

CHAPTER IV

FINDINGS AND DISCUSSION

The final step includes the researcher's analysis and explanation of his results and findings in conducting this research. In the discussion section, the researcher connects the findings to theories, prior study, and alternative interpretations.

A. Findings

In this section, the researcher will analyze the results of the questionnaire filling on the role of parental support on english students learning outcomes with data processing using SPSS 26.0 tools. To generate the data, the researcher will distribute the questionnaires evenly to English students of the 2020 generation. From the questionnaires distributed online through the Google Form platform, a total of 32 respondents were obtained that fulfilled more than the requirements of researcher who wanted data of as many as 30 respondents and were declared eligible for testing.

Before writing the results, the researcher will first perform validity and reliability tests to prove whether any question distributed through the questionnaire is valid or not. All respondents were declared eligible for the test because they had previously met the criteria to be respondents. The following

is the number of questionnaires and respondents who have responded to the question which will be displayed in the form of the following table 4.1:

4.1 Number of respondents answering the questionnaire

Table 4.1 : Total valid participants answer

Description	Quantity
Total answered questionnaire	32
Total valid answers	30
Total answer needed	30

4.2 Validity Test

The validity test can be performed by looking at the correlation between the score of each item in the questionnaire and the total score to be measured using the Pearson Correlation Coefficient in SPSS. If the significance value (p-value) > 0.05 then there is no significant relationship. The r-calculated value can be seen in the corrected item-total correlation column.

The r-table value with the number of respondents as many as 30 $\alpha = 0.05$ is 0.361. The results can be seen in Table 4.2 and 4.3 below.

Table 4.2 : Validity Test of (X) Variable

No	X	5% (30)	Sig.	Criteria
1	0,671	0,361	0,000	Valid
2	0,874	0,361	0,000	Valid
3	0,892	0,361	0,000	Valid
4	0,804	0,361	0,000	Valid
5	0,846	0,361	0,000	Valid
6	0,698	0,361	0,000	Valid
7	0,879	0,361	0,000	Valid

8	0,836	0,361	0,000	Valid
9	0,866	0,361	0,000	Valid
10	0,765	0,361	0,000	Valid
11	0,810	0,361	0,000	Valid
12	0,796	0,361	0,000	Valid
13	0,870	0,361	0,000	Valid
14	0,722	0,361	0,000	Valid
15	0,874	0,361	0,000	Valid
16	0,438	0,361	0,016	Valid
17	0,830	0,361	0,000	Valid
18	0,872	0,361	0,000	Valid
19	0,886	0,361	0,000	Valid
20	0,845	0,361	0,000	Valid
21	0,609	0,361	0,000	Valid
22	0,860	0,361	0,000	Valid
23	0,800	0,361	0,000	Valid
24	0,363	0,361	0,049	Valid
25	0,800	0,361	0,000	Valid
26	0,797	0,361	0,000	Valid
27	0,828	0,361	0,000	Valid
28	0,601	0,361	0,000	Valid
29	0,654	0,361	0,000	Valid
30	0,678	0,361	0,000	Valid

Table 4.3 Validity Test of (Y) Variable

No	Y	5% (30)	Sig.	Criteria
1	0,227	0,361	0,227	Invalid
2	0,793	0,361	0,000	Valid
3	0,831	0,361	0,000	Valid
4	0,772	0,361	0,000	Valid
5	0,631	0,361	0,000	Valid
6	0,758	0,361	0,000	Valid
7	0,569	0,361	0,001	Valid
8	0,242	0,361	0,198	Invalid
9	0,055	0,361	0,773	Invalid
10	0,273	0,361	0,144	Invalid

Based on the table above, there are 4 invalid questions. In this research the questionnaire used was developed by the researchers by adjusting the supporting aspects for the 'parental support on learning outcomes' represented by 30 questions while the 'Parental support that should be increased' represented with 10 questions so that the total total of questions in the questionnaire distributed is 36 questions. But after the validity test then the number of questionnaire that can be shared is a total of 36 questions.

4.4 Reliability Test

In taking the reliability test, researchers used the Cronbach Alpha reliability test. The number of questions after the validity test will be tested again for reliability. Wiratna Sujerweni (2014) says that if the questionnaire wants to be said to be reliable, it must reach a cornbach alpha value > 0.6 . The results of the questionnaire reliability test show that the calculated Cronbach Alpha value has a higher value than the limit of the Cronbach Alpha value requirement, namely 0.600. The calculated Cronbach Alpha value is $0.975 > 0.600$. Details can be seen in the following table.

