

THE PARENTS' ROLE IN MOTIVATING STUDENTS TO LEARN ENGLISH AS A FOREIGN LANGUAGE AT SCHOOL IN COASTAL AREA IN INDONESIA

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Received: October 31, 2022 Revised: January 15, 2023 Accepted: February 12, 2022

ABSTRACT

In achieving successful learning in education, parents can be a big trigger that can influence it. Whereas in the coastal area, Parents' involvement in learning language has only been investigated by a few former researchers. At the same time, Sorong, as a coastal area that has been a transit area for International tourism to Raja Ampat, learning the English Language becomes essential. For this reason, the recent research aimed to describe the role of parents in motivating students to learn the Language at a school in Sorong, a coastal area. The questionnaire was used to collect the data in a quantitative research design. The data has shown that the parent's role in motivating students to learn English is enough Category with 59.62 scales based on the questionnaire answers of 24 Parents in Junior high school 1 of Sorong. Among the three parents' prominent roles, the motivator was the most involved by parents in 66 scales in the Good Category. The second is as an educator, with 58 scales in Enough Category, and the last is as a facilitator, with 54.6 in Enough Category. Recent research revealed that the parent's role as a motivator, facilitators, and educators in motivating their children to learn English in the Coastal area still needs to be improved because it is only at enough Category.

Keywords: Parents' Role; Motivating; Learn English.

INTRODUCTION

Education is one of the essential things parents have prioritized worldwide. The family is the first place of growth and development of children's education. The family also determines its role as the first or central environmental institution where children interact and where an educational process begins. Hence parents should act in a particular role for their children to succeed in their education. The way parents use their role is closely related to their views on tasks that must be done in caring for children; even the more significant the parents' role to the children, the bigger the students' motivation and discipline would be (Mardiani, 2021). Every role played by parents will affect their children's activities. So, parents will be able to affect the children. One of the best effects that can be transferred is the motivation to do a better act.

Parents play a significant role in guiding and assisting children daily (Beatus et al., 2020)—the obligation of parents to create a conducive environment that can provoke the child's potential and confidence. The parents should also always understand the stages of child development and the need to develop intelligence potential from each stage. The family environment is also said to be the immediate environment because most of the child's life takes place in the family. Hence, the education most received by children is in the family. Parents create a comfortable atmosphere at home so that children are expected to learn better. However, in reality, the role of the family begins to weaken because of socio-political changes and cultural roles that occur. So, this situation significantly contributes to children's freedom from their parents. Parents' obligations turn to people involved in certain professions or jobs that burden them. Furthermore, some parents are too busy with their work, so they forget and ignore their role in children's education because they tend to assume that the task of education is entirely left to the teacher at school. In this modern era, parents should improve their role to bring their children a promising future.

Sorong, a coastal area of West Papua, has been a transit area for international tourists who want to go to the international tourism spot in Raja Ampat. This condition pushes the people in it to learn a foreign language. One of them is the English Language. As stated before, Parents have a role in motivating their children to learn the Language to prepare for their future life in Sorong, a coastal area in Indonesia.

Many researchers have investigated the teacher's role in formal or informal education (Alfiansyah, 2019; Beatus et al., 2020; Mardiani, 2021; Nofrizal et al., 2020; Rosyidah & Sari, 2020). Those researchers investigated the parents' involvement related to their children's motivation at school. Meanwhile, only a few researchers were conducted to describe the parents' role in motivating their children to learn the English Language (Choi et al., 2019) and (Gonzalez, 2018). A study describing the influence of parents in motivating children to learn English as a foreign language at a school in a coastal area has yet to be identified among prior

researchers. Hence, recent research must be conducted to find out the role of parents in the coastal area in motivating their children to learn English at school.

METHOD

The recent research employed quantitative research with descriptive analysis. The parents of 24 students in Junior High School 1 Sorong, West Papua, Indonesia, become the research respondents. The Questionnaires were used to collect data on the parents' roles in motivating students to learn English; as a motivator, educator and Facilitator (Stainback et al., 1999). It consists of 15 statements. Eight statements were positive, and the rest were harmful. The questionnaire was constructed using the Indonesian Language to give a better understanding. The validity and reliability of the instrument were calculated before using it. The questionnaires were distributed at school or the parent's homes. The data were analyzed using the Likert scale with four answer options; never, sometimes, usually and always. The Category to conclude the results were four interval categories: Very good, good, enough and Bad.

RESULTS AND DISCUSSION

A. RESULT OF VALIDITY TEST

The validity test of the instruments was calculated using SPSS. The result shown in Table 1 is $r_{table} < r_{count}$. It means that the instrument was valid.

