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The Relationship between Parental Involvement and Students' English Ability in Elementary School 003 Batang Peranap

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Abstract

This study aimed to determine the relationship between parental involvement and students' English ability at SDN 003 Batang Peranap. This research employed a quantitative approach with a correlational design. The sample consisted of 38 students, including 22 third-grade students and 16 fourth-grade students, selected through simple random sampling. Data were collected using a questionnaire to measure parental involvement and a multiple-choice test to assess students' English ability. The questionnaire focused on several aspects of parental involvement, such as learning supervision, motivation, communication, and assistance in children's learning activities at home, while the English test measured students' basic English skills, including vocabulary, reading, and simple language understanding. The data were analyzed using Pearson Product Moment correlation through SPSS version 21. The findings revealed that there was a significant positive relationship between parental involvement and students' English ability, with correlation coefficients of 0.630 for grade III and 0.529 for grade IV, both with significance values below 0.05. These results indicate that students who received higher parental support tended to achieve better English performance. Furthermore, the findings showed that parental involvement helped students become more motivated, confident, and active in learning English. Therefore, cooperation between parents and teachers is important to create a supportive learning environment and improve students' English learning outcomes effectively.
Keywords: parental involvement; English ability; elementary school students

INTRODUCTION

English plays an important role in education and communication in the modern era. As an international language, English is widely used in various fields such as science, technology, business, and global interaction. In Indonesia, English is taught from elementary school to higher education because it is considered an essential skill for students to compete in the era of globalization. At the elementary school level, English learning helps students develop basic language skills such as reading, writing, listening, and speaking. Early exposure to English is important because young learners tend to absorb language more easily and develop better pronunciation and vocabulary mastery. Therefore, English learning at the elementary school level becomes an important foundation for students' future academic development (Mauliska et al., 2024).

However, students' English ability is influenced not only by classroom instruction but also by support from the home environment. Learning English requires continuous practice and reinforcement outside the classroom. Students who only rely on school learning opportunities may face difficulties in mastering vocabulary, pronunciation, and language use. Therefore, support from

parents and family members is considered one of the important external factors that can influence students' success in learning English. A supportive home environment can help students build confidence, maintain motivation, and practice English more consistently (Ahmad et al., 2020)

One of the most influential external factors is parental involvement. Parental involvement refers to parents' active participation in supporting children's learning activities both at home and at school. According to (Henderson et al., 2002), parental involvement includes providing emotional support, supervising learning, helping with homework, and communicating with teachers. Parents who actively participate in their children's education can create a positive learning atmosphere and encourage children to become more responsible for their learning. Students who receive strong support from parents tend to have higher motivation, better discipline, and stronger academic achievement compared to students who receive less support at home (Kostikova et al., 2019).

In the context of English learning, parental involvement is particularly important because children need continuous practice and encouragement outside the classroom. Parents can support children by helping them practice vocabulary, reading English materials, watching educational videos, and motivating them to use English in daily activities. In addition, parental encouragement can increase students' confidence and reduce anxiety in learning a foreign language. However, many parents still face difficulties in assisting their children due to limited time, low English proficiency, and lack of confidence in teaching English at home. As a result, some students do not receive sufficient learning support outside the classroom, which may affect their English achievement (Aeni et al., 2023).

Several previous studies have shown that parental involvement contributes positively to students' academic achievement. Students whose parents actively monitor and support their learning activities generally demonstrate better academic performance and stronger learning motivation. Nevertheless, studies specifically discussing the relationship between parental involvement and English ability at the elementary school level are still limited. Most previous studies focus on general academic achievement rather than language learning skills. Therefore, further investigation is needed to explore how parental involvement relates specifically to students' English ability in elementary schools (Sumanti et al., 2021).

Based on preliminary observation conducted at SDN 003 Batang Peranap, students showed low interest and difficulties in learning English. Some students had limited vocabulary mastery and experienced problems in understanding English materials. Teachers also reported that parental support at home was still limited, especially in assisting students with English practice and homework. This condition indicates that students may not receive sufficient support to develop their English skills effectively. Therefore, this study aimed to investigate whether there is a significant relationship between parental involvement and students' English ability. The findings of this study are expected to provide useful information for teachers, parents, and schools in improving students' English learning process through stronger collaboration between home and school.

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METHOD

This study employed a quantitative approach with a correlational research design. Quantitative research is used to explain phenomena through numerical data and statistical analysis (Cresswell, 2012). This design was chosen to determine the relationship between parental involvement and students' English ability. The study was conducted at SDN 003 Batang Peranap with 38 students selected through simple random sampling. Data were collected using a questionnaire to measure parental involvement and an English test to assess students' English ability. The data were analyzed using Pearson Product Moment correlation through SPSS 21 after conducting normality and linearity tests.

