

THE INFLUENCE OF PARENTAL SUPPORT ON STUDENTS' ENGLISH LEARNING ACHIEVEMENT

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ABSTRACT

Parental support is one of external factors that can influence students' learning achievement. Several studies have examined the influence of parental support on students' achievement in learning Mathematics and Science subjects. A little attention has been given to English learning. To fill the gap, this study aimed to determine whether there is a significant influence of parental support on students' English learning achievement. The research method used was quantitative with an ex post facto design. The researchers selected 36 eighth-grade students at one of state junior high school in Riau Province, Indonesia as the sample by using a total sampling technique. Data were collected through a questionnaire to measure the level of parental support, while students' English learning achievement data were obtained from scores taken from documentation provided by the English teacher. The data were analyzed by using simple linear regression with the assistance of SPSS version 20.0. The results showed that the calculated t-value was greater than the t-table value, ($3.103 > 2.032$), indicating that the alternative hypothesis was accepted. Therefore, it can be concluded that there is a significant influence of parental support on students' English learning achievement. The influence of parental support on students' English achievement was 22.1%. So, it is suggested that parents should give their support to their children in learning English to make their children get good achievement in learning English.

Keywords: *parental support; English achievement, learning English*

1 INTRODUCTION

Learning achievement refers to the learning outcomes achieved through a series of activities and procedures applied in the teaching and learning process. According to Syamsu Mappa (1997, p. 2), learning achievement is the result achieved by students in certain fields of study by using tests as a means of measuring student learning success. In this context, learning achievement implies the quality of behavior (knowledge, skills, and values) that happen to the students in the learning process that can be measured based on the students' report card value as the output of their learning process. Usually, this achievement is assessed based on student performance in various subjects measured by

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educators or teachers. Of course, educators want optimal learning outcomes that meet the expected standards.

In the success of the procedure, learning achievement is very vulnerable to several factors. According to Azwar (2012), there are two main factors that influence a person's academic performance internal and external factors. Internal factors include physical and psychological aspects. Physical factors pertain to conditions such as vision and hearing, while psychological factors encompass non-physical aspects like interest, motivation, talent, intelligence, attitude, and mental health. External factors include the learning environment, equipment, materials, social support, and cultural influences. Additionally, internal factors involve learning experience, self-regulation, future focus, ability, and effort (Kesuma et al., 2020). Furthermore, external factors include positive peer and parental relationships both at home and at school (Latipah et al., 2021). Meanwhile, external factors are the family, school and community environment. To hone participants' logical skills students are definitely equipped with many experiences and problems, both in the school environment and in the family. In a family environment, the role of parents is very important.

Parental support refers to the involvement and encouragement provided by parents in their children's educational activities. This support may come in the form of motivation, supervision, provision of learning materials, or creating a positive home environment for studying. According to Epstein (2001), parental involvement is a key component of student success in school, including in language subjects. According to Sarafino and Smith (2011), parental support can also be defined as assistance received by children that makes them feel comfortable, valued, and loved. Furthermore, Cohen et al. (2000) emphasize that parental support includes parents' ability to appreciate and pay attention to their children, provide guidance, and meet their needs both through actions and material support. Parental support is a crucial form of affection that should be shown to children. Kartono (1985) emphasized that the family is the first and foremost institution for a child, playing a significant role in shaping their behavior, character, morality, and educational values. Parents act not only as caregivers but also as mentors, motivators, and educators.

Based on the explanation of parental support stated above, it can be concluded that that parental support encompasses various forms of involvement and assistance provided by parents in their children's education. This support goes beyond academic help, including emotional and psychological encouragement such as providing comfort, appreciation, love, and attention. Therefore, parental support plays a crucial role in fostering a positive learning environment and contributes significantly to students' academic success, including in language learning as it has been proved by Topor, 2010; Desforges et al., 2003 in their research. They have consistently shown that parental involvement has a positive and significant effect on children's academic achievement at various educational levels, including secondary school.

According to Sarafino (1997), parental support encompasses several key dimensions: emotional support (e.g., affection, attention, and warmth), appreciative support (e.g., praise and encouragement), instrumental support (e.g., material assistance or help with tasks), informational support (e.g., guidance and advice), and social support or social network inclusion (e.g., involving children in positive social environments).