Table 4.4 : Reliability Test

Cronbach's Alpha	Limit	N of items	Explanation
0,975	0,600	36	Reliable

1. Descriptive variable analysis

Measurement of variables carried out in this research using a Likert scale to ask respondents about Social strategy, Discursive strategy and Material strategy used by parents to support the development of learning outcomes of English language students. Details can be seen below.

a) Descriptive data of Parents social strategy to English students learning outcomes (X^1)

Data on the parental social strategy of English students who used the online questionnaire were collected with $N = 30$ and missing = 0, implying that all of the participants' data is valid. In following calculations, the researcher used the current scores and calculated them with IBM SPSS 26 to produce data as shown in Table 4.5 below:

Table 4.5 : Parents social strategy

Indicator	N	R	S	A	Mean	Median	Std. Deviation	MIN	MAX
Parents available when they need	1	2	7	20	3,53	4,00	0,776	1	4
Parents listen to their problem	0	9	9	12	3,10	3,00	0,845	2	4
Parents understand their feeling	1	7	10	12	3,10	3,00	0,845	1	4
Parents involved		3	13	14	3,37	3,00	0,669	2	4

in their life									
Parents there to help their problems	1	5	10	14	3,23	4,00	0,777	1	4
Parents support their goals	1	2	8	19	3,50	3,00	1,202	1	4
Parents celebrate their success	7	5	7	11	2,73	3,00	0,999	1	4
Parents help to learn from mistakes	3	6	10	11	2,97	3,00	0,999	1	4
Parents provide emotional support	4	7	9	10	2,83	3,00	1,053	1	4
Parents provide sense of security and stability	1	5	12	12	3,17	3,00	0,834	1	4

From the questionnaire whose data was obtained from a total of 30 English students for the variable "Social Strategy", the following results were obtained:

a. In the first statement about "Parents are available when they need" most participants answered Always 17 people (56.7%), Sometimes 7 people (23.3%), Rare 5 people (16.7%), and Never 1 person (3.3%). This shows that

English students mostly often feel that their parents are always present for them when they need them.

b. In the second statement about "Parents Listen to their problems", 12 people answered always (40%), then 9 people answered sometimes (30%), and 9 people answered Rare (30). This shows that English students feel that parents will listen to complaints about their problems.

c. In the third statement about "Parents understand their feelings", 12 people answered Always (40%), 10 people answered sometimes (33.3%), 7 people answered rare (23.3%) and 1 person answered never (3.3%). This shows that most English students feel that parents understand their feelings.

d. In the fourth statement about "Parents involved in their life" shows that 15 people chose Always (50%), 13 people chose Sometimes (43.3%) and 2 people chose rarely (6.7%). This shows that most English students feel their parents are involved and care about what they do.

e. In the fifth statement about "Parents are there to help their problems" found data as many as 14 people chose Always (46.7%), 10 people chose sometimes (33.3%), 5 people answered Rare (16.7%) and 1 person answered never (3.3%). From these results it can be seen that most English students feel their parents are always present to help their problems.

f. In the sixth statement about "Parents support their goals", 19 people answered Always (63.3%), 8 people answered Sometimes (26.7%), 2 people answered Rare (6.7%) and 1 person answered Never (3.3%). From this it can be concluded that most English students feel that their parents always support their life goals.

g. eventh statement about "Parents celebrate their success", 11 people answered often (36.7%), 7 people answered Sometimes (23.3%), 5 people answered Rarely (16.7%) and 7 people answered Never (23.3). From this it can be seen that many English students feel that their parents will celebrate the success they achieve.

h. in the eighth statement about "Parents help to learn from mistakes", 11 people answered Always (36.7), 10 people answered Sometimes (33.3%), 6 people answered Rare (20%) and 3 people answered Never (10%). This states that most English students find their parents always help to learn from mistakes.

i. In the ninth statement about "Parents provide emotional support", 11 people chose Always (36.7%), 8 people answered Sometimes (26.7%), 7 people answered Rare (23.3%) and 4 people answered Never (13.3%). these results show that most English students feel that their parents often provide emotional support.

