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Dismantling the Role of Family Environment in Supporting Students' English Learning: A Case Study at SMA Al-faqih Muqaddam Kubu Raya.

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ABSTRACT

This study aims to explore the role of the family environment in supporting students' English learning at SMA Alfaqih Muqaddam Kubu Raya and to identify the forms of parental support and challenges faced in the process. The research utilized a qualitative descriptive method with a case study design to gain in-depth insights into the familial context. Data were collected through semi-structured interviews with five students, three parents, and one English teacher, complemented by field observations and documentation. The data analysis technique employed was thematic analysis, which involved data reduction and categorization to identify patterns of familial involvement. The results of the study indicate that the family environment plays a crucial role in enhancing students' motivation and confidence. Parental support was implemented through activities such as reminding children to study, providing learning facilities like providing wifi at home and Android TV for accessing video and English learning website for learning English, and encouraging daily practice at home. In addition, students also admitted that they were encouraged to join English course and their parents pay for it. The parents buy them book and dictionaries for studying English. Meanwhile, as the time constrain the parents could not accompany the student in studying as not all parents have English proficiency and proper English skill to give direct intervention in teaching English. In conclusion, consistent support and effective cooperation between parents and teachers are essential factors in improving students' English learning achievement.

INTRODUCTION

English is a fundamental subject in secondary education because of its function as a global language used in international communication. Proficiency in English is important not only for academic success but also for personal development, social interaction, and future career prospects. In learning English, students are required to master various skills such as vocabulary, grammar, reading, writing, speaking, and listening. However, the effectiveness of language learning is not determined solely by instructional methods in the classroom. Students' motivation and interest are key elements that strongly influence



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their learning outcomes. Learners who show high motivation tend to be more active and successful, whereas those with low motivation often face challenges in developing their language abilities.

One of the major factors influencing students' motivation and achievement is the family environment. The family acts as the earliest and most influential social setting in a child's life, shaping their cognitive, emotional, and social development. In the context of English as a Foreign Language (EFL), recent studies highlight that parental involvement plays a crucial role in shaping learners' motivation, engagement, and overall language development (Liang et al., 2024). A positive and supportive family environment can offer encouragement, provide access to learning resources, and foster constructive communication, all of which contribute to effective learning. On the other hand, a lack of support and an unfavourable home atmosphere may reduce students' motivation and negatively impact their academic performance.

Previous research has consistently highlighted the significant role of parental involvement in students' academic achievement, including in learning foreign languages. For instance, studies in the Indonesian EFL context show that parental involvement significantly correlates with students' motivation and learning outcomes (Sampelan & Sengkey, 2022). More recent research further demonstrates that parental support—such as providing learning resources, encouragement, and a supportive home environment—plays a key role in enhancing students' intrinsic motivation and persistence in learning English (Maulisa & Adani, 2025). In addition, parental involvement has been found to promote students' self-efficacy and learner autonomy, which are essential for successful language acquisition (Sigit & Anam, 2024). These findings reinforce the idea that the family environment plays a crucial role in shaping students' learning experiences, particularly in English language learning.

In practice, however, differences in students' motivation are still commonly observed. Based on preliminary observations at SMA Alfaqih Muqaddam Kubu Raya, students demonstrate varying levels of interest and participation in learning English. Some students are highly enthusiastic and actively engaged in both classroom activities and independent study. Meanwhile, others show limited interest despite the use of diverse teaching strategies and learning materials. This variation indicates that external factors beyond the classroom, especially those related to the family environment, may influence students' attitudes and performance in learning English. This is supported by recent findings showing that differences in students' English learning interest are closely linked to variations in home environment and parental involvement (Wahyuni & Tin, 2024).



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Existing research tends to conceptualize parental roles in a traditional and narrow manner, primarily focusing on direct academic assistance such as helping with homework or teaching language skills. This perspective overlooks the broader and more nuanced ways families contribute, including emotional support, motivational encouragement, and the creation of a conducive learning environment. As a result, the complexity of family influence on English learning remains underexplored. Moreover, many recent studies highlight the need to move beyond single-dimensional views of parental involvement and examine its multiple forms and configurations (Liang et al., 2024). Furthermore, although many studies confirm the positive relationship between parental involvement and students' achievement, limited research critically examines whether such expectations are realistic in contexts where parents face constraints such as limited English proficiency, demanding work schedules, and socio-economic pressures. This creates a gap in understanding the feasibility and equity of parental involvement, particularly in the Indonesian EFL context.

Considering this situation, it is important to explore how students perceive the role of their family in supporting their English learning. Gaining insight into students' perspectives can help identify specific family-related factors that either facilitate or hinder the learning process. Recent studies emphasize that students' perceptions of parental involvement are crucial, as mismatches between parental support and students' expectations can affect learning motivation (Husein et al., 2022). Therefore, this study aims to investigate students' perceptions of family involvement and to examine the factors within the family environment that affect English learning. The results of this study are expected to provide valuable insights for educators, parents, and policymakers in developing strategies to create more supportive home environments, ultimately improving students' motivation and achievement in learning English.

