

PARENTS' STRATEGIES IN INTRODUCING ENGLISH TO THEIR CHILDREN: A NARRATIVE STUDY

AN UNDERGRADUATE THESIS

Submitted to fulfill one the Requirement for Sarjana Pendidikan Degree at
English Education Department of Faculty of Education and Teacher Training



By:

LATIFATUN ALIMİYAH

SN. 2521094

**ENGLISH EDUCATION RESEARCH PROGRAM
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY
K.H. ABDURRAHMAN WAHID PEKALONGAN
2025**

PARENTS' STRATEGIES IN INTRODUCING ENGLISH TO THEIR CHILDREN: A NARRATIVE STUDY

AN UNDERGRADUATE THESIS

Submitted to fulfill one the Requirement for Sarjana Pendidikan Degree at
English Education Department of Faculty of Education and Teacher Training



By:

LATIFATUN ALIMYAH

SN. 2521094

**ENGLISH EDUCATION RESEARCH PROGRAM
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY
K.H. ABDURRAHMAN WAHID PEKALONGAN
2025**

SURAT PERNYATAAN KEASLIAN SKRIPSI

Yang bertanda tangan di bawah ini:

Nama : Latifatun Alimiyah
NIM : 2521094
Fakultas : Tarbiyah dan Ilmu Keguruan

Dengan ini menyatakan bahwa skripsi yang berjudul **“PARENTS’ STRATEGIES IN INTRODUCING ENGLISH TO THEIR CHILDREN : A NARRATIVE STUDY”** adalah benar-benar karya penulis, kecuali dalam bentuk kutipan yang telah penulis sebutkan sumbernya.

Demikian pernyataan ini saya buat dengan sebenar-benarnya.

Pekalongan, 3 May 2025

Yang menyatakan



LATIFATUN ALIMİYAH

NIM. 2521094

NOTA PEMBIMBING

Kepada
Yth. Dekan FTIK Fakultas Tarbiyah dan Ilmu Keguruan
UIN K.H Abdurrahman Wahid Pekalongan
c/q Ketua Program Studi Tadris Bahasa Inggris
di Pekalongan

Assalamu 'alaikum Wr.Wb.

Setelah diadakan penelitian dan perbaikan, maka bersama ini saya kirimkan naskah Skripsi :

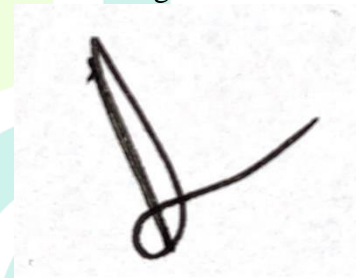
Nama : Latifatun Alimiyah
NIM : 2521094
Jurusan : FTIK/Tadris Bahasa Inggris
Judul : Parents' Strategies in Introducing English to Their Children: A Narrative Study

Dengan ini mohon agar skripsi tersebut segera dimunaqosahkan.

Demikian nota pembimbing ini dibuat untuk digunakan sebagaimana mestinya. Atas perhatian bapak/Ibu, saya sampaikan terima kasih.

Wassalamu'alaikum Wr.Wb.

Pekalongan, 3 Juni 2025
Pembimbing



Dewi Puspitasari, M.Pd
NIP. 197902212008012008



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
K.H. ABDURRAHMAN WAHID PEKALONGAN
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Pahlawan KM. 5 Rowolaku, Kajen, Kabupaten Pekalongan
Website : fik.uingusdur.ac.id Email : fik@uingusdur.ac.id

APPROVAL SHEET

The dean of the Faculty of Tarbiyah and Teacher Training, UIN
K.H. Abdurrahman Wahid Pekalongan, approved this thesis by:

Name : Latifatun Alimiyah

NIM : 2521094

Title : Parents' Strategies in Introducing English to
their Children: A Narrative Study

Has been established through an examination held on Monday,
23th June 2025 and accepted in partial fulfillments of requirments for
the degree of Sarjana Pendidikan (S.Pd.)

The Examiners,

Examiner I

Chubbi Millatina Rokhuma, M.Pd.
NIP. 19900507 201503 2 005

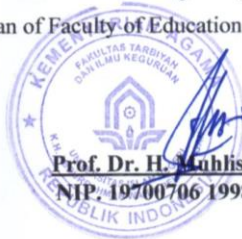
Examiner II

Eros Meilina Sofa, M.Pd.
NIP. 19860509 202321 2 043

Pekalongan, 30th June 2025

Assigned by

The Dean of Faculty of Education and Teacher Training



Prof. Dr. H. Muhlisin, M.Ag.
NIP. 19700706 199803 1 001

ACKNOWLEDGMENT

Alhamdulillah, all praises and thanks to Allah SWT who has granted me strength and blessing in accomplishing my thesis. Then, be peace upon my prophet Muhammad SAW.