j. In the statement "Parents provide a sense of security and stability", 12 people answered Always (40%), 12 people answered Sometimes (40%), 5 people answered Rare and 1 person answered Never (3.3%). This shows that most English students feel that their parents always provide a sense of security and stability in their lives.

b) Descriptive data of Parents Discursive strategy to English students learning outcomes (X^2)

Data on the parental Discursive strategy of English students who used the online questionnaire were collected with $N = 30$ and missing = 0, implying that all of the participants' data is valid. In following calculations, the researcher used the current scores and calculated them with IBM SPSS 26 to produce data as shown in Table 4.6 below:

Table 4.6 : Parents discursive strategy

Indicator	N	R	S	A	Mean	Median	Std. Deviation	Min	Max
Parents actively listen to problem	2	6	10	12	3,07	3,00	0,944	1	4
Parents open to discuss thought and feelings	4	6	8	12	2,93	3,00	1,081	1	4
Parents validating emotion	5	8	9	8	2,67	3,00	1,061	1	4
Parents encouraging	3	6	10	11	2,97	3,00	0,999	1	4

to expressing themselves									
Parents engaging discussion about their goals	1	6	12	11	3,10	3,00	0,845	1	4
Parents respecting autonomy and decision	0	5	6	19	3,47	4,00	0,776	2	4
Parents acknowledge and addressing fear and worries	4	2	14	10	3,00	3,00	0,983	1	4
Parents Providing Constructive feedback and guidance	3	6	10	11	2,97	3,00	0,999	1	4
Parents celebrating their success	8	4	6	12	2,73	3,00	1,258	1	4
Parents creating safe and supportive environment	5	5	8	12	2,90	3,00	1,125	1	4

From the questionnaire whose data was obtained from a total of 30 English students for the variable "Discursive strategy", the following results were obtained:

a. In the first statement about "Parents actively listen to problems", 12 people chose Always (40%), 10 people chose Sometimes (33.3%), 6 people chose Rare (20%) and 2 people chose Never (6.7%). This shows that most English students feel that their parents listen when talking about problems and concerns.

b. In the statement "Parents are open to discuss thoughts and feelings" the results showed that 12 people answered Always (40%), 8 people answered Sometimes (26.7%), 6 people answered Rare (20%) and 4 people answered Never (13.3%). This shows that most English students feel that their parents are open to talking about what they feel even though they are not in line.

c. In the statement "Parents validating emotion", 8 people answered Always (26.7%), 9 people answered Sometimes (30%), 8 people answered Rare (26.7%) and 5 people answered Never (16.7%). This shows that English students often feel that parents validate and acknowledge their feelings.

d. In the statement "Parents encouraging to express themselves", 11 people answered Always (36.7%), 10 people answered Sometimes (33.3%), 6 people answered Rare (20%) and 3 people answered Never (10%). In this case it can be concluded that English students feel their parents encourage them to express themselves and share their opinions.

e. In the statement "Parents engage in discussion about their goals", 11 people answered Always (36.7%), 12 people answered Sometimes (40%), 6 people

answered Rare (20%) and 1 person answered Never (3.3%). This shows that English students sometimes find their parents some time will be involved to discuss goals such as in lectures.

f. In the statement "Parents respecting autonomy and decisions" it was found that 19 people answered Always (63.3%), 6 people answered Sometimes (20%) and 5 people answered Rare (16.7). This shows that most English students feel that their parents respect and allow them to make their own decisions.

g. In the statement "Parents acknowledge and addressing fears and worries", 10 people answered Always (33.3%), 14 people answered Sometimes (46.7%), 2 people answered Rare (6.7%) and 4 people answered Never (13.3%). This shows that sometimes English students find parents recognize their strengths and sometimes help overcome fears.

h. In the statement "Parents providing constructive feedback and guidance", 11 people chose Always (36.7%), 10 people chose Skmetimes (33.3%), 6 people chose Rare (20%) and 3 people chose Never (10%). In this case it is found that English students find their parents provide constructive guidance.