Parental support is one of the factors that can affect children's learning achievement as a student at school. The factors contain in parental support according to Slameto (2003) consist of: (1). Parenting Style. The way parents educate their children greatly affects how children learn and think. Some parents raise their children in an authoritarian or militaristic manner, others adopt a democratic style, while some may be indifferent to each family member's opinion. (2). Relationship among family members. The most crucial relationship is that between parents and their children. A positive and supportive family relationship is essential for effective learning and academic success., there needs to be a good relationship within the family. (3). Home atmosphere. This refers to the general environment and conditions in the home where children live and learn. A noisy, chaotic, or tense home atmosphere can hinder concentration and learning, while a calm and supportive environment fosters effective study. (4). Economic situation of the family. Families with limited economic resources may struggle to fulfill their children's basic educational needs. However, in some cases, financial hardship can serve as motivation for children to strive for success. (5). Parental understanding. Children often need encouragement and emotional support from their parents. When children face academic or social challenges, parental empathy and involvement are crucial for boosting their confidence and helping them overcome difficulties. (6). Cultural background. The family's educational background and daily habits significantly shape children's attitudes and behaviors. Instilling positive habits and providing good role models can motivate children to pursue their goals and plan for the future.

Some previous research has conducted related to this topic such as: Nur Ain Hasma et al. ; 2022, Isiaq Oluwatosin Yahya et al. ; 2022, Topor, 2010; Desforges et al., 2003. This study differs from most previous research, which has primarily focused on internal factors such as self-regulated learning in relation to students' academic achievement. External factors, particularly parental support, have received relatively limited attention. Although several studies have examined the role of parental support in academic success, they have generally concentrated on core subjects like mathematics and science. Little attention has been given to English language learning, which involves distinct skills and challenges. Therefore, it is necessary to conduct this research to fill the gap.

Based on the preliminary research conducted by the researchers at one of junior high schools in Indonesia, the researchers found that some students got a lack of parental support for their learning outcomes. There were those whose academic scores were good but were not supported by their parents, their parents did not ask about their academic results and did not supervise their children when studying at home. However, there were also students who were supported by their parents when studying. The researcher also conducted an interview with an English teacher at the school. Based on the interview, several problems occur in the classroom during the learning process. These included students feeling bored because not all of them were interested in the subject, some students rarely completed homework and assignments given by the teacher due to reasons such as forgetting, not being able to do the tasks, laziness, and other factors. Additionally, parents rarely inquire about their children's academic performance. Based on these phenomena, it is necessary to conduct this research to find out whether or not there is a significant influence of parental support on students' achievement in learning English.

2 METHODOLOGY

This study employed a quantitative research method with an ex post facto design, which is used to examine causal relationships without manipulating variables (Creswell, 2014). The aim was to determine the influence of parental support on students' English learning achievement.

This research was conducted at SMPN 4 Batang gansal, Riau Province, Indonesia. All the eighth-grade students were the population and the sample of this research, and the total number were 36 students. In this study, the researchers used the total sampling technique. A reason to use total sampling in this research is that if the total population are fewer than 100, the entire population should be sampled. Based on the number of the population in this study, the researcher employed total sampling to select the sample because the population in this study were fewer than 100.

Two instruments were used to collect the data: a questionnaire and documentation. The questionnaires were based on Sarafino's (1997) five indicators of parental support, included 20 items measured using a 4-point Likert scale (from "Always, Often, Sometimes, and "Never"). The second instrument was the students' final English exam scores, obtained from the English teacher. These scores represented the students' English learning achievement and served as the data for the dependent variable. Validity and Reliability test were employed for the questionnaires.

The researchers used simple linear regression to analyze the data. Simple linear regression is based on a functional or causal relationship of one independent variable to one dependent variable. Then, the data entered into a simple linear formula that was useful for finding the effect of the X variable on the Y variable. To get accurate results, the researchers used the SPSS 20.0 application to assist in analyzing the data. To test the hypothesis whether or not there is a significant influence of parental support on students' English achievement, use the following rules: If the calculated t-value $>$ t-table, then H_0 is rejected and H_a is accepted, meaning the regression coefficient is statistically significant. If the calculated t-value $<$ t-table, then H_a is rejected and H_0 is accepted, meaning the regression coefficient is not significant.

