

# PARENT INVOLVEMENT FOR ENGLISH LEARNING SUCCESS: SYSTEMATIC REVIEW

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## Abstract

The role of parents in English language learning success has been an important topic in various educational studies. This systematic literature review aims to identify and analyze the research that has been conducted on how parental involvement affects children's achievement in English language learning. Through a comprehensive analysis of multiple sources, this research seeks to provide a clear picture of the contribution of parents in supporting learning and the factors that influence the effectiveness of their involvement. The method of this research used a Systematic Literature Review. The selection of the inclusion and exclusion criteria has been determined. It found 86 which was then selected into 13 studies obtained from two databases, ERIC and Connectedpapers. This study analyzes the characteristics of the studies, the impact of parent involvement for learning English success, the pattern of parental involvement, and the guidelines and strategies of the ideal parent involvement in Indonesia. The results of this study showed that parent involvement has a significant positive impact on the English learning success.

**Keywords:** Parent Involvement; English Learning Success; Systematic Literature Review

## INTRODUCTION

Education today remains an important role in life to develop knowledge, skills, and creativity. Education does not just happen in schools, it can happen anywhere. Any form of educational activity can also be described as education, such as lessons that children receive from their families at an early age (Vigostsky, 1978). Parental involvement is a key factor that exceeds student success and improves the quality of education (Philominraj et al., 2022; Agustin, 2022). Most importantly, parents are the first environment and the role model for their children. They have a responsibility to educate, encourage, motivate, and guide their children.

Parents have a duty to educate their children. Therefore, children need parental support because they spend more time with their parents at home than at school. Children learning at home under the attention and supervision of parents, the availability of learning facilities, relevant textbooks, study schedules, and the time parents spend teaching at home will give children more opportunities to achieve the expected results (Afrin, 2022; Muljani & Triutami, 2021). Additionally, parents should actively communicate with teachers, attend parent-teacher conferences, and attend school (Zhang, 2021; Smokoska, 2020; Pek & Mee, 2020). Children feel motivated and enthusiastic when they receive active support from their parents, especially when it comes to learning a language.

In today's global landscape, English serves as the universal language of communication, and the involvement of parents plays a significant role in enhancing the learning of foreign languages during this time. Teaching English to children has benefits and positive effects on English learning outcomes and strengthens children's self-confidence and pride (Zhou, 2020; Musengamana, 2023). Many studies have shown the advantages of learning a foreign language

from an early age. These benefits include increased literacy, phonological awareness, language creativity, reduced anxiety during oral presentations, and tolerance for other cultures (Raslie et al., 2020; Kamal & Hashim, 2021; Saldana, 2021). However, there are still some parents who lack knowledge, education, and low socioeconomic level are uninterested in their children's learning and think that it is up to the school. Based on this assumption, it is necessary to consider the obligation of parents to participate in their child's language learning process. To progress in learning English, children need the mediation and encouragement of their parents, who work on establishing routines and self-regulation from an early age (Simbolon & Rachmijati, 2022). Low socioeconomic conditions and limited education levels can result in inequalities in education among Indonesian children. Children from these backgrounds may face difficulties in pursuing higher education or obtaining the same opportunities as their peers from more economically established backgrounds. There are often some parents who see education as a formality and tend not to care much about their children's learning outcomes. Most parents believe that education will make their children's lives better (Yulianti et al, 2019; Kwarteng et al, 2022). This cannot be used as a benchmark that parents with low education and economic levels cannot provide good support and motivation for their children. Vice versa, sometimes there are parents who have a high level of education and economy but are busy and rarely provide support and motivation for learning for their children. Therefore, it is important for parents to understand the impact of their involvement, parenting patterns, and strategies to be ideal parents in their children's learning process, especially for learning English.

This study aims to fill this gap by reviewing the existing literature on the role of family or parents in children's language learning success. Parental involvement leads to better academic performance for English learners. It aims to explore the current research findings concerning the extent to which the role of the family or parents contributes to the child's English learning. Specifically, it seeks to uncover and analyze the extent to which family or parental roles play a part in enhancing a child's proficiency in English.

Systematic reviews on parent involvement in English learning reveal a myriad of benefits. Firstly, such reviews determine the impact of parental involvement on the English learning success. Then, it also helps identify the pattern of parental involvement to foster a positive home learning environment. Additionally, they shed light on the guidelines and strategies that parents can employ to support their children's language development and English academic success, emphasizing the importance of active parental engagement in a child's language learning journey. Overall, these reviews serve as invaluable resources for stakeholders seeking evidence-based approaches to optimize parent involvement and facilitate English learning success.