I .In the statement "Parents Celebrating their success", 12 people answered Always (40%), 6 people answered Sometimes (20%), 4 people answered Rare (13.3%) and 8 people answered Never (26.7). This shows that most English students find their parents often celebrate their success.

j. In the statement "Parents creating safe and supportive environment", 12 people chose Always (40%), 8 people chose Sometimes (26.7%), 5 people answered Rare (16.7%) and 5 people answered Never (16.7%). This shows that most English students find parents provide a safe and comfortable environment.

c) Descriptive data of Parents Material Strategy to English students learning outcomes (X³)

Data on the parental material strategy of English students who used the online questionnaire were collected with N = 30 and missing = 0, implying that all of the participants' data is valid. In following calculations, the researcher used the current scores and calculated them with IBM SPSS 26 to produce data as shown in Table 4.7 below:

Table 4.7 Parents material strategy

Indicator	N	R	S	A	Mean	Median	Std. Deviation	Min	Max
Parents providing necessary things	2	3	8	17	3,33	4,00	0,922	1	4
Parents checking on academic progress	4	9	4	13	2,87	3,00	1,137	1	4
Parents help doing projects and provide guidance	11	7	8	4	2,17	2,00	1,085	1	4
Parents provide	3	5	5	17	3,20	4,00	1,064	1	4

material and technology related to education purposes									
Parents encourage to take activities and hobbies for development	3	7	9	11	2,93	3,00	1,015	1	4
Parents provide quality time and safe environment	5	5	7	13	2,93	3,00	1,143	1	4
Parents help with time management	9	5	6	10	2,57	3,00	1,251	1	4
Parents provide opportunities to learn new skill	3	7	8	12	2,97	3,00	1,033	1	4
Parents supporting academic goals	2	7	7	14	3,10	3,00	0,995	1	4
Parents are open to discuss and work together to find solutions	5	6	9	10	2,80	3,00	1,095	1	4

From the questionnaire whose data was obtained from a total of 30 English students for the variable "Material Strategy", the following results were obtained:

a. In the first statement about "Parents provide necessary things", 17 people chose Always (56.7%), 8 people answered sometimes (26.7%), 3 people answered Rare (10%) and 2 people answered Never (6.7%). This shows that most English students find their parents always provide resources and things needed to support lectures.

b. In the second statement about "Parents checking on academic progress" it was found that 11 people answered Always (36.7%), 6 people answered Sometimes (20%), 9 people answered Rare (30%) and 4 people answered Never (13.3). The results show that English students find their parents often monitor the progress of the academic process and offer help.

c. In the statement "Parents help doing projects and provide guidance", 3 people answered Always, 8 people answered Sometimes (26.7%), 8 people answered Rare (26.7%) and 11 people answered Never (36.7%). This shows that English students find their parents rarely or never help with assignments.

d. In the statement "Parents provide materials and technology related to education purposes" it was found that 17 people chose Always (56.7%), 5 people chose Sometimes (16.7%), 5 people answered rare (16.7%) and 3 people answered Never (10%). From these results, it shows that most English students find that their parents often provide things and technology needed for academic needs.

e. In the statement "Parents encourage to take activities for development" it was found that 11 people answered Always (36.7%), 9 people answered Sometimes (30%), 7 people answered Rare (23.3%) and 3 people answered Never (10%).

From these results it is found that English students find their parents encourage them to take part in activities that support academic development.

f. In the statement "Parents provide quality time and safe environment", 11 people chose Always (36.7%), 8 people chose Sometimes (26.7%), 6 people chose Rare (20%) and 5 people chose Never (16.7%). From these results it can be concluded that English language students find their parents set aside time and provide a safe environment for them.

g. In the statement "Parents help with time management", 10 people answered Always (33.3%), 6 people answered Sometimes (20%), 5 people answered Rare (16.7%) and 9 people answered Never (30%). From these results, it is found that English students find their parents helpful in time management and a safe environment.

h. In the statement "Parents provide opportunities to learn new skills", 11 people chose Always (36.7%), 8 people chose Sometimes (26.7%), 8 people chose Rare (26.7%) and 3 people chose Never (10%). From these results it can be concluded that most English students find that their parents provide opportunities for them to learn and develop new interests.

i. In the statement "Parents support academic goals", 14 people answered Always (46.7%), 7 people answered Sometimes (23.3%), 7 people answered Rare (23.3%) and 2 people answered Never (6.7%). From these results it can be seen that English students find parents support their academic goals even though they are not in line with their parents' goals.

j. In the statement "Parents are open to discuss and work together to find solutions", 12 people chose Always (40%), 9 people answered Sometimes (30%), 5 people answered Rare (16.7%) and 4 people answered Never (13.3%). From these results, it was found that English students felt that their parents were open to discussing lecture difficulties and working together to find solutions.

