

PARENTAL INVOLVEMENT IN YOUNG LEARNERS' SPEAKING: A QUALITATIVE STUDY ON LEARNER PERFORMANCE AND CLASSROOM INSTRUCTION

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Article Info	Abstract
Article History Received: July 2024 Revised: August 2024 Published: October 2024	<i>Parental involvement can be seen in parental practices to help children's academic and intellectual activities. There is a correlation between parental engagement and motivation enhancement, favorable views toward language acquisition, and improved self-confidence in children. Therefore, the present study investigates the impact of parental involvement on young learners' speaking performance and classroom instruction in English as a Foreign Language. Using a qualitative, grounded theory approach, the study involves English teachers of young learners and parents of children aged seven to ten years old who learn English as a foreign language. Findings reveal that students with parental supervision demonstrated increased engagement and superior English pronunciation skills. Parents primarily employ a parenting style supported by Mobile Assisted Language Learning (MALL), using verbal communication, drilling exercises, and digital materials. Interestingly, parents often rely on teachers' autonomy in selecting appropriate instruction due to psychological considerations, fearing inconvenience if they intervene in teaching strategies. In response, teachers incorporate novel strategies to meet parents' expectations and address their concerns. The study suggests that engaging parental involvement in young learners' language learning brings beneficial effects for optimum child language acquisition. These findings highlight the complex interplay between parental involvement, teaching strategies, and young learners' language development, emphasizing the importance of collaborative efforts between parents and teachers in fostering effective English language learning environments.</i>
Keywords Parent involvement; Young learner; TEYL; Language acquisition; Speaking skill; Pedagogy;	
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INTRODUCTION

Early childhood has become the golden period that shows the progress of language development from one stage to another (Budiati et al., 2021). Recently, due to the demand of global competition, in non-English-speaking countries such as Indonesia, English has been learned from the primary up to the tertiary level of schools (Menteri Pendidikan Kebudayaan Riset dan Teknologi Republik Indonesia, 2022). However, teaching English to young learners differs from that of adult learners. The young learners aged five up to nine years old are closely related to parents or guidance. Parents are very concerned about how well their kids are interacting and communicating (Septy Lesia & Petrus, 2021). Teaching language to young learners is precise since language acquisition, according to the critical period hypothesis is more effective at a younger age. The entire component surrounding the young learners will

influence them to learn. It aligns with one of the prominent theories in language acquisition, Behaviourist Theory. According to this theory, language acquisition occurs due to external factors and is acquired through imitation, reinforcement, and the development of habits (Leeder, 2022).

Several factors affecting young learners' English proficiency levels to improve teaching and learning strategies as well as the curriculum implemented have been investigated, resulting in gender, grade level, and school accreditation rank (Meisani et al., 2020; Sumanti & Muljani, 2021). However, there are several particular unresolved issues in teaching English to young learners including teachers' level of English proficiency, together with some new challenges, particularly in methods policy (Garton, 2014). To accommodate comprehensive learning as well as to resolve possible challenges of teaching English to young learners, it is beneficial to apply innovative teaching media such as pictograms as studied by Pauzhi Coellar (2023) or to develop students' external motivation. Recently, a relatively new study by Murshidi et al. (2023) explored the role of parental involvement in young learners' English acquisition, resulting in discoveries of obstacles that are related to either kids' lack of motivation or the parents' lack of familiarity with English and its teaching skills.

Parental involvement can be seen in parental practices to help children's academic and intellectual activities (Kim & Barrett, 2018). There is a correlation between parental engagement and motivation enhancement, favorable views toward language acquisition, and improved self-confidence in children (Choi et al., 2024). Several previous studies have investigated this subject. According to a study by Sumanti and Muljani (2021), it was revealed that parents' involvement in the learning and acquisition of English by the children could contribute positively to their learning achievement and motivation. Arens and Jude (2017) in their study also discovered a connection between family activities and academic accomplishment. This connection was determined to be completely influenced by kids' academic self-concept. There was no correlation between the perceived importance of parents and the academic performance of students. Meanwhile, based on a study by Bruin (2018), if professionals and parents acknowledge parental involvement as a participatory method of learning, it could alleviate the overwhelming pressure caused by the practice-oriented approach and alleviate the load and stress experienced by parents.

When engaging in parental participation, multiple ways can be implemented. A useful strategy is participating in collaborative book reading, as it exposes youngsters to unfamiliar vocabulary and linguistic patterns (Sénéchal & Lefevre, 2014). Moreover, there has been proposed a theoretical paradigm that includes three social-contextual variables influenced by parents: interpersonal involvement, structure, and autonomy support (Choi et al., 2024). Epstein categorizes six types of parental involvement. It consists of parenting, communicating, volunteering, learning at home, decision-making, and collaborating with the community (Salac & Florida, 2022). Parenting encompasses the act of offering direction on child-rearing techniques and establishing a nurturing domestic setting to facilitate children's educational development. Efficient communication between parents and schools is vital, employing tactics such as conferences and technology. Volunteering motivates parents to endorse school activities. Engaging in educational activities at home fosters academic experiences. Active participation of parents in decision-making processes at the school level is strongly encouraged, which includes their involvement in councils and their contribution to the formulation of policies. Engaging in collaboration with the community is of utmost importance, which entails forming connections with local businesses and cultural institutions (Newman et al., 2019).