1. First and foremost, I would like to express my deepest gratitude to my beloved parents Mr. Munari and Mrs. Marfu'ah (Alm) who have given guidance, warmth, countless prayers, and unconditional love more than the researcher could ask.
2. Furthermore, I would like to extend my sincerest gratitude to my thesis supervisor, Mrs. Dewi Puspitasari, M.Pd. for her invaluable guidance and support along the way.
3. I also appreciate the contributions of the lectures, previous researcher, participants and examiners, whose efforts have made this thesis written.
4. To my older sister zakiyatul mufida and husband, My niece Queensha Aprilliona and Qingqin airline, Thank you for being part of my journey in writing my thesis.
5. To my partner Idris Maulana Sufi, thank you for accompanying, supporting, motivating, encouraging, and being a donor during my college journey from start to finish.
6. To my big family, friend childhoods, friends in college and friends KKN era, Thank you for support me.
7. Last but not least, thank you Latifatun Alimiyah, Thank you for surviving this far, Thank you for the hard work that has been done, Tears and laughter have accompanied the long journey of this college period. Keep up the spirit of living life after graduation, may good fortune always be on your side.

MOTTO

“ Al Ummu Madrasatul ula, Wal Abu Mudiruha.”

(Seorang ibu adalah sekolah pertama bagi anak-anaknya, dan seorang ayah adalah kepala sekolahnya.)

“ Even though it may not look so cool, it doesn't seem like many achievement, it doesn't shine as bright as other, at least I have worked hard according to my ability. Even though not many people know my effort, and even though I have lost a mother but for God's sake: I always try to live the life I want with my very great father.”

(Latifatun Alimiyah)



ABSTRAK

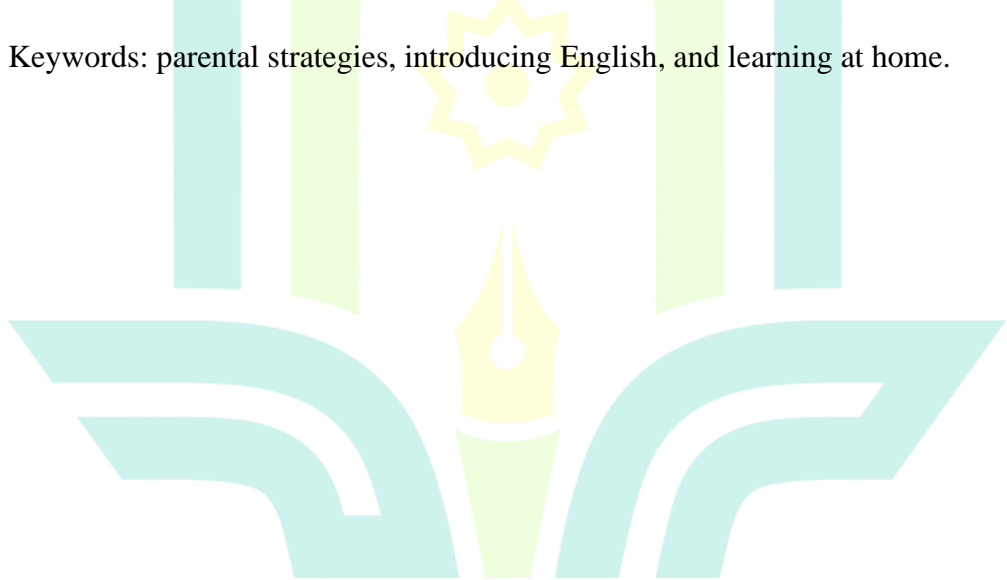
Pengenalan bahasa Inggris kepada anak dirumah merupakan salah satu langkah penting dalam membangun keterampilan berbahasa inggris anak. Dalam konteks ini, keterlibatan orang tua, khususnya generasi milenial, menjadi faktor dalam mendukung pembelajaran bahasa Inggris di rumah. Penelitian ini bertujuan untuk mengeksplorasi strategi yang digunakan oleh orang tua dalam memperkenalkan bahasa Inggris kepada anak-anak mereka di rumah serta tantangan yang mereka hadapi. Penelitian ini menggunakan metode kualitatif dengan pendekatan narrative research yang melibatkan dua partisipan dari kalangan orang tua milenial di Kota Tegal. Hasil penelitian menunjukkan bahwa orang tua menerapkan lima strategi utama, yaitu: pengenalan kosakata dasar, menyekolahkan anak di sekolah berbasis bahasa Inggris, pemahaman kosakata melalui perluasan, penerapan metode belajar interaktif seperti permainan dan lagu, serta pemanfaatan media pembelajaran digital seperti YouTube dan flashcard. Meskipun orang tua menunjukkan komitmen tinggi dalam mendampingi pembelajaran anak, mereka juga menghadapi tantangan seperti keterbatasan kemampuan bahasa Inggris dan akses terhadap sumber belajar yang memadai. Penelitian ini menyoroti pentingnya peran orang tua sebagai fasilitator dalam pembelajaran bahasa Inggris anak di rumah.

Kata kunci: strategi orang tua, pengenalan bahasa Inggris, dan pembelajaran di rumah.

