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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Related Theories

This study focuses on the role of parents in supporting children's English learning at home. Therefore, the review of related theories is organized systematically, starting from general concepts and moving toward more specific concepts that are directly related to the research variable. The discussion begins with the concept of English learning for children at the elementary school level, followed by factors that influence English learning among young learners. The theoretical review then focuses on parent supporting as an external factor that plays an important role in supporting children's English learning in the home environment. These theories are used as the theoretical foundation to understand the forms and importance of parental support in children's English learning at home.

1. The Concept of English Learning for Children

English learning for elementary school children plays an important role in supporting children's cognitive, social, and emotional development. Learning English from an early age helps children develop language awareness, memory, and thinking skills through simple and meaningful learning activities. Darmawan et al. (2024: 1–3) explain that early exposure to English allows children



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to acquire basic vocabulary and language structures more easily because they are still in a sensitive period of language development.

In addition to cognitive benefits, English learning also contributes to children's social development. Children who learn English from an early age tend to have better communication skills and higher self-confidence. Darmawan et al. (2024: 2–3) emphasize that the use of learning methods such as games, songs, stories, and interactive activities can increase children's learning interest and make the English learning process more effective and enjoyable.

In Indonesia, English is taught as a foreign language, and its use outside the school environment is still very limited. Therefore, English learning for children cannot rely only on classroom activities but requires reinforcement through learning activities at home. Thus, parental support becomes very important so that children can receive continuous exposure to English outside the school environment.

2. Factors Affecting English Learning among Young Learners

The success of English learning among elementary school students is influenced by various internal and external factors. Meisani et al. (2020: 5–6) state that factors affecting children's English learning include learner characteristics and the learning environment. Internal factors include age, grade level, motivation,



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and individual differences in learning, while external factors include the school environment and the family environment.

Among these factors, the family environment plays a very important role in supporting children's English learning. Meisani et al. (2020: 6–7) emphasize that limited exposure to English outside school often restricts children's opportunities to practice English continuously. Since English is rarely used in daily communication at home, children strongly depend on reinforcement provided by parents to maintain and develop their English skills.

This condition shows that English learning for elementary school children cannot be separated from the role of parents in the home environment. Without adequate support, children may experience difficulties in practicing English consistently. Therefore, parent supporting becomes one of the important external factors that contribute to the success of children's English learning, especially in the context of learning outside school.

3. Parental Support in Children's English Learning

Parent supporting refers to the role of parents as an external support in children's learning process, particularly in learning English as a foreign language. In the EFL context, children's learning success is influenced not only by learning activities at school but also by continuous support provided by parents in the home environment.



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According to Hill and Tyson (2019: 92–94), parents' roles in children's learning contribute to the formation of learning habits, the strengthening of positive attitudes toward subjects, and increased engagement in the learning process. In English learning, parental support helps children overcome difficulties in learning a foreign language and maintain learning consistency outside the classroom.

Furthermore, Gonzalez-DeHass, Willems, and Doan Holbein (2020: 311–313) explain that parental support influences children's learning motivation and self-regulation. Children who receive support from their parents tend to have higher self-confidence and are less likely to give up when facing difficulties in learning English.

In the context of English learning for elementary school children, the role of parents becomes increasingly important because children still need guidance and direction in learning. A study by Saputra, Artini, and Utami (2023: 4–6) in Indonesia shows that parental support at home contributes positively to children's English ability, especially when the support is provided consistently through learning assistance, monitoring learning activities, and providing simple learning facilities.

In addition, Wahyuningsih and Umaeroh (2023: 88–90)



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emphasize that parents in Indonesia, despite having limited English proficiency, can still provide meaningful support through giving motivation, supervising study time, and creating a supportive learning environment at home. This shows that parent supporting does not solely depend on parents' academic ability but rather on their involvement and consistency in providing support.

