

# CHAPTER I

## INTRODUCTION

This chapter includes six subtopics: the background of the present study, problems identifications, limitation of the study, research problems, research objectives, and significance of the study.

### 1.1 Background of Study

Students' success in the education field can be seen in their achievement during their learning process. There are two types of achievement: academic and non-academic achievements. Academic achievement can be defined as studying and linking with the students' capacities and abilities in the learning process (Novo & Calixto, 2009). Meanwhile, non-academic achievement is students' achievement in the additional programs at school, such as the extracurricular program (Amir, 2020). Achievement is an essential factor in showing their output in the learning process, especially for young learners.

Young learners are defined as students in primary schools, ranging from around six to twelve years old (Gautam, 2015). Based on this explanation, young learners are students who already start studying at school. According to Pinter (2006), The characteristics of young learners are curiosity, love to try, and explore new things, which allowed them to learn using their way. In addition, young learners should achieve several

academic achievements at school; one of them is English achievement (Lasagabaster, 2011). There are four main aspects of English achievement: grammar, speaking, writing, and listening (Lasagabaster, 2011). In addition, Pebriawan et al. (2015), reading and vocabulary related to English achievement. Those aspects measured young learners' skills in mastering English. Young learners need to master those skills in purpose to gain great English achievement.

Furthermore, due to the Covid-19, the government suggested that the learning process should be carried out online or known as Learning at home. However, learning at home does not always positively influence the students. Teachers and parents should support the students while learning at home because the current issues in learning at home are a lack of support and facility (Underwood et al., 2020). The lack of support and facility can influence the learning process's, severely influencing young learners' achievement. Knowing the importance of learning at home needs to be taken seriously.

Learning at home is not easy for parents; they need to decide how to teach young learners and conduct the appropriate strategies. Parents also need to take a role as teachers and support systems for young learners. According to Harris et al. (2009), parents can apply two types of support in learning at home. The first one is direct support, such as engaging young learners to improve their English skills (writing, reading, speaking, and listening). The second is indirect support, such as encouraging and building enjoyment in learning at home (Harris et al., 2009). Those types of support

can bring a comfortable and suitable atmosphere to enjoy the learning process. Hence, parents and teachers need to know how they can support the young learners' learning process. Moreover, according to Linse (2005), There is a guide to teach young learners for parents and teachers who did not have any teaching experience, known as Practical English Language Teaching or PELT.

PELT can be defined as the guideline for the person who wants to teach English to young learners (Linse, 2005). Teaching young learners using PELT is not simple; the teacher needs to know how to deal with their unique factors like emotion, morale, psychology, and cognition (Linse, 2005). Young learners have different rates for each factor; some young learners can learn when pushed, and some young learners cannot learn when the other looks at them (Linse, 2005). Engaging young learners in the learning process can be motivation and learning media for them. The learning media can build their primary motivation in the learning process, which gives them chances to learn differently (Baldwin et al., 2017). Besides that, the parents also need to give supports to enhance young learners' achievement.

To improve young learners' achievement, especially English achievement, parents should know some issues that can hold young learners back to achieve the learning process (Hammond et al., 2020). Those issues are classroom management, special need, multiple intelligences, and tutoring (Linse, 2005). Classroom management can be defined as how the teacher sets their class, such as the atmosphere and environment in the class

(Linse, 2005). Hence, teachers need to design an enjoyable learning place for young learners. Moreover, parents can create a comfortable atmosphere for the learning place by using colorful pictures such as animal pictures and alphabet posters. Furthermore, Special needs can be defined as the specific things needed by the students who have problems in learning, such as reading, listening, speaking. (Linse, 2005). Typically, special needs are given to specific students with special needs, such as deaf, mute, blind, and Down syndrome students.

Furthermore, multiple intelligences can be defined as the young learners' ability to mastery multiple aspects such as mathematic, language, musical, intra-personal ability (understanding self), and interpersonal ability (understanding other) (Linse, 2005). Meanwhile, Multiple intelligences are the realization of the brain process of someone's talents or ability or the thought change into action (Fleetham, 2006). Based on those theories, Multiple intelligences can be defined as the realization of mastery of more than one talent. Children's Multiple intelligence is seen from their school reports and daily activities (Linse, 2005). Therefore, parents can strengthen their child's multiple intelligence by giving them comfortable learning situations and reinforcement. According to Linse (2005), tutoring gives support from the expert to the less expert in this term: parents and teachers to young learners. In addition, Wood et al. (1976) suggested that tutors and parents need to strengthen students by giving examples and support in the learning process to achieve the learning achievement as much as possible.