ABSTRACT

Introducing English to children at home is an important step in building children's English language skills. In this context, parental involvement, especially the millennial generation, is a factor in supporting English learning at home. This research aims to explore the strategies used by parents in introducing English to their children at home and the challenges they face. This research used a qualitative method with a narrative research approach involving two participants from among millennial parents in Kedungkelor Village, Tegal City. The results showed that parents implemented five main strategies, namely: introducing basic vocabulary, sending children to English-based schools, understanding vocabulary through expansion, implementing interactive learning methods such as games and songs, and utilizing digital learning media such as YouTube and flashcards. Although parents showed a high commitment in assisting their children's learning, they also faced challenges such as limited English language skills and access to adequate learning resources. This research highlights the importance of the role of parents as facilitators in children's English learning at home.

Keywords: parental strategies, introducing English, and learning at home.



PREFACE

Praises and gratefulness are sent to Allah SWT who has poured His grace and His gift and bestowed me guidance, health, and patience so that the writing process of my thesis entitled **“PARENTS’ STRATEGIES IN INTRODUCING ENGLISH TO THEIR CHILDREN: A NARRATIVE STUDY”** can be completed. It is submitted to the English Education Department, UIN K.H. Abdurrahman Wahid Pekalongan to fulfill one of the requirements of the Sarjana Pendidikan degree at the English Education Department of Faculty of Education and Teacher Training UIN K.H. Abdurrahman Wahid Pekalongan. This proposed research can be accomplished because of many supports of several people. Therefore, on this occasion, I would like to express my sincerest gratitude to:

1. Prof. Dr. H. Zaenal Mustakim, M.Ag., the rector of UIN K.H. Abdurrahman Wahid Pekalongan.
2. Prof. Dr. H. Muhlisin, M.Ag., the dean of the Faculty of Education and Teacher Training of UIN K.H. Abdurrahman Wahid Pekalongan.
3. The head and the secretary of the English Education Department of UIN K.H. Abdurrahman Wahid Pekalongan, Mr. Ahmad Burhannudin, M.A. and Mrs. Eros Meilina Sofa, M.Pd.
4. Mrs. Dewi Puspitasari, M.Pd., my supervisor who has given me suggestions, guidance, and time in writing this thesis.
5. All lecturers and staff of English Education Department of UIN K.H. Abdurrahman Wahid Pekalongan who always give knowledge, support, and information.
6. My beloved parents and family who have given me endless support, prayer, encouragement, and advice in writing this thesis.
7. My best friends who have struggled through the journey together since the very beginning. And everyone who had met and created any moment with me, you have given me a lot of lessons.

TABLE OF CONTENTS

SURAT PERNYATAAN KEASLIAN SKRIPSI	ii
NOTA PEMBIMBING.....	iii
APROVAL SHEET	iv
ACKNOWLEDGMENT	v
MOTTO.....	vi
ABSTRAK.....	vii
ABSTRACT	viii
PREFACE	ix
CHAPTER 1 INTRODUCTION	1
1.1 Background of Study	1
1.2 Formulation of the Problem	6
1.3 Operational Definitions	6
1.4 Aims of The Research.....	7
1.5 Significance of the Research	8
CHAPTER II THEORETICAL BACKGROUND	9
2.1 Literature Review	9
2.1.1 Language Learning Strategies.....	9
2.1.2 The Role of Parents on Students Achievement.....	13
2.1.2.1 Parents as Motivator	14
2.1.2.2 Parents as Model.....	14
2.1.2.3 Parents as facilitator	15
2.1.2.4 Parents as Source of Knowledge	15
2.1.2.5 Parents as Coordinator.....	15
2.1.3 Parental Involvement	16
2.2 Previous Study	17
2.3 Conceptual Framework	19

CHAPTER III RESEARCH PROCEDURE.....	20
3.1 Research Design.....	20
3.2 Research Context	20
3.3 Setting and Participants.....	20
3.4 Data Collection.....	21
3.5 Data Trustworthiness.....	21
3.6 Data Analysis	22
CHAPTER IV FINDINGS AND DISCUSSION	23
4.1 Findings.....	23
4.2 Discussion	28
CHAPTER V CONCLUSION.....	35
5.1 Summary of the Findings.....	35
5.2 Recommendation	36
REFERENCES	38
TRANSCRIPTION OF THE INTERVIEW	45
CURRICULUM VITAE	52

TABLE OF LIST

Table 2. 1 Conceptual Framework.....	19
--------------------------------------	----



CHAPTER 1

INTRODUCTION

1.1 Background of Study

Learning foreign languages from an early age has been developed since the 20th century. Many people believe that learning language from an early age can improve children's language skills that are useful in the future. One of the foreign languages that are most often applied in early childhood learning is English. English is a language that is learned as a means of daily communication. Brumfit (2001) argues that English is an international language whose use is very wide as a medium of international communication. Hornby (2005) sees the role of English and concludes that English is the language that was originally come from England itself, now it is spoken in many other countries around the world and used as a language of international communication with brief histories in it. Therefore, English is very important to be mastered to make it easier for users to communicate with other people outside their environment.

