



The Influence of Family Support on Students' Motivation and Achievement in English Language Learning

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ABSTRACT

This study investigates the influence of family support on students' motivation and academic achievement in learning English. Using a quantitative correlational approach, data were collected from 27 seventh-grade students at SMPN 14 Medan through questionnaires measuring family support and learning motivation, along with students' English scores. The results indicate a strong positive correlation ($r = 0.697$) between family support and students' English proficiency, highlighting emotional support as the most influential factor in fostering motivation. Instrumental and financial support also contribute to academic success, while excessive parental pressure may lead to stress and reduced engagement. These findings suggest that balanced family involvement is crucial in enhancing students' language learning experiences. Schools and policymakers should encourage parental engagement while also providing alternative support systems for students with limited family assistance to create a more inclusive and effective learning environment.

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INTRODUCTION

Learning English as a foreign language has emerged as one of the key components of education. English is a language that facilitates a variety of academic and professional opportunities in addition to being a tool for worldwide communication. English language learning, as one of the important subjects in the education curriculum in many countries, is often a challenge for students, especially for those whose first language is not English. Difficulties in understanding grammar, vocabulary and pronunciation can lead to low motivation to learn if not matched with a supportive environment. In this case, families play a crucial role in helping students overcome barriers to learning English (Gardner, 2019). Research indicates that students who receive active support from their families experience higher levels of motivation and perform better academically than those who do not (Eccles & Wigfield, 2021).

Academic achievement and learning motivation are two key factors that determine learning success in education. Learning motivation, both from the external environment (extrinsic motivation) and from within students (intrinsic motivation), plays an important role in improving the effectiveness of the learning process. One of the external factors that significantly affects students' learning motivation is family support, which includes various elements such as parental attention, involvement in the learning process, provision of adequate learning facilities, and emotional support provided to students (Ryan & Deci, 2020).

In this case, family support plays an important role in students' academic success and motivation. Various forms of support, including involvement in learning activities, help in understanding subject matter, and moral encouragement, have been shown to have a positive correlation with better academic outcomes (Epstein, 2022). Emotional and academic support from family can significantly increase students' motivation to learn. According to Bronfenbrenner (2021), family as part of a student's social environment has a direct impact on their learning experience. Creating a conducive environment, such as building reading habits and providing positive encouragement, can improve students' motivation and academic performance. However, not all students get adequate family support due to socioeconomic factors and parents' education level. Therefore, it is important for schools and governments to implement programs that encourage family involvement in education and provide more equitable access to educational resources.

This study aims to investigate the impact of family support on students' motivation and achievement in English language learning. The research will analyze different forms of support and their effects on students' learning outcomes and motivation. It also aims to propose strategies for schools and parents to build a more supportive learning environment. By examining the importance of the family's role in education and improving collaboration between schools and families, this research seeks to contribute new insights into the importance of family support and its relationship with students' academic success. This article will build on previous research to further explore the influence of family support on students' English learning outcomes and provide practical implications for educators and parents to create a more effective learning environment.

To the direct support that families can provide, it is important to recognize the broader influence of the family's socio-cultural background on students' language learning experiences. Families from diverse cultural and linguistic backgrounds may approach language learning in various ways, and these approaches can significantly shape a student's perception and motivation towards learning English. For instance, students from families where the home language differs greatly from English might face additional challenges in learning vocabulary, grammar, and pronunciation. However, such families can also offer unique advantages, such as fostering bilingualism or multilingualism, which research has shown to enhance cognitive flexibility and language learning abilities (Cummins, 2017). Therefore, understanding the specific needs and challenges faced by students from different cultural backgrounds is crucial for providing appropriate support. This support not only involves language acquisition but also includes the encouragement of cultural awareness and sensitivity, which can contribute to a student's overall development and self-confidence.

By recognizing and addressing these individual needs, schools and families can collaborate more effectively to create a more inclusive and supportive learning environment, ultimately fostering better motivation and academic achievement in English language learning. Furthermore, the role of digital technologies in family support should also be acknowledged. With the increasing availability of online educational resources and tools, families now have more opportunities to engage in their children's learning outside the traditional classroom setting. This growing digital landscape presents both challenges and opportunities, as it requires both students and their families to adapt to new learning environments. Therefore, educating parents on how to use these digital resources effectively can play a key role in strengthening family support and enhancing the overall quality of education.

METHOD

This study uses quantitative methods with correlational and regression designs to analyze the relationship between learning motivation and family support on students' English grades. Correlational research aims to measure the strength of

The Influence of Family Support on Students' Motivation and Achievement in English Language the relationship between variables, while regression analysis is used to see the extent to which learning motivation and family support contribute to predicting students' English grades.

The subjects of this study were 27 students of grade 7-C at SMPN 14 Medan who were selected using purposive sampling technique. The sample was selected based on the criteria that the students had received formal English learning and had varying levels of family support. This study was conducted at SMPN 14 Medan, which is located at Jl. Pandan No.4, Gg. Buntu, Kec. Medan Timur, Medan City, North Sumatra. Data collection included questionnaire distribution and result processing.