## **METHOD**

This research was formulated with a systematic literature review design (SLR). The method used in writing this article is PRISMA (Preferred Reporting Items for Systematic Review and Meta-Analysis), which includes two steps: literature search strategy, and inclusion-exclusion criteria. The review mainly focuses on the parent involvement for English learning success (McKenzie et al, 2020).

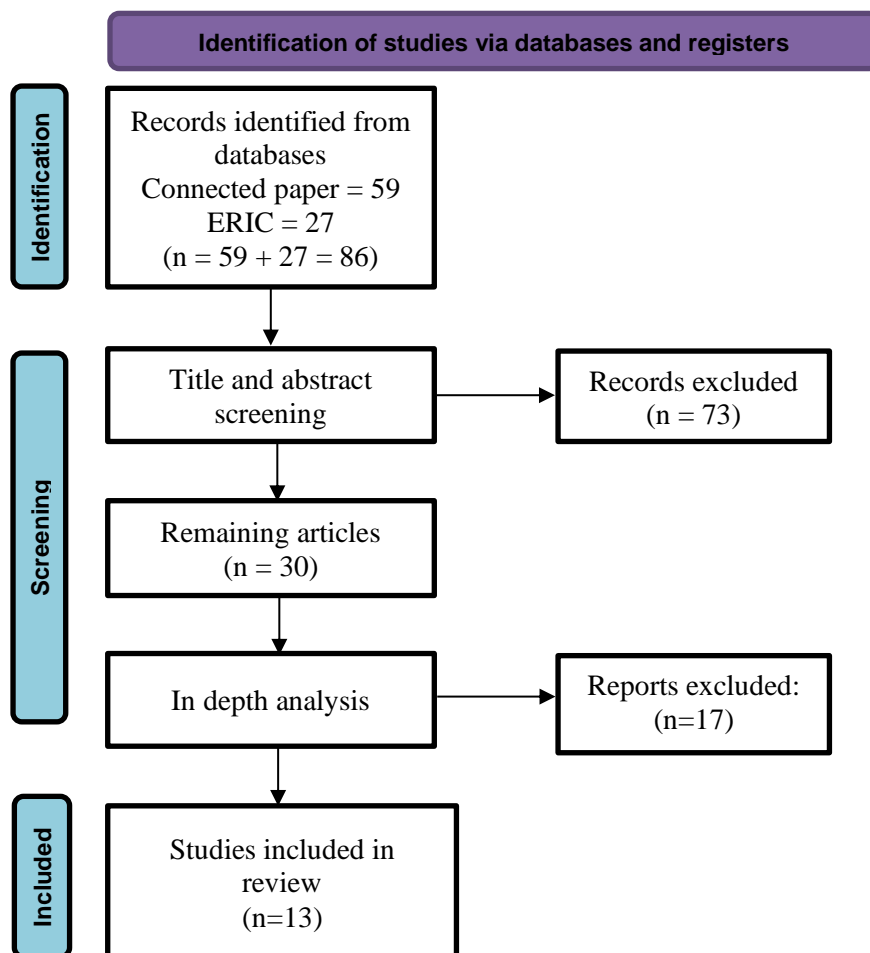
### **Literature research**

The literature search was conducted in April 2024 using two databases. Those are ERIC and Connectedpaper. Then to find the targeted literature, it used four key terms or keywords: (1) "Family" AND "English learning", (2) "Parent involvement" AND "English learning", (3) "Parent role" AND "English learning success", (4) "Parent involvement" AND "English achievement".

**Inclusion and exclusion criteria**

After searching the literature, 86 articles were found from the databases. The article publications were prepared for screening using inclusion criteria. The inclusion criteria are (1) Article published between 2020-2024, (2) Article should be peer-reviewed article (3) Article should be written in English, (4) Article should be about parent involvement that focused on the English learning success. The first step was screening the titles and abstracts of the articles in accordance with the inclusion criteria. The main screening was then conducted on all identified records. The second step was after reading the title and abstract, the researcher conducted in-depth analysis through reading all of the full-text. The articles focused on parent involvement for English learning success were selected as the object in this research. For the exclusion criteria, research articles do not focus on the parent involvement and English learning success, some of them also combine the parent involvement with the other subject alongside English like Math and Science. Next, the total of 73 studies were excluded for failure to meet the inclusion criteria and resulting in 13 records accepted to be processed in the next step.