English education for early childhood is very important for the development and growth of children. It is crucial to introduce English from an early age because it can help develop the language skills needed to a higher level. Nowadays, English has become a necessary subject of learning in the world of education included in early age school. Early childhood is often categorized as the golden age of learning. The process of accepting linguistics in early childhood will be easier than logic-based learning (Anam et. al, 2020). The urgency of learning English for early childhood has been stated by Jazuly (2016)

in which he argues that the reason it is important for children to learn English is as an international communication tool. He further said that by learning English, children can improve their critical thinking skills in digesting incoming information from an international scope. Santrock (2007) also assumes that children will be more receptive to learning foreign languages than adults. In Indonesia itself, English language education appears at the elementary age level. According to Munawarah (2021) in her thesis, she argues that there are only a few kindergarten schools in Indonesia that start English language education and children tend to get English language learning outside of formal education.

In addition to learning at school, learning at home is the key to success in children's learning, especially learning English. The role of parents cannot be separated from the education of their children. Based on the explanation of Papalia et.al (2008), parental involvement in the development of children's language learning is very important. Many parents are trying to introduce English to their children through the help of schools that apply English as learning (Oladejo, 2006). This is based on the development of the era which increasingly requires the ability to speak English in the real world. Parents are increasingly aware that English language skills are a good investment to be developed from an early age for the future of their children (Zacharias, 2010). This is what makes parents flock to send their children to schools that have English as a subject. No matter what their background, parents in general have a variety of reasons to start their child's English (Lee & Bowen, 2006). Generally, parents aim for their children to be able to speak foreign languages properly and correctly. Parents agree that English is a

necessary skill in today's era which has involved its use in all aspects of global society and view that English has become the language of international communication. Those reasons are in line with research conducted by Rasyid & Faqihatuddiniyah (2017).

Nevertheless, parents are too focused and depend on learning that applies from school which should be supported by learning activities from parents at home also (Grolnick, et al. 2009). The reasons is because the limited knowledge and confident of parents in teaching their children at home (Lee & Bowen, 2006). According to Anam, et al. (2020), One of the easy ways can be apply by parents to introduce and teach English to their children is to use media assistance, especially technology which is currently developing into a useful learning tool Many parents apply learning materials ranging from picture books to using video and audio to stimulate children with English. The most common form also used by parents in stimulating children's language learning is through verbal stimulation and Anggraini (2020) emphasizes that there are many benefits of verbal stimulation given by parents to children in terms of language development. This verbal stimulation can be done by telling stories, singing, inviting children to talk, and reciting new vocabulary consistently.

The role of parents in teaching children English from a young age is prominent to help in the habituation of children using English in everyday life (Epstein, et al. 2002). Parents not only play a role in providing children's learning facilities but also should be directly involved in implementing the learning. Parents can invite children to open up to each other to see how their learning progress. The role of parents can also be seen how the discipline of learning at home is

applied, how parents supervise children's learning, how parents help children learn, how parents give simple tasks, to how parents give punishment to children if things happen that are not desirable during the learning process. Those examples of parents' roles above are proposed by Susan & Stainback (1999).

Several previous studies explain how important parental involvement is in the process of learning English for young students. Emi (2019) expressed his opinion in his research that the factors which influence the process of learning English can be categorized in the form of motivation and also environmental influences and he emphasize the classification of the role of parents in learning English in the form of parents as motivators, role models, facilitators, sources of knowledge, and coordinators. Based on his research, it was found that these roles greatly affect the development and success of children's learning.

Furthermore, in the research conducted by Wati (2016), it is known that the government has set policies on English language education in elementary schools and emphasizes that the role of parents is very important to support students in the English teaching and learning process. From the results of research conducted by her, it can be seen that parents are very open and positive in learning English for early childhood. This attitude of parents is proven by their involvement in supporting children's English skills such as helping with assignments, helping vocabulary learning, and providing various learning facilities.

The involvement of parents in children's learning certainly faces several challenges and Indriati (2016) expressed in her research that in order to support children's English learning, parents tend to add

hours of study outside formal institutions such as tutoring. This is done because most parents do not have adequate skills to help with learning from home. The role of parents is not completely separated. Thus, it is recommended for parents to start simple communication with children related to learning at school. In addition, parents can also consult with teachers to monitor progress and find the right steps to help children learn from home.

Nugraheni (2015) also explains that the influence of parental behavior greatly affects children's achievement while studying. In her research, she concluded that children who received good treatment from their parents got good achievements as well. Meanwhile, children who receive bad treatment from their parents will get not too good achievements. From this we can conclude that the behavior of parents towards their children has the potential to affect the achievement of children while studying.

Preliminary research conducted by researcher shows that there are still many parents, especially the millennial generation, who are highly enthusiastic about introducing English to their children, but do not yet know clearly the right strategies to apply at home. In initial interviews, several parents said that they often feel confused in determining effective learning methods, especially due to limited knowledge of English and the lack of practical guidance that suits the needs of early childhood. According to Wahyuningsih and Mua'dib (2023), parental involvement in English learning in Indonesia is very necessary because of the limited access to adequate learning resources and the low foreign language competence of most parents. In addition, researcher also found that although many schools have started teaching

English, the role of parents remains an important factor in children's success in mastering the language. These findings prompted researcher to dig deeper into the concrete strategies used by parents in introducing English to their children.