Data were collected through a 5-point Likert scale questionnaire consisting of two main parts, namely learning motivation questionnaire and family support questionnaire. The learning motivation questionnaire was used to measure students' motivation level in learning English, while the family support questionnaire assessed the extent to which students received support in learning English from their families. Each statement in the questionnaire was given a scale from 1 (Strongly Disagree) to 5 (Strongly Agree). In addition, data on students' English grades were obtained from their academic evaluation results.

Data analysis was conducted in three stages. First, descriptive statistical analysis was used to determine the mean, standard deviation and frequency distribution to describe the pattern of students' learning motivation and family support. Second, correlational analysis was conducted to measure the relationship between learning motivation and family support with students' English grades using Pearson's correlation coefficient (r). The interpretation of correlation results follows the standard categories, namely 0.00 - 0.19 (very weak), 0.20 - 0.39 (weak), 0.40 - 0.59 (medium), 0.60 - 0.79 (strong), and 0.80 - 1.00 (very strong). Third, multiple linear regression analysis is applied to determine how much influence learning motivation and family support have on students' English grades. The regression results will show the contribution of each independent variable as well as the significance of its influence on the dependent variable.

FINDINGS

Table: 1 Family Support and English Test Score

Initials	X	Y	XY	X ²	Y ²
HGL	40	70	2800	1600	4900
LL	39	75	1591	1521	5625
N	44	79	3476	1936	6241
...
WF	42	80	3360	1764	6400
QK	45	90	4050	2025	8100
TDN	48	90	4320	2340	8100
Σ	1021	1503	24310	38830	89723

The table presents data on the relationship between family support and students' English achievement. The X column represents scores from a 10-question survey assessing family support, while Y shows their corresponding English test scores. Higher X values suggest stronger family support, and higher Y values indicate better performance in English. The table also includes XY (the product of X and Y), X² (X squared), and Y² (Y squared) to aid in calculating the correlation between the two variables. For instance, one student with an X score of 45 (high family support) achieved 90 in their test, while another with an X score of 39 scored 75. This data will be used to determine whether family support influences students' English test performance.

Correlation Coefficient r	Correlation
0,00-0,19	Very Weak
0,20-0,39	Weak
0,40-0,59	Moderate
0,60-0,79	Strong
0,80-1,00	Very Strong

Note. $r = \frac{n\sum XY - (\sum X)(\sum Y)}{\sqrt{(n\sum X^2 - (\sum X)^2)(n\sum Y^2 - (\sum Y)^2)}}$

Note. $r = 0,697$

The correlation result is $r = 0.697$, which indicates a strong relationship between family support and academic achievement. The analysis shows a positive correlation between motivation (X) and test scores (Y), meaning that as students' family support, their test scores also tend to improve. Since 0.697 falls within the "strong" range (0.60 - 0.79), it suggests that motivation plays a significant role in students' learning outcomes—those who are more supported by their family generally achieve higher scores

DISCUSSION

Based on the findings of this study, we have identified the significant role of family support in shaping students' motivation and achievement in learning English. Through the data collected from surveys and academic records, it became evident that students who receive emotional, instrumental, and financial support from their families tend to be more motivated and perform better in English. Emotional support, such as encouragement, praise, and reassurance from family members, plays a crucial role in building students' confidence and fostering a positive attitude toward language learning. Additionally, instrumental support, including access to learning materials and assistance with school assignments, contributes to students' preparedness and engagement in the learning process. Financial support further ensures that students have access to supplementary resources, such as books, online courses, and language-learning applications, which facilitate their language development.

Our analysis also highlights the distinct impacts of different types of family support on students' motivation and academic performance. Emotional support appears to have the most direct influence on motivation, as students who feel valued and encouraged by their families tend to approach language learning with greater enthusiasm and intrinsic interest. On the other hand, instrumental and financial support primarily affect academic achievement by providing students with the necessary tools and resources for effective learning. However, an important observation from this study is that excessive pressure or unrealistic expectations from family members can have a detrimental effect, leading to stress and decreased motivation. These findings suggest that while family involvement is essential, it should be balanced and supportive rather than overly demanding.

While this study establishes a clear link between family support and student success, it also brings attention to external influences, such as school environment and peer interactions. Some students with minimal family support were still able to perform well due to strong school resources and peer motivation. This implies that educational institutions should not solely rely on family support but should develop intervention programs that assist students who may lack sufficient encouragement at home.

CONCLUSION

In short, the impact of family support had a big role on students' motivation and achievement in English language learning, emotional encouragement plays the most crucial role in fostering motivation, while instrumental and financial support contribute to academic success. The findings also reveal that excessive pressure from parents can have unintended negative effects, leading to stress and reduced engagement. These insights suggest that a balanced approach to parental involvement is essential, where families provide encouragement without overwhelming expectations. Furthermore, while family support is a key factor, it does not operate in isolation, as external influences such as school resources and peer interactions also shape students' learning experiences. Given these findings, future efforts should focus on creating comprehensive support systems that integrate family involvement with school-based initiatives, ensuring that all students, regardless of their home circumstances, receive the motivation and resources needed to succeed in language learning.

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