Participants

A population refers to a group of individuals or objects that share certain characteristics and become the focus of the study. The population of this study consisted of all students at SDN 003 Batang Peranap, totaling 77 students. The sample of this study consisted of 38 students from grade III and grade IV selected using simple random sampling. A sample is a representative part of the population that reflects its characteristics (Elfil et al., 2019)

Table 1. Population

Number	Classes	Total
1	1 SD	12
2	2 SD	10
3	3 SD	22
4	4 SD	16
5	5 SD	11
6	6 SD	6
Total		***77***

Instruments

The research instruments used in this study were a questionnaire and an English test. The questionnaire was used to measure parental involvement, while the English test was used to assess students' English ability. The questionnaire consisted of 20 statements adapted from (Sheldon, 2023) and (Siddiqi et al., 2021) regarding parental involvement indicators, such as learning support, communication, motivation, and monitoring. Meanwhile, the English test consisted of multiple-choice questions related to vocabulary, reading, and basic English skills appropriate for elementary school students. Each correct answer in the English test was scored 1, while each incorrect answer was scored 0. The students' scores were then converted into percentage form to simplify data interpretation and classification and can be seen in the following table:

Table 2. Indicators of Parental Involvement in Students' English Ability

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Indicators	Items	Total Number
Parental involvement at home	1,2,3 and 4	**4**
Communication with school or teacher	5,6,7 and 8	**4**
Provision of learning facilities at home	9,10,11 and 12	**4**
Motivation and encouragement from parents	13,14 and 15	**3**
Monitoring and evaluation	16 and 17	**2**

To measure parental involvement, the researcher used a Likert scale questionnaire. The Likert scale is used to measure attitudes, opinions, and perceptions toward social phenomena. The questionnaire consisted of positive and negative statements with five response options: Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), and Strongly Disagree (SD). Based on the Likert scale, the questionnaire scores are explained in the table below:

Table 3. Scores of Parental Involvement

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Positive	5	4	3	2	1
Negative	1	2	3	4	5

Data collection procedures

The data collection procedure in this study consisted of several stages. First, the researcher distributed a questionnaire to parents to measure the level of parental involvement in supporting students' learning activities at home. Second, the researcher administered an English test to students to assess their English ability, including vocabulary, reading, and basic English skills. After the data were collected, the researcher analyzed the results using Pearson Product Moment correlation through SPSS 21 to determine the relationship between parental involvement and students' English ability.

Data analysis

The data in this study were analyzed using SPSS version 21 to determine the relationship between parental involvement and students' English ability. The analysis consisted of normality test, linearity test, and hypothesis testing. The normality test was conducted to determine whether the data were normally distributed, while the linearity test was used to identify whether there was a linear relationship between the variables. After fulfilling the assumptions, the hypothesis was tested using Pearson Product Moment correlation to determine the significance of the relationship between parental involvement and students' English ability (Bhatt, 2020). The results of the normality test can be seen in the following table.

Table 4. The result of Normality Test for Grade III

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Parental Involvement	.116	22	.200*	.959	22	.471
English Ability Grade III	.152	22	.200*	.946	22	.258

Based on the table above, the Shapiro-Wilk normality test for third-grade students showed significance values of 0.471 for parental involvement (X) and 0.258 for English ability (Y). Since both values are greater than 0.05, it can be concluded that the research data for third grade is normally distributed. The result of the normality test for grade IV can be seen in the following table.

Table 5. The result of Normality Test for Grade IV

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Parental Involvement	.190	16	.128	.939	16	.333
English Ability Grade IV	.189	16	.131	.935	16	.295

Based on the table above, the Shapiro-Wilk normality test for fourth-grade students showed significance values of 0.333 for parental involvement (X) and 0.295 for English ability (Y). Since both values are greater than 0.05, it can be concluded that the research data for third grade is normally distributed.

Linearity testing is used to determine whether the relationship between independent and dependent variables is linear. According to (Cresswell, 2012), this test is important before conducting correlation analysis because correlation analysis requires a linear relationship between variables. The linearity test is conducted by comparing the significance value of Deviation from Linearity with the significance level. The linearity test in this research was conducted on two different grade levels, namely third grade and fourth grade. More detailed results of the linearity test for third grade can be seen in the following table:

Table 6. The Results of Linearity Test for Grade III

ANOVA Table							
Parental Involvement In Students' English Ability For Grade III							
			Sum of Squares	df	Mean Square	F	Sig
	Between Groups	(Combined)	4002.273	20	200.114	1.779	538
		Linearity	1633.520	1	1633.520	14.520	163
		Deviation from Linearity	2368.753	19	124.671	1.108	646
	Withim Groups		112.500	1	112.500		
	Total		4114.773	21			

Based on the table above, the linearity test between parental involvement (X) and English ability (Y) in third-grade students showed a significance value of 0.646 for Deviation from Linearity. Since the value is greater than 0.05, the relationship between the two variables is linear and meets the requirements for correlation analysis. The results of linearity test for fourth grade can be seen in the following table:

Table 7. The Results of Linearity Test for Grade IV

ANOVA Table							
Parental Involvement In Students' English Ability For Grade IV							
			Sum of Squares	df	Mean Square	F	Sig
	Between Groups	(Combined)	1243.750	13	95.673	957	621
		Linearity	403.599	1	403.599	4.036	182
		Deviation from Linearity	840.151	12	70.013	700	722
	Withim Groups		200.000	2	100.000		
	Total		1443.750	15			

Based on the table above, the linearity test between parental involvement (X) and English ability (Y) in fourth-grade students showed a significance value of 0.722 for Deviation from Linearity. Since the value is greater than 0.05, the relationship between the two variables is linear and meets the requirements for correlation analysis.

