
THE CORRELATION BETWEEN NON-ENGLISH SPEAKING PARENTS' INVOLVEMENT, STUDENTS' PERSISTENCE, AND ENGLISH ACHIEVEMENT AMONG EFL HIGH SCHOOL STUDENTS IN INDONESIA**Sinar Bulan¹, Nike Angraini², Dio Resta Permana³**¹Universitas Indo Global Mandiri
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Email : dio@uigm.ac.id**ABSTRACT**

This study investigates the correlation between non-English speaking parents' involvement, students' persistence, and their English achievement among EFL high school students at SMA Negeri 11 Palembang, Indonesia. The research aimed to determine whether parents' involvement and students' persistence significantly influence students' English achievement. A quantitative correlational design was employed, using two sets of questionnaires to measure parents' involvement and students' persistence, along with an English achievement test. The findings revealed no significant correlation between non-English speaking parents' involvement and students' English achievement ($r = 0.090, p > 0.05$). Similarly, no significant relationship was found between students' persistence and their English achievement ($r = 0.815, p > 0.05$). These results suggest that factors such as parents' limited knowledge of English, low self-efficacy, socioeconomic background, and weak parent-school communication may contribute to the absence of significant relationships. The study highlights the need for schools to strengthen parental engagement programs and to foster students' motivation and self-regulated learning strategies to enhance English achievement.

Keyword : *Parents' Involvement, non-English speaking parents, students' persistency, English language achievement.*

INTRODUCTION

English is one of the most important languages to know these days. It's at the heart of everything, whether you're looking at businesses, schools, or simply interacting with people worldwide. Furthermore, according to Meticulous Research, the English language learning market is expected to grow by 11.1% between 2024 and 2031, reaching \$81.1 billion at the end of that time frame. People use English for a variety of purposes, such as advancing in

their careers, performing well academically, travelling, or simply interacting with people from diverse backgrounds (Bulut, 2017). Many people prioritise it because there is so much at stake, whether they are learning for themselves or assisting others in recovering, particularly parents who wish to give their children an advantage in whatever comes next.

Parents' encouragement frequently comes from their conviction that learning English can lead to better opportunities in life. As a result, they actively participate in their kids' education. Parental involvement has a significant impact on children's academic performance, according to Gamez et al. (2024) (Sabirova, 2023; Dungca et al., 2024). Informational, consultative, decisive, evaluative, and educative are the five primary categories into which Flecha (2015) divided parental involvement. In a similar vein, Sachdeva (2023) highlighted that involvement entails fostering a positive learning environment, helping with homework, participating in school events, and providing emotional support. 2017). Epstein (1995) proposed six forms of involvement—parenting, communicating, volunteering, learning at home, decision-making, and collaborating—highlighting the cooperation between family, school, and community, consistent with Bronfenbrenner's ecological theory (1979).

Children's emotional, behavioural, and motivational development is also influenced by parental involvement. Parental involvement affects children's psychology and general well-being, according to Batoool and Riaz (2019). While Wulandari et al. (2021) showed that parental involvement in home learning promotes character development, Zhang (2024) and Jung (2023) discovered that emotional support and a positive home environment encourage good behaviour. Additionally, parents can help their children learn English by giving them learning materials (Jian, 2022), practicing English at home (Indriati, 2016), and encouraging interaction and input—all of which are essential for learning a second language (Permana, 2018; Masykur, 2018). Additionally, Wahyuningsih et al. (2023) pointed out that providing English-based resources and enrolling kids in English classes promote language development. Children's motivation and perseverance can be strengthened by these activities (Ryan & Deci, 2012).

Another crucial element affecting learning outcomes is persistence, which is commonly described as a student's capacity to sustain motivation and effort over time. Persistence, according to Stephen (2024), is the ability to remain dedicated until one's studies are finished. The term "grit" was coined by Duckworth and Peterson (2007) to describe tenacity and enthusiasm for long-term objectives. According to Karlen et al. (2009), there are two components to this trait: consistency of interest and perseverance of effort. According to their

research, people with more grit typically succeed academically. The importance of perseverance in academic success is also supported by other research (Chung & Hsiao, 2020; Kálin & Oeri, 2024). Persistence is influenced by a number of elements, such as objectives, parental encouragement, and internal drive (Zhai & Carney, 2024; Min & Jang, 2023; Rashid et al., 2020).

