

THE ROLE OF PARENTS IN THEIR CHILDREN'S LEARNING ENGLISH IN MENTAWAI

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Melvina Melvina^{1,4}, Marina Lidya², Norlina Tailelev³

¹Universitas PGRI Sumatera Barat

²STIE Pembangunan Tanjung Pinang

³Universitas PGRI Sumatera Barat

⁴melvina.stkipgrisumbar@gmail.com

ABSTRACT

The role of parents is crucial aspects for students in learning English. Parents are the central factor in providing a good environment for the children. They are also one of the great boosters for students to motivate in learning. However, many parents are still not aware of their role. It can be happened because of some factors, such as parents' educational background, and financial condition. This study aims to investigate whether parents in Mentawai play their role as educators, motivators, facilitators, and advisors to their children in learning English. This study applied quantitative descriptive research with a survey method. Thirty-one senior high school students in Pagai Utara Selatan Mentawai Island were enrolled using a conventional sampling technique. This study used a questionnaire for the role of parents to collect the data. Then, data gathered from the questionnaire were analyzed by applying descriptive statistics. The findings revealed that parents in this study do not fully play their role as educators, motivators, and facilitators. However, the parents of students in this study have played their role as advisors.

Keywords: Advisor, educator, facilitator, learning English, motivator, parent's role

INTRODUCTION

The success of learning English is influenced by many factors. Parents is one of the factors for students' success in learning English. The presence of parents in the child's learning process influences learning achievement. Children's learning outcomes will be optimal if there is support from parents (Aulia et al., 2022; Korkmaz, 2007; Melvina & Lidya, 2023).

Many students in Indonesia consider English to be a complicated subject. They frequently find barriers to learning English. It is believed that the presence of parents in the learning process can help them. Unfortunately, a lot of parents are still not aware of this point. Parents often undervalue the importance of education. Parent's socio-economic status, educational level, involvement and attitudes give direct impact to children's learning English (Arshad et al., 2012; Darko-Asumadu & Sika-Bright, 2021; Turtulla & Lopar, 2022). Having no good socio-economic status and low educational background make parents were not willing and inactive participating for the process of their children education (Karbayeva & Boğar, 2014; Kiruy et al., 2020). They are concerned with themselves and only think about

work to fulfil life's needs. In other words, they are more focused on working to earn money, even inviting their children to work instead of asking them to go to school to learn.

Mentawai is one of the areas in West Sumatra where education still needs to improve (Marini & Komaini, 2021)QA. The awareness of people in Mentawai related to the importance of education is still slight. This is caused by several factors. Besides, the lack of educational facilities and financial limitations of the Mentawai community, another factors is the lack of teaching staff in Mentawai resulting in delays in the teaching and learning process. The prominent problems from those factors are insufficient economic. The parents in Mentawai have to work hard to earn enough money to pay for their children's education. However, the income of the Mentawai people from agricultural products does not yet guarantee their needs, including living expenses for their children. Therefore, only few children go to school. They prefer to help their parents to fulfil their needs. In this case, their parents fully support them work than study.

It cannot be denied, socio-economic status of parents give uninterrupted impact on their children's learning (Arshad et al., 2012). For those parents who have lower incomes will have limited time to spend among their family members and getting involved in their children's' learning activities. In this case, not only parents' socio-economic status give direct bearing on their children's learning process, but also parents involvement (Deslandes & Bertrand, 2005).

Parents are people who play a role in supporting their children in education. With the motivation given, children become more enthusiastic about learning (Deslandes & Bertrand, 2005; Melvina & Lidya, 2023) Parents must also pay attention to children and provide love, support, appreciation, recognition and direction to their children. The relationship between parents and children is very important to build confidence in a child. It can also help social, emotional and cognitive development in children. According to (Katz et al., 2011) parents who have positive behaviour will support their children's motivation for doing task at home.

Several previous studies have been discussed parental involvement is very crucial to support children's learning. The importance of parental support for children is to provide adequate learning facilities and guide children in learning English (Ahmad et al., 2022; Amseke et al., 2021). Parental involvement is also recognized as a factor that can increase children's achievement in language Learning (Baird, 2015; Kim & Barrett, 2019). Concerning students learning English in the EFL context, studies generally find a positive relationship between parental involvement and students' L2 English competence (Kim & Barrett, 2019; Melvina & Lidya, 2023). Furthermore, parents who facilitate their children with a number of learning resources, significantly relates to English reading comprehension and children's reading accuracy (Midraj & Midraj, 2011). Furthermore, a study conducted by (Chichón, 2022) investigated the type of parental involvement in children's EFL learning by looking at three components of analysis, namely learning at home; parenting; and communicating.