Meanwhile, besides discussing parental involvement activities, paying attention to the factors affecting young learners' speaking performance is also crucial. Psychological factors such as feelings of fear of making mistakes, shyness, hesitation, and lack of confidence can

hamper the effectiveness of their speaking improvement (Haidara, 2016). Reflecting on those studies, although parental involvement is generally known to have a positive correlation with academic success in language learning in previous research, only a few studies discuss its particular impact on young learners' speaking performance as well as language teachers' instruction in students' classrooms. This insight may lead to the discovery of more effective treatments in young language learners' classrooms. Therefore, further investigating the involvement of parents in young learners' English classes is expected to fill in the remaining gaps and refine existing theories. Hence, the researcher is curious about the influence of parental involvement on English young learners' performance and teachers' instruction in English classrooms. This research is particularly going to investigate the form of parents' involvement pattern which significantly impacts young learners' speaking performance and the way how it intervenes in teaching instruction during the student's performance.

The novelty of this study lies in its focused methodology in investigating the impact of parental involvement on particular language proficiency, speaking English, and its consideration of the interaction between parental interventions and classroom teaching. By shedding light on these underexplored aspects, this study has the potential to reveal efficient approaches for improving the speaking skills of young learners and informing pedagogical practices in English language classrooms. Moreover, by grounding the study in the Indonesian setting, where English is acquired as a foreign language, this research enhances our comprehension of language learning in non-native environments and provides valuable insights that can be implemented in comparable educational environments globally.

Research Questions:

1. What are the impacts of parents' involvement on young learners' speaking performance?
2. How does parents' involvement intervene in teachers' instruction toward young learners' speaking performance?

REVIEW OF RELATED LITERATURE

Parental Involvement in Language Learning

Since parental involvement has become one of the essential factors in children's language development, several studies have proven its efficiency in children's achievement outcomes. Moreover, there is a correlation between parental engagement and motivation enhancement, favorable views towards language acquisition, and improved self-confidence in children (Choi et al., 2024). However, studies show that immigrant, refugee, and minority parents appreciate education, have high educational aspirations, support their children to perform well in school, and respond to teachers' demands - albeit in various ways. Teachers could be unaware of the less apparent techniques that immigrants or parents of color employ to promote their children's education, such as reducing chores to allow for homework completion or moving to better schools (Tarasawa & Waggoner, 2015). Hence, School leaders must provide practical and inclusive measures to encourage parental involvement from immigrant, refugee, and English Language Learner (ELL) families.

When engaging in parental participation, multiple ways can be implemented. A useful strategy is to participate in collaborative book reading, as it allows youngsters to be exposed to unfamiliar vocabulary and linguistic patterns (Sénéchal & Lefevre, 2014). Moreover, there has been proposed a theoretical paradigm that includes three social-contextual variables influenced by parents: interpersonal involvement, structure, and autonomy support (Choi et al., 2024). Epstein categorizes six types of parental involvement. It consists of parenting, communicating, volunteering, learning at home, decision-making, and collaborating with the community (Salac & Florida, 2022). Parenting encompasses the act of offering direction on child-rearing techniques and establishing a nurturing domestic setting to facilitate children's educational development. Efficient communication between parents and schools is vital,

employing tactics such as conferences and technology. Volunteering motivates parents to endorse school activities. Engaging in educational activities at home fosters academic experiences. Active participation of parents in decision-making processes at the school level is strongly encouraged, which includes their involvement in councils and their contribution to the formulation of policies. Engaging in collaboration with the community is of utmost importance, which entails forming connections with local businesses and cultural institutions (Newman et al., 2019). This study uses a qualitative methodology, an exactly grounded theory design to comprehensively investigate and address the research questions explicitly. Qualitative research is a method for investigating and understanding the significance of individuals or groups assigned to a social or human issue.

Speaking Performance in Young Learners

The speaking performance of young learners has become an interesting topic among scholars and educators. Some assessments of young learners' speaking performance have been identified such as dialogues, role plays, storytelling, listen-and-do, and picture talks (Norasiah & Sugirin, 2023). It reflects the creative necessity among teachers in learning class guidance since the attention span of young learners is shorter than that of adults. However, Gu & Hsieh, (2019) in their study found that the young learners' speaking performance is characterized by different features at different levels. To determine the speaking proficiency of young learners, it is necessary to consult a well-defined and precise rubric. Several characteristics of young learners have been identified in previous studies such as revealed by (Norasiah & Sugirin, 2023) that young learners exhibit a higher level of enthusiasm in connecting ideas and concepts. Additionally, they require physical movement and activity to stimulate their thinking. On the contrary, young learners are also characterized by their ability to derive meaning without fully comprehending words, their use of limited expressive language, their imaginative thinking, their enjoyment in discovering and developing entertaining activities, and their tendency to learn indirectly rather than directly. Those characteristics should be considered in elevating their speaking performance as well.

