



PARENTS' INVOLVEMENT AND ITS EFFECTS ON ENGLISH YOUNG LEARNERS' SELF-EFFICACY

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ABSTRACT

The research aimed to describe parents' involvement to support their children's self-efficacy development in learning English. As a descriptive qualitative study, the research employed observations on two primary school students of grade three, and interviewed their parents and teachers. A set of questions was formulated by the researcher to analyze the influence of parents on their self-efficacy in learning English at home. This study showed that parents' commitment has proven to encourage their children to learn English, and through the Zone of Proximal Development (ZPD) process and learning, particularly their encouragement at home makes the children developed their self-efficacy. Parental participation in English should be taken seriously, particularly in public schools, where there was only a minimum period to learn English at school. It was revealed that parents' involvement in the learning and acquisition of English by the children could contribute positively to their learning achievement and motivation.

Keywords: *Parent's involvement; English Young Learners; Self-efficacy*

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ABSTRAK

Penelitian ini bertujuan untuk mendeskripsikan keterlibatan orang tua dalam mendukung pengembangan efikasi diri anak dalam belajar bahasa Inggris. Sebagai studi deskriptif kualitatif, penelitian ini menggunakan observasi pada dua siswa sekolah dasar kelas tiga, dan wawancara dengan orang tua dan guru mereka. Pertanyaan-pertanyaan dirumuskan oleh peneliti untuk menganalisis pengaruh orang tua terhadap efikasi diri dalam belajar bahasa Inggris di rumah. Sebuah pertanyaan dirumuskan oleh peneliti untuk menganalisis kontribusi orang tua terhadap dan kemandirian mereka untuk belajar. Studi ini menunjukkan bahwa komitmen orang tua mendorong anak-anaknya untuk belajar bahasa Inggris, dan melalui proses dan pembelajaran *Zone of Proximal Development (ZPD)*, terutama dorongan mereka di rumah untuk mencapai efikasi diri. Partisipasi orang tua dalam bahasa Inggris harus ditanggapi dengan serius, terutama di sekolah umum, di mana hanya ada waktu minimum untuk belajar bahasa Inggris di sekolah.

Kata Kunci: *Keterlibatan Orangtua; Bahasa Inggris Bagi Anak-anak; Efikasi Diri*

INTRODUCTION

The awareness of parents and teachers about English learning influenced second language acquisition especially in Indonesia because English as a foreign language or EFL has been introduced firstly at Indonesian primary level education. In this context, English language is taught which mostly emphasizes on vocabulary learning as a basis for a language skill mastery (Amalia, 2018). Meanwhile, the new policy on curriculum has resulted in limiting the study hours of English learning English at primary schools. Krashen (1982) stated that second language acquisition happened in a natural setting or classroom instruction. Children can acquire English both in and outside the classroom teaching and learning process (Li Wei, 2011). Primary school students learn English in an English class at school, however, some of them might also acquire English outside the classroom when they use English in interactions with parents, family members, and other adults.

Interaction is needed to acquire English, and interaction in a natural setting can happen at home to create the home culture. Home culture is related to the

parents' involvement in young children's acquisition. Studies have been conducted on the effect of parents' involvement towards children development of language proficiency, in this case, English acquisition (Castro et al., 2015; Wilder, 2014).

Although the study above was conducted in the western context, Researchers in Indonesia started to research about the parental involvement (Yulianti, Denessen, & Droop, 2018). It is stated that of the social aspects that affect acquisition is the home culture. It is because language acquisition mostly occurred at a young age and before the legal age for school, children are learning at home. Language exposure on adults or children represents an important position in the number of words a child will understand (O'Toole, et al., 2017). The more people are exposed to the positive new vocabulary, the more they incorporate the language unconsciously. The entire component surrounding the learner will influence them to learn and parents' involvement will guide them into a positive attitude towards language that will cause significantly better performance. Therefore this study will discuss further not only about the parents' involvement on children's acquisition but also the children's self-efficacy in spite of the limited source of English learning, for example English class hour.

