



Parents' Supports Toward EFL Students' Excellent Class English Communicative Competence in Sma Antartika Sidoarjo

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ABSTRACT

The purpose of this study is to explore the types and implementation of parental support for EFL students' advanced classes that focus on communicative competence. This study is formulated based on research questions. Therefore, the problem identified is that English is an important language and students feel that oral and written subjects in English learning are problematic.

This study uses qualitative case studies to answer the research questions. Semi-structured interviews were used to collect data. Six parents and their children participated in the interviews. The data collection will be validated using theoretical triangulation.

The findings represent the implementation of parental support. It can be concluded that there are three types of support and implementation. Parents need to improve their knowledge of English, because English has become very important, even for everyday use.

Keywords: Parental support, Students (EFL), English Language Proficiency

INTRODUCTION

Since English is one of the essential languages transmitted in daily use and acquired as a foreign language at school. There are many reasons why studying languages is a necessary activity. Studying foreign languages refers to the personal, social, and economic advantages. Several personal views are provided in English regarding English as an international language. Suppose a person wants to be well-informed about the outside world. He needs the English language, which helps him to understand both sides; the one presented in mass media and the one shown in a reliable, independent source (it is likely written in a foreign language).

The positive of parents' support can influence their children's learning as a family is the most effective system for fostering and sustaining their long-term improvement (Wati, 2016). The role of parents is crucial for students to reach English Communicative Competence. In the learning process, parents play an essential role in involving all the obstacles experienced by children. In this case, parents can help, assist, and resolve

any barriers found in the learning process. The most prominent obstacles in the learning process are the lack of interest in children learning topics. The learning topic is English because this research focuses on learning English. Especially in Indonesia, children are less interested in the English language environment. Therefore, the solution that becomes the main point is parental support. Parents should learn to understand English slowly because they know its benefits. Indirectly, they can effectively help their children learn foreign languages. In some cases, research shows that the involvement of parents in children's education dramatically affects the learning process. They directly overcome the success of children's learning at school.

Meanwhile, the EFL student discovers some issues while learning English Communicative Competence. They realize that communicative Competence concerns the ability to interact with each interlocutor. Similarly, Cameron (2003) states that young children can learn a second language effectively before puberty because their brains can still use the mechanism that assists first language acquisition. Communicative Competence is Competence in using language correctly based on the rules of language use in society (Shobikah, 2020). To reach those competencies, the students must be taught and trained in the English language in written and oral language skills. Oral language is the skill of using the English language as a verbal or direct communication tool. The written language skill is to use English as a non-verbal tool. Written language skills are included reading skill then continually related with writing skills such as sentence, paragraph and text which deliver the meaning of message.

Conversely, the phenomenon of EFL students having relatively low communicative Competence using English in real life becomes the most prominent problem in this study. The EFL students who are grouped in excellent class SMA Antartika Sidoarjo must have higher quality different from other students are identified not all having well communicative Competence. Additionally, the EFL students who are low in using communicative Competence appear from how they speak and answer their interlocutors not fluently. They also seem a bit longer while explaining what they want to convey. But it is different from EFL students who have well communicative Competence. They are looked like such a confident and fluent utterances while delivering their purpose in a conversation.

1. Parents' Support

Parents are able to provide a guidance inside of children's learning process as a family can be effective way to improve their long-term children progress (Wati, 2016). In education, family is the first and foremost educational environment. It means that the parents as figure family must work together with teachers to create an environment that supports their children's academic performance (LaRocque et al., 2011). Additionally, parents can help to involve in their children's foreign language learning. According to Young, quoted in **Bartram (2006)**, Parents' support includes overcoming learning obstacles with their children, providing assistance the homework, encouraging them to read material written in the foreign language and solving children's problems while learning a foreign language.

Meanwhile, parents should motivate their children because it directly help them solving the obstacles while they tell to the parents. Parents must exhibit control over their children while still encouraging them to learn. For instance, the students who are still in primary school tend to obey what their parents say. They often ignore parents'

suggestions when they are getting mature by the time. It identifies the essential parents' direction to lead the awareness of children's duties. Parents concluded that they should use this opportunity to encourage their children to participate in education. Thereby, parents provide any supports at home for children have a significant impact on their social, emotional, and intellectual development (Dupras et al., 2011).