d) The Effect of Parental Support Strategies

Data on the effect of parental support strategies on English students who used the online questionnaire were collected with N = 30 and missing = 0, implying that all of the participants' data is valid. In following calculations, the researcher used the current scores and calculated them with IBM SPSS 26 to produce data as shown in Table 4.8 below:

4.8 The Effect of Strategy to Academic Achievement

Indicator	N	R	S	A	Mean	Median	Std. Deviation	Min	Max
Parents should used the social strategies	1	4	16	9	3,10	3,00	0,759	1	4

Parents should more using discursive strategy	5	7	7	11	2,53	2,00	1,042	1	4
Parents should use material strategy	3	4	13	10	3,00	3,00	0,947	1	4
Should parents more involved on students academic?	1	6	8	15	3,23	3,50	0,898	1	4
Parents can be a huge help for their children academic success	4	5	13	8	2,83	3,00	0,986	1	4
Differences in supporting when in school and college	4	8	13	5	2,63	3,00	0,928	1	4

From the questionnaire whose data was obtained from a total of 30 English students for the variable " The Effect of Strategy to Academic Achievement ", the following results were obtained:

a. In the first statement about "Parents should use the social strategy", 9 people answered Always (30%), 16 people answered Sometimes (53.3%), 4 people answered Rare (13.3%) and 1 person answered Never (3.3%). In these results it can be concluded that English students agree that parents social strategies had a positive effect on their academic achievement.

b. In the second statement about "Parents should use discursive strategy more", 11 people chose Always (36.7%), 7 people chose sometimes (23.3%), 7 people chose Rare (23.3) and 5 people chose Never (16.7%). From these results, most English students also agree that parents Discursive strategy in providing support can be effectively impact their academic achievement.

c. In the third statement about "Parents should use material strategy", 10 people answered always (33.3%), 13 people answered sometimes (43.3%), 4 people answered Rare (13.3%) and 3 people answered Never (10%). This shows that English students agree that parents material strategy increase their academic achievement.

d. In the fourth statement about "Should parents be more involved on students academic" shows that 15 people answered Always (50%), 8 people answered Sometimes (26.7%), 6 people answered Rare (20%) and 1 person answered Never (3.3%) From these results most English students agree that parents should often be involved in the child's academic process.

e. In the fifth statement about "Parents can be a huge help for their children's academic success" shows that 8 people chose always (26.7%), 13 people chose sometimes (43.3%), 5 people chose rare (16.7%) and 4 people chose Never (13.3%). In this case it can be concluded that English students agree that parents play a big role in academic development.

f. In the sixth statement about "Differences in support when in school and college get results as many as 5 people answered always (16.7%), 13 people answered sometimes (43.3%), 8 people answered Rare 26.7% and 4 people answered Never (13.3%). This shows that most English students feel the difference in parental treatment when in school and college.

2. Data Analysis (Classic Assumption)

1. Test of Normality

Table 4.9 : Test of Normality

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		24
Normal Parameters ^{a, b}	Mean	,0000000
	Std. Deviation	4,53082193
Most Extreme Differences	Absolute	,107
	Positive	,107
	Negative	-,073
Test Statistic		,107
Asymp. Sig. (2-tailed)		,200 ^{c, d}
<p>a. Test distribution is Normal.</p> <p>b. Calculated from data.</p> <p>c. Lilliefors Significance Correction.</p> <p>d. This is a lower bound of the true significance.</p>		

In this study, the normality test was carried out using the Kolmogorov-Smirnov test by looking at the Asymp. Sig (2-tailed). If the value of Asymp. Sig (2-tailed) > 0.05 then the data is normally distributed. Based on the One-Sample Kolmogorov-Smirnov Test output in Table 4.9 the significance value

of Asymp. Sig (2-tailed) is 0.200. Because the significance value is more than 0.05, it can be concluded that the data is normally distributed.

2. Test of Linearity

In this study, the linearity test was carried out using SPSS using the Test for Linearity with a significant level of 0.05. Two variables are said to have a linear relationship if the significance (Deviation of Linearity) is more than 0.05. The results of the linearity test can be seen in the table as follows.