METHOD

This study used a descriptive qualitative design to better understand how students perceive the role of their family in learning English. A qualitative approach was chosen because it allows the researcher to explore students' experiences and viewpoints in a deeper and more meaningful way (Creswell, 2012). Rather than focusing on numbers or measurements, this study aimed to describe how family support shapes students' learning, particularly in facilitating students learning English. The researcher did not manipulate any variables, but instead focused on capturing and interpreting participants' real experiences in their natural setting.

The research was carried out at SMA Alfaqih Muqaddam, Kubu Raya, during the first semester of the 2025/2026 academic year. This school was selected because it provides an active environment for learning English and shows visible parental involvement in students' educational activities. These conditions made it a suitable setting for examining how family support influences students' learning.

The participants of this study were 20 eleventh-grade students, from which 5 students were selected as key participants through purposive sampling. This technique



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was used to ensure that the selected students met specific criteria relevant to the study (Creswell, 2012). The criteria included students who were actively learning English, had parents or guardians involved in their learning at home, and were willing to participate in the research process.

To collect the data, the researcher used three techniques: interviews, observation, and documentation. Semi-structured interviews were conducted to explore students' thoughts and experiences regarding their family's role in learning English. Each interview lasted around 20 to 30 minutes and was conducted with the participants' consent. In addition, the researcher observed classroom activities to see how students engaged in learning, especially in vocabulary-related tasks, and to identify possible influences from their home environment. An observation checklist was used to keep the process organized.

RESULTS AND DISCUSSIONS

This study seeks to examine students' perceptions of the role of the family in English learning and to identify family-related factors that influence their learning process. The findings are presented in accordance with these objectives and are discussed by relating them to relevant theories and previous studies.

Overview of Participants

The study involved nine participants, consisting of five students, three parents, and one English teacher. They were selected purposively to ensure that the data reflected varied yet relevant perspectives on family involvement in English learning. The students came from similar educational settings but differed in their English proficiency and learning experiences at home. Parents contributed insights into the types of support they provided as well as the challenges they encountered, while the teacher offered observations regarding students' behavior and performance in the classroom. Together, these perspectives provided a comprehensive understanding of the issue.

Family Support in English Learning

The findings reveal that family support has a strong influence on students' motivation and engagement. Most students reported that their parents were involved in their learning by helping them practice vocabulary, correcting pronunciation, and encouraging them to use English in daily communication. This is done indirectly through supporting them with facilities for example internet connection (wifi) and android TV so the parents give opportunity and learning space for their children in exposing English through video or film in Netflix application and Youtube. The parents suggested their children to practice pronunciation and listening by these media.

PRNT-01 *"Saye kasi jak mereke wifi di rumah, siapkan TV android, biar lah mereke nonton disitu, tau lah mereke buka buka video belajar Bahasa Inggris"* (I installed wifi for them at home and make android TV available for them so just let them watch it and they know more any video for learning English)

PARNT 02 *"Saye ndak ad TV android atau wifi dirumah , tapi saye selalu mengusahakan kuota anak saye selalu terisi dan saye sedikean hp khusus punye die, biar*



bise diapoakai untuk belajar atau keperluan die yang lain” (I don’t have wifi or TV at home but, I always make their internet balance at their mobile phone available. So they can use it for study. I gave them their own mobile phone so my girl can use it anytime for studying or for anything for their needs)

Such consistent support appears to enhance students’ confidence and participation. However, some students indicated that parental involvement was limited due to time constraints.

From the parents’ perspective, support was provided through activities such as giving facilities and creating a positive study environment. Nevertheless, work responsibilities often limited their ability to be fully involved. The teacher also observed that students who received regular support from their families tended to be more active and confident in class.

PRNT 03 “ *Untuk fasilitas mungkin saya bisa mengusahakannya, namun untuk pendampingan belajar, saye rasa saya tidak punya waktu yang cukup karena saya harus bekerja dari pagi hingga sore hari, pulang-pulang saya capek , mau istirahat saja. Jadi tidak sempat untuk menemani anak belajar, lagipun saya tidak begitu paham Bahasa Inggris*” (I may be able to provide the facilities, but when it comes to accompanying my child in studying, I don’t think I have enough time because I have to work from morning until late afternoon. By the time I get home, I’m tired and just want to rest. So I don’t have time to assist my child with studying. Besides, I don’t really understand English).

TCR 01 “As I observed in the classroom, some students who are confident and active are those who get proper facilities for studying English”

These findings support Epstein’s (2001) view that parental involvement contributes significantly to students’ motivation and academic achievement. In line with previous research (Smith, 2015; Johnson & Brown, 2017), consistent family support plays a key role in improving students’ engagement in learning.

