

# CHAPTER I

## INTRODUCTION

This chapter presents the background, objective/purpose of study, research question, scope of study, and significance of the study

### 1.1 Background

Parents are one factor that has a considerable impact on their children's education. They serve as their children's first instructors, instilling in them excellent behavior and the value of life (Syamsudduha & Ginanto, 2017). Parents' involvement in a child's education can improve academic achievement, cognitive development, and general well-being (Al-Mahrooqi, Denman, & Al-Maamari, 2016; Bonanati & Rubach, 2022; Gao, 2006). On the other hand, parents' involvement has a significant impact on better supporting their child's future.

Parents' involvement is the collaboration between parents and school to improve children's academic success. (Poyraz, 2017). Parents' involvement was divided into two categories: home-based involvement and school-based involvement (Han, 2017; Bonanati & Rubach, 2022; Al-Mahrooqi, Denman, & Al-Maamari, 2016). Home-based parents' involvement refers to actions that parents encourage at home to support their child's school-based learning, such as assisting with homework and monitoring their child's educational development (Al-Mahrooqi, Denman, & Al-Maamari, 2016; Bonanati & Rubach, 2022; Han, 2017). School-based involvement encompasses actions typically carried out by parents in the school setting for an individual child, such as joining a parent-teacher meeting,

monitoring the child in class, and donating (Al-Mahrooqi, Denman, & Al-Maamari, 2016; Bonanati & Rubach, 2022; Han, 2017).

Many activities can help the children to support their children in English. Parents in Oman stated that they sometimes help with their children's assignments at home, motivate them to use English at home, and discuss with their children's English teachers to talk about their children academic progress (Al-Mahrooqi, Denman, & Al-Maamari, 2016). Parents in Ankara who have children at the 1st to 4th grades of a private primary help their children in various ways, such as listening to music, watching English animation, and reading books together with their children (Kalaycı & Öz , 2018). Parents in Aceh that has children in elementary school claimed that they enthusiastically support their children by helping them do assignments, memorizing the vocabulary, providing learning media such as English books, vocabulary pictures, English cartoon films, and puzzles, and asking teachers the topics they do not understand from their children's textbook (Wati, 2016).

According to studies, parents' involvement has a significant impact on students' learning (Al-Mahrooqi, Denman, & Al-Maamari, 2016; Bonanati & Rubach, 2022; Gao, 2006). When families get engaged, more students obtain higher scores in English and math, enhance their reading and writing skills, complete more course credits, set higher objectives, have greater participation, attend class with more readiness to learn, and have fewer behavioral issues (Epstein, 2007). Furthermore, parental involvement in a child's learning has been proven to be consistently positively related to a child's learning success (Topor et al., 2010). That impact should motivate the parents to actively give their best effort to assist their children's learning process.

Considering the positive power of parents' involvement in promoting learning achievements, it is worth investigating parents' involvement in low-achieving schools and using the obtained data to promote their students' learning achievement. Therefore, the researcher would like to find out the parents' involvement in one of the private senior high schools in Jakarta, Al Ghuroba Senior High School. This school had less than 100 students, and that school only have an only one teacher in each subject. Most of the students in Al Ghuroba Senior High School had low scores on their final exam because they did not reach the minimum standard (KKM). The school also never get the achievement in the English competition.

## **1.2 Objectives/Purpose of the Study**

This research investigates how parents in Al Ghuroba Senior High School help their children learn English. Their involvements were divided into 2 kinds, parents' home-based involvements and parents' school involvements

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### **1.3 Research Questions**

This study aims to find out the answer to the following research question:

1. What is parents' perception of parents' involvement in their child's learning English?
2. What do the parents do to help their child in learning English at Al Ghuroba Senior High School?

### **1.4 Scope of the Study**

This research investigates parents' involvement in Al Ghuroba Senior High School according to framework analysis from Epstein (2007) and Bonanati et al (2022). This study employed the questionnaire of a personal reason for non - non-involvement from Al Mahrooqi et al (2016) to know the parents' perceptions about parents' involvement in their child's learning English at Al Ghuroba Senior High School. Additionally, interviews were conducted to learn deeper how the parents of Al Ghuroba Senior High School help their children learn English.

## 1.5 Significance of the Study

This study could be significant for 3 parties

### 1. For teacher

This study can help the teachers to know the importance of parents' involvement in learning English. The findings of this study show that teachers are more involved the parents in students' learning English.

### 2. For students

The parents' involvement in students can raise the students' achievement at school. Parents' involvement also can motivate the students to increase their performance because of the parents' affection

### 3. For parents

The findings of this study offer better insight into parents' involvement in low-achievement schools. These are valuable for school and education officers