There are many types of interactions. The interaction which involved recast, feedback, and negotiation developed the acquisition of language (Gass, & Selinker, 2008). There are several kinds of interactions that may help the acquisition of children. One of the examples is a mimic. Mimicking is one of the ways of studying a language. After the 'slipped' time, the interaction that is performed properly in both languages, first and second languages, may retrieve the conversation. Another is the negotiation that is part of the conversation, which is often used to learn for young children aged 6-12 years as a media.

At home, parents can support students to do other activities to acquire language outside school such as choosing a video, observing kids, and doing conversation (Lee & Bowen, 2006). Since parents have important roles to supervise their children, they can actively engage with students' learning process at home both linguistic and non-linguistic. For example, interaction and conversation make young children accustomed to using the language (Borneo Akcaya, Gatot Sutapa, & Darsini, 2019). Both mimicking and negotiation help children in the linguistic learning process, this interaction can happen in natural settings, while school and home help children to respond to the utterances spoken by the speaker. Parents also can emphasize non-linguistic features such as picture and video in the acquisition, examine the videos that their children like and ready to answer children's questions regarding the video. Before school age, children acquire a second language easier and naturally in the home (Bahalwan & Setiawan, 2015.).

The speed of children's language acquisition depends on the environment surrounding them. Children can comprehend view words within the interaction with their family members. The acquisition happened unconsciously when the students were surrounded by an agent that can speak a second language fluently or make them accustomed to the use of a second language. Therefore, students unconsciously to learn a second language, they did that effortlessly and spontaneously (Bahalwan & Setiawan, 2015).

Based on the parent's involvement in children's acquisition, practicing communication strategies would not only encourage active learning. At home,

parents have to enhance the language competence of children. It would help them to use the language more effectively and to overcome difficulties resulting from the knowledge.

Besides, recent studies established that language exposure on children plays a vocal role in the number of words a child will know (O'Toole, et al., 2017). It means that the more children are exposed to the new vocabulary, the more they absorb the language unconsciously. Since all of the components surrounding the learner will affect them to learn, parent's involvement will guide them into a positive attitude towards the language and cause significantly better performance.

However, recent studies also stated that the acquisition and language learning does not take place in an immaterial, room, but also takes place in the real world wherein a material reality where every part of sign and symbol of language entities impact on behavior and learning (Steffensen & Kramsch, 2017). Hence, the acquisition does not only happen in school. The parent also can be the agent of learning when they speak in another language or make the children accustomed to the foreign language by the video or song on television or the internet.

Children learning also can be examined by with the ZPD phase, purposed by Vygotsky. Learning can be split into four steps within the ZPD. Assisted Performance; Unassisted Performance; Full Internalization; De-automization (Margolis, 2020). Stage one is where more skilled others assist with results. There is a gradual reduction in teacher accountability for task performance during stage one and a reciprocal rise in the proportion of responsibility of the learner. Step two is where output itself is assisted. In stage two, without support from others, the learner carries out a task. Step three is where it evolves and automates results. The learner has emerged from the proximal development zone (ZPD) into the developmental stage for the assignment until all evidence of self-regulation has disappeared. Execution of the mission is smooth and incorporated. It has been 'automatized' and internalized. Step four is when success de-automation leads to repetition back into the ZPD. An individual's lifetime learning consists of the same controlled ZPD sequences, from other-assistance to self-assistance, repeating over and over again for new ability growth (Dunphy & Dunphy, 2003). Under guidance of an adult, who are parents, young learner may be introduced to another stage of ZPD. Parents greatly contribute to the growth of children in order to achieve self-efficacy.

This study discussed how parents' involvement affects young learner English acquisition and self-efficacy. Significantly, the better acquisition and learning happened at home, the better the young learner performs in class. In this study, the researcher chose two of the unique students in the class. This research discussed and analyzed the parents 'involvement on the participants' self-efficacy. The self-efficacy and motivation developed by the parents to the children in spite of the limitation of English class hour and environment would be beneficial to English learning. Therefore, this research discussed the involvement of the parents not only for the children's acquisition but also their self-efficacy. Those topics will be highlighted and become the novelty to discuss in this research.

