

Parents' Roles in English Learning Towards The Third-Grade Students Of One of Middle Schools in Banjarmasin

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Abstract

Parents have a foremost role to carry in their children's life. The learning success of children is also influenced by external factors, as with parents and teachers. The educational responsibility of the children cannot be focused entirely on the teacher, but also the parents. It is hoped that teachers and parents will be able to fully understand that children's learning is essential. At the end of the day, this understanding will lead to the improvement of students' achievement, especially in learning English. In this research, the researcher aimed to find out how are the roles of parents playing in English learning towards the third-grade students of SMP Negeri 14 Banjarmasin. The type of this research was descriptive within the quantitative approach. The data were collected from a questionnaire and used the Likert Scale. The data analyzed by using descriptive statistics. The results of this research give information that the roles of parents playing in English learning towards the third-grade students of SMP Negeri 14 Banjarmasin were the advisor, the controller, the motivator, and the facilitator. The facilitator was the most used role with the percentage of parents were 51% (64 parents), meanwhile, the less used role was the advisor with the proportion of parents were 17% (21 parents). As suggestions, parents need to maximize their awareness of their children's education and realize that their role in children's learning is exceedingly important. Additionally, teachers also need to strengthen the collaboration between teachers and parents, for instance providing information about student's achievement on a regular basis and also expected to be able to help parents about what roles they should do at home.

Keywords: Parent, Roles, English Learning

INTRODUCTION

Parents have a foremost role to carry in their children's life, considering that parents are the closest people to their children and the ones who educate them for the first time. This is in line with Ceka (2016) that parents and teachers are the two most important educators in a children's life. Parents are the primary educators before their children attend school, and they continue to have a substantial impact on their children's learning. According to Brown (2000), external factors, such as parents and teachers, have an impact on children's learning achievement. Children's educational responsibilities cannot be placed solely on the teacher, but also involve their parents. Lawton (1988) in Rahmaniar (2010) also stated that collaboration between parents and teachers is necessary. In some cases, the teacher's and parents' roles are similar but also at the same time it is different, and they can complement each other.

Based on McNeal (2014:564) stated that parent involvement refers to the actions that assist a child in fulfilling expectations of the student role. According to LaRocque et al. (2011:116), parental involvement is the investment of parents or caregivers in their children's education. Furthermore, parent involvement or for more specific parents' role has been positively related to children's educational performance. Parent involvement and their roles were seen as additional means to ensure the quality of educational services given to students. If students' parents provide less support, it may affect their willingness in learning and their motivation to getting a better score. That's why parents' role is very important in the student learning process. It is hoped that teachers and parents will be able to fully understand that children's learning is essential. At the end of the day, this understanding will lead to the improvement of student's achievement, especially in learning English.

Parents' role at home can influence their children's willingness in learning English. Parents have a responsibility to help their children in their education, and children rely on their parents' role. This is indeed an obligation and a right that must be fulfilled. Unfortunately, not all parents are aware of their children's achievement progress, control children's learning time when they are at home, or create any conducive environment at home that supports their children's English learning activity. Some parents can support their children's learning activities at school but some are not, even though the child wants it. Surely, they have their reasons why it happened.

During the break time in SMP Negeri 14 Banjarmasin, the researcher asked several students about what their parents have given to support their English learning, some of them answered that their parents had bought them a dictionary, but some of them did not get the same attention from their parents. Depending on some of the previously discussed explanations, the researcher decided to know more about how are the roles of parents playing in English learning towards the third-grade students of SMP Negeri 14 Banjarmasin.

Review of Literature

Definition of Parents' Role

Linton (1936:114) describes a role as "the dynamic aspects of a status." A status is more like a collection of rights and obligations. When anyone does their rights and obligations in accordance with their status, they are said to be playing the role. Meanwhile, according to Rusmaini (2011:98), parents are the first adult to have responsibility for their children's education. It may also refer to the biological parents, legal guardians, or primary caregivers of a student. Family members who pay the school fee and to be responsible for the child's education in school are also considered parents.

Types of Parents' Role

As stated by Slameto (2010:61), parents (father and mother) are their children's first educators. Therefore, parents must be able to assist and encourage all of their children's efforts in the learning process, as well as provide informal education to support children's growth and development. In education, parents have a number of roles: giving attention and encouragement to their children, recognizing children's learning problems and helping them with addressing their problems, as well as providing children's learning facilities. Besides, Pant (2015) also explained that there are several roles of parents: to facilitate means to make a job easier, threatener gives a threat to someone to do something, feedback provider means comments about a product or person's performance, motivator who stimulate someone towards their goals, and controller means having power over someone for something. From those statements, it can be concluded that there are several roles of parents towards language learning: guiding & advising children in learning, controlling children's learning activities, giving motivation, praise and rewards, and the last is filling children's learning facilities.