The discussion about speaking activities for young learners, especially for those using English as a Foreign language may bring curiosity to the extent of students' capability. There are six identified distinctive categories in young learners' classroom performance consisting of imitative, intensive, responsive, interactive with transactional dialogue, interactive with interpersonal dialogue, and extensive (Brown & Abeywickrama, 2019). Imitative approaches emphasize phonetic oral production, necessitating trainees to replicate auditory input from a tape recorder. Intensive approaches require pupils to generate language autonomously, with a specific concentration on a limited set of skills. Responsive tactics necessitate students to provide concise and meaningful answers to queries while preserving their authenticity. Interactive strategies, such as transactional discourse, require students to engage in communication with others to exchange facts, information, or ideas. Interpersonal approaches, such as engaging in conversation and participating in role-play, are used to preserve and nurture social connections (Brown, 2003). Advanced methods, such as monologues, engage students in the role of listeners, prompting them to react to speeches while restricting their answers to nonverbal cues. These strategies can be applied in diverse manners, including oral presentations, picture-cued narratives, storytelling, news events, and translation.

Meanwhile, paying attention to the factors affecting young learners' speaking performance is also crucial. Psychological factors such as feelings of fear of making mistakes, shyness, hesitation, and lack of confidence can hamper the effectiveness of their speaking improvement (Haidara, 2016). It is also supported by another study mentioning that the most commonly mentioned difficulties were moderate to significant difficulty in pronunciation, vocabulary deficiencies, grammar, lack of practice, and fear. Their mastery of multiple languages also can improve their other cognitive aspect and working memories (Huang et al.,

2022). Hence, the aforementioned inquiries demonstrate the need for additional deliberation to enhance the speaking proficiency of young learners.

Pedagogical Instruction for Young Learners' Speaking Skills

Pedagogical instruction in speaking skills plays an essential role since it determines the systematic way to engage students' activeness and willingness to communicate during the learning process. Recently, researchers have explored various strategies to enhance young students' speaking skills. One of the most prominent strategies is using song to train their oral fluency. Utilizing songs as an instructional method in Young Learner classrooms serves multiple purposes. Initially, pupils have a strong affinity for songs and derive pleasure from the process of acquiring knowledge and engaging in vocalization. Furthermore, songs assist pupils in mimicking and retaining vocabulary. According to popular belief, every kid possesses the innate capacity to sing, a trait that has likely existed since the first civilizations. Before the acquisition of language by humans, music enhances oral communication abilities and stimulates kids' creativity (Almutairi & Shukri, 2016).

Another contemporary approach is the utilization of mobile social networking. This strategy is an expansion of the Mobile-Assisted Language Learning (MALL) approach that utilizes modern technology to provide individualized and learner-focused learning opportunities through easily available and adaptable practices (Sun et al., 2017). This technique aims to mitigate the limitations of conventional foreign language learning, which can lead to student boredom, indirect and abstract language comprehension, and limited real-world exposure for learners confined to the classroom. Research has shown that incorporating mobile social networking into language curricula can be beneficial if executed correctly with activities that encourage social engagement. Research has shown that activities based on task-based techniques, such as knowledge gaps and reasoning gaps, are beneficial in enhancing oral communication skills. Teachers can facilitate successful communication among students by assigning pairs and giving each member unique information, requiring collaboration to complete tasks (Sun et al., 2017).

The function of role-play in speaking instruction has also received attention in research about young learners' language teaching. Roleplay, derived from the ancient term "rolled-up", is a teaching technique that encompasses a wide range of communication techniques. It enhances language fluency, fosters student interaction, boosts motivation, and encourages learning (Rojas & Villafuerte, 2018). Additionally, it promotes the sharing of responsibilities between the teacher and students. During the process of preparation for role-play activities, students are responsible for selecting the appropriate vocabulary and coherent phrases to use in the given situations. This promotes creativity among participants by engaging them in collaborative learning routines. In summary, creating pedagogical instruction for teaching speaking to young learners necessitates thorough consideration of their psychological viewpoints. Hence, the approach should be engaging and enjoyable.

RESEARCH METHOD

Research Design

This study uses a qualitative methodology, an exactly grounded theory design to comprehensively investigate and address the research questions explicitly. Qualitative research is a method for investigating and understanding the significance of individuals or groups assigned to a social or human issue. Meanwhile, the grounded theory design is a sociological study design in which the researcher develops a general, abstract theory of a process, activity, or interaction based on the perspectives of participants (Creswell & Creswell, 2021). In this study, the researcher investigates the impact of parental involvement on young learners' speaking performance and pedagogical instruction. A grounded theory design is particularly suitable for this research as it allows for an in-depth examination of the

complex dynamics and processes involved in the impact of parental involvement on young learners' speaking performance and pedagogical instruction. The design thoroughly investigates the intricate dynamics and processes associated with this event, free from the limitations imposed by preexisting theories or assumptions (Glaser & Strauss, 1967). The grounded theory approach enables the researcher to develop a theory that is firmly based on the evidence gathered from the research participants. By employing this methodology, the researcher can investigate the experiences, perspectives, and understandings of parents, instructors, and young learners about the impact of parental involvement on speaking proficiency and teaching methods.