Researcher analyzed the research question by referring to Castro theory about parental involvement (Castro et al., 2015), Lantolf Theory about sociocultural and second language development (Lantolf, Thorne, & Poehner, 2015), Zone of Proximal Development (ZPD) and learning (Margolis, 2020). The research question

of this study is how does parents' involvement make children gain their self-efficacy?

METHOD

The purpose of this study was to describe parents' involvement to support their children's self-efficacy development in learning English. Qualitative approach is needed to investigate the various phenomena specifically. The qualitative research was inferred in this research used observational and interview. Richards et al (1992) noted that the data can be analyzed using qualitative research procedures such as observation and interviews and in order to explain the participants' acquisition and learning specifically, researcher selected one case study to be studied.

Participants

Two students of public elementary school, pseudo names: Participant R and Participant A, were the participants in this research. Participant R and Participant A were elementary school students in their third year of school. Participant R and Participant A were also the firstborn of a young couple, and their parents work in academic field. Participant R's parents work as university staff meanwhile Participant A's mother work as teacher in public school and Participant A's father work as entrepreneur.

Participant R and Participant A are being introduced to the English language at their young age, and their parents wanted their kids to speak English better.

Instruments

The researcher collected the data via classroom observation and written interviews with parents and teachers of participants about English acquisition of participants. The first data were collected in the second semester of their second grade. During the pandemic phase, the second data obtained, in the first semester of their third grade. Since the researcher was Participant R and Participant A's English teacher, the researcher had access to observe Participant A in the teaching-learning phase of the classroom and evaluate his school achievement.

Classroom observation in this study was obtained by the researcher when the researcher taught participants in the previous semester class. For weeks, it was a cycle of collecting the data. Since classroom observation is a qualitative naturalistic technique, it is a measure of engagement and learning from actions in the classroom, researchers have pointed out some contexts that could affect SLA. Researchers used the instrument to track the cycle of communication, collaboration, behavior, and learning in the classroom.

The Researcher was permitted to inform the participant in this semi-structured interview about the way participants learn a language in both home and school. The interview administered via chat and WA for both the parents and homeroom study of the participants. Three times interview was asked to the participants' parents and one time interview with the homeroom teacher. There were questions which asked to the parents developed by Castro theory about parental involvement (Castro et al., 2015), Lantolf Theory about sociocultural and second language development (Lantolf et al., 2015), Zone of Proximal Development (ZPD) and learning (Margolis, 2020).

Procedures

Through these measures, the researcher analyzed the data; 1) Observing Participant R and Participant A in class 2) Interviewing Participant R and Participant A's homeroom teacher; 3) Interviewing Participant R and Participant A's parents 4) Examining the school accomplishment and conversation with Participant A; 5) Drafting the factors influencing the learning of the English language by Participant R and Participant A and analyzed them by referring to Castro theory about parental involvement (Castro et al., 2015) and Lantolf Theory about sociocultural and second language development (Lantolf et al., 2015).

FINDINGS AND DISCUSSION

From the result of the interview, it is found there were many aspects of learning that Participant R and Participant A encountered. The success of learning and acquisition depends on the students' environment, including the stimulation and involvement of parents and students, both at school and at home.

There are many types of interaction. The interaction that involved recast, feedback, and negotiation, shaped the acquisition of language (Gass, & Selinker, 2008). At home, Participant R and Participant A's parents support their English learning and training by giving guidance on their mission, communicating with them, exposing them to the latest English vocabulary, and recasting their awareness through film and family travel.

Children English learning

Based on the result of interview to parents, acquisition at home happened during both participants' activities. Participant R liked to watch videos (songs or movies), did conversation in English, and his family introduced new words in English on the family trip, so did Participant A. It showed that acquisition happened at home (Yulianti et al., 2018). Meanwhile their parents were helping them to learn (Lee & Bowen, 2006) using picture, video, fill in the blank. Participant A's parents also invited Participant A to the zoo and learn from the surrounding.