Thus, parent supporting acts as a bridge between English learning at school and children's learning practices at home, helping children gain more optimal learning experiences in the EFL context.

a. Definition of Parental Support

Parental support is defined as all forms of support provided by parents to help and strengthen children's learning processes at home. This support includes emotional, academic, and practical aspects that are provided consciously and continuously to support children's learning development.

According to Pomerantz, Moorman, and Litwack (2018: 384–386), parental support in children's learning includes providing emotional encouragement, involvement in learning activities, and supervision of the learning process. This support plays an important role in building children's learning motivation and positive learning habits.



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In the context of English learning, Yulianti (2022: 9–10) explains that parental support can be identified through structured activities such as giving learning motivation, guiding children during study time, supervising learning activities, and providing learning facilities at home. This form of support helps children overcome limited exposure to English outside school. Furthermore, Nauvianti (2023: 45–47) emphasizes that parental support in children's English learning functions to strengthen learning outcomes, increase self-confidence, and develop positive attitudes toward English. Parental support remains significant even when parents have limited educational backgrounds or English proficiency.

Based on this explanation, parent supporting in this study is understood as all forms of parental support that include motivation, guidance, supervision, and facilitation in supporting children's English learning at home.

b. Parental Support in Children's English Learning

Parental support in children's English learning refers to all forms of support, attention, and assistance provided by parents to support children's learning processes at home. Nauvianti (2023: 45-46) explains that parental support plays



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a very important role in improving children's English learning success because parents are the parties who interact most frequently with children outside the school environment. This support helps children receive continuous exposure to English and develop positive attitudes toward foreign language learning from an early age.

Furthermore, Nauvianti (2023: 47) states that parental support does not only focus on academic aspects but also includes emotional support, learning assistance, supervision, and the provision of adequate learning facilities at home.

One form of parental support is motivation. Motivation refers to encouragement given by parents to foster children's enthusiasm, interest, and self-confidence in learning English. According to Nauvianti (2023: 48), parental motivation can be shown through giving attention, praise, positive encouragement, and appreciation of children's learning efforts. Consistent motivation helps children feel supported and valued, which increases their enthusiasm in participating in English learning activities. Children who receive motivation from their parents tend to have positive attitudes toward learning and are less likely to give up when facing difficulties in learning English (Nauvianti, 2023: 49).



In addition to motivation, guidance is also an important indicator of parental support. Guidance refers to direct assistance provided by parents to children during the English learning process at home. Nauvianti (2023: 50) explains that parental guidance can include accompanying children while studying, helping them understand simple materials or vocabulary, and giving direction when children experience learning difficulties. Even though not all parents have good English proficiency, simple guidance still has a positive impact on children's learning understanding. Parental guidance helps children feel more confident and supported in completing English learning tasks (Nauvianti, 2023: 51).

Parental support is also reflected through supervision of children's learning activities. Supervision refers to parents' roles in monitoring and controlling children's English learning processes at home. According to Nauvianti (2023: 52), supervision includes managing study time, monitoring task completion, and ensuring that children study regularly and consistently. Continuous supervision can help develop disciplined learning habits in children. With parental supervision, children become more responsible for their

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learning obligations, allowing the English learning process to run more effectively and purposefully (Nauvianti, 2023: 53).

The last indicator of parental support is facilitation. Facilitation refers to parents' efforts to provide facilities, learning resources, and a learning environment that support children's English learning. Nauvianti (2023: 54) states that facilitation can include providing English textbooks, stationery, learning media, and a comfortable and conducive learning environment at home. Parents can also provide facilitation by giving access to simple learning resources such as English learning videos or audio materials. Adequate learning facilities help children learn more comfortably and increase the effectiveness of the learning process (Nauvianti, 2023: 55).

Based on the explanation above, it can be concluded that parental supporting in children's English learning includes four main indicators: motivation, guidance, supervision, and facilitation. These four indicators are interrelated and play important roles in supporting the success of children's English learning at home. This parental support framework is fully based on Nauvianti's theory (2023: 45–55) and is used as the theoretical foundation of this study.



