Chapter One

Introduction

This first chapter consists of the background of the research, the identification of the problems, and the delimitation of the problem. The research questions and purposes of the research follow it. The significance and the organization of the research end this chapter.

Background of the Research

Family is the primary social environment in supporting elementary school students. The process of child development is influenced by the social environment, the family, and the institution for which partnerships in education have become increasingly important in recent times (Kalaycı & Öz, 2018). As parents are their children's first role models, young children can learn basic skills with their help and become healthy adults. Parents are responsible for making their children understand that English is important to them (Kheryadi et al., 2021).

One of the necessary actions in supporting students in learning English is parental involvement. Jeynes stated that parental involvement plays a significant role in student education, with numerous benefits for students (as cited in Jafarov, 2015). Parental involvement is a supportive factor in the learning and achievement of their children's English learning (Hosseinpour et al., 2015). Parents' role in assisting learning continues even when the students start school (Kalaycı & Öz, 2018).

There are several studies on parental involvement. Hosseinpour et al. (2015) stated that parental involvement level correlates highly with students' achievement. Jeynes stated that parental involvement positively impacted academic achievement (as cited in Wilder, 2014). Parental involvement has positively impacted elementary students' academic achievement and English literacy. The more parents are involved, the better for children's achievement in learning a language.

To see the parents' support for learning more profound, the researcher did a preliminary interview with the English teacher and the parents. The interview result revealed that high English proficiency students are well supported from home to use English. Several students actively communicated using English and managed to win English competitions. Learning only 75 minutes at school made parents still play a role in supporting students in speaking English. High English proficiency students were well supported from home to use English.

The parents had high involvement in student achievement in learning English. Parents at this school carry out parental involvement such as getting used to learning English at home, providing supportive learning facilities, forming literacy, collaborating with schools, enrolling children for tutoring, taking time for children, and implementing good parenting at home. These parents' deeds are related to Hosseinpour et al. (2015) that there are highly positive correlations between their involvement, attitude, educational background, income level, and their children's English achievement.

However, some problems still need to be solved for other parents to play a role so their children can have high English Proficiency. Parents need more awareness of their central and significant role in the development and achievement of students' education (Hosseinpour et al., 2015). The problems make the parents hard to involve in English learning.

First, the socio-economic situation and academic background do not support students' English learning facilities. Low socio-economic status students need more learning facilities at home (Chotimah et al., 2017). Higher levels of parents' income are effective in students' language attainment and vice versa (Hosseinpour et al., 2015). The economy of parents affects the provision of facilities that encourage English.

Second, busy parents who do not cooperate with schools can give less attention to their children learning English. Busy parents need more time to be interested in their children's education (Kheryadi et al., 2021). Busy parents can make it difficult for children to supervise English learning.

Third, students must be supported in a positive atmosphere to learn English at home. Parents can also make positive recommendations by offering more support and treatment in students' academic life (Kheryadi et al., 2021). Parents can create positive vibes by doing more treatment and assistance for their student's academics.

Many parents need help supporting their elementary school students in learning English. EFL people seek steps to improve their English skills but need clarification

about how and where to start (Akbari, 2015). For this reason, this research needs to find the strategies and difficulties of parents of students with high English proficiency. Therefore, the researcher conducted a study entitled "Parental Involvement of Elementary School Students with High English Proficiency."

Identification of the Problem

Researchers found problems in the phenomenon of many low English Proficiency students and passive in using English. The problem is about unsupportive parents and the limited time for English courses. Those made students not supported to achieve High English Proficiency.

First, unsupportive parents are hard to involve in students' English learning. Parents are less providing literacy support at home and English language learning facilities outside of school because of their socio-economic background. Parents are also busy accompanying children to learn English. Parents need to provide a comfortable learning atmosphere at home and support for students in learning English.

Second, the curriculum needed to support English courses as the main courses. The English course is only 75 minutes/per week. On the other hand, the curriculum used is more dominant with structured and formal language and reading and writing assessments. The time given to the curriculum could have been more. Less time for students to study English makes students lack time to learn English. On

the other hand, parents must provide extra time at home to assist them in learning English at home and outside the curriculum, which can teach English as a language for daily interaction.

Delimitations of the Problems

From the problems mentioned in the statement of problems, this research only focused on exploring the parental involvement of Elementary School Students with High English Proficiency. The research focused on observing the types and the challenges of parental involvement.

Research Questions

1. What types of parental involvement supports Elementary School Students with High English Proficiency?
2. What are the challenges faced by parents to get involved with Elementary School Students with High English Proficiency?

Purpose of the Research

The purposes of conducting this research are

1. To explore the types of parental involvement that supports Elementary School Students with High English Proficiency.

2. To explore parents' challenges in getting involved with Elementary School Students with High English Proficiency.

Significance of the Research

The researcher hopes this research can benefit parents, institutions, and the next researcher.

For parents

Upon completing this study, it is beneficial for the parents to implement parental involvement and support their children's achievement in English.

For the teacher

This research benefits the teacher to use this information and create an collaboration with parents to support children's achievement in English.

For the next researcher

This research is beneficial for the next researcher to use this research can as a reference.

Organization of the Chapter

This research consists of five chapters. Chapter One discusses the background of the research, the statement of the problem, the limitations of the problem, the research questions, the purpose of the research, and the research outline. Chapter Two is the literature review. The literature review discusses student achievement, parental involvement, and challenges in learning English. Chapter Three is the research design from the research, research setting, participants, data collection method, and data collection procedure. Chapter Four discusses the findings and the discussion of the

research. Chapter Five presents the conclusion and the recommendations of the

research.