Based on the previous studies, the present study discusses the role of parents to their children in learning English. Particularly, this study investigate whether parents in Mentawai play their role as educator, motivator, facilitator, and advisor to their children in learning English.

METHOD

The present study applied a quantitative descriptive research with survey method. The survey method are regularly used in educational research especially in descriptive method (Cohen et al., 2002). Thirty one senior high school students in Pagai Utara Selatan Mentawai Island were enrolled based on a conventional sampling technique. This study used a questionnaire for the role of parents, which is adapted from (Fitroturrohmah et al., 2019) to collect the data. There were four aspect of parents 'role in this questionnaire. They are educator, motivator, facilitator, and advisor. The questionnaire consists of 22 items. The instrument had four score criteria based on the Likert scale; most of the time (4), some of the times (3), seldom (2), and never (1).

Before conducting research, the researcher conducted a pilot study in order to test the validity and reliability of the questionnaire. The researchers distributed questionnaires to 10 students outside of the participants of the study, and then analysed the validity and reliability using the SPSS 29 program. The result of analysis indicated that 22 questions were valid. The reliability test was carried out using item consistency analysis testing with the Cronbach's Alpha formula. The result showed this instrument reliable because r result $>$ r table = 0,714 $>$ 0,343. After that, the questionnaire distributed to the 31 senior high school students in Pagai Utara Selatan Mentawai Island. Collecting data was carried out for two days. Data gathered form questionnaire were analysed by applying descriptive statistic.

DISCUSSIONS

Based on the analysis, it found that parents in this study are not fully play their role as educator, motivator, and facilitator. However, the parents of students in this study have played their role as advisor.

Parent as educator

Table 1. Descriptive statistics Parents as Educators

No	Statement	%			
		Never	Seldom	Some of the time	Most of the time
1	My parents helped me in doing my English assignments.	67.7	19.4	12.9	.
2	My parents pay attention when I need help in doing English lessons.	38.7	25.8	19.4	16.1
3	My parents asked about the difficulties I experienced in learning English.	45.2	25.8	22.6	6.5
4	Every time I have an English assignment, my parents always help me complete it.	58.1	19.4	22.6	.
5	My parents always reminded me to study English.	22.6	36.5	19.4	22.6
6	My parents arrange play time so it does not interfere with my study time.	6.5	22.6	51.6	19.4
7	My parents always reminded me to	3.2	9.7	48.4	38.7

	pray every day before doing activities.			
8	My parents reminded me of the importance of attending religious events (religious studies, Sunday services, etc.)	.	.	48.4 51.6

Table 1 demonstrated the results of percentage parents as educators. Majority of the students responded never for statement number 1 to 4. 67.7% the students stated their parents do not help them in doing English assignments. 38.7% they stated they parents do not pay attention when they need help in doing English lessons. Furthermore, 45.2% the students stated that their parents do not ask about their difficulties in learning English. 58.1% they also stated their parents never help them complete their English assignment. For statement number 5, the students answered seldom 58.1%, and answered most of the time 22.6%. Surprisingly, 51.6 % the students answered some of the time for statement number 6. In addition, 48.4% the students answered some of the time for statement number 5 and 6. Based on the analysis results, it showed that parents of students in this this study were not fully play they role as educators. They did not recognize their children's learning difficulties. The first and foremost educators are parents who are responsible for their children by trying to develop all their potential, including affective potential, cognitive potential and psychomotor potential. Parents must know what children need or recognize children's difficulties in carrying out tasks, one of which is guiding children to overcome learning problems, reminding children to study and reminding children to pray.

Parent as Motivator

Table 2. Descriptive Statistics Parent as Motivator

No	Statement	%			
		Never	Seldom	Some of the time	Most of the time
9	My parents gave me attention and affection.	.	3.2	58.1	38.7
10	My parents always set a good example for me.	.	45.2	45.2	51.6
11	My parents taught me to do well and not be arrogant to my friends.	.	9.7	48.4	41.9
12	My parents motivated me not to be lazy about studying and going to school.	.	45.2	48.4	6.5
13	If I fail in class, my parents will not give me a prize.	77.4	12.9	9.7	.
14	If I get a high score in English, my parents give me a gift.	51.6	25.8	16.1	6.5

As can be seen in table 2, 58.1% the students answered some of the time for statement number 9. They stated their parents gave them attention and affection. Then, 51.6% the students answered most of the time for statement number 10. Their parents set a good example for them. 48.4% the students answered some of the time for statement number 11 and 12. Their parents motivated them not to be lazy about studying. Unfortunately, 77.4% the students answered never for statement number 13, and 51.6% also

answered never for statement number 14. Parents are somewhat known to have an important role in motivating children. Motivation is the drive or encouragement to do something. Motivation can come from either inside or outside. Parents' attention is one kind of motivation. For example, providing attention to children such as providing a sense of security, providing a good role model and raising children's enthusiasm for learning. In the present study, parents are still giving little attention to their children education. Because, they are still focus on improving their financial.