3 RESULT AND DISCUSSION

This part presents the findings and discussion that explain whether or not there is a significant influence of parental support on students' English learning achievement. In analyzing data, some steps were employed. Firstly, the researchers present the data of parental support which was measured by using questionnaires, and students' English achievement. The following is the result of questionnaires distributed to the students.

Table.1. Descriptive Statistics of Parental Support

| | | |
|----------------|---------|-------|
| N | Valid | 36 |
| | Missing | 0 |
| Mean | | 62.53 |
| Median | | 62.00 |
| Mode | | 59 |
| Std. Deviation | | 6.097 |
| Range | | 25 |
| Minimum | | 49 |
| Maximum | | 74 |
| Sum | | 2251 |

The table presented descriptive statistics of parental support. It can be seen that the mean score was 62.53, the mode was 59, the minimum score was 49 and maximum score was 74. The sum of the score was 2251. So, it was categorized as high level. The following is the students' English achievement collected through documentation based on the students' English scores of the final examination.

Table.2. Descriptive Statistics of Students' English Learning Achievement

| | N | Minimum | Maximum | Mean | Std. Deviation |
|--------------------|----|---------|---------|-------|----------------|
| Achievement | 36 | 85 | 90 | 86.33 | 1.493 |
| Valid N (listwise) | 36 | | | | |

Based on the descriptive statistics provided in table above, the following conclusions can be made regarding the students' achievement. The minimum achievement score observed was 85, while the maximum achievement score recorded was 90. The average achievement score among the students was calculated to be 86.33. The standard deviation for the achievement scores was found to be 1.493. In summary, the students' achievement scores in this study ranged from 85 to 90, with mean score of 86.33. The scores exhibited a moderate level of variability, as indicated by the standard deviation of 1.493. Also, it can be indicated that the students' English a learning achievement was good.

Next, the normality test was conducted to determine whether the data distribution were normal. The researchers utilized SPSS version 20.0 to perform the normality test for variable X "parental support" and variable Y "students' English learning achievement.

Table.3. Test of Normality

| | Kolmogorov-Smirnov ^a | | | Shapiro-Wilk | | |
|-------------------------|---------------------------------|----|------|--------------|----|------|
| | Statistic | Df | Sig. | Statistic | Df | Sig. |
| Unstandardized Residual | .134 | 36 | .099 | .968 | 36 | .378 |

a. Lilliefors Significance Correction

For the normality test, if the significance level (Sig.) is greater than 0.05 (> 0.05), the data distribution is considered normal. Based on the table above, the significant value was 0.378, indicating that both of the data distribution for parental support and students' English learning achievement is normal. The researcher used regression to analyze the influence of parental support on students' English learning achievement.

Then, linearity test was conducted to find out whether there is a linear relationship between parental support and students' English achievement. The following table shows the result of the linearity test.

Table.4. ANOVA

| | | | Sum of Squares | df | Mean Square | F | Sig. |
|--------------------------------------|----------------|--------------------------|----------------|----|-------------|-------|------|
| achievement * parental support | Between Groups | (Combined) | 44.533 | 19 | 2.344 | 1.121 | .413 |
| | | Linearity | 17.218 | 1 | 17.218 | 8.232 | .011 |
| | | Deviation from Linearity | 27.315 | 18 | 1.518 | .726 | .746 |
| | Within Groups | | 33.467 | 16 | 2.092 | | |
| | Total | | 78.000 | 35 | | | |

The linearity test results show that the significance value for the deviation from linearity is 0.746, which is greater than the threshold of 0.05. This indicates that there is no significant deviation from a linear relationship. Hence, the assumption of linearity is met, and it can be concluded that there is a linear relationship between parental support and students' English learning achievement.

The next step is regression analysis. Regression analysis is a statistical technique for modeling and investigating the relationship between variables. It allows for the prediction of a dependent variable based on one or more independent variables while assessing the strength of these relationships. The researcher used SPSS version 20.0 to do linear regression analysis.