The majority of studies have concentrated on parents who speak English well, despite the fact that many have looked at parental involvement and perseverance. According to earlier research (Marzulina et al., 2018), parents who speak English well can foster learning environments for their kids. Wong and Lim (2021), however, demonstrated that even parents with lower levels of education could encourage high achievement, indicating that success is not solely determined by proficiency. Regardless of linguistic proficiency, emotional support is also crucial (Zhang, 2024; Fahmi et al., 2014). However, little is known about how parents who do not speak English help their kids learn the language (Forey et al., 2015; Claudia & Paun, 2024).

This study aims to investigate the correlation between non-English speaking parents' involvement, students' persistence, and English achievement. Specifically, it examines how parents with limited English proficiency influence their children's persistence and learning performance in English.

Unlike most prior studies that emphasize English-proficient parents, this research focuses on non-English speaking parents and how their emotional, motivational, and practical support contributes to students' English achievement. Furthermore, this study integrates two key constructs—parental involvement and students' persistence—to provide a more holistic understanding of their combined impact on English learning outcomes.

This study contributes theoretically by expanding the understanding of parental involvement beyond linguistic ability, emphasizing emotional and motivational dimensions. Practically, it provides insights for educators and policymakers to engage non-English speaking parents effectively in supporting their children's English learning and persistence.

METHOD

Three factors were investigated in this quantitative correlational study: students' perseverance (X2), English achievement (Y), and parental involvement from non-English speaking parents (X1). Creswell (2012) asserts that correlational and quantitative designs are crucial for research. The researcher chose 180 participants from five advanced English classes

at SMA Negeri 11 Palembang using Slovin's formula. A test and questionnaires were the two tools used. According to Creswell (2012), a questionnaire is a series of surveys that need answers from participants. Epstein's (1995) model framework was modified for the X1 questionnaire, and the X2 questionnaire, which gauges perseverance of effort, was modified from Teimouri et al. (2022) and Alamer (2021). X1 was distributed to parents and X2 to students. The Y variable was measured using a 40-item test adapted from the TOEFL Junior test, as testing is one method to evaluate competency (Angraini, 2016).

Accuracy and consistency were guaranteed by validity and reliability tests. Aiken's V (>0.71 , Hsu Ling et al., 2015) and Pearson Product Moment in SPSS 23 ($p < 0.05$) were used to confirm the content validity and construct validity, respectively. Two raters validated the English achievement test, which was modified from ETS materials. Cronbach's Alpha reliability testing revealed high internal consistency: 0.888 for the English test, 0.892 for students' perseverance, and 0.888 for parents' involvement (George & Mallery, 2003), confirming the validity and reliability of all the instruments.

Three factors were examined in this study using correlation analysis: students' perseverance, English achievement, and the involvement of non-English speaking parents. According to Dancey and Reidy (2017) and Stevens (1946), Y was categorised as ratio data, and X1 and X2 as ordinal data measured with a Likert scale. Spearman's correlation, which works well with ordinal and ratio data, was used because the data were non-parametric (Dancey & Reidy, 2017). SPSS version 23 was used for the analysis; a perfect positive correlation is denoted by +1 and a perfect negative correlation by -1.

FINDINGS AND DISCUSSION

Findings

Parents' Involvement

The results showed that over half of parents were classified as not proficient in English, with the majority exhibiting limited proficiency. Additionally, there was not much parental support for their children's English language development. Just a small percentage of parents actively offered study aids at home, learning resources, or advice regarding the value of English to their kids. However, some parents took the initiative to think about enrolling in English classes as a different kind of assistance.. For a detailed explanation related to the number of parents that agree with the questions in the questionnaire, see Table 1 below.

Table 1: The Result of Parents' Involvement

	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13
SDA	0	0	3	3	2	1	3	3	2	1	2	4	1
DA	0	1	11	4	15	3	18	12	2	19	15	16	5
N	32	25	75	45	63	29	51	66	50	71	69	57	60
A	37	42	22	44	26	44	23	23	47	20	25	31	35
SA	50	51	8	23	13	42	24	15	18	8	8	11	18

Total Participant = 119 Participants

Source: SPSS Version 23

Students' Persistency

The results showed that students' persistence in learning English was moderate. Just a small percentage of students strongly agreed that they were industrious and hard-working learners, and almost half gave most statements a neutral response. Overall, the findings point to a moderate rather than high level of student persistence in their English studies.