As explained above, it is important for parents to introduce and teach English from an early age. From the previous studies presented, it can be seen that the role of parents is very important and cannot be separated from the children's learning process. However, previous research has only focused on one problem, namely the role of parents and has not focused too much on strategies applied by parents to introducing or to support their children's English learning. Parents must have a strong reason before implementing their strategy in learning English. Every parent has different motivations and backgrounds in learning English for their children. Therefore, researcher want to investigate what strategies are implemented by parents in introducing English to their children. Thus, the researcher conduct a study entitled "Parents' Strategy in Introducing English to their children: A Narrative study".

1.2 Formulation of the Problem

Based on the research above, the researcher proposed one main problem that is "What strategies do parents use to introduce English to their children at home?".

1.3 Operational Definitions

To avoid misunderstanding the terms in this research, the researcher provides several definitions relating to the research as follows:

1. **Parental Involvement:** Parental involvement refers to the active role parents play in their children's learning process, including providing motivation, resources, and supervision, as well as creating a supportive learning environment at home (Souhucken *et al.*, 2023).
2. **Parental Strategies:** Parental strategies are methods or techniques used by parents to assist their children in learning English at home, such as storytelling, games, and the use of digital tools to make learning enjoyable (Chavez *et al.*, 2023).
3. **Challenges in Teaching English at Home:** Challenges in teaching English at home refer to obstacles such as limited English proficiency, lack of resources, or inadequate access to digital learning tools, which hinder parents' ability to support their children's English learning (Wahyuningsih & Mua'dib, 2023).
4. **Home-Based Learning:** Home-based learning is a process where parents facilitate and guide their children's education at home through structured or unstructured activities to improve English skills (Gil-Galván & Martín-Espinosa, 2023).
5. **Modern Parenting Styles:** Modern parenting styles refer to dynamic approaches adopted by millennial parents, often utilizing technology and innovative methods, to support their children's learning and development (Chavez *et al.*, 2023).

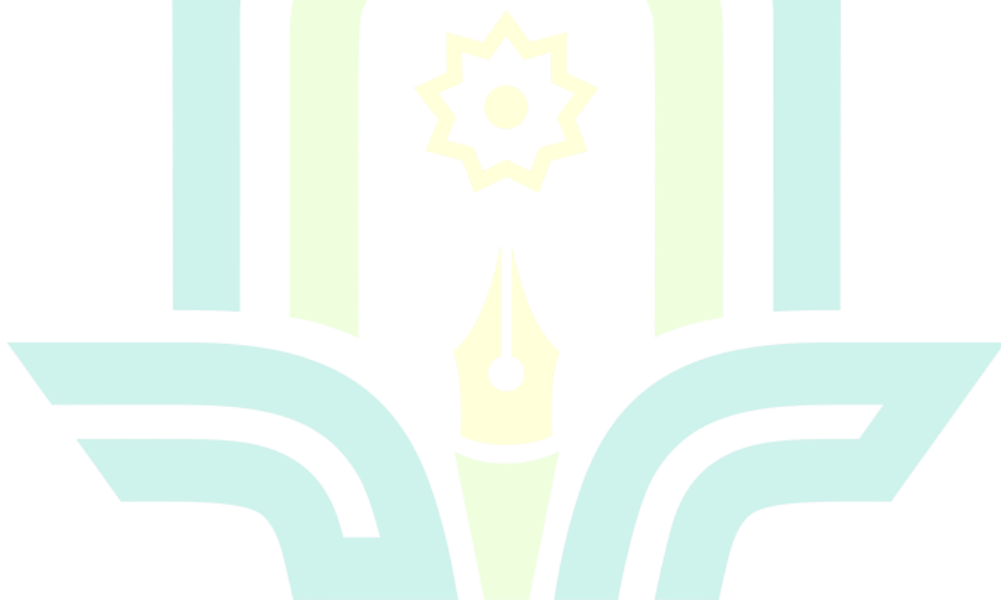
1.4 Aims of The Research

The research aims to identify various strategies used by parents in introducing English to their children at home and analyse the challenges parents face in introducing English to their children at home.

1.5 Significance of the Research

Theoretical: The results of this study are expected to enrich the literature and contribute to the theories of Hoover Dempsey & Sandler (1995).

Empirical: This research provides data on the strategies and challenges that millennial parents use to introduce English to their children at home. The researcher show how home-based learning strategies impact language learning. This support future research and helps in developing best practices for parents in teaching English at home.



CHAPTER V

CONCLUSION

5.1 Summary of the Findings

This research focuses on parents' strategies in introducing English to their children at home. The findings reveal that parents play an active role in supporting early English exposure through various approaches adapted to their capabilities and home environment. These strategies include introducing basic English vocabulary such as colors, numbers, body parts, and household objects, and reinforcing those words through repetition and daily conversations. Parents also enrolled their children in schools that offer English instruction as part of the curriculum, believing that formal education would provide more structured and consistent language learning to strengthen what children experience at home. Additionally, interactive methods such as listen-and-repeat activities, outdoor learning, and question-and-answer games were used to make learning more enjoyable and effective.