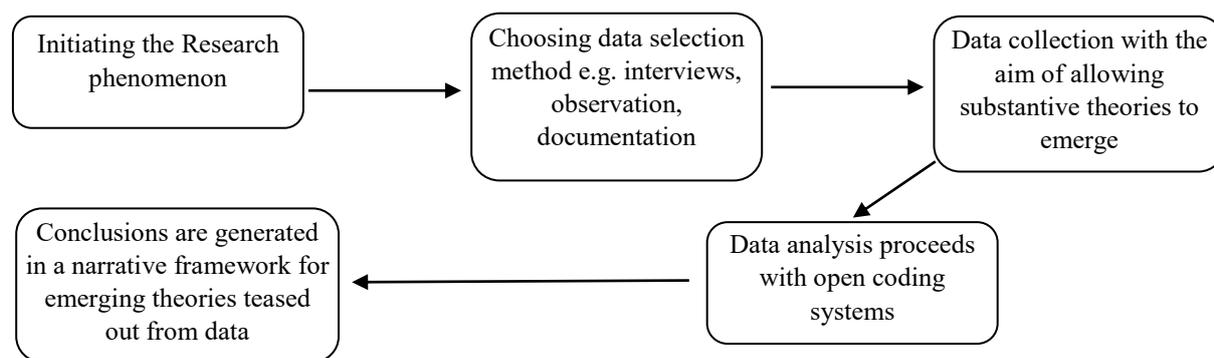


Figure 1. A Schematic Framework of Grounded Theory by Glaser and Strauss, 1967

The theoretical framework guiding this study is the ecological systems theory developed by Bronfenbrenner, 1979 (Crawford, 2020). This theory emphasizes the significance of comprehending the multiple contexts in which an individual grows and the interactions between these contexts. In this study, the ecological systems theory provides a framework for examining the various factors that influence young learners' speaking performance. These factors include parental involvement, school environment, and the broader sociocultural context. By considering these different levels of influence, the researcher can gain a more thorough comprehension of the phenomenon under investigation.

Research Subject

The subjects of this research were purposively chosen using a criterion-based sampling technique. The primary criterion for subject selection is being a parent of young learners aged seven to ten years old who study English in their schools and English teachers of students of that age range. The researcher has selected this particular age range to represent the early elementary level, which is commonly the first phase in which English is introduced as a lesson in the Indonesian school system. Furthermore, students at this stage typically need parental support to achieve their learning goals, since they have not yet developed complete independence in their study within the school curriculum. To guarantee the pertinence of the sample to the study concepts, the researcher employs a particular social context selection, actively seeking parents who exhibit comprehensive parental intervention in their children's education. This purposeful selection of cases enables the recruitment of instances that are rich in information, thereby offering significant insights into the influence of parental participation on the speaking performance and pedagogical instruction of young learners.

The study includes a total of ten participants, consisting of five parents and five English teachers. The subjects' gender is not restricted by the researcher, as they contend that both mothers and fathers, as well as male and female teachers, can offer significant insights into the subject being studied. Although the researcher does not consider the parents' demographic characteristics, such as socioeconomic status, educational background, and ethnicity, as the main selection criteria, they do gather this information to provide context for the study's findings and to guarantee a varied representation of experiences within the sample. The

researcher intends to use an intentional, criterion-based sample technique to select participants who can provide comprehensive and extensive descriptions of their experiences and views regarding parental participation and its influence on the speaking performance and pedagogical instruction of young learners. The chosen strategy is consistent with the qualitative nature of the research and grounded theory design, which highlights the need to collect data from persons who have firsthand knowledge of the phenomena being studied.

Instruments

Data that are required to answer the research questions are information on classroom activities while teaching English to young learners from relevant teachers and young learners' parents' explanations about their intervention in the teaching process and students' performance. Therefore, the researcher collected the data via online interviews and open-ended questionnaires with parents and teachers of young learners about their English performance with different parental involvement patterns and documentation of relevant activities. The reason for choosing these instruments is to obtain adequate data without disturbing the participants' main activities since the teachers and parents are often busy with their daily basis. The online interviews are carried out in a semi-structured manner, which accommodates freedom in investigating participants' experiences and viewpoints while guaranteeing that important subjects are covered. The interview guide for teachers focuses on their observations of classroom activities, student achievement, and the influence of parental engagement on the oral communication abilities of young learners. The parent interview explores their experiences in facilitating their children's English acquisition, their views on their function in the instructional process, and their observations of their children's oral proficiency in connection to their participation. Meanwhile, the open-ended questionnaires are specifically created to complement the data obtained from interviews. The questionnaires are designed for instructors to encompass issues about their pedagogical approaches, the obstacles they encounter in involving parents, and their recommendations for achieving successful parental engagement.

