

## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTIONS**

This chapter presents of two parts, the first part is about the conclusion of the research and the second part is about suggestions related to what the researcher found.

#### **5. 1. Conclusions**

This study concludes that parents significantly influence the English language acquisition of students in the English Education study program through four key forms of involvement: the provision of material resources, emotional and psychological support, academic interest and monitoring, and financial investment. These contributions echo the multifaceted and context-sensitive patterns of parental engagement emphasized by Batool and Raiz (2020), who argue that second language acquisition is deeply affected by a range of home-based support systems.

Among the various types of support, students most frequently acknowledged the importance of tangible learning tools such as smartphones, computers, and books. Equally important was the creation of a nurturing emotional environment that fostered motivation and confidence in using English. Based on Batool and Raiz's (2020) framework, there is further opportunity to strengthen parental roles by enhancing academic and conceptual engagement, while maintaining their current levels of emotional and material support. These

elements collectively form a strong foundation for language learning, particularly within academic contexts.

Students' accounts also revealed that academic support through consistent communication, resource access, and logistical help plays a positive role in developing English fluency. These efforts reduce academic burdens and affirm students' sense of being supported in their educational journey. As Credé and Kuncel (2008) suggest, such structured support fosters stronger study habits and improved academic outcomes, which are vital for second language mastery at the university level. Moreover, when parents exhibit sincere interest in their children's academic paths through emotional encouragement and future-oriented guidance, students report heightened motivation to learn English. These findings align with Cheng and Zhou's (2023) model of emotional companionship, which underscores the importance of internal motivation and learner autonomy. Likewise, students' reflections clearly indicate that emotional support stands out as a powerful influence on their English fluency development. By reducing stress, enhancing self-confidence, and creating a psychologically safe learning space, such support lays the groundwork for effective language acquisition. This aligns with Jeynes's (2018) assertion that emotionally grounded parental practices, though often underestimated, are among the most impactful aspects of parental involvement in student achievement.

Altogether, the findings of this study confirm that students perceive parental involvement as a varied and deeply influential factor in their English

fluency development. When parents combine emotional encouragement, academic engagement, and practical resource support, they help create an environment in which students feel safe, valued, and motivated to excel in English learning. These results reinforce the idea that second language acquisition is not solely an academic task but one shaped by emotional and relational dynamics within the home.

## **5. 2. Suggestions**

Based on the findings of this research, several suggestions are offered for parents, educators, and future researchers to strengthen the impact of parental involvement on students' English fluency development:

### **5. 2. 1. For Parents**

It is recommended that parents remain actively involved in both the academic and emotional aspects of their children's education. Parents do not need to be proficient in English to contribute meaningfully. Regular conversations about coursework, encouragement during challenges, and small gestures of care can significantly boost a student's confidence and motivation. Providing basic resources like books, internet access, and quiet study space also shows commitment to the student's goals.

### **5. 2. 2. For Educators**

Educational institutions should recognize the value of home-based and emotional forms of parental involvement. Instead of focusing only on school visits or homework supervision, schools can develop programs to help parents understand how to support their children emotionally and academically. Creating spaces for open communication between students, parents, and academic advisors may also promote more holistic learning environments.

### 5. 2. 1. For Other Researcher

It is suggested that future research expand to include larger and more diverse populations, possibly comparing results across different socioeconomic, cultural, or institutional contexts. Including perspectives from parents and educators would also provide a more complete understanding of how parental involvement is experienced and interpreted from multiple sides. Additionally, future studies could explore the impact of digital literacy, parental education, and family structure on second language development.