Special needs, classroom management, multiple intelligence, and tutoring are severe problems in teaching young learners. Hence, they must be accompanied by good relations between parents and young learners (Linse, 2005). The relation between young learners and their parents influences young learners' learning processes and the quality of the learning process. Therefore, parents need to improve young learners' achievement through parent-child relations and parent-teacher relations (Mcneal, 2014). Furthermore, the relation between children and parents, such as parents' involvement in young learners' learning process in school or out of school, can engage young learners to achieve the learning goals and increase their achievement (Mcneal, 2014). Therefore, build the parent-child relationship is essential to strengthening young learners in achieving the learning goals. Besides, suppose parents know about the school program and are willing to attend every school program, such as school anniversary events, end semester events, and parents' meetings. In that case, those can strengthen the relationship between parents-teachers and the young learners' performance in school (Linse, 2005). However, parent-child and parent-teacher relations are essential for young learners' achievement but giving them support such as parental support also essential for young learners.

The previous studies investigated the relationship between parental support towards students' academic performance and self-conception, adolescence, motivation, and persistence (e.g., Khan et al., 2010; Lasagabaster, 2011; Ruholt et al., 2015; Shukla et al., 2015). However, the intrinsic aspects of parent inducement, such as the parents' occupation and

education level, have been given little attention. The intrinsic aspects need to investigate more because those aspects influence young learners' learning performances. Hence, identifying the influence of intrinsic aspects of parent inducement need to be conducted. The investigation of intrinsic aspects which influenced parental support was described in this study. Thus, this study should be conducted face-to-face with young learners and young learners' parents. However, this study was conducted online due to the Covid-19 pandemic.

### **1.2 Problem Identification**

Based on Sinaga's (2018) data, the percentage of parents' support in Indonesia is generally high. However, Indrawati & Alfiasari (2016) found that intrinsic aspects of parent's support, such as motivation and emotional support, are still low, especially for the parents in rural areas related to their occupation. Besides that, Yulianti et al. (2019) showed that Indonesian parents, especially low to middle-level education, are busy at work and have limited resources for their children; it also happens in Asah Gobleg village, parents are low to middle-level of education and busy at work. Asah Gobleg is one of the villages in Banjar Regency; this village is located at Lesung Hills and near Tamblingan Lake. Most people there work as a farmer and tourism worker. Hence, the young learners' parents are busy at work, lack experiences out of school, and lack life and character experiences (Yulianti et al., 2019). In this era, the Ministry of Education wanted teachers to also focus on building the students' characters. Besides, they also need experiences outside school life. Hence, the parent's role as a support system

is vital at this point, especially in teaching their children how to use their knowledge in real life and life skills. Thus, investigating intrinsic aspects of parental support towards young learners, especially for English achievement, is vital to investigate the influence of parental support.

### **1.3 Limitation of The Study**

There are two limitations of this study which are the number of participants and the data collection process. The participants of this study were 5<sup>th</sup>-grade students in SD Negeri 2 Gobleg and their parents. The data gained from this research only influenced of parent inducement internal factors towards young learners' English achievement. Furthermore, due to the Covid-19 pandemic, the data collection process such as survey and interview was conducted online using WhatsApp chat. Moreover, this study is expected to help further researchers investigate the influence of parent inducement with better conditions and situations. In conclusion, the limitations of this study are the participants and the data collection process, which influence the result of the study.

### **1.4 Research Problems**

There were two research questions in this research, which are represented below:

1. How do parents support their children's English language learning at home?

- 1.1. How are the differences between parents' inducement based on the level of education?

1.2. How are the differences between parents' inducement based on their occupation?

2. How does parent inducement influence their children's English language learning?

## 1.5 Research Objectives

There were three purposes of this research which expected to be achieved; the purposes represent as follows:

1. To analyze the influence of parent inducement towards their children English language learning at home
2. To identify the differences between parent inducement based on their level of education and occupation.
3. To determine the influence of parent inducement on English language learning.

## 1.6 Significance of the Study

There were two significances of the study in this research, which were theoretical significance and practical significance.

### 1.6.1 Theoretical Significance

This researcher is expected to provide information and knowledge to people, especially parents, related to parent inducement. In addition, this research is also expected to give insight into the importance of parent inducement for the young learner.

### 1.6.2 Practical Significance



This study is expected to give significance for:

a. Parents

This research is expected to be used as a reflection to young learners' parents about the importance of parent inducement. In addition, the information can be used as a guideline for the parents to pay more attention to their children, especially in the learning process.

b. Other Researchers

For other researchers, this research can be used as a reference to explore other issues in parent inducement and its influence on the young learner's English achievement.