Table 5.0 Test of Linearity

			ANOVA Table				
			Sum of Squares	df	Mean Square	F	Sig.
Learning Outcomes * Parental Support	Between Groups	(Combined)	538,950	21	25,664	2,553	0,087
		Linearity	310,426	1	310,426	30,882	0,001
		Deviation from Linearity	228,524	20	11,426	1,137	0,450
	Within Groups		80,417	8	10,052		
	Total		619,367	29			

Based on the output results from SPSS, the significance value for Parental support in the deviation from linearity line is 0.450. Because the significance value is greater than 0.05, it can be concluded that there is a linear relationship between the independent variable and the Learning outcomes.

3. Test of Colleniarity

The multicollinearity test aimed to test whether the data occurred multicollinearity. multicollinearity assisted In this study, testing using SPSS is shown in the table as follows.

Table 5.1 : Test of multicollinearity

Coefficients^a			
Model			
1	SocialS	0,138	7,223
	Discursive S	0,121	8,252
	MaterialS	0,198	5,045
a. Dependent Variable: LearningOutcomes			

Based on the results of SPSS output in Table 5.1, the significance value for social strategy is 7.223, for discursive strategy 8.252, and for material strategy 5.045. Because all VIF values are less than 10 ($VIF < 10$), it can be concluded that there is no multicollinearity in the data.

4. Correlation Test

5.2 Correlation Test		Strategy	Academic Achievement
Strategy	Pearson Correlation	1	,708**
	Sig. (2-tailed)		,000
	N	30	30
Academic Achievement	Pearson Correlation	,708**	1
	Sig. (2-tailed)	,000	
	N	30	30

** . Correlation is significant at the 0.01 level (2-tailed).

If the Sig value. (2-tailed) < 0.05 then there is a correlation between the variables being connected. Conversely, if the Sig. (2-tailed) > 0.05 then there is no correlation. From the output table above, it is known that the sig value. (2-tailed) between Strategies (X) and Academic Achievement (Y) is 0.000, which means there is a significant correlation between the Strategies variable and the Academic Achievement variable.

5. Autocorrelation Test

In this study, the autocorrelation test was carried out using the Durbin Watson (DW) test with the help of SPSS 26 which is presented on the following 5.2 table :

Table 5.3 Autocorrelation Test

Model Summary^b					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.747 ^a	0,558	0,507	3,24431	2,053
a. Predictors: (Constant), X3, X1, X2					
b. Dependent Variable: Y					

Based on the results of the SPSS output in Table 5.2, the Durbin Watson value is 2 which is between $1.6754 < DW < 2.3246$, so it can be concluded that there is no autocorrelation.

3. Hypothesis Test

H1 will be accepted if t count has a sig. value smaller ($<$) than the significant level (alpha) 0.05. From the processing results can be seen in table 5.3, it is known that t count is $5.304 > 1.9855$ t table and has a sig. value of 0.001 $<$ significant level (alpha) 0.05, it can be said that Parental Support has a significant effect on Students Outcomes. It can be concluded that Hypothesis 1 is acceptable. So there is a positive influence between Parental Support and English student learning outcomes because the sig value of 0.000 is smaller than the significant level (alpha) 0.05. In conclusion, the higher the value of Parental Support, the higher the Students Outcomes. So from the hypothesis below H1 is accepted and H0 is rejected.

Table 5.4 Coefficient of Parental Support

Coefficientsa		
Model	t	Sig.
<i>Parental Support</i>	5,304	0,000

B. Discussion

1. Social Strategy

According to survey data, the majority of English language students believe their parents are always supportive in many parts of their lives. From of a total of 30 students, 17 (56.7%) said that their parents were always available when needed. In addition, 12 persons (40%) said their parents always listened to their concerns and understood their emotions. A total of 15 people (50%) believed their parents were always involved in their lives, while 14 people (46.7%) indicated their parents had always assisted them in problem solving. Support for life's ambitions was similarly high, with 19 (63.3%) reporting that their parents always supported their goals. However, celebrations of success were not always felt, with 11 people (36.7%) reporting that they were frequently celebrated, and 11 (36.7%) reporting that their parents were always there to assist them learn from their failures. Eleven people (36.7%) reported receiving emotional support, and up to 12 people (40%) reported feeling secure and stable with their parents at all times. Overall, these findings indicate that students'

relationships with their parents are generally good and supportive in a variety of social contexts.

The results of the survey conducted with 30 English students indicate that their parents significantly fulfill their roles as social figures in their children's lives. This social role is crucial as it demonstrates parental involvement, which is essential in supporting and enhancing the development of learning outcomes. Active parental engagement not only fosters a supportive learning environment at home but also reinforces the educational values and practices taught at school, thereby contributing to the overall academic success and personal growth of the students.