Table.5. Coefficient of Regression Analysis

| Model | | Unstandardized Coefficients | | Standardized Coefficients | T | Sig. |
|-------|------------------|-----------------------------|------------|---------------------------|--------|------|
| | | B | Std. Error | Beta | | |
| 1 | (Constant) | 79.140 | 2.329 | | 33.987 | .000 |
| | Parental support | .115 | .037 | .470 | 3.103 | .004 |

a. Dependent Variable: Achievement

The table shows that the value of the constant (a) is 79.140, while the regression coefficient for parental support (b) is 0.115. Therefore, the regression equation can be written as:

$$Y = a + bX$$

$$Y = 79.140 + 0.115X$$

Because the **p-value is less than 0.05**, H_0 was rejected, and H_a was accepted. This means **there is a statistically significant influence** of parental support on students' English learning achievement.

Table.6. T-test Result

| Model | Unstandardize Coefficients | | Standardized Coefficients Beta | t | Sig. |
|-------------------------------|----------------------------|------------|--------------------------------|--------|------|
| | B | Std. Error | | | |
| (Constant) | 79.140 | 2.329 | | 33.987 | .000 |
| ¹ Parental support | .115 | .037 | .470 | 3.103 | .004 |

a. Dependent Variable: Achievement

Referring to the coefficient table, the regression coefficient (B) for the variable parental support (X) is 0.115, with a calculated t-value of 3.103. Given degrees of freedom (df) = 34 and a significance level of 0.05, the critical value of t is 2.032. Since the calculated t-value exceeds the critical value ($3.103 > 2.032$), the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_a) is accepted. This result confirms that the regression coefficient is statistically significant. Hence, it can be concluded that parental support has a significant influence on students' English learning achievement.

To find out to what extent the influence of parental support on students' English achievement, R Square value is described in the following table.

Table.7. R Square

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|-------------------|----------|-------------------|----------------------------|
| 1 | .470 ^a | .221 | .198 | 1.337 |

a. Predictors: (Constant), Parental support

b. Dependent Variable: Achievement

Based on the table above, the value R represents the multiple correlations, which is the correlation between two or more independent variables and the dependent variable. The obtained R value was 0.470, indicating that the correlation between the variables parental support and students' learning achievement was 0.470. The R Square value, which indicated the coefficient of determination was 0.221, meaning that the influence of the variables parental support on the variable students' English learning achievement was 22.1%.

The result of this research is supported by the research of Ain, Latief, and Dzur Rif'ah (2021) entitled "The Influence of the Optimal Parents' Involvement to Students' Achievement in English Learning." Conducted at SMPN 9 Pinrang, their qualitative descriptive study found that parents who function as educators, advisors, motivators, and facilitators positively impacted their children's academic performance in English. The findings suggest that optimal parental involvement can significantly enhance students' success in English learning. These results align closely with the present study. In addition, Fan and Chen (2001) conducted a meta-analysis on parental involvement and academic achievement, revealing a consistent and positive relationship across different grade levels and subject areas, including language learning. Their findings emphasize that parental encouragement and expectations strongly correlate with improved student performance. These studies collectively reinforce the argument that parental support is a critical factor in students' success, particularly in English language learning, and confirm the relevance and urgency of the present research.

However, contrasting findings were reported by Isiaq Yahya et al. (2023), who found that parental support and achievement motivation did not significantly affect students' academic performance in Islamic Studies in Lagos State. Despite this, the researchers still recommended that parents increase their involvement to reinforce student learning.

4 CONCLUSION

The results indicate that parental support has a significant influence on students' English learning achievement. This is evidenced by a positive regression coefficient and an R-squared value of 22.1%, categorized as low, suggesting that parental support accounts for 22.1% of the variance in students' achievement. The remaining 77.9% is attributed to other unexamined factors. Furthermore, the statistical analysis reveals a calculated t-value of 3.103, exceeding the critical value of 2.032, with a significance level of 0.004 (< 0.05), confirming that the influence of parental support is statistically significant.

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