

CHAPTER I

INTRODUCTION

This chapter presents the information about the background of the study, research question, research objective, and research benefits.

1.1 Background of the Study

Language acquisition is a multifaceted process that plays a crucial role in a child's overall development. As societies become more interconnected and globalized, the significance of English proficiency has grown exponentially (Dewi, 2017). In this context, parents' role in fostering their children's interest and motivation to learn English has gained considerable attention in educational research and practice.

English is an important language in the international world, especially in the current era of globalization. English is used to communicate with other people in various countries. By mastering English, people will be able to enter and access the world of information technology easily. With the early introduction of English, children will know English early. Thus, they will have better basic knowledge before continuing to a higher level of education. Teachers can provide provisions for children that by mastering English they can provide more open opportunities to develop themselves in order to get better opportunities to face job and career competition in the future (Mohammad Syam'un Salim, 2013). The family as the main and first educational institution is increasingly difficult to carry out its functions.

The role of the family (parents) is not only heavier, but also more complex (Azhar, 2015). The condition of the intensity of the relationship between parents and children is not determined by the quality of communication that has been successfully built, namely interpersonal communication between parents and children. Early childhood education as the first gate of education is expected to be able to lay solid foundations as a preparation for further education and life. In this case the family has a very important and strategic role in the child's education process.

The active role of parents is very necessary in this case, in other words parents are also required to know a little about English so they can buy books on basic English and teach it to their children at home. Parents who provide warmth, comfort, love and affection to children from an early age will allow children to develop a sense of trust in their environment. If these stages are passed well, it will be easier for children to develop self-confidence and initiative in themselves (Insan & Air, 2018).

To put it differently, children will possess the confidence and ease to explore their surroundings without being hindered by doubt or anxiety. Despite English being recognized as a global language, parents encounter various challenges, including the influence of the home language, which is the language used in daily communication. The home language presents a hurdle for parents aspiring for their children to attain English proficiency. However, in recent years, there has been an increasing acknowledgment of the significance of supporting the development of the home language for English language learners. Previous research has reinforced the idea that fostering the use of the home language benefits English language learners in terms of language acquisition, academic progress, and socio-emotional development (Shin, 2010). Cummins (2007) draws on multiple empirical studies to support the argument for the presence of a shared cognitive proficiency underlying different languages.

This is more obvious in mathematical concept transfer: children show more understanding of a mathematical concept in English when they have developed that concept in their home language (Kenner et al. 2008). The present thesis explores the pivotal role parents play in encouraging their children's learning interest in English through a narrative study. By delving into the experiences, perspectives, and practices of parents, this research aims to shed light on the ways in which parental involvement can positively influence a child's language learning journey.

1.2 Research Question

From the background of the study above, it can be found the research question is “What are the experiences, perspectives, and narratives of parents regarding their efforts to encourage their children's learning interest in English?”

1.3 Research Objective

The main of research objectives from this thesis is follow to explore parents' experiences, perspectives, and practices regarding their children's learning interest in English

1.4 Research Benefits

The benefits from this thesis are includes:

1. Enhanced understanding of parental involvement: The study contributes to a deeper understanding of the specific practices, strategies, and perspectives of parents in promoting their children's learning interest in English. This knowledge can inform educational policymakers, educators, and parents themselves on effective ways to engage and support children in language learning.
2. Insights into parental challenges and obstacles: By exploring how parents navigate obstacles such as the influence of the home language, the research provides valuable insights into the difficulties faced by parents in fostering their children's English language acquisition. These insights can help in developing targeted interventions and support systems for parents and families.
3. Empowering parents in supporting language development: The research emphasizes the importance of parental involvement in supporting home language development for English language learners. By recognizing the benefits of utilizing the home language, parents can feel empowered to

support their children's language and academic growth, ultimately leading to improved outcomes in English language