Table 1 The Validity Test Result

Item	r_{count}	r_{table}	Information
P1	0,596	0,284	Valid
P2	0,799	0,284	Valid
P3	0,467	0,284	Valid
P4	0,835	0,284	Valid
P5	0,720	0,284	Valid
P6	0,580	0,284	Valid
P7	0,813	0,284	Valid
P8	0,450	0,284	Valid
P9	0,442	0,284	Valid
P10	0,671	0,284	Valid

B. RESULT OF RELIABILITY TEST

The reliability of the instruments used the Cronbach Alpha value limit of 0.6. If the reliability is less than 0.6, it is unacceptable, while 0.7 is acceptable and above 0.8 is good. The reliability test revealed that all items have a Cronbach Alpha value > 0.6 . So, it was concluded that all the concepts of measuring variables from a questionnaire were reliable. It means that the item on each variable was worthy of being used as a measuring instrument.

C. DESCRIPTIVE ANALYSIS

The data gathered from the answer to the questionnaire showed the average results of the parents' role provided in Enough Category. It means that the parent's role still needs to be improved in motivating students to learn English as A Foreign Language at a coastal school in Sorong. The scale was 59.62 in enough Categories. At the same time, the parent's role in motivating the children to learn English will bring a good influence. It was also found by Khudriyah, (2021) that motivation from parents influences their Children to learn English. It means that Parents still need more awareness of providing a better engagement in encouraging their children to learn English. Whereas in Coastal areas where international tourists always come, learning English as an international language becomes a solid language to be prepared to face international guests. It is also shown by a researcher in their study that parents' role influences the English learning outcome of children (Gonzalez, 2018).

There were three roles described in the questionnaires. The roles are as educators, facilitators, and motivators to their children in learning English. The data shows that most parents are Good in motivational roles and enough in educator and facilitator roles.

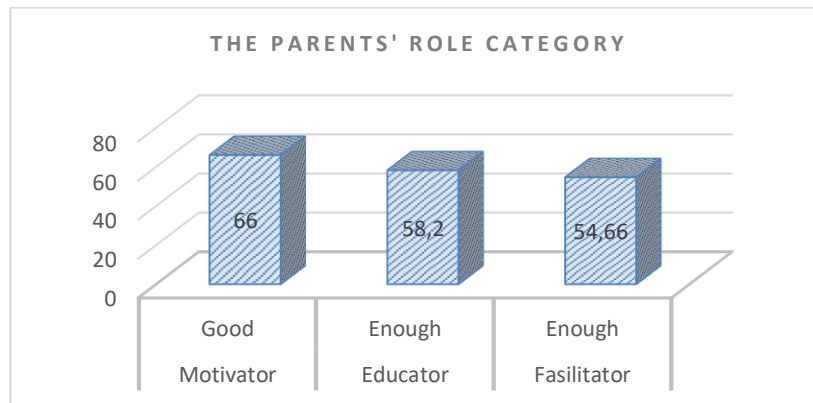


Figure 1 The Parent's Role Category

The detailed scale for every role involved in the questionnaire can be seen in Table 2, Table 3 and Table 4. The first table elaborated on the questionnaire result based on the role of parents as a motivator.

Table 2 The Role of Parents as Motivators

NO	Item	The Role of Parents as Motivators				Scale	Category
		N	S	U	A		
1	My child always does his work without waiting for help from others.	-	8	45	20	73	Good
2	When my child does not understand the material given by his teacher, I am always ready to accompany him and give understanding to him.	-	2	45	32	79	Very Good
3	I never accompanied my child when he was studying at home	8	30	24	0	62	Good
4	If the payment of my child's school administration is too much, I always give out to existing teachers	4	26	18	2	50	Enough
Scale						66	Good

Based on the data above, the parent's role as a motivator is in a good category (66 scales). One of the items that were in a very good category (79 scales) was the statement related to the role of the parents to give more understanding and

accompany their children when needed. Then children's independence when doing work was categorized as good with 73 scales. It was as same as the parent's role in accompanying their children when studying at home, with 62 scales in the good Category. At the same time, the statement about the payment given to the existing teachers was in enough Category with 50 scales. Based on the data, it can be seen that even most parents still do not always accompany their children when doing work or studying at home, but they still have attention to give an understanding when it is needed. Even they were ready to company them. Whereas as a foreign language, Learning English should be prepared more effort than learning a second or first Language. The assistance from parents can be a motivation to learn it.

Based on the questionnaire result, the parents in the school of the coastal area still need more understanding of the importance of parents' role to motivate their children to learn English. Parents should not only accompany their children when their children did not understand the lesson but accompanying them when learning can also bring a significant impact and excel the students' education (Nofrizal et al., 2020). It has been proved by previous studies that parents' involvement when children learning affects children's achievement (Alfiansyah, 2019; Bonjoc et al., 2019; Klaver et al., 2022; Rosyidah & Sari, 2020; Siti et al., 2022). They also found that the role of parents in increasing the motivation of children's learning is as follows: always pay attention and provide support to children, establish good learning habits, and teach children how to learn well.