B. Review of Related Research Findings

Previous studies have examined the role of parents in supporting children's English learning and have shown that parent supporting has a significant influence on students' English learning outcomes. Most of these studies used a quantitative approach to measure the relationship between parental support at home and children's English learning achievement at various educational levels.

Hanif, Rasyimah, and Saputra (2024: 62–63), in their study entitled *The Impact of Parental Support on Students' English Learning Achievement: A Study of MAN Matangkuli*, found that parental support had a significant causal relationship with students' English learning achievement. The results showed that parents who actively provided motivation and learning facilities at home contributed to the improvement of students' English achievement, as indicated by differences between pre-test and post-test scores (Hanif et al., 2024: 69–71). The study concluded that the higher the level of parental support, the better the students' English learning achievement. However, this study focused on senior high school students and did not examine parental supporting at the elementary school level. In addition, it did not measure parent supporting based on the aspects of motivation, guidance, supervision, and facilitation as examined in the present study.

Alias, Kamal, and Ginanto (2024: 135–138), in their study



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entitled *Theoretical Perspectives on Parental Support in Children's ESL Learning*, concluded that parental support has a positive relationship with children's English learning achievement based on findings from various quantitative studies. Their findings showed that parents who help children with English homework and provide English exposure at home, such as listening to English audio or watching English videos, can increase children's learning motivation and self-confidence (Alias et al., 2024: 138). However, this study was theoretical in nature and was not conducted through direct field research. Therefore, it did not measure parent supporting in a specific community using a questionnaire, as conducted in the present study.

Furthermore, Toledo and Dollente (2025: 1–2), in their study entitled *Parental Engagement in English Language Learning*, found that parents generally have positive attitudes toward supporting children's English learning. The results showed that parents provided both direct and indirect support through academic assistance, emotional support, and the provision of learning facilities at home (Toledo & Dollente, 2025: 5–7). The study concluded that parental support plays an important role in creating a supportive learning environment for children's English learning. However, the study focused more on demographic characteristics and general forms of parental support and did not specifically measure parent supporting based on four main aspects: motivation, guidance, supervision, and facilitation, as



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examined in the present study.