The use of digital media also emerged as a key component of parental strategies. Parents utilized YouTube videos, English-language songs, flashcards, and simple learning applications to support vocabulary development in a fun and engaging way. These media helped compensate for parents' limited English proficiency by providing accurate pronunciation and contextual examples. Although learning activities at home were not scheduled regularly, they were integrated naturally into daily routines, demonstrating flexibility and commitment from the parents. Through these practices, parents functioned not only as

facilitators, motivators, and coordinators, but also as role models who shaped a supportive and language rich home environment.

However, the research also identified several limitations. The parents involved reported challenges such as low confidence in their English abilities, irregular learning routines, and limited access to diverse educational resources. These obstacles often restricted the depth and consistency of the learning process. Furthermore, the research was conducted with only two participants from a specific rural area, which limits the generalizability of the findings. The reliance on interview data also opens possibilities for bias, as responses may be influenced by memory or social expectations. Future research is needed to involve a broader and more diverse population to better understand how different family backgrounds and parenting styles influence strategies for introducing English to their children.

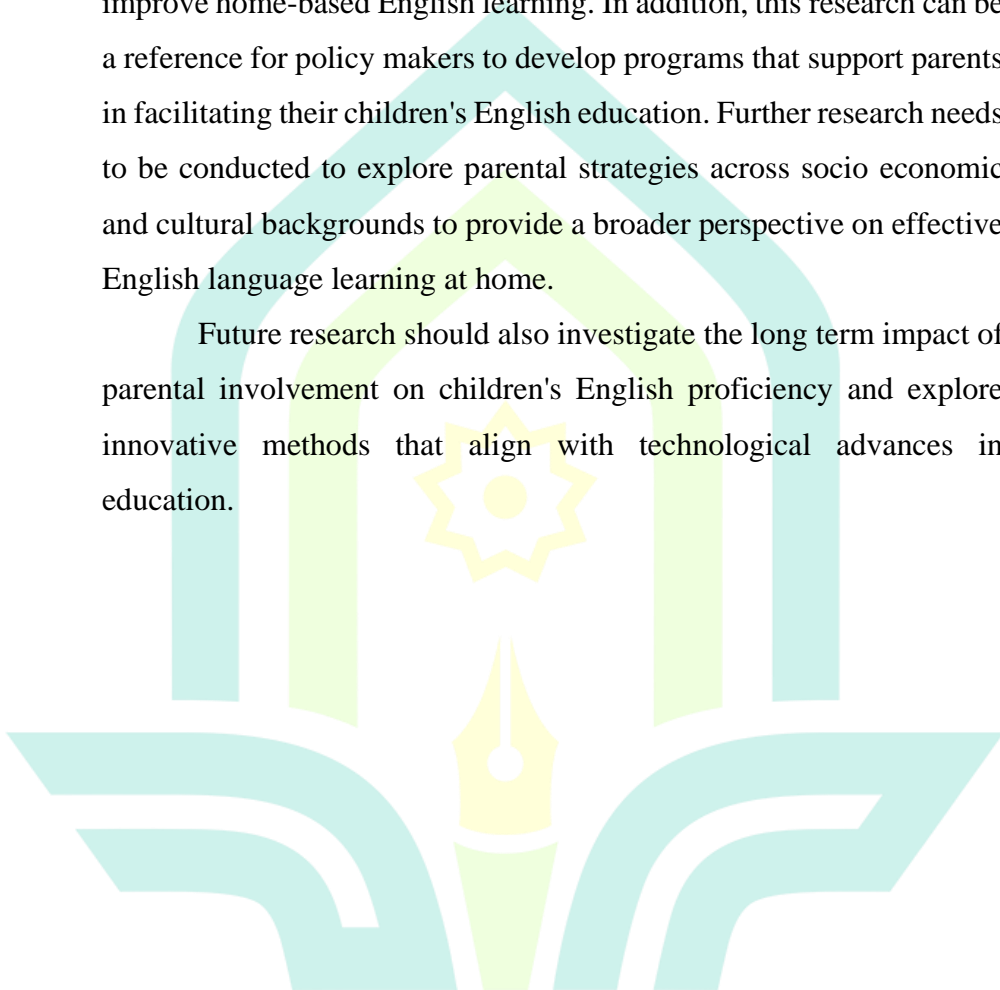
5.2 Recommendation

Based on the conclusions stated above, the following are the implications and recommendations for further related research that are highly recommended by the researcher. The suggestions are as follows:

All parents involved in this research stated that introducing English to their children at home requires various strategies, such as vocabulary reinforcement, interactive activities, digital media, and formal educational support. Therefore, from now on, parents are encouraged to be actively involved in their children's English learning process by creating a supportive home environment. By implementing these strategies consistently, children will have more exposure to English, which can improve their language acquisition naturally.

This research can be a guide for parents, teachers, and educational institutions to understand the importance of parental involvement in children's English learning. Schools and teachers can work with parents by providing guidance, resources, or workshops to improve home-based English learning. In addition, this research can be a reference for policy makers to develop programs that support parents in facilitating their children's English education. Further research needs to be conducted to explore parental strategies across socio economic and cultural backgrounds to provide a broader perspective on effective English language learning at home.