The hypothesis was tested using Pearson Product Moment correlation to determine the relationship between parental involvement (X) and students' English ability (Y). The data were analyzed using IBM SPSS Statistics 21. If the significance value (Sig.) is less than 0.05, H_a is accepted, while if the significance value is greater than 0.05, H_a is rejected. This section presents

the results of hypothesis testing on students to determine the relationship between parental involvement and students' English ability.

Table 8. The Results of Pearson Correlation for grade III

		Parental Involvement	English Ability for Grade III
Parental Involvement	Pearson Correlation	1	0.630
	Sig. (2-tailed)		.002
	N	22	22
English Ability for Grade III	Pearson Correlation	0.630	1
	Sig. (2-tailed)	0.002	
	N	22	22

The Pearson correlation results showed a correlation value of 0.630, which is categorized as a strong correlation. The significance value of 0.002 < 0.05 indicates that there is a significant positive relationship between parental involvement and the English ability of third-grade students. This means that higher parental involvement is associated with higher students' English ability. The results of Pearson Correlation for fourth grade can be seen in the following table:

Table 9. The Results of Pearson Correlation for grade IV

		Parental Involvement	English Ability for Grade IV
Parental Involvement	Pearson Correlation	1	0.529
	Sig. (2-tailed)		035
	N	16	16
English Ability for Grade IV	Pearson Correlation	0.529	1
	Sig. (2-tailed)	0.035	
	N	16	16

The Pearson correlation results showed a correlation value of 0.529, which is categorized as a moderate correlation. The significance value of 0.035 < 0.05 indicates that there is a significant positive relationship between parental involvement and the English ability of fourth-grade students. This means that higher parental involvement is associated with higher students' English ability.

FINDINGS AND DISCUSSION

This study aimed to determine the relationship between parental involvement and students' English ability at SDN 003 Batang Peranap. The findings showed that parental involvement had a significant positive relationship with students' English ability in both third-grade and fourth-grade students. Based on the results of the Pearson Product Moment correlation analysis, the correlation coefficient for third-grade students was 0.630, which is categorized as a strong correlation, while the correlation coefficient for fourth-grade students was 0.529, which is categorized as a moderate

correlation. In addition, the significance values for both grades were lower than 0.05, indicating that the relationship between parental involvement and students' English ability was statistically significant.

These findings indicate that students who received higher parental involvement tended to achieve better English ability. Parents who actively supported their children's learning activities, such as supervising study time, helping with homework, motivating children, and communicating with teachers, contributed positively to students' English learning achievement. This finding supports the theory proposed by (Sheldon, 2023), which states that parental involvement plays an important role in improving students' academic success and learning motivation.

Furthermore, the findings revealed that students with supportive parents were more motivated and confident in learning English. They were more active during classroom activities and showed better understanding of vocabulary and basic English skills. This finding is also consistent with previous studies conducted by (Sumanti et al., 2021), which found that parental support has a positive impact on children's language learning achievement. On the other hand, students who received less parental support tended to show lower English ability. Some parents faced difficulties in assisting their children because of limited time, low English proficiency, and lack of confidence in supporting English learning at home. As a result, students had fewer opportunities to practice English outside the classroom.

Overall, the findings of this study demonstrate that parental involvement is an important factor in supporting students' English ability. Strong cooperation between parents and teachers can create a positive learning environment and improve students' motivation and academic achievement. Therefore, parental involvement should be encouraged to support students' English learning process effectively.

CONCLUSION

This study aimed to investigate the relationship between parental involvement and students' English ability at SDN 003 Batang Peranap. The findings revealed that parental involvement has a significant positive relationship with students' English ability. Students who received higher support, supervision, and motivation from their parents tended to achieve better English performance compared to those who received less support. The results indicate that parental involvement not only influences students' academic achievement, but also contributes to students' motivation, confidence, and learning habits in studying English. In addition, parents who actively assist children in learning activities, such as helping with homework, monitoring study time, and motivating children to practice English, can create a positive learning atmosphere that supports students' language development.

Furthermore, this study highlights the importance of collaboration between parents and teachers in supporting students' learning process. Although some parents experienced difficulties in supporting their children's English learning due to limited time, low English proficiency, and lack of confidence, parental involvement remains an important factor in improving students' English ability. Therefore, schools are encouraged to involve parents more actively in educational activities and provide guidance on how parents can support children's English learning at home. Overall, strong support from parents can help students become more motivated, confident, and successful in learning English. Future researchers are recommended to investigate other factors

influencing students' English ability, such as learning motivation, teaching methods, and learning environment, at different educational levels and contexts.

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