Table 3 The Role of Parents as Educators

NO.	Item	The Role of Parents as Educators				Scale	Category
		N	S	U	A		
1	I always make a daily schedule for my child to manage their study time at home	1	38	12	0	51	Enough
2	I always teach my child self-confidence when he is working on English assignments and other subject assignments	1	22	9	36	68	Good

3	When my child is studying, I am always beside him	0	12	21	44	77	Good
4	I never accompanied my child when he was working on his English homework	0	9	32	5	46	Enough
5	I never gave a punishment to my child even though he got a bad score	4	18	20	7	49	Enough
Scale						52.82	Enough

Table 3 provides data about the parent's role as an educator for their children in learning English as a foreign language in a coastal area. In this role, Parents still try to act maximally as educators for their children. It showed by the scale calculated it was only in enough Category where no item is in a very good category. Among the five statements related to the parent's role as an educator, only two statements were categorized as good. They were always beside their children when they were studying and provided confidence when children were working on an assignment. The rest were in enough Categories. They were managing children's time by making a daily schedule, never giving a punishment, and never accompanying their children when working on an English assignment. The result stated that parents still need to provide more attention to their children's learning, especially in learning English. Parents also needed to understand their children's lessons so they could accompany them to understand the lesson better. The parents should not only be next to them without acting role as an educator. Because the involvement of the parents in the children's learning process can be a crucial point in developing children's proficiency, the parents act as a friend to the children and as educators (Klaver et al., 2022).

The third is the parent's role as a facilitator. The data in Table 4 provided that the role of the Facilitator becomes the role that still needs more involvement in motivating their children to learn English as A Foreign Language. The data displays that never giving a good understanding of English classified in the wrong Category

(29 scales). It means that most parents still do not know the importance of understanding minimally basic English so the parents can be a facilitator for their children when learning the Language. At the same time, the role of parents as a facilitator for their children can create new insight into learning a lesson, especially in learning English. It has been revealed that the parents' facilitator role can encourage students' interest in learning English (Ambarwati, 2018; Choi et al., 2019; Lestari, 2020). So, accompanying children when working on their school subject assignment, even if they understand the lesson, can be an excellent effort to encourage their interest in learning a particular lesson.

The data showed that the rest of the statements were in a good category. Start by supporting children to have outside activities, providing books, and not being angry when skipping the class until trying to join the children in an English course to learn the Language. The result stated that most of the parents in the coastal area had tried to facilitate their children, and some other supporters that they believe can help their children learn a subject, especially in learning English. At the same time, the parents can be direct supporters when they can be their children's role models and trusted partners because I can help the children assess their performance and the capabilities they have (Haditama et al., 2018). Instead of being a motivator and educators, parents also can be a facilitator as instrumental support for children by preparing facilities to support their learning process (Alfiansyah, 2019; Haditama et al., 2018; Stussi et al., 2019).

Table 4 The Role of Parents as Facilitators

NO.	Item	The Role of Parents as Facilitators				Scale	Category
		N	S	U	A		
1	I always try to make my child take English courses and other courses	3	20	15	24	62	Good
2	When my child learns English, I always provide enough books to support his English learning needs	1	14	33	20	68	Good
3	When there are activities outside of school, I always	1	10	42	16	69	Good

	support my child to take part in these activities regardless of the costs						
4	I didn't get angry when my child skipped subjects in class	4	51	10	1	66	Good
5	I never gave a good understanding of English to my child	4	0	3	22	29	Bad
Scale						54.6	Enough

The data gathered from the questionnaires showed that the parents in the coastal area, especially at junior high school 1 Sorong, still need more understanding of their role in motivating their children to learn at school, especially in learning the English Language. Parents should improve their role in educating, motivating and facilitating their children in learning a lesson. Because the act of the parent's role can be a crucial case that can improve children's interest, performance, and potential even, it can encourage the children's confidence to try to understand a difficult lesson. The parents' role can significantly trigger the children's behaviour (Biber et al., 2019).

The Parents' role in motivating their children to learn English as A Foreign Language at Scool in the coastal area still needs improvement. The result only provides us with a suitable category for the role of a motivator, while the other two roles are only revealed in enough Categories. The finding implies that parents still need more understanding about their essential role in improving their children's achievement and quality, especially in learning English as A Foreign Language.

CONCLUSION

The Parents' role in motivating their children to learn English as A Foreign Language at Scool in the coastal area still needs improvement. The result only provides us with a good category for the motivator role, while the other two roles are only revealed in enough Categories. The finding implies that parents still need more understanding about their important role in improving their children's achievement and quality, especially in learning English as A Foreign Language.

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How to Cite (APA style):

Tahang, H., Paparang, S., Yuliana., Saiya, E., I., Nurwahida., Wahab, I (2023, May). The Parents' Role In Motivating Students to Learn English As A Foreign Language at School In Coastal Area In Indonesia. *Exposure: Jurnal Pendidikan Bahasa Inggris*, 12(1), 12-22. <https://journal.unismuh.ac.id/index.php/exposure/article/view/9213>