Data Analysis

To have an in-depth understanding of the parents' involvement impact on the students' speaking performance and classroom instruction, a constructivist grounded theory analysis procedure is implemented. This approach is more suitable for this study because it emphasizes the exploration of various viewpoints, contextual comprehension, adaptability in data processing, and collaborative construction of meaning. This approach highlights the researcher's position as a collaborator in creating meaning, taking into account their background, experiences, and interactions with participants in influencing the research process and the final theory (Creswell & Creswell, 2021). In this study, the researcher initiates the data analysis process by thoroughly reviewing the interview transcripts, open-ended questionnaire answers, and pertinent documents to gain a deep understanding of the data. To distinguish between initial codes, the researcher manually identifies and annotates important portions of text that pertain to the research questions using various colored pens or sticky notes (Saldana, 2021). As patterns and relationships emerge, the researcher generates a methodical document that enumerates and explains each code, accompanied by illustrative instances from the data. Throughout the manual coding process, the researcher records their thoughts and reflections and develops theoretical insights by writing memos in a dedicated notebook.

During the analysis, the researcher constructs and establishes themes of information, continuing to compare data inside and across categories to enhance the developing theoretical framework. Diagrams are employed to illustrate the connections between themes and to construct a cohesive storyline that illustrates the influence of parental involvement on young

learners' speaking performance and pedagogical instruction. Afterward, the researcher is going to verify data by the conduct of research and triangulation methods in which the researcher compares data from multiple sources consisting of interviews, questionnaires, and documentation. Procedures of research consist of three steps: planning, application (collecting data, analyzing data, making conclusions and recommendations), and reporting the results of research systematically.

RESEARCH FINDINGS AND DISCUSSION

Research Findings

Research question 1: What are the impacts of parents' involvement in young learners' speaking performance?

Regarding the research question, according to the results of the interviews with the English teachers of specified young learners, several keywords were determined to be relevant to the research questions such as skill improvement, parenting activities, and challenges. From the given keywords, the themes were derived. The analysis of the interview reveals recurring themes on the effects of parental engagement on the speaking proficiency of young learners. Table 1 presents the themes of the impacts of parents' involvement in young learners' speaking performance.

Table 1
The Themes of The Impacts of Parents' Involvement in Young Learners' Speaking Performance

Theme	Description
1	The existence of parental involvement behind young learners' classroom language learning brings better improvement to the students' pronunciation
2	The preferred and recommended parental interventions are having tasks together and verbal communication
3	Parental involvement behind young learners' language learners has particular challenges both for parents and teachers.

Theme 1 in Table 1 shows the existence of parental involvement in the language learning process in the classroom brings better improvement to the students' pronunciation skills compared with those without the parents' intervention. Below is the direct statement from the participant.

"For children whose parents are actively involved, children are better at pronunciation/speaking English. While children whose parents are not actively involved, children are less / very lacking in pronunciation / speaking English" (Teacher 2).

"Children with parental intervention are mostly more active and more willing in classroom communication" (Teacher 3).

This argument is substantiated by the parents' perceptions of the disparity in their level of involvement in their children's English learning before and after they become actively engaged. The parents believe that the intervention encourages children to become more articulate with the newly acquired vocabulary. The enhancement of pronunciation skills in students is influenced by the direction provided by parents. This is supported by the parents' description that their engagement at home primarily consists of verbal communication and drilling exercises.

"I invite my child to daily conversations and read stories aloud" (Parent 1)

"I usually drill my child with daily vocabulary from YouTube and play English speaking games" (Parent 3, parent 5).

"My daughter loves fun story very much, so I read it together with her" (Parent 4)

When questioned about the speaking activities in the student's classroom, the teachers indicated that it primarily consists of brief discussions with their classmates, focusing on terminology related to their immediate environment.

"by having dialogues with their friends at the same table" (Teacher 1)

"I prefer to involve them to discuss the English vocabularies of items around them." (Teacher 3)

According to theme 2 of Table 1, the preferred and recommended parental interventions are having tasks together and verbal communication. It is explained by the data that teachers mostly agree to foster parental involvement in students' language learning due to the positive effect on students' performance. However, the effort consists of both a personal approach and non-verbal communication such as through a connecting book, a book containing notes of students' proficiency, behavior, and suggestions for parents.

"I convey my purpose to the parents by personal approach directly whenever I meet them." (Teacher 1)

"I utilize the connecting book to engage parents' involvement indirectly. The book contains a systematic account of the process of acquiring English language skills through parental instruction at home. Every week, a linking book is gathered from English subjects and used to document the child's progress. To provide parental access to the notes contained within the connecting book." (Teacher 2)

"I communicate to the parents by utilizing social media such as WhatsApp chat and note of attention in students' progress report." (Teacher 4)

When questioned about their preference for monitoring their children's English-speaking performance with the English teacher, parents said that they are open to both direct communication and non-verbal cues.