Factors Influencing Parents' Role

Wigfield et al. (2006) in Butler (2014) identified four major parental factors. First, parents, family, and neighborhood characteristics. Family income, parental education, and parental occupation are examples of factors that are commonly used as indicators of socioeconomic status (SES). Second, parents' general beliefs and behaviors. How to educate children in general such as child-rearing beliefs, efficacy beliefs, parenting styles, and knowledge of appropriate teaching. Third, parent-specific behaviors. The amount of time spent with their children, teaching methods, and career advice are all examples of specific experiences that parents provide for their children. The last is parents' child-specific beliefs. Parents' views of their children's skills, talents, and interests, as well as their expectations for their children's success.

English Language Learning

English has a significant impact on this modern-day communication. English is regarded as important to learn since it is one of the international languages used to interact and cultivate a relationship with nations all over the world, and it also plays an important role in science and technology career development. According to Depdikbud in Izzatilah (2015), as noted in the 1994 GBPP, the government considers English as the first foreign language to be taught in Indonesia schools because of its importance as a medium for transferring science and technology. Purnomo (2019) identified the following two factors that can affect the learning process: Internal factors included physiological and psychological aspects. External factors included family, school, society, and non-social aspects.

METHOD

Approach and Type of Research

The type of this research was descriptive within the quantitative approach. According to Ary, et al. (2010:39), quantitative research focuses on questions of relationship, cause and effect, or current status that researchers can answer by collecting and statistically analyzing numerical data. Subsequently, as stated by Kothari (2004:37), descriptive research is those studies that are concerned with the description of the characteristics of a particular person or community. Kothari (2004:3) further stated that the researcher does not have authority over variables in descriptive research, the researcher can only describe what has happened or what is happening. To briefly summarize, the research design used in this study was descriptive quantitative research, which is to describe parents' roles in English learning towards the third-grade students of SMP Negeri 14 Banjarmasin in accordance with what happened at the time the research was conducted.

Subject of the Research

In this research, parents of the third-grade students of SMP Negeri 14 Banjarmasin were involved. There were 127 parents in total.

Instrument

Questionnaire

The researcher used two types of questions in this research: closed-ended questions and open-ended questions. There are twenty-five closed-ended multiple-choice questions, and thirteen open-ended questions related to the topic, parents' role in English learning.

Data Collection

To start collecting data, the questionnaire was distributed to parents through the students. The researcher then retrieved the questionnaires from the students again four days later. In this research, the researcher used a Likert Scale with five options: always, often, sometimes, rarely, and never to measure parents' role in English learning.

Data Analysis

These are the stages of the processing for data analysis after the data from the questionnaire had been accumulated:

- a. The researcher double-checks the collected data to ensure that all data from respondents have been collected on a complete basis.
- b. The researcher assigned a score to each respondent's questionnaire response based on the table of option scores, and the scores were totaled. Finally, the researcher had each respondent's total score.
- c. The researcher classified the data into three categories: low, moderate, and high. In order to define the categorization of the score, the researcher calculated the hypothetic mean and the hypothetic standard deviation.
- d. The researcher tabulated the data to summarize the data being collected.

FINDINGS

Parents' Roles

To find out about how are the roles of parents playing in English learning towards the third-grade students, this research were described the result of questionnaire based on the four indicators: guiding & advising children in learning, controlling children's learning activities, giving motivation, praise and rewards, and the last is filling children's learning facilities.

Parents' Role in Guiding & Advising Children in Learning

Question number 1 to 7 in the close-ended questionnaire contain of the questions that related to the indicator of guiding & advising children in learning.

Table 1. Parents' Role in Guiding & Advising Children in Learning

Category	Formula	Frequency	Percentage (%)
Low	$X < M - 1SD$ $X < 21 - 4,6$ $X < 16,4$	56	44%
Moderate	$M - 1SD \leq X < M + 1SD$ $21 - 4,6 \leq X < 21 + 4,6$ $16,4 \leq X < 25,6$	50	39%
High	$M + 1SD \leq X$ $21 + 4,6 \leq X$ $25,6 \leq X$	21	17%
Total		127	100%

It shows that parents' role in guiding & advising children in learning di SMP Negeri 14 Banjarmasin is low. Based on parents' answers in the open-ended questionnaire, some parents never assisting children while doing homework because parents do not know about English lessons so they also do not understand and parents did not give time for their children because they are busy with their business. More complete parents' answers in the open-ended questionnaire can be seen in the following table:

Table 1.2 Parents' Roles in Guiding and Advising Children in Learning English in the Open-Ended Questionnaire

Guider & Advisor	Action	Total Parents
1. Assisting children while doing homework.	Parents help to translate an English word or English sentences through the dictionary and Google Translate.	20
	Parents give their suggestions based on the sources they get from books and the internet.	9
	Parents help to understand the difficult question and discuss it with their children.	5
	Parents only answer that they are assisting children while doing homework without giving further information.	16
	Parents never assisting children while doing homework because parents do not know about English lessons so they also do not understand.	18
	Parents never assisting children while doing homework because their children prefer to do it by themselves.	3
	Parents ask for help from their relatives or children's older siblings who are more understand about English to assist their children while doing homework.	2
	Parents only answer that they are not assisting children while doing homework without giving further information.	11
	Not answering at all (blank)	43
	Total	127
2. Appointment of home teacher	Parents appoint an English tutor to home or put their children into an English course because English is very important to help children to	20

	<p>understand English, improve their scores in school, and relearn English lessons more deeply.</p> <p>Parents only answer that they appoint an English tutor to home or put their children into an English course without giving further information.</p>	9
	<p>Parents did not appoint an English tutor to home or put their children into an English course. Parents said that actually, it is really important because it can support children’s achievement, practice English communication skills, and so that they can be fluent in English. But children still can learn English through Internet, learning accompanied by parents or their older sibling who are more knowledgeable about English.</p> <p>Parents did not appoint an English tutor to home or put their children into an English course because parents are unable to pay the fee.</p> <p>Parents did not appoint an English tutor to home or put their children into an English course because it does not really important and it does not have much effect.</p> <p>Parents did not appoint an English tutor to home or put their children into an English course because their children do not want to and do not like the English lessons.</p> <p>Parents only answer that they did not appoint an English tutor to home or put their children into an English course without giving further information.</p>	19 4 3 2
	Not answering at all (blank)	38
	Total	127
3. Time for children	At 16.00-17.00	3
	At 19.00-20.00	22

	At 19.00-21.00	1
	At 19.30-21.30	7
	At 20.00-20.30	3
	At 20.00-22.00	9
	Parents only answer that they give time for their children to study but without giving further information.	15
	Parents did not give time for their children because they are busy with their business.	11
	Parents did not give time for their children to study because their children prefer to study by themselves and they do not like to be disturbed while studying.	2
	Parents only answer that they do not give time for their children to study but without giving further information.	11
	Not answering at all (blank)	58
	Total	127
4. Knowing children's progress and difficulties	Parents knowing children's progress and difficulties by telling their children to be more diligent in studying and memorized English vocabulary through the dictionary.	16
	Parents knowing children's progress and difficulties by asking children to look for the difficult answer in books, dictionaries, and the internet. Besides, parents also tell children to take English courses or ask their older siblings who understand English to teach them.	6
	Parents knowing children's progress and difficulties by teaching children directly, providing solutions and advice about their children's problems. Other than that, if there are difficult questions,	

	parents can help by understanding the questions together with their children and helping them to interpret the difficult words through Google Translate.	31
	Parents only answer that they knowing children's progress and difficulties but without giving further information.	17
	Parents are not knowing children's progress and difficulties because their children resolve their problems.	6
	Parents only answer that they are not knowing children's progress and difficulties but without giving further information.	4
	Not answering at all (blank)	47
	Total	127

Parents' Role in Controlling Children's Learning Activities

Question number 8 to number 13 consisted of the close-ended questions that related to the indicator of controlling children's learning activities.

Table 2. Parents' Role in Controlling Children's Learning Activities

Category	Formula	Frequency	Percentage (%)
Low	$X < M - 1SD$ $X < 18 - 4$ $X < 14$	10	8%
Moderate	$M - 1SD \leq X < M + 1SD$ $18 - 4 \leq X < 18 + 4$ $14 \leq X < 22$	74	58%
High	$M + 1SD \leq X$ $14 + 4 \leq X$ $22 \leq X$	43	34%

Total		127	100%
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It can be seen that parents have a moderate role in parents' role in controlling children's learning activities. That means that parents at SMP Negeri 14 Banjarmasin carry out their role in controlling children's learning activities very well. Based on the open-ended questionnaire, parents answered that they ask their children about what activities children do throughout the day, ask what things are needed, and pay attention to their activities at home or outside the home. Parents also ask the teacher about their children's achievement in school, children's behavior, children's score, and what are the things needed to support their achievement. Usually, parents ask the teacher about that on the school report card distribution day. More complete parents' answers in the open-ended questionnaire can be seen in the following table:

Table 2.1 Parents' Role in Controlling Children's Learning Activities in the Open-Ended Questionnaire

Controller	Action	Total Parents
5. Caring area	Parents remind the time limit between children's playtime and study time. If their children spend too much time playing or using their phone too often, then parents will warn them.	20
	Parents maintain their children's eating patterns and meet their nutritional intake. Besides that, parents also tell their children not to buy food/snack carelessly at a random place.	7
	Parents ask their children about what activities children do throughout the day, ask what things are needed, and pay attention to their activities at home or outside the home.	39
	Parents only answer that they are caring to their children but without giving further information.	5
	Not answering at all (blank)	56
	Total	127
6. Making children follow routine	Parents write a schedule of activities in a place that can be read by their children.	2
	Parents supervise children's activities regularly.	20
	Parents determine the study time, sleep time, and playtime. Parents give those rules patiently so that children want to follow them.	7
	Parents make agreements with children so that children can obey them. If the child is negligent, they will be given a punishment, for example, their handphone will be confiscated by parents.	6
	Parents only answer that they are making children follow the routine but without giving further information.	28
	Parents never do to make their children follow the routine, they let them be independent.	10
	Parents only answer that they are not making children follow the routine but without giving further information.	12

	Not answering at all (blank)	42
	Total	127
7. Collaborating with teacher	Parents ask the teacher about their children's achievement in school, children's behavior, children's score, and what are the things needed to support their achievement. Usually, parents ask the teacher about that on the school report card distribution day.	35
	Parents ask about their children's achievement and behavior by meeting the homeroom teacher if there is free time.	1
	Parents only answer that they are collaborating with teacher but without giving further information.	8
	Parents are not collaborating with teacher because they do not have the teacher's phone number to call or contact.	1
	Parents are not collaborating with teacher because there is nothing to ask.	2
	Parents only answer that they are not collaborating with teacher but without giving further information.	37
	Not answering at all (blank)	43
	Total	127
8. Identifying behavior problem	Parents pay attention to children's gestures, what things they do at home, how they behave, the way they talk, and the mood shown by their children.	48
	Parents persuade their children to be open to parents, intense communication, eat together when breakfast, lunch, and dinner.	4
	Parents advise to their children not to do despicable things.	2
	Parents ask their children about things that happen at school and also ask the questions through their children's friends.	5
	Parents only answer that they are identifying behavior problem of their children but without giving further information.	16
	Parents only answer that they are not identifying the behavior problem of their children but without giving further information.	13
	Not answering at all (blank)	39
	Total	127

Parents' Role in Giving Motivation, Praise, and Rewards

Question number 14 to number 19 in the questionnaire were distributed to the parents contain of the questions that related to the indicator of giving motivation, praise, and rewards aspect.

Table 3. Parents' Role in Giving Motivation, Praise, and Rewards

Category	Formula	Frequency	Percentage (%)
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Low	$X < M - 1SD$ $X < 18 - 4$ $X < 14$	25	20%
Moderate	$M - 1SD \leq X < M + 1SD$ $18 - 4 \leq X < 18 + 4$ $14 \leq X < 22$	74	58%
High	$M + 1SD \leq X$ $14 + 4 \leq X$ $22 \leq X$	28	22%
Total		127	100%

It shows that parents' role in giving motivations, praise, and rewards in SMP Negeri 14 Banjarmasin is moderate. Most of them realize the importance of motivating children and give some gifts to their children as a form of parents' support to keep them motivated to continue to learn and maintain the achievements that they have achieved, especially in learning English. More complete parents' answers in the open-ended questionnaire can be seen in the following table:

Table 3.1 Parents' Role in Giving Motivation, Praise, and Rewards in Open-Ended Questionnaire

Motivator	Action	Total Parents
9. Feedback from parents	Parents give a compliment (words of praise) to their children for their achievement and remind the children to always be grateful. Example: <i>Alhamdulillah, tingkatkan lagi prestasimu nak, good job, pintar anak mama, etc.</i>	74
	Parents only answer that they are not giving any feedback to their children but without giving further information.	13
	Not answering at all (blank)	40
	Total	127
10. Appreciating children by giving prize	Parents give food or snacks.	5
	Parents give the things as requested by their children such as shoes, laptop, hijab, and go to places requested by them such as the bookstore.	16
	School equipment.	31
	Parents do not give any prize to their children except praise and prayers.	8
	Parents say that their children do not want to bother their parents.	2
	Parents only answer that they did not give any prize to their children but without giving further information.	23