Children Self-efficacy

From the teacher's first interview, Participant R and Participant A were doing well in school, Participant R liked read books with friends, loved to learn alone. Meanwhile Participant A loved to do question and answer section with friends. Participant R and Participant A had background knowledge, easy to understand the lesson especially vocabularies in English and had bright motivation. It is showed their learning in school and also their involvement with the peers learning (McGuire, 1956).

Students' constructive presence in the classroom is perceived to be an integral part of learning. It is strongly connected to the involvement of the students, which requires the engagement, constructive attitude, and satisfaction of the students in the learning process (Rahayu, 2018).

It is found that from the outcomes of classroom observation, Participant R and Participant A specifically indicate experiences of studying English. Through picture description, how they did the teacher's guidance, and also the completion of the assignment, it can be seen that in the sense of self-efficacy, Participant R and Participant A have separate ways of learning but equivalent.

Self-efficacy referred to self-perception or the ability to learn or achieve objectives at defined stages (Abadikhah, Aliyan, & Talebi, 2018). In the allocated time, both Participant R and Participant A learned and completed their assignment using their skill and their style of learning. Nevertheless, they knew the limited period and had the discipline to do the task.

Participant R and A learned better from picture (Glaser, 2020). Participant R could recall the picture's name in English and Participant A made a sentence using the picture. Participant R did the instruction and asked for the clarity, meanwhile Participant A tended to be quite and asked the clarity letter (Glaser, 2020). Participant R was a fast learner, he wanted to be the first to complete the task, meanwhile Participant A did the task more meticulous and on time (Glaser, Kupetz, & You, 2019).

Meanwhile, from the second interview, it is found that Participant R and Participant A were coping in the difficult time of the pandemic, therefore the role of parents and teachers had a massive impact, particularly in their children's interaction and conversation. Participant R adapted to the home environment at this difficult time, and parents enthusiastically helped Participant R in studying and adjusting to a different environment.

Stimuli such as an English video and daily English conversation used by parents to motivate Participant R. Meanwhile Participant A Parents' actively helped Participant A to learn English from home based on the material given. Parents used stimuli like English video and daily conversation in English (Paradis, 2007.).

Based on the interviews and reflection above, there were two variables which most appeared. The two things that influenced student's motivation and self-efficacy were parents' involvement in the classroom and home learning and acquisition process. This part consists of two parts; Participant R and Participant A's habitual action in the classroom and their acquisition at home.

Parents' involvement and the classroom learning Process

Participant R and Participant A went to rural primary school, but they can learn lots of new vocabulary and speak relatively decent English. They made nice basic phrases such as asking permission to go to the bathroom, asking for a repeat of class content, sharing their thoughts and tutoring their peers, sharing their concept of subject material in front of a class. In their interview, teachers and parents stated that two hours of class a week was not enough to satisfy the students' desire to learn English. They have agreed that support from parents at home is an important thing to do. The effects of the role of parents on the development of language skills for children, in this case, English acquisition (Castro et al., 2015).

Apparently, both the parents of Participant R and Participant A were enormously interested in the learning of their son. Parents of Participant R shared

that they typically guide Participant R learn to fill in the blank the missing alphabet in words, using image (object), video, matching Indonesian and English words.

Yes, because I was not familiar with formal schooling, I typically introduce English to children through video media of songs in English. It's just that children no longer have the enthusiasm to listen to music in English as they grow older. At this stage, the addition of new vocabulary is usually derived from the films he has seen. The meaning of the new English language they learn from the film is commonly asked by children.

Participant A's parents, meanwhile, said that their son likes to experiment with colors. Therefore, they often helped Participant A learn to use colors and often went to the zoo or neighborhood to recognize the new names of animals.

Yeah, as well as writing letters, I used songs and videos to expose children to English. Before school started, we introduced colors and animals.

The interaction between parents and their children also determines the learning. There were several engagement forms. The interaction involved in recasting, input, and bargaining influenced language acquisition. (Gass, & Selinker, 2008)

Parents could make their children feel jubilant when learning English. This acquisition at home would become a way to make the children learn faster. The similarity between the two students was that they used media as the tools for the children to learn. Parents helped them to learn unconsciously using videos and pictures (Wilder, 2014). Parents of Participant R typically used English when they spoke. They often guided Participant R to watch together English children's songs or English videos, so Participant R used to the English terms. On the other hand, at home watching video songs or movies, Participant A acquired English. In the nearby area before kindergarten, their parents have prepared and implemented new terms.