2. EFL Student

The English language has become an essential aspect of our daily lives as it helps communication. It also becomes the main language for studying all subjects in the world. English is important to students as it expands their minds, develops emotional skills, and improves their quality of life by creating job opportunities. **Yoko Iwai (2011)** EFL refers to people who learn English in non-English speaking countries. It's different with ESL relates to people who know English as well as it used in formally spoken.

In Indonesia, English roles as an obligatory foreign language that must be learned by EFL students from elementary until senior high school. They can learn many pieces of knowledge and skills in English. **Hamalik (2013)** stated that EFL students have to understand several elements in the learning process. For instance, learning Motivation, learning material, learning environment, and learning conditions are included in learning style in English competencies. It supports students learning faster and easier by selecting and using the appropriate learning style that they like. Learning style type of **Dunn theory (2006)** integrated learning styles are divided into three parts, they are:

- a. Visual style (visual learner) has a tendency to describe everything that they see in terms of appearances.
- b. Auditory Style (Audio learner) auditory learners prefer to learn by listening. They have good auditory memory and benefit from discussing, teaching, interviewing, hearing stories and audio tapes, etc. The individuals will be more likely to record lectures so that they can replay them at a later time for study purposes. Rather than written reports, auditory learners tend to do better on oral presentations and reports.
- c. Kinesthetic style (kinesthetic learner) Kinesthetic learners prefer to learn by doing. They are good at recalling events and associate feelings or physical experiences with memory. It means that they learn best through moving, doing, acting out, and touching. They enjoy physical activity, field trips, manipulating objects, and other practical, first-hand experiences.

Therefore, understanding learning style types can guide students to learn, understand, and interpret some knowledge more easily. They would be more enthusiastic during the learning process still going on.

3. English Communicative Competence

Competence is identified as the ability person to achieve his goal based on their knowledge and experiences. In the psychology dictionary, **Richards & Rodgers (2003)** described competencies as the essential skills, knowledge, attitudes, and behaviors required to implement a practical task effectively. So, Competence is a valuable ability that includes crafts, knowledge, attitudes, and behaviors that students acquire while

doing real-world homework or actions in social networking.

Shobikah (2020) stated Communicative Competence is the ability to use language correctly under societal language rules. The use of language is contextually based on the means of language use in society and theoretically based on the rules of language patterns, so students must acquire the use of language contextually and theoretically. To achieve those competencies, students must be taught and trained in the English language in written and oral communication skills.

Based on Canale & Swain (1980) in Razak et al. (2020) elaborated on Hyme's communicative Competence, which proposed four essential communicative competence competencies: grammatical, sociolinguistic, discourse, and strategic competencies. Those are:

- a. The grammatical competencies refer to acquiring the language system, including vocabulary, pronunciation, spelling, word formation, and structure. In other words, the grammatical competencies include phonology, morphology, and syntax. Therefore, the grammatical competencies relate to the accurateness in the language accuracy.
- b. Sociolinguistic Competence is the ability of a native speaker to adapt to the social environment where the language is used. Thus, Sociolinguistic Competence is related to social context appropriateness.
- c. Strategic Competence is an ability related to verbal or non-verbal communication strategy caused by language knowledge limitation or other performance disruption such as lack of vocabulary, grammatical errors, incomplete utterances, etc.

Based on the explanation above, communicative Competence could be learned through four basic subjects while conducting real-life social interactions.

METHODS

This study employed a mixed-method explanatory design, combining both quantitative and The type of this research is qualitative. The approach that is used in this research is a case study. Creswell (2013) also explained that a case study is an inquiry design found in many fields in which the researcher develops an analysis of a case, program, event, activity, process, and individuals deeply. It detailed that a descriptive case study is to describe an intervention or phenomenon in real life which it happened. A case study is relevant to be used in this research because the characteristic of the case study focuses on exploring what kind of parents' support is based on EFL students' perception. The data of this research are statements. The statements were taken by interviews; parents and students based on parents' support. The type of interview was used in this research was semi structured where the interview contained a number of pre-planned questions to understand the experiences moments and about individual practices (Connelly & Clandinin, 1990). This study also used semi structured interview because it was able to help exploring the answer of participants further based on instrument questions. The sources of the data include (six) parents and (six) EFL students excellent class in SMA Antartika Sidoarjo. Technique of data collection is an interview with semi structured as instrument. According to Connelly and Clandinin (1990), a semi-structured interview contains a number of pre-planned questions to identify the experiences moments and