Table 2: The Total Result of Students' Persistency Questionnaire

	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11
SDA	2	3	3	1	3	2	3	0	0	1	1
DA	15	20	7	10	12	23	24	10	11	1	11
N	58	50	50	44	44	47	46	48	56	34	47
A	38	37	41	34	41	37	37	45	38	55	37
SA	6	9	17	30	19	10	9	16	14	28	23

Total Participant = 119 Participants

Source: SPSS Version 23

Students' English Achievement

The results showed that students' proficiency in English varied greatly. The greatest possible score was 885 points, or 38 right answers out of 40, while the lowest possible score was 638 points, or just 5 right answers. Students were able to correctly answer roughly half of the test items on average, according to the mean score of 763.92 (rounded to 764). According to the TOEFL-equivalent scoring scale, these findings suggest that students' English proficiency was moderate.

Table 3: The Total Result of Students' English Achievement

	N	Range	Minimum	Maximum	Mean	Std.	
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Deviation Statistic
Score	119	247	638	885	763.92	5.239	57.151
Valid N (listwise)	119						

Source: SPSS Version 23

The Correlation between Non-English Speaking Parents Involvement and Students' English Achievement

The Spearman correlation analysis revealed no significant association between students' English achievement (Y) and the involvement of non-English speaking parents (X₁). The obtained significance value of 0.090 is higher than the 0.05 cutoff (0.090 > 0.05). Thus, it can be said that in this study, there was no statistically significant relationship between parents' involvement and students' English proficiency

Table 4: The Result of the Correlation Between Non-English Speaking Parents Involvement and Students' English Achievement

			X ₁	Y
Spearman's rho	X ₁	Correlation Coefficient	1.000	.156
		Sig. (2-tailed)	.	.090
		N	119	119
	Y	Correlation Coefficient	.156	1.000
		Sig. (2-tailed)	.090	.
		N	119	119

Source: SPSS Version 23

The Correlation Between Students' Persistency and Their English Achievement

In this study, the researcher also planned whether there was correlation between students' persistence (X₂) and English achievement (Y). The data was analyzed using the total score of the variable X₂ questionnaire and the total score of the variable Y. The researcher generated the significance value from this study was 0.815, which is higher than 0.05 (.815 > 0.05), as seen in Table 5. The significance value is greater than 0.05, indicating no correlation between students' persistence and their English achievement.

Table 5: The Result of the Correlation between Students' Persistency and Their English Achievement

			Y	X ₂
Spearman's rho	Y	Correlation Coefficient	1.000	-.022
		Sig. (2-tailed)	.	.815
		N	119	119
	X ₂	Correlation Coefficient	-.022	1.000
		Sig. (2-tailed)	.815	.
		N	119	119

Source: SPSS Version 23

The Correlation Between Non-English Speaking Parents' Involvement and Students' Persistency

With a correlation coefficient of 0.239 and a significance value of 0.009 (< 0.05), the Spearman correlation analysis showed a weak but significant relationship between students' persistence (X₂) and the involvement of non-English speaking parents (X₁). Dance and Reidy (2004) state that a weak correlation is indicated by a coefficient ranging from 0.2 to 0.399. Consequently, even though there was a correlation between parental involvement and students' perseverance, it was not very strong, indicating that parental involvement only slightly influences students' motivation and consistency in learning English.

Table 6: The Result of the Correlation Between Students' Persistency and Their English Achievement

			X ₂	X ₁
Spearman's rho	X ₂	Correlation Coefficient	1.000	.239**
		Sig. (2-tailed)	.	.009
		N	119	119
	X ₁	Correlation Coefficient	.239**	1.000
		Sig. (2-tailed)	.009	.
		N	119	119

Source: SPSS Version 23

Discussion

The involvement of non-English speaking parents, students' perseverance, and English achievement did not significantly correlate, according to the current study ($p > 0.05$). Although this statistical insignificance may seem to defy expectations, it actually shows how sociocultural, psychological, and pedagogical aspects of learning English interact in a more intricate way. These

results imply that parental involvement and perseverance are part of a larger system of interrelated elements that influence academic success, rather than proving they are irrelevant.

