed to this study.

The first previous was written by Melissa Tiglao Bartolome, et.al, "*Exploring Kindergarten Teachers' Perspectives in Parental Involvement in The Philippines*"<sup>7</sup>, 2020. This research was to investigate existing literature on parental involvement in Early Childhood Education in terms of communicating from the school; volunteering and participating in school activities; and learning at-home; and to explore kindergarten teachers' perspective in communicating the school; volunteering and participating in school

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<sup>7</sup>Melissa Tiglao, Bartolome, Nordin Mamat, Abdul Halim Masnan "*Exploring Kindergarten Teachers' Perspectives in Parental Involvement in The Philippines*", Southeast Asia Early Childhood Journal, Vol. 9 (1), 2020.

activities; and learning at-home. This study is descriptive qualitative study. This research showed four themes; meaningful home-school communication, collective in-school engagement, structural at-home learning support and refining teachers capacity. The study found that teachers in Philippine kindergartens try to sustain a high level of parental involvement in kindergarten throughout the school year. Parental involvement must be understood with depth and in the context of one country so that it can comprehensively contribute to education and holistic development of children. In Philippine kindergarten, teachers aspire to maintain strong parental involvement at all grade levels. It is crucial to understand parental involvement deeply within the context of each country to effectively contribute to children's education and overall development.

The second previous study by Shanti Ramanlingam, Mahendran Maniam, “*Teachers’ Perspective on The Importance of Parents’ Roles in Students’ Academic Achievement Using School and Family Partnership Model (Epstein): A Qualitative Study*”<sup>8</sup>, 2020. The type of this study is a qualitative method. This study intends to identify the importance of parental involvement in student academic achievement from a teacher's perspective. Besides, this study also intends to investigate the perceptions of school principals and teachers in the concept of co-operation and their perception of the importance of parent involvement in the education of their children in Tamil schools. Findings showed that there was a significant positive relationship between parents’ involvement and the improvement of

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<sup>8</sup>Shanti Ramanlingam, Mahendran Maniam, “*Teachers’ Perspective on The Importance of Parents’ Roles in Students’ Academic Achievement Using School and Family Partnership Model (Epstein): A Qualitative Study*”, Universal Journal of Educational Research 8(8), 2020.



academic achievement of the students, namely in the aspects of home teaching, parenting, decision-making and volunteerism. There are some new suggestions made to enhance the involvement of parents in the academic achievement of the Tamil school students. In this study, the Epstein Model approach generally limits its assessment of parent involvement to home-based learning, volunteerism, community collaboration, and parenthood, with each aspect receiving moderate ratings. Especially, the communication aspect, despite being present, exhibits a low level of significance. This study further reveals an underwhelming level of parent involvement in communication, while also highlighting the absence of full parental responsibility in the parenthood aspect.

The last previous study was written by Refi Rizki Radian, Asri Siti Fatimah, Fera Sulastrri, *“Teachers’ Perceptions of Parental Involvement of Primary Student: A Case Study in EYL Context”*<sup>9</sup>, 2021. This study is used as a descriptive case study as a research method. Besides this study is to identify and describe the teachers’ perception on parental involvement in the English learning process of elementary school students. The perspective of teachers on parental participation were categorized into three main aspects: students’ language development, teachers feeling and cooperation carried out. The study also demonstrated how parent involvement affects both academic performance and faculty satisfaction through increased parent-teacher collaboration. Teachers are able to discuss the progress of their students in the classroom, with a focus on the

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<sup>9</sup>Refi Rizki Radian, Asri Siti Fatimah, Fera Sulastrri, *“Teachers’ Perceptions of Parental Involvement of Primary Student: A Case Study in EYL Context”* TLEMC (TEACHING & LEARNING ENGLISH IN MULTICULTURAL CONTEXTS), Vol 5, 2021.

improvement of language skills in listening, reading, speaking, and writing. Relationships between parents and teachers can have a positive impact. It opens valuable opportunities for children to develop language skills (especially English) and allows brilliant English achievements.

From the first previous study and this study, the researcher found the similarity with the research method, descriptive qualitative. The difference is the number of participants, location and the researcher took elementary school but those research above is kindergarten.

The similarity between the second previous study and this research, was the theory used by Joyce Epstein Model of parental involvement i.e. parenting, communication, home-based learning, decision making, community collaboration, and volunteering. The difference is the location and number of participants. The researcher chose a location in Kutabumi, Tangerang, Indonesia, and takes some parents of class fifth elementary students' and some English teachers as subjects.

From the third previous study, the researcher found similarity with the subject of research as an elementary school English teacher. The difference is the theory, location, and research method. Those previous research above is located in Tasikmalaya but the researcher is in Tangerang, and the previous research method above using descriptive case study as research method while the researcher using descriptive qualitative method.

## **G. Organization of Writing**

This paper is systematically divided into five chapters, every chapter has some points to explain the chapter.

Chapter I is an introduction that consists of the background of the study, formulation of the problem, objective of the research, focus of the research, significance of research, previous study, and organization of writing.

Chapter II is a theoretical framework. They are the definition of achievement, factors affecting the students' achievement, students' English achievement, the definition of parental involvement, types of parental involvement, parents' role, and parental involvement in English achievement, the definition of perspective.

Chapter III is research methodology that includes research method, place and time of research, subject of the research, the technique of collecting data, research instrument, validity and reliability and the technique of data analysis.

Chapter IV is a finding and discussion that consists of description of data analysis, research findings and discussion.

Chapter V is conclusion and suggestion that consists of the conclusion of the research that has been done by the researcher as well as suggestions from the researcher for further research of conclusion and suggestion.