Future research should also investigate the long term impact of parental involvement on children's English proficiency and explore innovative methods that align with technological advances in education.



REFERENCES

- Al-Mahrooqi, R., Denman, C., & Al-Maamari, F. (2016). Omani parents' involvement in their children's English education. *SAGE Open*, 6(1). <https://doi.org/10.1177/2158244016629190>
- Anam, N., Nova, K., & Afroni, M. (2020). Peran penting orang tua dalam pembelajaran bahasa Inggris pada anak usia dini. *Jurnal Ilmiah PROMIS*, 1(2), 140–152.
- Arifin. (2012). *Pokok-pokok pemikiran tentang bimbingan dan penyuluhan agama*. Jakarta: Bulan Bintang.
- Arumsari, A. D., Arifin, B., & Rusnalasari, Z. (2017). Pembelajaran bahasa Inggris pada anak usia dini. *Jurnal PG-PAUD Trunojoyo*, 4(2), 133–142.
- Barkhuizen, G., Benson, P., & Chik, A. (2014). *Narrative inquiry in language teaching and learning research*. New York: Routledge.
- Barnett, W. S., Pew Charitable Trusts, National Institute for Early Education Research (U.S.), & Rutgers University Graduate School of Education. (2010). *The state of preschool 2009: State preschool yearbook*.
- Boyatzis, R. E. (1998). *Transforming qualitative information: Thematic analysis and code development*. Thousand Oaks, CA: SAGE Publications.
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77–101. <https://doi.org/10.1191/1478088706qp063oa>
- Bredekamp, S., & Copple, C. (1999). *Developmentally appropriate practice in early childhood programs*. Washington, DC: National Association for the Education of Young Children.
- Brumfit, C. (2001). *Individual freedom in language teaching: Helping learners to develop a dialect of their own*: Oxford University Press.
- Chavez, J. V., Adalia, H. G., & Alberto, J. P. (2023). Parental support strategies and motivation in aiding their children learn the English language. *Forum for Linguistic Studies*, 5(2), 1–16. <https://doi.org/10.59400/fls.v5i2.1541>

- Connelly, F. M., & Clandinin, D. J. (1990). Experience stories and narrative questions. *Educational Researcher*, 19(5), 2–14. <https://doi.org/10.3102/0013189X019005002>
- Darmansyah. (2010). *Strategi pembelajaran menyenangkan dengan humor*. Jakarta: Bumi Aksara.
- David, F. R. (2011). *Strategic management* (Buku 1, Edisi ke-12). Jakarta.
- Djamarah, S. B., & Zain, A. (1996). *Strategi belajar mengajar*. Jakarta: Rineka Cipta.
- Easwaramoorthy, M., & Zarinpoush, F. (2006). Interviews in qualitative research. *Canadian Social Research Link*, 1(1), 45–56.
- Emi. (2019). *The influence of parents' role toward the student achievement in learning English* (Bachelor's thesis, University of Muhammadiyah, Makassar).
- Epstein, J. L. (2002). *School, family, and community partnerships: Your handbook for action (2nd ed.)*: Corwin Press.
- Esrani, & Rahayu, W. (2021). Penggunaan video YouTube sebagai media pembelajaran bagi anak usia dini di masa pandemi Covid-19. *Jurnal Pendidikan Tambusai*, 5(3), 6150–6156.
- Friedman, M. (2010). *Buku ajar keperawatan keluarga: Riset, teori, dan praktek* (Edisi ke-5). Jakarta: EGC.
- Gao, X. (2012). Parental strategies in supporting Chinese children's learning of English vocabulary. *Research Papers in Education*, 27(5), 581–595. <https://doi.org/10.1080/02671522.2011.602102>
- Gil-Galván, R., & Martín-Espinosa, I. (2023). The influence of the parents' socio-educational level and parental encouragement on university students' motivational profile for learning English. *Journal of Social Studies Education Research*, 14(1), 17–46.
- Grolnick, W. S., & Pomerantz, E. M. (2009). Issues and challenges in studying parental control: Toward a new conceptualization. *Child Development Perspectives*, 3 (3), 165–170. <https://doi.org/10.1111/j.17508606.2009.00099.x>](<https://doi.org/10.1111/j.1750-8606.2009.00099.x>
- Hill, N. E., & Tyson, D. F. (2009). Parental involvement in middle school: A