about individual practices. It is related with collecting data technique which focused exploring further experience of participants answer based on the instrument questions. Moreover, there are the steps of collecting data technique through semi-structured interview: 1. Preparing instrument questions which asked to the all participants based on problem in parents' support statements; 2. Coming to SMA Antartika Sidoarjo to ask the English teacher suggestions about whose students' parent had well communicative Competence in excellent class; 3. Contacting the parents and EFL students to explain first our purposed made an interview to them. Then making an appointment conducted the interview in order to choose free time between participants and researcher. The interview was held on 27, 28 and 29 of December 2021. It needed for about an hour for each participant; and 4. Conducting the interview used a mobile phone for media recorder and instrument question to be asked during the interview process. Thus, the researcher directly developed the additional question to explore further participants' experience in order to make sure if there was no misunderstanding based on participant' statements. The technique of analysis in this research is thematic analysis. It is selected to classify and interpret patterns and themes in the collected data. Meanwhile, thematic analysis used to classify patterns in a moment which is the object of research (**Heriyanto, 2018**). The significant points develop the patterns which come into two themes: type of parent support and parents' way to influence EFL students. According to Braun and Clarke (2021) provide a six-phase guide which is a very useful framework for conducting this kind of analysis: 1. Preparing and organizing the data. It was the step to transcribe the data interviews or type up field notes by listening data record; 2. Reviewing and exploring the data. It was the steps to examine the idea of data patterns which appeared repetitively; 3. Developing a data coding system. It is step to make a set of codes which was applied to categorize the data; 4. Plotting codes to the data. Statements of each interviewee are set into codes in a worksheet based on the aspects related to the research questions (Challenges and Strategies); 5. Identifying frequent themes. It is a step to link up the codes together into cohesive and all-embracing themes; and 6. Describing the thematized-category data. The thematic analysis was applied to explore Parents' Supports toward EFL Students' Excellent Class English Communicative Competences.

RESULTS

The research result aimed to explicate the structure of data which had been described in chapter three. The research result consists of two-part; the type of parents' support and the implementation of parents' support.

1. Types of Parents' Support

The type of parents' supports refer to the explanation of EFL students' problems which was found inside of learning process especially communicative Competence based on transcribing the data interview in chapter three. There were found (three) sub-themes; Monitoring Learning Process, Providing Facilities, and Giving Motivation.

2. The Implementation of Parents' Support

The implementation of parents' support for EFL students refer to solving EFL students' difficulties inside communicative Competence, which was found in the data interview. The kind of implementation parents' support had been transcribed in chapter three.

DISCUSSION

The previous section has explained two main topics; Type of Parents' Supports and Implementation of Parents' Supports as the result of data interview inside of table. In this section aimed to discuss and related the result data with literature review which has explained in the chapter 2.

1. Monitoring Learning Process

This part focused on exploring the argument of the way parents' conducting supports from identify what was the problems which made their children being confused and misunderstanding during the learning process.

Thus, parents [WD] stated,

“Ditemani mas... tetep ada pendampingan setiap harinya... untuk ke gurunya ke wali kelasnya.. itu biasanya kita pada waktu pengambilan rapot, itu saya tanyakan.. kebetulan wali kelasnya bahasa inggris mam sulis.. Alhamdulillah iing tuh pinter anaknya nurut mam sulis bilangny” (Accompanying mas... There is monitoring every day. For her teacher was student guardian ... usually when we took reporting book, I directly asked. Fortunately, student guardian was English teacher; Mrs Sulis... Alhamdulillah iing was smart and kind student Mrs Sulis said).

Meanwhile, the EFL students was often difficult to understand English lesson. It was appeared when they got the assignment or project from school. The awareness of parents' support to conduct monitoring learning process was so needed in each moment. The parents could motivate even guide the EFL students for; thinking, searching, and understanding further what they should do.

2. Providing Facilities

Based on the statements; parents and EFL students inside of interview. There were some facilities which became the main material needed. The parents [WA] argued, “Support dari saya mungkin hanya membelikan buku-buku bahasa inggris.” (Supporting from I, perhaps just buying some English books). Other parents [ZF] argued, “Ya bimbel di sekolah itu aja...” (Just a course in school) However, there were part of important facilities which parents had to supply. They should be aware that supporting material facilities were able to improve students' achieving the Communicative Competence. The students felt so satisfied because they could finish their duties as soon as possible when parents fulfilled students' learning necessities.