School Learning Environment

It has been discussed before that the interaction involved in recasting, input, and bargaining influenced language acquisition (Gass, & Selinker, 2008). In the post-class sharing session, Participant R told the teacher that he liked English. It was because he used to English at home, then he seldom-used English to talk with his friends at school. He imitated them and tried to be as fluent as his parents and the video he was watching as well.

It was intriguing to see young people with wonderful inspiration. The reasons for Participant R spread the motivation into the classroom as he spoke about his experience. It made their classmates want to proceed to experience the same thing. Back home, they were motivated to learn English like Participant R. During the next week of the lesson, more and more students shared their experience of learning English at home. With difficult words, their parents supported them and were passionate about the concept of home research.

Observation showed that both Participant R and Participant A were keen to use the images as a medium. They have learned to use pictures better. This propensity has a connection with how they are used to images, how their parents use images to incorporate English. Unconsciously, when their parents noted the

illustration and instructed them to use English, they learn English, the acquisition occurred.

Parents' Involvement and Children Learning

Young learners needed guidance to improve their learning. Teachers did not only facilitate students to learn, but also needed to apply the best strategies for the learning process. Students formed a thinking process within their learning in the classroom. Teachers needed to consider about the development stages of young learners. The well-known theory by Vygotsky (1934) ZPD provided precise steps to help Students in their development process, and encouraging students to acquire motivation and more knowledge. Participant R and Participant A, with the guidance of their parents, both grow their self-efficacy through ZPD's moves.

Assisted Performance

Assisted performance was the first step of ZPD. When applying the techniques to educate children, the teacher considered the needs of students. To take the first steps in their learning, children, particularly young EFL learners, need guidance. It can be a good lesson for teachers to consider the appropriate feedback for different learning conditions. It would be more effective if the usage of other feedback also is increased in order to enhance our students' results of learning (Aisyah & Wicaksono, 2020). The teaching methods also must fulfill the desires and characteristics of the pupil. Meanwhile, Parents' involvement is needed at home to support students learning (Margolis, 2020).

As a facilitator, not only teacher but parents need to support Participant R and Participant A and lead them into the crucial process of thought. The reported Participant R and Participant A assignment data indicate a significant change in the weekly English lesson. They perceived the absence of vocabulary in some topics for the start, but they improved their vocabulary in the following week.

Unassisted Performance

Unassisted Performance was the second step of ZPD (Margolis, 2020). Students became conscious and attempted to do the task on their own in this process. In the second process, Participant R and Participant A started reading and writing about the lesson and films or pictures relating to English, rehearsing their skills, recalling the words, understanding their errors. They were also willing to ask the teacher to direct them and explore past encounters. Parents accompany them before the lesson to learn English from the book and surroundings.

Full Internalization

In this third phase of ZPD, Students internalized the material and chose the strategies to develop themselves (Margolis, 2020). Researcher used reflection to internalized the value that they have experience during the mid-semester process and later set the goal.

Reflection allowed them to acquire information based on students' experience. Identification and self-awareness of previous knowledge are involved to make the right option (Wain, 2017). Reflection should be used to guide learners to become conscious of their motivation and self-efficacy. Reflection is a crucial aspect of learning; this technique guided students to logical reasoning after the particular

tasks undertaken by the teacher in the classroom learning contributed to the development of thought. Participant R and Participant A also did reflection to develop their self-efficacy.

De-automization

The final steps of ZPD was de-automatization (Margolis, 2020). In this study, students achieve growth, reliability, and an automated method of learning. Students researched and learned more about their ZPD process experience. This final move underlined the logical thinking of learners.

Critical thinking has driven to self-efficacy and creative thinking. It is related with creative thinking is the student's productivity in producing something new that can be recognized by others. Teachers and parents should motivate students to be productive in the classroom process students can not only concentrate on the task or mastery given about the materials, but they will use the information outside the curriculum (McGuire, 1956). Critical and creative thinking have developed problem-solving thinking. When learners master the strategies, they may acquire the best style of learning for themselves. ZPD let Participant R and Participant A attained motivation and self-efficacy.

