

CHAPTER I

INTRODUCTION

A. Background of Study

One of the most important things for encouraging students' goal in learning English is parental involvement. Supporting their children's development in this area is a responsibility of parents, as studies have demonstrated a strong association between parental participation and kids' enthusiasm to study English. Jeynes (2012) emphasized that parental involvement in their children's education and early reading experiences are critical components in the efficacy of their literacy development. In this case the role of parents is expected not only in terms of teaching basic reading and language, in helping the process of children's language development, of course many of them choose to continue their education. The role of parents is also very necessary in the higher education stage but the various forms of parents role are very diverse.

The role of parents at this time is expected to help in many needs from the students, Gao (2012) believed that there are three types of parental supporting strategies : Social support strategies, Discursive support strategies, and Material support strategies. Social strategy: This includes the actions that adults take to provide emotional and psychological support to children. For

example, they will understand and meet the emotional needs of the child and offer support to help them deal with the problems they are facing. Discursive strategies: Discursive strategies include actions that parents take to provide support in behavior, conduct, and education that encourages children to share opinions, speak, and think critically. They will provide direction and support to the child in developing good communication skills. Material strategies: Material strategies include actions taken by parents to provide material support, such as help with assignments, help with language learning, and assistance in developing the child's academic skills.

As a student and parent, the parents' strategy in supporting and communicating with their children is inseparable from religious teachings that have told us about the right way to communicate.

فَلَمَّا بَلَغَ مَعَهُ السَّعْيَ قَالَ يَبْنَىٰٓ اِنِّىٓ اَرَىٰ فِى الْمَنَامِ اَنِّىٓ اَذْبَحُكَ فَانظُرْ مَاذَا تَرَىٰ ۗ قَالَ
يَا بَتِ افْعَلْ مَا تُؤْمَرُ سَتَجِدُنِىٓ اِنْ شَاءَ اللّٰهُ مِنَ الصّٰبِرِيْنَ

(Ash-shaffat : 102)

Steiner et al. (2022) Stated that a variety of elements need to be believed to assure continued parental participation as children progress through school. These elements that can affect on students learning outcomes include communication skills, understanding and comprehension skills, following and complying skills, helping and assisting skills, understanding and

comprehending welfare, and helping and assisting welfare. Parents should be able to talk to the child about education, welfare, and behavior. They should be able to understand and comprehend the child's needs and barriers to higher education. They should be able to follow and follow the child's behavior, conduct, and decisions in higher education. They should be able to provide material, social, academic, well-being, personality, academic well-being, and family well-being support for the child. They should be able to understand and comprehend the child's well-being in higher education. They should be able to help and assist the child in higher education. In higher education, the role of parents is crucial in supporting children in the development of necessary competencies. They will be a source of information, direction and support for the child's moral, ethical, social, academic, well-being, personality, academic well-being and family well-being. Parents will assist children in developing the competencies required in higher education.

The level of parental involvement in their child's education is one of the major variables that affects how successful parental support is. There are studies have indicated that parents who take an active role in their child's education—by attending parent-teacher conferences, offering homework assistance, and offering emotional support, for example—had a favorable effect on their child's academic achievement. Furthermore, research indicates that parents who exhibit a positive outlook on their child's education and provide support for their learning requirements might foster a favorable attitude in their

child towards learning English. Parent reading sessions at home have an effect on their children's literacy development, according to research by Crosby (2015). The effectiveness of a parent engagement program that instructs parents on how to educate their children to read at home was the subject of their study. The program's execution was linked to greater levels of literacy achievement among children, according to the results. The literacy achievement of children whose parents used the parental literacy lessons at home increased compared to the children whose parents used the courses sparingly or not at all.

It is essential for kids' academic achievement and general well-being that their educational needs be met. The National Education Association (NEA) states that in order to guarantee kids' academic performance, a variety of requirements, including physical, emotional, social, and intellectual demands, must be satisfied. Emotional requirements include a secure and encouraging learning environment that promotes good relationships with peers and teachers, while physical needs include having access to wholesome food, physical activity, and medical care. While intellectual demands include access to a demanding and interesting curriculum that fosters critical thinking and problem-solving abilities, social needs include opportunities for students to participate in extracurricular activities and develop their social skills. Teachers can establish a learning environment that promotes students' academic achievement and general well-being by attending to these demands.

With consideration of the phenomenon of how parental involvement will have a major effect on academic development, the researcher hereby takes the title "The role of parental support on english students: Learning outcomes" to be used as a reference in carrying out a research that is in accordance with the relationship between parents and their children who have taken higher education.

B. Definition of Key Terms

Several terms related to the research are clarified to avoid misconceptions :

1. Parental Support Strategies

The parental support here is explained based on the advanced theory of parental support strategies, parental assistance or support is measured through several strategies carried out by parents which then produce roles based on the strategies used. There are three types of parental supporting strategies known as Social support strategies, Discursive support strategies, and Material support strategies.

2. Learning Outcomes

Learning outcomes which is about something that is expected from students but also represent it in the perspective of students (what they should

know, be able to perform, or comprehend). In this case, students can use the learning outcomes as a reference to understand what they need to achieve and how they can achieve it. Thus, students can be more active in the learning process and develop their own ability to assess their progress.

C. Research Questions

1. What types of parental supporting strategies used on English students' academic achievement?
2. Is there any correlation between strategies with academic achievement?
3. What are the effect of parental support on students' academic achievement

D. Objectives of Study

1. To know the strategies used on english student academic achievement.
2. To know the correlation between the strategies used and academic achievement
3. To know the effect of parental supporting strategies on students' academic achievement

E. Significance of Study

Hopefully, This research will help people Understand the relationship between parental support and students' learning outcomes. The Result are essential for creating effective educational outcomes, strategies and fostering a positive learning environment. Several studies have shown the relevance of

parental participation and its impact on students' motivation and performance in learning English. Ghahdarijani and Rahimi (2021) found that parental involvement was directly related to academic achievement when considering English language learning achievement in high school students . Additionally, research has shown that parents who provide support in the form of encouragement, guidance, and resources have a positive impact on their children's motivation to learn English.

F. Hypothesis

1. Hypothesis 1

H0: There is no correlation between social strategy and academic achievement

H1: There is correlation between social strategy and academic achievement

2. Hypothesis 2

H0: There is no correlation between discursive strategy and academic achievement

H2: There is correlation between discursive strategy and academic achievement

3. Hypothesis 3

H0: There is no correlation between material strategy and academic achievement

H3: There is correlation between material and academic achievement.

4. Hypothesis 4

H0: There is no effect from parental support to students' academic achievement.

H4: There is an effect from parental support to students' academic achievement.

G. Writing Systematic

In writing this proposal, it is designed with the following systematic discussion:

CHAPTER I, the introduction consisting of the background of the problem, operational definitions, problem formulations, research objectives, research significance, previous research, and writing systematics.

CHAPTER II, theoretical studies and frameworks of thinking contain theoretical reviews that contain the nature of path analysis, family environment, study habits, learning motivation, math learning outcomes, and frameworks of thinking.

CHAPTER III, research methods consisting of types and research approaches, research settings, population and research samples, data and data

sources, data collection techniques, research instruments, and data analysis techniques.

CHAPTER IV, research results and discussion which contains research results including data presentation, and discussion.

CHAPTER V, closing which contains conclusions and suggestions.