**Figure 1. PRISMA flow diagram of systematic review**



**RESULTS AND DISCUSSION**

**Results**

The systematic review based on the 13 articles finally considered was classified into three main themes, as follows: (1) The impact of parent involvement for learning English success, (2) The pattern of parental involvement, and (3) The guidelines and strategies of the ideal parent involvement in Indonesia. The research studies included in this review are both theoretical and

empirical and some are case studies. The methodologies and research design used in these selected studies are qualitative and quantitative. The participants were students from primary school to high school level. Other participants included people from educational institutions such as teachers, administrators, and also the parents. The following is a mapping table of the result of the literature review.

Table 1. Overview of Studies included in this systematic review

No	Author(s)	Year	Context		Research Design	Sample size	Data collection method
			Country / region	Education sector			
1.	Choi, N. et al	2021	South Korea	Primary School	Qualitative	159	Survey
2.	Geng, Y. et al	2023	China	Middle School	Quantitative	21.270	Questionnaire
3.	Juliati, I. K., & Adnan, A.	2022	Indonesia	High School	Quantitative	35	Questionnaire & Documentation
4.	Kalayci, G. & Ergul, H.	2020	Turkey	Primary School	Qualitative	25	Questionnaire
5.	Khaleel, A. S., & Mohammed, L. A.	2023	Dubai	Primary School	Quantitative	140	Questionnaire
6.	Kheryadi et al	2021	Indonesia	High School	Qualitative	28	Questionnaire & Documentation
7.	Kwarteng, P. et al	2022	Ghana	High School	Quantitative	374	Questionnaire
8.	Le, N. Q. & Nguyen, H. T. P.	2021	Vietnam	High School	Qualitative	146	Questionnaire & Semi Interview
9.	Melanium et al	2023	Indonesia	High School	Quantitative	91	Questionnaire & Documentation
10.	Murshidi et al	2023	Saudi Arabia	High School	Qualitative	28	Interview
11.	Singh, G. K. S., & Nagarajah, G. D.	2024	Malaysia	Primary School	Quantitative	51	Survey & Questionnaire
12.	Sumanti, C. T., & Muljani, R.	2021	Indonesia	High School	Qualitative	2	Observation
13.	Wahyuni, N. G. A. A. et al	2022	Indonesia	High School	Quantitative	38	Questionnaire & Documentation

Table 1 provides the overview of the reviewed studies that summarized the research context,

research design, sample size, and data collection method about parent involvement and learning English. The publication years of this included studies are 2020 up to 2024. The included studies were conducted in eight different countries. Those countries are Vietnam (N = 1 study), Turkey (N = 1 study), Indonesia (N = 5 studies), Malaysia (N = 1 study), Saudi Arabia (N = 1 study), South Korea (N = 1 study), China (N = 1 study), Ghana (N = 1 study), and the last is Dubai (N = 1 study). Most included studies were conducted in high school (N = 8 studies), middle school (N = 1 study), and primary School (N = 4). All the studies that included this research were addressed in English. Based on this result, parent involvement has been used in many countries to make students' English learning successful, especially in high school, middle school and primary school.

## Discussion

### **The impact of parent involvement on children's English learning outcomes**

Parental involvement in a child's education will have a huge impact on the child's academic success and overall development. Research consistently shows that children whose parents are actively involved in their education tend to have higher grades, better attendance, and better behavior. This involvement can take many forms, including attending parent-teacher conferences, volunteering in the classroom, helping with homework, and engaging in educational activities at home (Sumanti & Muljani, 2021; Kheryadi, Hilmiyati, & Hotimah, 2021; Singh & Nagarajah, 2024; Murshidi, Daoud, Derei, Alhamidi, Jabir, & Sayed, 2023). Additionally, when parents are involved, students tend to develop positive attitudes towards learning and have higher self-esteem, knowing that their parents value their education.