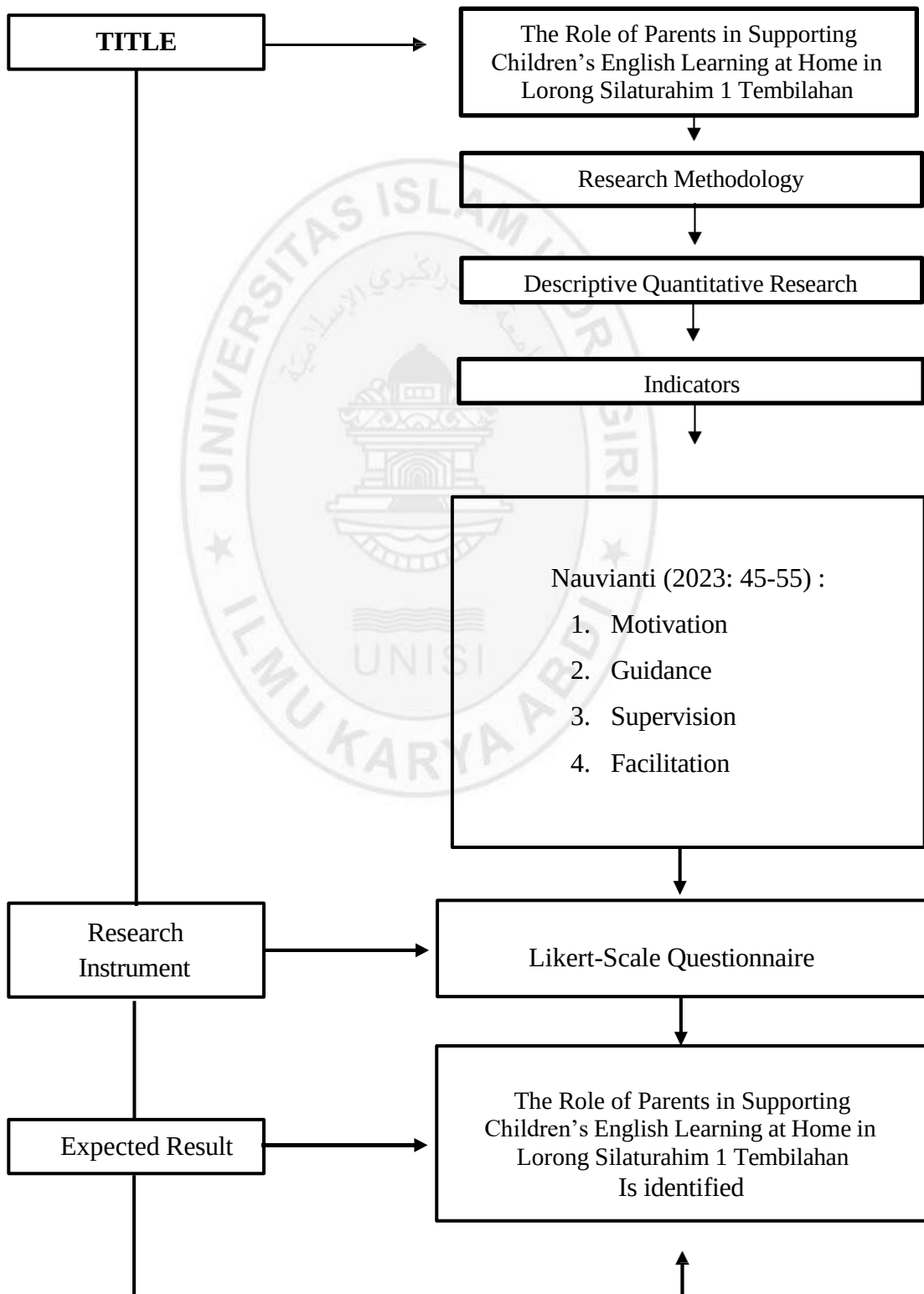
Overall, previous studies indicate that parent supporting has a significant influence on children's learning motivation, learning engagement, and English learning achievement. However, most previous studies focused on secondary education levels or used general concepts of parental support without specific and structured measurements. Therefore, this study aims to complement previous research by examining parent supporting in a more specific and measurable way through the aspects of motivation, guidance, supervision, and facilitation in supporting elementary school children's English learning at home in the Lorong Silaturahmi 1, Tembilahan area.

C. Conceptual Framework

The conceptual framework of this study illustrates the relationship between the research problem, research focus, indicators used, research method, and the expected outcomes. This framework serves as a guideline to identify and describe the role of parents in supporting children's English learning at home in the Lorong Silaturahmi 1, Tembilahan area.



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This conceptual framework shows that the study begins with the identification of the research problem, namely the low role of parents in supporting children's English learning at home. This problem becomes the basis for determining the research focus, which is examining the role of parents in supporting children's English learning at home.

In this study, the role of parents is measured through four indicators: motivation, guidance, supervision, and facilitation. Motivation refers to parents' efforts to encourage children to learn English. Guidance relates to parents' involvement in helping children during the learning process. Supervision refers to parents' attention to children's learning activities, while facilitation includes providing learning facilities and resources that support English learning at home.

This study employs a descriptive quantitative method. The data are collected through a Likert-scale questionnaire developed based on the four indicators. The data are then analyzed using descriptive statistical techniques, including frequency, percentage, and mean score, to describe the level and characteristics of parents' supporting roles in children's English learning at home.

Overall, this conceptual framework presents a systematic relationship between the research problem, research focus, indicators, research method, and expected results. Therefore, this study is expected

to provide a clear and structured description of the role of parents in supporting children's English learning at home.



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