"I prefer asking directly to the teacher related to the strengths and weaknesses of my child." (Parent 2)

"I never ask directly to the teacher but I always try to adjust the material given from school into my guidance." (Parent 3)

"I usually text the English teacher privately to obtain specific information and to avoid misunderstanding." (Parent 4 and Parent 5)

When seen from the perspective of teachers, the most effective parental involvement in guiding students at home is training them to speak in routine and guiding students to do their homework as well as memorizing vocabulary.

"I think training children to speak English simply at home can help them much in fluency". (Teacher 1)

"The most effective parents' guidance is that they accompany their children doing homework well and help them memorize vocabulary to practice at school". (Teacher 2)

"Assisting with homework, reading English fairy tales before bedtime, and singing English are excellent ways to help children strengthen their language skills." (Teacher 4)

Meanwhile, theme 3 of Table 1 indicates the existence of challenges to parental involvement realization. Beyond the advantages of parental involvement in the speaking abilities of young learners, both educators and parents frequently encounter certain obstacles. Teachers frequently encounter parents whose behavior does not consistently align with the

teacher's instructions. Meanwhile, parents often handle their children's condition that undergoes abrupt changes.

"The challenge to guide my child is when my child does not have a good mood to study or practice". (Parent 1)

"My child is usually very tired when arrive home. It causes me to look for the right time to talk with him". (Parent 2)

"Sometimes, children prefer to speak using local language or slank used by their friends". (Parent 4)

The data shows that parental participation improves children's speaking performance and ensures that they study in various circumstances. This is supported by the distinct differences observed in the scoring activity, which both teachers and parents agree with.

Research question 2: How does parents' involvement intervene in teachers' instruction toward young learners' speaking performance?

Based on the result of data collection related to this research question, some keywords were determined such as monitoring and awareness. Next, the themes derived from the keywords were organized and presented in Table 2.

Table 2
The Themes of The Way Parents' Involvement Intervene in Teachers' Instruction toward Young Learners' Speaking Performance

Theme	Description
1	Parents participate in overseeing the teacher's instructional content and assignments
2	Teachers try to address parents' expectations by innovation and fostering parents' awareness

Theme 1 in Table 2 shows that parents participate in overseeing the teachers' instructional content and assignments. In relation to the study topic, it is necessary to first examine the outcome of the interview conducted with the parents who are directly involved in monitoring the English teaching tactics employed by instructors in their children's classrooms. According to them, the assessment is typically conducted by reviewing educational resources, evaluating children's performance, and personally questioning the children.

"I usually check learning videos and materials sent by teachers to our social media group". (Parent 1)

"I regularly ask my child about his score in English class". (Parent 2)

"I always communicate with teachers and try to stay updated with the material and score progress." (Parent 3)

In addition, despite parents generally remain attentive in monitoring teachers' work, they often refrain from providing criticism, comments, or ideas regarding the educational methods employed by instructors at school.

"No, not yet". (Parent 1)

"Never, I trust the teacher". (Parent 2)

"No, so far, never." (Parent 3)

"Only once, suggesting the teacher to introduce new vocabularies every meeting." (Parent 4)

Nevertheless, despite the fact that the parents appear to have faith in the instructors, they also demonstrate some degree of anticipation by reading the syllabi, evaluating the children's abilities in each phase, and reviewing the teacher's notes.

“ I usually keep an eye on my children's improvement from time to time after learning”.
(Parent 1)

“I always monitor notes for students from the teacher.” (Parent 2)

“By reading the school syllabus and material, I can directly know what strategy the teachers use.” (Parent 3)

“I routinely check my daughter’s assignment score and her interest in English such as asking her favourite English songs or movies.” (Parent 4)

On the other hand, in line with theme 2 of Table 2, In order to address the expectations and concerns of parents, teachers are also cognizant of their responsibility to continuously enhance their teaching methodologies and enhance students' engagement in the classroom. Nevertheless, it is asserted that parents should possess an understanding of their child's vulnerabilities in order to prevent disappointment resulting from excessively lofty expectations.

“It is necessary to remind the parents of their children's weaknesses besides their strengths every time I evaluate their development in the linking book”. (Teacher 1)

“Parents should be informed their children preferred learning style since each student has different character”.
(Teacher 5)

From the parents’ point of view, some possible actions that can be done by them to cooperate with the teachers in maximizing students’ speaking performance and creating optimum pedagogical instruction are intense communication, trusting each other, and actively controlling children's achievement periodically.