In addition to academic achievement, parental involvement also fosters a supportive home environment that promotes holistic growth. When parents participate in their children's educational journey, they become more aware of their strengths, weaknesses, and interests, so they can provide appropriate support and encouragement (Khaleel & Mohammed, 2023; Geng, Ying, Wang, Lin, Zhang, & Liu, 2023; Kwarteng, Asiamah, Nkansah, Issaka, & Afertorgbor, 2022). This support is not only academic, but also includes social and emotional development, as involved parents will be better equipped to overcome challenges such as bullying, peer pressure, and self-esteem issues. Additionally, the bond formed through shared educational experiences will strengthen the parent-child relationship, increasing communication and trust. Additionally, the impact of parent involvement goes beyond individual students and extends to the broader school community. Schools with high levels of parental involvement often have greater cohesion among teachers, administrators, and families. Collaboration between home and school facilitates a more comprehensive approach to education, where educators and parents work together to create a nurturing and stimulating learning environment (Juliati & Adnan, 2022; Le & Nguyen, 2021; Kalayci & Ergul, 2020; Wahyuni, Joni, & Widiastuti, 2022). Such a collaboration would result in the implementation of innovative programs and improve policies concerning curriculum. In addition, it suggests increased resources to boost student success. Ultimately, creating positive feedback that benefits students is also part of the collective efforts of parents and educators.

### **The pattern of parental involvement**

One of the key roles determining the student's discipline life is parental involvement. Parents encourage their children to be more cooperative and have an understanding-based approach to discipline. In this case, they may be more inclined to apply open communication, provide sufficient consequence for the child's behavior, and continuously enforce clear rules practiced within the family.

On the other hand, some families apply strict or authoritarian discipline. It occurs when parents are less emotionally or physically involved with their children. In such families, they also include the use of corporal punishment which is done as an enforcement of rules. However, it does not have enough room for dialogue or contextual understanding of the child's behavior (Choi, Kang, & Kim, 2021; Kalayci & Ergul, 2020). This kind of low involvement from parents may result in a rigid and inflexible policy. In the end, it may not always suit the child's individual needs.

Several facts demonstrated that strong and positive parental involvement is fruitful to establish a balanced and effective discipline approach. It requires the condition enabling open communication within the family, and understanding their children's needs and motivations. Moreover, parents are supposed to provide clear but flexible boundaries, by creating an environment that supports positive behavior in their children (Khaleel & Mohammed, 2023; Geng, Ying, Wang, Lin, Zhang, & Liu, 2023).

### **The guidelines and strategies of the ideal parent involvement in Indonesia**

The success of English learning in the context of Indonesia demands parent involvement. Parents can create a supportive environment at home through sustainable encouragement so that their children would interact in everyday English (Wahyuni, Joni, & Widiastuti, 2022). Some suggested activities cover reading books together, playing English games, or watching English-language films or TV shows. Thus, parents can also be a model of English speakers by communicating with children in English. Their children will find it interesting to learn English more by imitating parent's an active interest in learning the language. Parental involvement is also seen in their support for additional English courses or even extracurricular activities (Choi, Kang, & Kim, 2021; Kheryadi, Hilmiyati, & Hotimah, 2021). Parents can help choose courses that suit their children's interests and needs. Besides, they can provide the necessary moral encouragement and financial support (Geng, Ying, Wang, Lin, Zhang, & Liu, 2023). More engagement is also performed by actively attending meetings with their children's English tutors, following learning progress, and providing constructive feedback.

## **CONCLUSION**

This study presents systematic literature review on parent involvement in English learning success in Indonesia that reveals significant insights into the pivotal role that parents play in their children's language acquisition. The review highlights that parental engagement, ranging from providing learning resources, creating a supportive home environment, and actively participating in school activities, significantly enhances students' motivation and academic achievement in English. In addition, supported by the cultural context of Indonesia, the parental authority and involvement are deeply ingrained. It amplifies the impact of parental support on educational outcomes. The finding of this study suggests that students with active parental involvement in their English learning tend to exhibit higher proficiency levels. Moreover, it supports greater enthusiasm towards the subject.

Furthermore, the analysis underscores the need for more structured programs and policies that encourage and facilitate parent involvement in their children's English education. As the implication of the finding of this study, schools and educational policymakers in Indonesia should collaborate to provide parents with the necessary tools and knowledge to support their children effectively. Additionally, this present study identifies gaps in current research, calling for more comprehensive studies that examine the long-term effects of parental involvement not only in Indonesia but also in other countries where English is as foreign language. Follow up research can explore the specific types of support that are most beneficial. Overall, the findings affirm the crucial role of parents in the educational success of Indonesian students, particularly

in mastering the English language, and advocate for a more integrated approach to family-school partnerships.

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