- meta-analytic assessment of the strategies that promote achievement. *Developmental Psychology*, 45, 740–763. <https://doi.org/10.1037/a0015362>
- Hoover-Dempsey, K. V., & Sandler, H. M. (1995). Parental involvement in children's education: Why does it make a difference? *Teachers College Record*, 97(2), 310–331.
- Hornby, A. S. (2005). *Oxford advanced learner's dictionary of current English* (7th ed.): Oxford University Press.
- Ilyosovna, N. A. (2020). The importance of English language. *International Journal on Orange Technologies*, 2(1), 22–24.
- Ilyosovna, N. A. (2024). Importance of the English language in today's world. *International Journal of English Learning & Teaching Skills*, 6(2), 22–24. <https://doi.org/10.15864/ijelts.6205>
- Indriati, I. (2016). Parents' involvement in supporting their children learn English. *Journal of English as a Foreign Language*, 6(1), 145–170.
- Jeynes, W. (2012). A meta-analysis of the efficacy of different types of parental involvement programs for urban students. *Urban Education*, 47(4), 706–742. <https://doi.org/10.1177/0042085912445643>
- Kalaycı, G., & Öz, H. (2018). Parental involvement in English language education: Understanding parents' perceptions. *International Online Journal of Education and Teaching*, 5(4), 832–847.
- LaRocque, M., Kleiman, I., & Darling, S. M. (2011). Parental involvement: The missing link in school achievement. *Preventing School Failure*, 55(3), 115–122.
- Lasagabaster, D. (2008). Foreign language competence in content and language integrated courses. *The Open Applied Linguistics Journal*, 1, 30–41. <https://doi.org/10.2174/1874913500801010030>
- Lauder, A. (2008). The status and function of English in Indonesia: A review of key factors. *Makara Human Behavior Studies in Asia*, 12 (1), 9–20. <https://doi.org/10.7454/mssh.v12i1.128>
- Lee, J. S., & Bowen, N. K. (2006). Parent involvement, cultural capital, and the achievement gap among elementary school children. *American Educational Research Journal*, 43 (2), 193–218.

<https://doi.org/10.3102/00028312043002193>

- Muzammil, S. (2017). Pengenalan bahasa Inggris pada anak usia dini. *RAHEEMA: Jurnal Studi Gender dan Anak*, 4(2), 164–169.
- Nugraheni, K. R. (2015). *Pengaruh peran orang tua motivasi belajar pada lingkungan keluarga terhadap prestasi belajar siswa kelas III SD Gugus Sinduharjo* (Bachelor's thesis, Universitas PGRI Yogyakarta).
- Nurhadi, A. (2012). Teaching English to young learners (Pengajaran bahasa Inggris pada anak usia dini). *EDUCATE*, 1(1).
- Papadopoulou, K., & Vlachos, V. (2014). Reflections on research and language practice: Using a bilingual interview guide to minimize misinterpretation. *Qualitative Research in Language Studies*, 5(1), 121–135.
- Pek, L. S., & Mee Mee, R. W. (2020). Parental involvement on child's education at home during school lockdown. *Journal of Humanities and Social Studies*, 4(2), 192–196.
- Souhucken, F., Liando, N., & Rombepajung, P. (2023). The role of parents to children in learning English. *JoTELL: Journal of Teaching English, Linguistics, and Literature*, 2(6), 710–726.
- Stainback, W., & Stainback, S. (1999). *Bagaimana membantu anak berhasil di sekolah*. Yogyakarta: Kanisius.
- Steiner, L. M., Hindin, A., & Rizzuto, K. C. (2022). Developing children's literacy learning through skillful parent-child shared book readings. *Early Childhood Education Journal*, 50, 539–553. <https://doi.org/10.1007/s10643-021-01170-9>
- Sucipto, & Raflis. (2000). *Profesi keorangtuaan*. Jakarta: Rineka Cipta.
- Ulya, N. (2020). Strategi pengenalan bahasa Inggris pada anak usia dini di TK Santa Maria Banjarmasin. *Jurnal Warna: Jurnal Pendidikan dan Pembelajaran Anak Usia Dini*, 5(2), 57–68.
- Valeza, A. R. (2017). *Peran orang tua dalam meningkatkan prestasi anak di Perum Tanjung Raya Permai Kelurahan Pematang Wangi Kecamatan Tanjung Senang Bandar Lampung* (Bachelor's thesis, State Islamic College of Raden Intan, Lampung).
- Wahyuningsih, S., & Afandi, M. (2020). Investigating English speaking problems: Implications for speaking curriculum development in

Indonesia. *European Journal of Educational Research*, 9(3), 967–977.

Wahyuningsih, S., & Maisyanah, M. (2021). Exploring English speaking problems in higher education: Pre-service English teachers' perspectives. *Journal of English Teaching and Learning Issues*, 4(1), 19. <https://doi.org/10.21043/jetli.v4i1.10786>

Wahyuningsih, S., & Mua'dib, M. G. (2023). The role of parents in enhancing children's English skills: Evidence from Indonesia. *Lectura: Jurnal Pendidikan*, 14(2), 187–197. <https://doi.org/10.31849/lectura.v14i2.14309>

Warohma, E., Abdillah, M. I., & Arini, S. M. (2020). Pendampingan belajar bahasa Inggris dasar pada santri Pondok Pesantren Nurul Huda (PPNH) Sukaraja. *Manhaj: Jurnal Penelitian dan Pengabdian Masyarakat*, 9(2), 81–89.

Wati, S. (2016). Parental involvement and English language teaching to young learners: Parents' experience in Aceh. *Proceedings of ICTTE FKIP UNS*, 1(1), 527–533.