Motivation and Children Self-efficacy

Learning from home has played a significant role in the growth of students. Both children struggled with the transformation of the environment, based on the interview with Participant R and Participant A's parents. The parents of Participant R admitted that this rough time affected the way kids thought, and they had to make more effort to learn.

This pandemic, especially its psychology, is influencing children. However, that is no less important, namely the learning habits of children. Changes in learning media are felt in their cognitive dimensions to impair the growth and development of children. Children used to face-to-face learning habits, and two-way conversation is now pushed by online media to use one-way communication patterns. This significant way hinders the opportunity to learn the lesson quickly, and the kid rapidly forgets the lessons he has learned. It does not have any effects from the affective side, but it also affects children from the psychomotor side related to sports topics.

People's social and cognitive processes are affected by cultural activity settings (Lantolf et al., 2015). Children's acquisition is also affected by the environment, especially their sudden psychological change in the surroundings. The role of parents in homeschooling, therefore, has affected children.

To address the research question, the researcher also asks Participant R and Participant A to reflect along with their friends about learning from home. Reflection has helped students to be conscious of how they can observe, track, assess, and control their selves during the learning. Doing reflection allows them to acquire information based on students' experience. To make the right option, it needed recognition and self-awareness with previous experience (Wain, 2017). The way teaching and learning processes are different during the pandemic this new semester, so reflection is required to see how students and parents cope with the situation.

As for young learner, teachers had to use less nuanced thinking so that the students could respond directly to it. Based on the self-efficacy period of children, after mid-semester, researchers asked questions to observe the learning process and the role of parents during the pandemic.

Participant R and Participant A showed how they cope with the various pandemic situations. Both Participant R and Participant A said they drew on their past experience of studying and kept track of their home English classes. Participant R attempted to learn the new chapter before the lesson started to get good marks, while Participant A read the assigned material twice to improve his comprehension.

Participants all agree that their parent's value good grades, and what would their parents gave them more time to guide them to study if they didn't have good grades. For starters, Participant A's parents often guided him during work to learn in the morning till noon and in the evening. Both parents of Participant R and Participant A maintained outstanding involvement with their children and developed reading patterns regarding school activities and works. It is in line with (Castro et al., 2015) who argue that effective contact between parents and students influenced the success and inspiration of students in the same way.

In the preceding semester learning process, Participant R and Participant A spread meaningful motivation to their peers and inspired them to learn. Participant R and Participant A were also encouraged by their parents to get a good score and understand knowledge. Initially, academic self-motivation grows from parental target expectations, then self-efficacy and personal goal setting are viewed by learners from the development (Abadikhah et al., 2018). Undoubtedly, parents played a significant role in the engagement of young learners to study. Besides, not only teachers who need to help them, but also young learners need to be supported by parents who lead them to learn and guide them to learn. Students will then practice the learning process to understand the adaptive style from their parents and find the best ways to learn from them.

CONCLUSION

The involvement of parents encouraged their kids to learn English, especially their guidance at home. Parents' involvements made children gain their self-efficacy by motivate their children to learn instinctively at home, inspiring them as they play around. Video games, videos, music, photographs, and family outings were also ways to draw young children to English. Parents used English at home strengthen and raise the imitation and repetition of children towards English. Then, the home culture of studying English shaped the atmosphere of school learning. The children would spread the new topic enthusiastically to their peers to learn English. This study showed that parents' commitment encouraged their children to learn English, and through the ZPD process and learning, particularly their encouragement at home attained their self-efficacy.

Parents' involvement in English should be taken seriously, form their involvement, students can drew motivation and also gain self-efficacy. The role of parents should be maximized especially in public schools, which only have a minimum of time to learn English. Thus, children will study at home. This research can be a resource for further research, not just in English language studies but also

for other lessons, particularly in Indonesia, in the comparable field of parents' knowledge of English learning.

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