“Parents and teachers can work together more effectively to support children's English speaking development by communicating as needed and continuing to monitor the development of teaching at school and the progress of children's achievements.”(Parent 3)

“Parents assist children in applying what they learn in school to their daily life because children spend more time with their parents than with teachers. So that full-day learning is immediately applied in children's lives, both in and out of school.” (Parent 4)

The presented data suggest that parents typically refrain from actively proposing specific teaching methods for their children's English classes. However, they prioritize monitoring the instructors' actions based on the children's language learning outcomes.

Discussion

The Impacts of Parental Involvement in Young Learners’ Speaking Performance

The speaking performance of young learners has certain traits that might be used to assess their capabilities. According to the documentation from the young learners' teacher, they utilize a speaking performance rubric that assesses vocabulary proficiency and fluency in responding to teacher-provided questions of specific captivating images. The minister of education of Indonesia has generally established this rubric. It is in line with picture talks, one of the assessment tasks for young learners’ speaking performance in prior studies (Aukerman & Chambers Schuldt, 2016; Norasiah & Sugirin, 2023). Based on interviews with five English teachers of young learners, it was found that they had comparable responses about the activities of speaking English in the classroom and engaging in short dialogues with their peers about vocabulary. Students in this phase are now engaged in the process of acquiring proficiency in the English language, while simultaneously needing to attain mastery in their native language and second language beforehand. It is appropriate with what is stated by that

Huang et al., (2022) that having knowledge of multiple languages can have a favorable impact on second or foreign language learning. This is because students can benefit from similarities between languages, such as shared alphabets, cognate words, and basic principles of grammar. In addition, the teachers often emphasize the distinction between pupils who receive parental guidance in learning English and those who do not. Students who get parental involvement exhibit higher levels of participation in classroom activities and demonstrate superior English pronunciation skills, while students without parental assistance tend to display lower levels of engagement and activity during English courses.

When questioned about their involvement, the parents primarily reported providing their children with time for English storytelling before bedtime, encouraging them to discuss vocabulary in English, assisting them with homework assigned by teachers, and exposing them to digital English materials such as YouTube or other platforms. This is an implementation of Mobile-Assisted Language Learning (MALL) where students can access and engage in additional learning opportunities using their mobile phones, which are readily accessible and can be easily adjusted to their needs (Cheng & Chen, 2022). Furthermore, providing feedback to youngsters also enhances their academic performance by rectifying their errors and acknowledging their advancements. Incentives and presents are advantageous in enhancing pupils' motivation. This type of parental involvement is classified under the "parenting" category according to Epstein's model of parental involvement. It involves parents providing assistance and support to families in developing parenting and child-rearing abilities, comprehending the development of children and adolescents, and creating a home environment that promotes children's success as students at every age and grade level (Newman et al., 2019; Salac & Florida, 2022).

The data provided by the teachers indicates that they also provide pupils with a book that serves as a means of communication between parents, teachers, and students to assist the students' growth. The book comprises students' personal data, attendance records, lesson notes, attitude records, and parent-teacher sheets. Nevertheless, in order to prepare for the parents' hectic schedules, teachers must also communicate the necessary tasks to be completed by the parents via WhatsApp messaging or a WhatsApp group chat. Teachers often encounter a specific issue, which is primarily caused by the parents' lack of knowledge or awareness. It is supported by the invention from Tarasawa & Waggoner (2015) that obstacles in creating parent involvement programs include specific difficulties such as language barriers, concerns about immigration status, time constraints, family responsibilities, limited transportation, and a disconnect between the cultures of home and school. However, from the parents' view, they often face difficulties in stimulating their children's excitement, as most children are fatigued and lack energy after returning home from school.

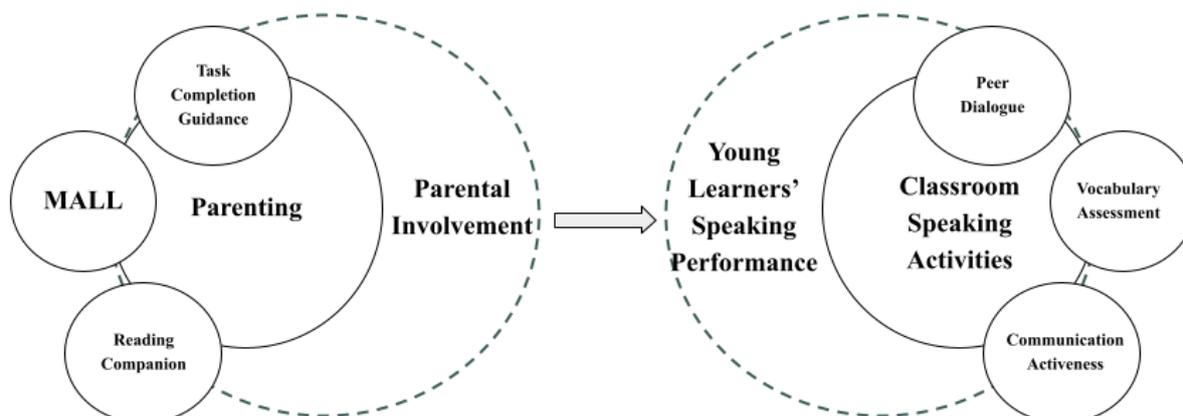


Figure 2. The impact of parental involvement on young learners' speaking performance

To summarize, an engaged parental guide enhances the classroom learning process by cultivating children's motivation and offering supplementary feedback on their English pronunciation. Consequently, young learners demonstrate improved oral proficiency in school and are able to enthusiastically articulate their thoughts both at home and in the educational setting. Hence, it is essential to address the obstacles associated with promoting parental engagement to improve student's English language acquisition to the fullest extent.