According to a more thorough analysis of the parents' answers, the main cause of their low level of involvement is their ignorance and lack of confidence in their ability to help their kids learn English. Respondents frequently select neutral answers when they have little knowledge or cognitive preparedness about a topic, as explained by Krosnick (1991) and Krosnick and Fabrigar (1997). Neutrality in this study might therefore stand for uncertainty rather than apathy. This is consistent with the findings of Azkiyah et al. (2024), who discovered that parents' actual level of involvement is significantly influenced by their understanding of their role. Likewise, as noted in this study, inadequate comprehension can impede successful school-home communication (Baker et al., 1999).

Furthermore, self-efficacy is emphasised as a key motivating factor affecting whether parents participate in their children's education in Hoover-Dempsey and Sandler's (1995, 1997) model of parental involvement. According to Bandura (1997), people who have low self-efficacy also show less dedication and have doubts about their ability to contribute successfully. Therefore, rather than indicating disinterest, the high percentage of neutral responses in this study might be a reflection of parental scepticism and low efficacy. These results suggest that empowering parents with self-assurance and useful information is essential for encouraging meaningful engagement, especially in non-English speaking contexts where parents might feel that they lack the language or academic skills necessary to assist.

From a sociocultural standpoint, this problem is made worse by poor communication between parents and schools. Limited communication hinders collaborative efforts to improve achievement and prevents both parties from understanding each other's learning needs. According to Espina et al. (2024), mediating factors like peer influence, school climate, and socioeconomic status must be taken into account when parental involvement does not result in academic benefits. Additionally, Kim and Hill (2020) stress that qualitative engagement—which promotes independence, accountability, and emotional support—has a greater impact than the frequency of participation. Thus, this study emphasises the need for educational institutions to reinterpret parental involvement as a communication and empowerment process rather than just as participation in school function.

Pedagogically, the lack of a relationship between students' perseverance and their proficiency in English also offers valuable information. Higher levels of persistence, or grit, have been shown to predict academic success in previous studies (Duckworth & Peterson, 2007; Teimori et al., 2021). However, this research indicates that persistence alone might not be enough in the absence of effective strategy use and metacognitive regulation. Later, Duckworth (2016) explained how grit interacts with

cognitive and contextual elements to support long-term success. In a similar vein, Zimmerman's (1989) Self-Regulated Learning theory highlights the importance of strategic behaviour, self-reflection, and feedback utilisation for success. Persistence must therefore be viewed as strategic persistence—the capacity to adjust, organise, and maintain motivation through intentional learning practices—rather than just being defined as constant effort.

There are various ramifications for these findings. The findings emphasise the necessity of scaffolding student and parental capacities for educators. For instance, bilingual reports, condensed learning updates, or parent-teacher workshops emphasising at-home language support are some ways that teachers can help parents who don't speak English communicate with their children. By incorporating goal-setting, reflective journals, and formative feedback into everyday instruction, they should also help students develop persistence as a strategic skill. Parents' knowledge gaps could be filled and their confidence increased by empowerment programs like motivational mentoring, training on effective home-based support, and school-parent collaboration forums. The results point to the necessity for systemic strategies that institutionalise inclusive parental involvement frameworks for school policy makers. These strategies should incorporate evaluation tools, frequent parent engagement programs, and multilingual communication tools to guarantee constant cooperation between educators, parents, and students.

Overall, the non-significant correlations do not lessen the significance of parental persistence and involvement in education. Instead, they shed light on the psychological and contextual factors that moderate their impacts. The findings encourage teachers and legislators to embrace a more comprehensive, context-aware approach to teaching English that incorporates learner agency, the home, and the classroom. Therefore, future research might concentrate on intervention-based studies that improve learner strategy use, parental self-efficacy, and communication patterns, especially in multilingual or non-English speaking communities.

CONCLUSION AND SUGGESTION

In general, the significance of parental involvement and persistence in education is not diminished by the non-significant correlations. Rather, they illuminate the contextual and psychological elements that mitigate their effects. The results urge educators and policymakers to adopt a more thorough, context-sensitive method of teaching English that takes into account learner agency, the home, and the classroom. Future research may therefore focus on intervention-based studies that enhance communication patterns, parental self-efficacy, and learner strategy use, particularly in multilingual or non-English speaking

communities. Communities should raise awareness of the value of parental persistence and involvement in education, both online and offline. Generalisation is limited by this study's focus on just one school context and two variables. To create a more thorough understanding of English language proficiency, future studies should look at other elements like socioeconomic background, learning preferences, and cognitive capacities in wider contexts.

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