3. Giving Suggestion

The parents' suggestion were represented that parents' arguments included; academic, non-academic even social interaction to develop EFL students' skills were so needed based on the result of data interview. The suggestions of parents' support were directly shown here. The parents [ZF] said, “Nasihat sih saya sering sekali mas... Hati-hati dengan dia kan sebagai bintang (anak berprestasi) jangan terlalu sombong...” (My suggestion was frequently being careful with her position as a top student (student achievement) do not be arrogant...)

Therefore, the positive supports as suggestion from parents could make EFL students raise up from their failure. However, the parents just wanted to remind or suggest that

EFL students could do their best effort but they had to realize never being arrogant person. For instance, EFL students did not know what next step they had to take. Thus, parents' suggestion would give them an overview of what decisions should be taken when faced with a problem

4. Asking Students' Progress in Learning English

The parents tried to look further what students had been achieved in education especially English communicative competences. The parents stated,

"Setiap kali pulang kegiatan itu pasti tak tanyain, misalkan pulang les ini gitu apa yang kamu dapet kan.. ada PR ndak.. Se cobak mami pengen tau... seperti itu, cuma nanti dia asah lagi ngomong di kaca." (Every time she went to home from activity, I might ask to. For instance, going home from course I asked what you got... there was assignment... let me know... like that... but she practiced more in front of mirror) Other parents [WA] argued, "Emm mungkin pas kita ngobrol-ngobrol santai gitu ya... Paling endak ya satu minggu sekali ya mas..." (Emm... maybe if we enjoy talked... At least once week...)

Therefore, parents believed that evaluating the students' learning progress by asking or talking about their educational activities indirectly solved the students' problems. Parents should take this opportunity to guide their children in learning efficiently. Thereby, parents have given some significant impacts on social, emotional, and intellectual development. It directly built students' confidence.

5. Help Students to Overcome Project or Assignment from School

Helping students to overcome project or assignment in learning process became the mostly topics which would be talked. Therefore, the parents' performances; knowledge, ability, and responsibility were noticed as contributing to parents' involvement. For instance, parents [AM] stated,

"Conversation atau story telling gitu ya. Biasanya kayak apa yang dihafal sama dia biasanya sama aku itu. Ada hafalan story telling gitu toh, nanti dia habis menghafalin aku dekte ya ininya kayak gimana..." (Conversation or story telling usually such as what she was remembered with me... there was memorizing as story telling... then she had memorized I dictated like what it should be...)

Thereby, parents had many ways to help students solve the project or assignment from school. They had to realize that not only giving Motivation was one of important supports but also helping students finished their difficult project or assignment delivered the positive impact of parents' support on students' perception.

6. Listening Students' Problems to Guide The Communicative Learning

The parents were also aware of being a good listener for students indirectly improved the confidence of students facing the obstacles. Although the students talked about non-academic, the parents always listened to their story. Then they gave advice or suggestions to overcome the problems. Moreover, the parent [WD] stated, "Iya pasti Cerita... setiap ada kendala walaupun tidak Sekolah saja Dengan Teman dan sebagainya mesti Cerita... iing terbuka sekali hahahaha... iyaa mesti cerita... he 'em kesulitan apapun..." (Yes always told... Every obstacles although it was not about school with friend and anything she always told... iing was more opened hahaha... she always told... yess any difficulties).

Moreover, the role of parents' support who are accustomed to listen even searching the solution to solve learning problem of children built well educational environment. However if students felt they could not overcome it, then the parents had a responsibility to guide them intensively. It could be seen as; listening problems, searching solution, and giving Motivation. They had to believe on their abilities.

CONCLUSION

This study was designed to explain about parents' support toward EFL students' English communicative Competence. It consists of document data interviews which are statements; parents and EFL students were taken by an interview. Based on the result and discussion, it could be concluded that there are several points would be detailed below:

The conclusion about types of parents' support had been found into previously sub-themes were becoming the most basic needed for EFL students in learning process. The parents were also admitted if not all of the students could overcome the problems of the learning process. They usually passed the problems by talking with classmate. But it could not be changed that the awareness of parents' support indirectly helps them to solve the problems. Not only about academic problem but also non-academic experiences.

The conclusion about the implementation of parents' support had different perception to implement their performance. In the result study, the parents could implement several ways to help students based on the problem subject. For instance, the students got a project such as making a short video from the teacher. Then the parents directly asked to students what I can do to help you even the students just said "please help me to prepare the material for taking a video project mam..." suddenly, the parents answered their response while accompanied until taking video project had been done

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