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CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

Based on the research findings presented in Chapter IV, it can be concluded that parental support for children's English learning at home in Lorong Silaturahmi 1, Tembilahan was categorized as Very Good. This study employed a descriptive quantitative method involving 11 parents as respondents. The data were collected through a questionnaire consisting of 20 statements covering four indicators, namely motivation, guidance, supervision, and facilitation.

The findings showed that all indicators of parental support were categorized as Very Good. The motivation indicator obtained an average percentage of 89.6%, indicating that parents provided encouragement, praise, and positive support for their children's English learning at home. The guidance indicator obtained an average percentage of 84.6%, showing that parents attempted to accompany and assist their children according to their abilities. However, this indicator obtained the lowest percentage among the four indicators, which may be influenced by parents' limited English proficiency and limited time to provide academic assistance. The supervision indicator obtained an average percentage of 87.8%, indicating that parents actively monitored their children's learning activities, including study time and assignment completion. Meanwhile, the facilitation indicator



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obtained an average percentage of 89.6%, showing that parents provided learning facilities, such as books, learning media, and a comfortable learning environment at home.

Based on the average percentage of the four indicators, the overall percentage reached 87.9%, which was categorized as Very Good. The highest indicators were motivation and facilitation, while guidance obtained the lowest percentage, although it remained within the Very Good category.

An interesting finding of this study is that the majority of the respondents were mothers. Therefore, the findings mainly reflect mothers' involvement in supporting children's English learning at home. This indicates that mothers tend to be more actively involved in accompanying children's daily learning activities, such as providing motivation, guidance, supervision, and learning facilities.

Therefore, it can be concluded that parents in Lorong Silaturahmi 1, Tembilahan demonstrated a very good level of involvement in supporting their children's English learning at home. These findings imply that continuous parental involvement, particularly in providing academic guidance in addition to motivation, supervision, and learning facilities, is important to create a positive home learning environment and support children's English learning.

B. SUGGESTION

Based on the results of this research, the researcher would like to provide several suggestions for related parties.

1. For Parents

Parents are expected to maintain and improve their support for their children's English learning at home through motivation, guidance, supervision, and facilitation. They can encourage and appreciate their children's learning efforts, accompany them during learning activities according to their abilities, supervise their learning activities regularly, and provide supporting learning facilities such as books, learning media, and a comfortable learning environment. Since the findings of this study mainly reflect mothers' involvement in supporting children's English learning, fathers are also encouraged to participate more actively in accompanying and supporting their children's learning activities at home. Active involvement from both parents is expected to create a more supportive home learning environment and contribute to children's English learning

2. For Teachers

Teachers are expected to establish good communication and cooperation with parents regarding students' learning activities and progress. In addition, teachers can provide simple guidance or suggestions about learning activities that can be carried out at home so that parents can more easily assist and support their children's English learning outside the school environment. Teachers are also encouraged to involve both fathers and mothers in communication regarding children's learning progress so that parental support can be provided



collaboratively

3. For the Researcher

This study is expected to broaden the researcher's knowledge and understanding of parental support in children's English learning at home. The findings of this study may also serve as a reference and valuable experience for the researcher in conducting future studies related to parental support and English language learning.

4. For Future researchers

Future researchers are recommended to conduct similar studies with a larger number of respondents in order to obtain broader and more representative findings. In addition, future studies may use interviews or a mixed-methods approach to obtain more comprehensive and in-depth data regarding parental support in children's English learning at home. Future researchers may also involve students and teachers as additional sources of data to enrich the research findings.