Based on students perspective gather from interview it was highlighted that most of students admitted that their parents support them learning English by motivating them by words and give them facilities for studying instead of teaching them English. Furthermore it was also found that some of them join additional English course outside school. They said that they parents asked them to study more intensively for practice speaking English and their parents pay for it.

SDNT-01 “ *Emak saye nyuruh saye ikut les, biar saye bise lancer berbicara Bahasa Inggris, dan saye tau datang jak. Semue udah dibayarkan*” (My mother asked me to join English course, so I can learn speaking English fluently and I just come without thinking to pay it as my mother pay for it.



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This study examined the role of the family environment in supporting students' English learning at SMA Al-Faqih Muqaddam Kubu Raya. The findings indicate that the family environment significantly influences students' motivation, confidence, engagement, and learning behavior in English. Students who experienced supportive family interactions, parental encouragement, and adequate learning facilities demonstrated more positive attitudes toward English learning and participated more actively in classroom and independent learning activities. These findings support the growing body of research in English Language Teaching (ELT) which emphasizes that parental involvement is an important external factor influencing second language acquisition and students' academic achievement (Liang et al., 2024; Liu & Han, 2024).

One of the major findings of this study is that parental involvement positively contributes to students' learning motivation. Parents who regularly monitored their children's academic progress, reminded them to study, and encouraged them to complete assignments helped establish a disciplined learning environment at home. This finding is consistent with Epstein's theory of parental involvement, which explains that students perform better academically when families actively participate in educational activities (Epstein, 2018). In the context of English learning, parental support increases students' willingness to engage with language learning tasks and encourages them to perceive English as an important subject for their future education and career opportunities (Gao & Wang, 2023).

The availability of learning resources within the family environment also emerged as an important factor influencing students' English learning. Students whose parents provided internet access, smartphones, English books, dictionaries, or opportunities to access digital learning media tended to show higher learning engagement. Access to technology allows students to explore English materials independently through videos, music, online applications, and social media platforms. This finding supports previous studies which revealed that home learning facilities and digital support significantly contribute to learners' autonomy and language exposure outside the classroom (Liu & Han, 2024; Nugroho & Atmojo, 2022). In the era of digital learning, the role of parents in facilitating access to educational technology has become increasingly important in supporting English language acquisition.

Another significant finding is that emotional support from family members strongly influences students' confidence and reduces language anxiety. Students who received appreciation, encouragement, and positive feedback from their parents were more confident in speaking English and participating in classroom discussions. Conversely, students who rarely received encouragement from their families tended to be more passive and afraid of making mistakes. This finding aligns with Krashen's Affective Filter Hypothesis, which suggests that emotional factors such as anxiety, confidence, and motivation affect language acquisition processes (Krashen, 1985). Supportive family relationships help lower students' affective filters, enabling them to learn English more effectively. Recent ELT studies also found that emotional support from parents



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strengthens students' L2 motivational self-system and promotes higher levels of learning engagement (Liang et al., 2024).

Furthermore, the findings demonstrate that the educational values held by families shape students' attitudes toward English learning. Families who viewed education as important tended to encourage discipline, responsibility, and persistence in studying. Students from such families often showed stronger commitment toward completing assignments and improving their English proficiency. This result supports Bourdieu's concept of cultural capital, which explains that family values, educational practices, and home literacy environments contribute to students' academic success (Bourdieu, 1986). In the ELT context, students who grow up in academically supportive environments are more likely to develop positive perceptions of English learning and maintain long-term motivation (Gao & Wang, 2023).

However, this study also identified several challenges faced by families in supporting students' English learning. Some parents had limited educational backgrounds and lacked English proficiency, making it difficult for them to directly assist students with homework or language practice. As a result, students often depended solely on teachers and classroom instruction for learning English. Similar findings were reported by Palardan and Kim (2024), who argued that parents with limited linguistic knowledge may struggle to provide effective academic assistance despite having positive intentions toward their children's education. This condition may reduce students' opportunities to practice English at home and limit their exposure to the language outside school settings.

Economic limitations were also found to affect the quality of support provided by families. Some parents were unable to provide adequate learning facilities such as stable internet connections, English books, or private tutoring due to financial constraints. These findings are consistent with previous studies showing that socioeconomic status influences students' access to educational resources and learning opportunities (OECD, 2023). Students from economically disadvantaged families may experience unequal opportunities in developing English proficiency, particularly in technology-based learning environments. Therefore, financial factors remain an important issue in understanding students' learning experiences in EFL contexts.