	Not answering at all (blank)	42
	Total	127
11. Enhancing child's language learning	Parents enhance their children's language learning because parents say that English is an international language. Mastering English is very important and beneficial for the child's future especially for communication and getting a job. In addition, parents also hope that children can expand their knowledge and become familiar with languages other than the Indonesian language.	62
	Parents enhance their children's language learning through English courses because parents say that English lessons in school are less than optimal because the teacher's focus is lacking for each student in the classroom. So, it makes parents very supportive if their children want to take an English course to accelerate children's understanding and improve their achievement.	8
	Parents are not enhancing a child's language learning because parents are busy, so parents cannot take their children to go to an English course. Besides that, parents also feel that it is not very important.	2
	Parents are not enhancing child's language learning because parents do not have enough money to ask an English private teacher to come home or to put their children in an English course.	3
	Parents are not enhancing child's language learning because their children are not interested in taking English courses and children also do not like the lessons.	7
	Parents only answer that they are not enhancing child's language learning but without giving further information.	5
	Not answering at all (blank)	45
	Total	127

Parents' Role in Filling Children's Learning Facilities

Question number 20 to number 25 contained the questions that related to the indicator of filling children's learning facilities. In detail, the questions are about supporting materials for children's learning.

Table 4. Parents' Role in Filling Children's Learning Facilities

Category	Formula	Frequency	Percentage (%)
Low	$X < M - 1SD$ $X < 18 - 4$ $X < 14$	22	17%
Moderate	$M - 1SD \leq X < M + 1SD$ $18 - 4 \leq X < 18 + 4$ $14 \leq X < 22$	41	32%

High	$M + 1SD \leq X$ $14 + 4 \leq X$ $22 \leq X$	64	51%
Total		127	100%

It can be seen from the table 4. above, parents' role in filling children's learning facilities is high. Most parents in SMP Negeri 14 Banjarmasin play this role very well. They realize that it is important to facilitate children learning. From the open-ended questionnaire, the researcher had collected some answers from parents that they provide an English exercise book, English textbook, dictionary, English private teacher, and educational videos in English language for their children to practice and learning English. More complete parents' answers in the open-ended questionnaire can be seen in the following table:

Table 4.1 Parents' Role in Filling Children's Learning Facilities in Open-Ended Questionnaire Ended Questionnaire

Facilitator	Action	Total Parents
12. Supporting materials for children's learning (supporting materials for English learning)	Parents provide an English exercise book, English textbook, and dictionary.	44
	Parents provide English private teacher or take them to English courses.	8
	Parents provide educational movies/videos in English language to practice their listening and speaking skills.	4
	Parents do not provide any supporting materials for their children learning because they are underprivileged family.	1
	Parents only answer that they do not provide any supporting materials for their children's learning but without giving further information.	19
	Not answering at all (blank)	51
	Total	127
13. Supporting materials for children's learning (facilities for children's learning)	School equipment, books, and stationery.	6
	Internet (WIFI), laptop, handphone, and paid online learning application.	25
	Bicycle.	2
	Study room, desk, and study lamp.	7
	Parents only answer that they provide the facility for their children to study but without giving further information.	40
	Parents only answer that they do not provide the facility for their children to study but without giving further information.	13
	Not answering at all (blank)	34
	Total	127

CONCLUSIONS

The results of this research give information that the roles of parents playing in English learning towards the third-grade students of SMP Negeri 14 Banjarmasin were the advisor, the controller, the motivator, and the facilitator. The facilitator was the most used role with the percentage of parents were 51% (64 parents). Parents realized that it is necessary to facilitate children learning so that students do not get obstacles in learning. Meanwhile, the less used role was the advisor with the proportion of parents were 17% (21 parents). Parents who do not understand English are unable to provide much guidance and advice to their children. Some parents also do not have enough time to accompany their children because they are busy with their business and their economic situation forces them to prioritize work. However, those reasons are still a form of concern and responsibility for their children; they work hard to meet the needs of their families, especially their children.

SUGGESTIONS

For the parents

Parents are already very concerned about their children's education. It would be greater if parents take a more active role in their children's education because their role in children's learning is exceedingly important, especially for English language learning which is very much needed nowadays. Parents are expected to be more updated on science and technology in this modern era and be able to maximize the technology properly, so they can supervise children and also facilitate the children as well as possible.

For the teachers

Teachers also need to strengthen the collaboration between teachers and parents, for instance providing information about student's achievement on a regular basis and also expected to be able to help parents about what roles they should do at home.

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