2. Discursive Strategy

Most English students believe their parents always respect their rights and decisions, with 19 (63.3%) stating so. They are also frequently involved in talks regarding their objectives, with 12 (40%) agreeing. Furthermore, 12 people (40%) felt that their parents listened to them when they talked about problems and worries, and the same number of people (40%) felt that their parents were receptive to expressing their thoughts and feelings. Their parents also frequently recognise their accomplishments, with 12 (40%) stating so, and 11 (36.7%) believing that their parents encourage them to express themselves. In terms of providing constructive input, 11 individuals (36.7%) believe their

parents are usually helpful, whereas 14 people (46.7%) believe they frequently acknowledge and conquer their anxieties and concerns. Although only 8 people (26.7%) felt that their parents were constantly validating their emotions, these findings revealed that the majority of English language students felt supported by their parents in a variety of emotional and practical ways, with a high level of confidence in their ability to make independent decisions. Parents also play a crucial part in providing a safe and comfortable atmosphere, fostering self-expression, and applauding their children's achievements.

The data generated from the study highlights the significant role of parents as discursive figures for English students. This role is strongly correlated with student learning outcomes, indicating that parental support, particularly in a discursive capacity, has a substantial impact. Engaging in meaningful conversations, providing guidance, and fostering critical thinking are ways in which parents' discursive involvement positively influences their children's academic performance and overall development. This support enhances the students' ability to analyze, comprehend, and engage with learning materials, ultimately leading to better educational outcomes.

3. Material Strategy

The majority of English language learners 17 (56.7%) believe that their parents always supply the necessities. Furthermore, 17 individuals (56.7%)

believe that their parents consistently provide them with the resources and technology they need for school. Of those who said their parents always encouraged them to pursue their academic aspirations, 14 (46.7%) said this. Furthermore, 11 respondents (36.7%) said that their parents consistently gave them opportunity to develop new skills, safe environments, and quality time. Eleven (36.7%) of the same people said their parents were always willing to talk and collaborate to find answers. But only three respondents (10%) said their parents were always supportive when it came to working on projects and giving advice. Ten respondents (33.3%) said their parents are always helpful when it comes to time management. These findings suggest that the majority of English language learners believe their parents offer substantial assistance in terms of supplying the tools and technology required for learning, assisting them in achieving their academic objectives, and motivating them to grow and acquire new abilities. Support appears to be less prevalent when it comes to providing hands-on help with projects and time management, though.

Additionally, the data underscores the importance of parental involvement in fostering a conducive learning environment. While parents excel in providing essential resources and motivational support, there is a noticeable gap in direct engagement with specific academic tasks and time management skills. Bridging this gap could further enhance students' academic performance, as hands-on assistance and effective time management are critical

components of successful learning. Encouraging parents to take a more active role in these areas could help students develop better organizational skills and a more comprehensive understanding of their coursework, ultimately leading to improved learning outcomes.

4. Parental Support Strategies Effect on English Department Students' Academic Achievement

Based on the data collected from 30 English students regarding the variable " Parental Support Strategies Effect on English Department Students' Academic Achievement" it is clear that students agree on the necessity of various types of parental assistance. Specifically, the majority of students, 16 in total (53.3%), emphasized the importance of parents providing social support on occasion in their academic journey. Furthermore, 15 students (50%) stated that parents should always be involved in their academic journey, emphasizing the critical role that parental participation plays in their education. Furthermore, 13 kids (43.3%) identified parents as a crucial element contributing to academic performance, demonstrating the tremendous impact that family support may have. These findings underline students' need for enhanced parental involvement and support across multiple dimensions, underlining the critical role parents play in molding their educational experiences.

In particular, the data suggests that while parents are proficient in providing technological tools, motivational support, and general guidance, there is a need for increased engagement in more hands-on aspects of their children's education. This includes helping with specific projects, providing direct academic assistance, and fostering effective time management skills. Addressing these areas could significantly boost students' academic success and personal growth. By adopting a more holistic approach to involvement, parents can better support their children in overcoming academic challenges, developing strong study habits, and achieving their full potential. This comprehensive support system is essential for nurturing well-rounded, resilient learners who are prepared for future academic and life endeavors.