Another challenge identified in this study is the limited interaction between parents and students due to parents' busy work schedules. Several students reported that their parents rarely discussed academic matters because they spent most of their time working. Consequently, students received limited supervision and emotional support related to their English learning activities. This finding supports the study by Hornby and Lafaele (2011), which explains that time constraints and occupational demands are among the primary barriers preventing parents from actively engaging in their children's education. Limited communication between parents and students may weaken students' motivation and reduce parental awareness of students' academic difficulties.



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The findings of this study also highlight the importance of collaboration between schools and families in improving students' English learning outcomes. Teachers should establish regular communication with parents regarding students' academic progress, classroom participation, and learning challenges. Schools may organize parent-teacher meetings, workshops, or seminars to provide parents with practical strategies for supporting English learning at home. Such collaboration can strengthen parental awareness of their role in education and create consistency between school and home learning environments. According to Epstein (2018), effective school-family partnerships positively influence students' academic achievement, attendance, motivation, and behavior.

In addition, schools can support parents with limited English proficiency by introducing simple home-based English learning activities that do not require advanced language knowledge. For example, parents can encourage students to watch English videos, listen to English songs, read simple texts, or practice vocabulary at home. Even small forms of encouragement can positively influence students' confidence and motivation. This finding reinforces the idea that parental involvement is not solely measured by parents' academic ability but also by their emotional support, encouragement, and attention toward students' learning processes (Liu & Han, 2024).

Overall, this study confirms that the family environment plays a significant role in supporting students' English learning at SMA Al-Faqih Muqaddam Kubu Raya. Positive parental involvement, emotional encouragement, educational values, and learning facilities contribute to students' motivation, confidence, and engagement in English learning. Meanwhile, limited parental education, financial constraints, and lack of time become challenges that may hinder students' language learning development. Therefore, stronger collaboration between schools and families is necessary to create supportive learning environments that help students achieve better English learning outcomes.

CONCLUSION AND SUGGESTION

Conclusion

This study concludes that the family environment plays a significant role in supporting students' English learning at SMA Al-Faqih Muqaddam Kubu Raya. Family support influences students' motivation, confidence, learning engagement, and attitudes toward English learning. Students who receive positive parental involvement, emotional encouragement, and adequate learning facilities tend to demonstrate higher enthusiasm and participation in learning English. Parents who monitor students' academic progress, encourage study habits, and provide educational resources contribute positively to students' language learning development.

The findings also reveal that emotional support from parents helps students develop confidence and reduces anxiety in using English. A supportive home environment encourages students to participate more actively in classroom activities and practice English without excessive fear of making mistakes. In addition, families that



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value education tend to shape students' discipline, responsibility, and positive attitudes toward learning English.

However, several challenges were identified in this study. Limited parental educational background, lack of English proficiency, economic constraints, and parents' busy work schedules reduce the effectiveness of family support in students' English learning. Some students receive limited supervision and assistance at home, causing them to rely mainly on classroom instruction. These challenges indicate that not all students have equal learning support from their families.

Overall, the study highlights the importance of collaboration between schools and families in creating a supportive English learning environment. Strong cooperation between teachers and parents can help maximize students' motivation, engagement, and achievement in English learning.

Suggestions

Based on the findings and conclusions of this study, several suggestions are proposed for students, parents, teachers, schools, and future researchers.

1. Suggestions for Parents

Parents are encouraged to become more actively involved in their children's English learning process. Even if parents do not have strong English proficiency, they can still provide emotional support, monitor study activities, encourage discipline, and motivate students to practice English regularly. Parents should also attempt to provide simple learning facilities such as internet access, English books, or educational media to support students' independent learning at home.

2. Suggestions for Teachers

Teachers should strengthen communication and collaboration with parents regarding students' learning progress and challenges. Teachers may provide parents with simple guidance on how to support English learning at home, such as encouraging students to watch English videos, listen to English songs, or practice vocabulary daily. In addition, teachers should create motivating and supportive classroom environments that help students build confidence in using English.

3. Suggestions for Schools

Schools should develop programs that encourage parental involvement in education, such as parent-teacher meetings, workshops, or seminars about supporting students' learning at home. Schools can also provide additional English learning resources and digital learning facilities to help students who have limited support at home. Strengthening school-family partnerships may create more effective and meaningful learning experiences for students.



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4. Suggestions for Students

Students are encouraged to maintain positive motivation and actively practice English both inside and outside the classroom. Students should utilize available technology and digital media to improve their English skills independently. They should also communicate openly with parents and teachers regarding difficulties faced during the learning process.

5. Suggestions for Future Researchers

Future researchers are suggested to conduct similar studies involving larger populations or different educational contexts to gain broader insights into the role of family environments in English learning. Researchers may also explore other factors influencing English learning achievement, such as peer influence, teacher support, socioeconomic background, or digital learning environments. In addition, future studies may use mixed-method or quantitative approaches to obtain more comprehensive findings regarding parental involvement in ELT contexts.

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