How Parental Involvement Intervenes in Teachers' Instruction Toward Young Learners' Speaking Performance

Parents in the 21st century have improved access to their children's educational materials due to the availability of many digital resources. Their participation in the learning process of young learners may also lead to a modification in the teaching provided by the teachers. Based on the outcome of interviews with parents and teachers from both sides, it has been observed that cooperation between teachers and parents has become a prevalent practice in school education, including the context of English language acquisition. The partnership takes the form of an extensive discussion focused on the student's skills, flaws, and potential. In addition, parents often verify the accuracy of information by personally questioning their children. Furthermore, parents diligently verify the credibility of online learning resources recommended by teachers, and they can adapt their advice to align with the curriculum presented at the student's school. The finding of Ciriza (2019) and Heidlage et al. (2020) supports the idea that parental involvement in immersion schooling can enhance children's linguistic development by improving parents' comprehension of effective educational techniques.

The teachers also disclose that they permit experienced parents to provide recommendations for enhancing classroom instructions. The process is documented in the connecting book, wherein parents are allowed to provide feedback and ideas upon examining the student's performance. Thus far, parents have primarily relied on the practice of classroom engagement to uphold teachers' independence. They frequently provide remarks about their children's additional characteristics that are not known to the teachers in the shared book, rather than offering suggestions for the teaching tactics employed by the teachers. It is logical for parents to have already evaluated the school's educational system before choosing to enroll their children. Nazari et al. (2023) have observed that these parents' actions have had an impact on the psychological well-being of young learner teachers. These teachers have encountered emotional challenges due to the lack of recognition for teaching young learners in their specific setting. The additional requests from parents can exacerbate their already challenging circumstances.

Conversely, teachers are influenced by parents' desire to be active in monitoring children's progress, which affects their teaching methods. Teachers strive to align classroom instruction with the learning syllabus, as some parents also review it. They demonstrate their dedication by incorporating communicative and interesting novel teaching techniques such as using songs, flashcards, pictures, and audio recordings to complete particular tasks. According to a study conducted by Becker & Roos (2016), it has been established that communicative tasks are useful in promoting the negotiation of meaning and communicative engagement. These activities are particularly beneficial in situations when the main objective is to complete a task. Task-based work offers learners the advantage of engaging in interactive activities that expose them to meaningful input, provide feedback on their language production, and offer chances to generate modified output. While parental participation can enhance the effectiveness of teachers' classroom instruction, it is important for instructors to also take into account the expectations and concerns of both parents. Typically, they address

this issue by doing drills with the pupils and informing parents about their children's deficiencies that are affecting their learning progress.

In summary, parental engagement has an impact on the manner in which classroom instruction is conducted. Parental input facilitates the classroom teacher's ability to adapt pedagogical instruction. However, the reality is that parents primarily intervene through implicit monitoring based on what their children obtain. Thus, both parents and teachers monitored each other to optimize the pupils' understanding and skill development.

CONCLUSION

This research highlighted the the impact of parental involvement onin young learners' speaking performance and pedagogical instruction. This study shows that teachers of young learners often emphasize the importance of parental guidance in English language learning. Students who receive parental guidance show higher participation and superior English pronunciation skills. Parents mostly provide their children with time for storytelling, vocabulary discussions, homework assistance, and digital English materials as well as feedback and incentives to enhance academic performance. The existence of a book for communication between parents, teachers, and students is also essential to support their growth. However, teachers often face challenges due to language barriers, immigration status concerns, time constraints, family responsibilities, limited transportation, and a disconnect between home and school cultures. Whereas, the parents' difficulties are related to their children's excitement, as most children are fatigued and lack energy after returning home from school.

Moreover, teachers also allow experienced parents to provide recommendations for enhancing classroom instructions, documented in a connecting book. However, parents often rely on the teachers' capability due to the fear of impacting the psychological well-being of young learner teachers. Teachers aim to align classroom instruction with the learning syllabus and incorporate communicative techniques, such as songs, flashcards, pictures, and audio recordings, to promote meaningful input and language production. Both parents and teachers must consider each other's expectations and concerns to address young learners' issues in English learning. Therefore, it is worth to engage parental involvement in young learners' language learning due to the beneficial effects. However, this research has limitations on its data which are obtained from the perspective of parents and teachers only. The researcher suggests further research of an experiment to distinguish between student groups with and without parental engagement using a precise assessment.

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