Parent as facilitator

Table 3. Descriptive Statistics Parent as Facilitator

No	Statement	%			
		Never	Seldom	Some of the time	Most of the time
15	My parents prepared a study room for me so I wouldn't be disturbed.	22.6	19.4	48.4	9.7
16	My parents provide/buy textbooks, stationery, and other necessities that I need at school	.	9.7	64.5	25.8
17	My parents equip me with my pocket money when I go to school	3.2	61.3	12.9	22.6
18	My parents guided me to learn English at home.	48.4	22.6	22.6	6.5
19	My parents gave me additional English lessons so that my knowledge would increase and I could easily understand English lessons.	51.6	35.5	6.5	6.5
20	My parents registered me to take an English course.	71	19.4	6.5	3.2

Table 3 showed that, majority participants of the survey responded some of the time for statement number 15 (48.4%) and 16 (64.5%). It shows that the parents of the students have a little attention to provide them a study room in order to make them comfort to study, and arrange for some properties for study. While, for statement number 17, participants mostly responded seldom (61.3%). It means that, the parents do not provide pocket money when they go to school. Then, majority participants answered never for statement number 18 to 20 (48.4%, 51.6%, and 71%). It confirms that their parents do not give special attention to their children needs in learning English, particularly in taking English course. It can be concluded that, parents do not provide adequate facilities to their children to study. Children need learning facilities such as study rooms, stationery and textbooks as well as registering children for additional courses so that their knowledge becomes broader. So parents are obliged to provide these learning facilities so that the learning process runs smoothly. The role of parents in increasing children's motivation, including by offering learning resources. Parents must organize the learning environment for their children while managing learning at home. Children's learning activities are very supported by these. Complete facilities will really encourage and boost children's interest in learning.

Parent as Advisor**Table 4. Descriptive statistics Parents as Advisor**

No	Statement	%			
		Never	Seldom	Some of the time	Most of the time
21	My parents took the time to chat casually and advise me to be serious about studying.	.	6.5	51.6	41.9
22	My parents advised me not to socialize carelessly.	.	.	32.3	67.7

From the table 4 above, it can be seen that, majority participants of the survey responded some of time (51.6%) and most of the time (41.9%) for statement number 21 and 22. 51.6% students stated their parents advise them to study seriously, and 67.7% students stated their parents advise them not to socialize carelessly. It can be concluded that parents of the students in this study have played their role as advisor. Parents are not only obliged to provide school facilities and fees, but also guide them. In short, parents advise children to get a good education. Parents take the time to advise their children in their studies and warn them against doing irresponsible things. Furthermore, parents are usually the ones who interact the most with their children. Many experts advise parents to build communication and openly discuss with their children. Discussing with their children honestly and appropriately can address children's concerns and ease their anxiety. Close and open communication concerning parents and children can protect children's mental health and boost children's cognitive development.

Nowadays, English has become an international language and is crucial to master. For this reason, parents must understand the importance of mastering English for their children. Parents are also central in factor in given that a good environment for the children in learning (Halim et al., 2018) . They also one of great booster for students to motivate in learning. Furthermore, parents should love, respect, and care about their children, take responsibility in their children's education, take care of their children's basic needs and school needs (Korkmaz, 2007; Marini & Komaini, 2021). Parents are demanded to be great role models at home and be a good example to be followed (Amirudin et al., 2021).

CONCLUSION

Parents in Mentawai, particularly whose children go to study in Senior High school Pagai Utara Selatan Mentawai Island are not fully play their role as educator, motivator, and facilitator. However, the parents of students in this study have played their role as advisor. Parents' involvement and attitude are become essential in children achievement in learning English. When parents have positive attitudes towards learning English, they will play their role better as educator, motivator, facilitator, and advisor at home. Also, parent's income give direct impact to children's education. The present study was conducted in quantitatively by distributing questionnaire to the students to investigate their parent's role toward their learning English. For further research, it is recommended to be conducted qualitatively by

interviewing the parents of the students in order to get perspective directly from them deal with their involvement in children English language learning.

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