

## DO FAMILY SUPPORTS AND SELF-MOTIVATION INFLUENCE STUDENTS' RESULTS IN LEARNING ENGLISH?

Rizdika Mardiana<sup>1</sup> and R.A. Sri Sugyaningsih<sup>2</sup>

<sup>1</sup>Applied English Linguistic Doctoral Program, Atma Jaya Catholic University, Jakarta, Indonesia

<sup>2</sup>Department of Family and Consumer Science, Faculty of Human Ecology, Bogor Agricultural University, Bogor, Indonesia

---

**ABSTRACT:** *Family is a smallest unit that influences children growth from baby until teenager consisting of parents and siblings. A family usually supports their education in order to reach their dream and have their best future later. Therefore, family supports are believed to be one factors that influence the students' result in learning. In Bangladesh, positive home factors such as parents' involvement, encouragement, and their positive attitude toward English language, in general, influence adolescent L2 learners positively (Rahman, 2015). Students not only need learning facilities but also need proper guidance to increase their study results. Communication is a more important factor in improving students' performance. Thus, the factors that influence students' learning results are communication, learning facilities, proper guidance and family stress that are based on statistical analysis (Mushtaq and Khan, 2012). This study aimed to find some factors of family supports that influence students' results in learning English as their foreign language. There were 224 students that are evaluated by giving reading test and questionnaire. The results of test and questionnaire were analyzed using statistical analysis that is Anova to find out whether family supports influence students' results in learning English. The results from the questionnaire showed most students like English subject, get motivation in learning English by communicating with foreigners, start learning English at fourth grade of elementary school, learn English from movie and internet as well as get information about the importance of English in working world from their parents. The result of regression analysis showed some factors of family supports in this study do not influence students' results in learning English. Therefore, family supports cannot be the only criterion of someone who masters English successfully.*

**KEYWORDS:** Family Supports, Self-Motivation, Influence, English Learning, Students' Results

---

### INTRODUCTION

Learning English as foreign language needs more efforts for learners especially Indonesian learners. They start to learn English from elementary school even some of them start from preschool by learning some vocabularies. To strengthen the learning process, Indonesian parents tend to provide any English materials such as video, books, station tv program, songs, or even stories. They believe that these materials would introduce English in a real context to their children. They also take their children to preschool or kindergarten which have good English program in order to create English learning environment outside their home. Therefore, their children get full English input inside and outside home.

To support children full English environment, even some demanding parents want to have any relatives or helper around their children to speak English every time they contact with them.

They choose helper who can speak English fluently or at least understand English to work with them. The parents do not consider about the money they have to spend. They think that the more often children expose to English the faster they can master English. They do not want their children know about their mother tongue or language from their relatives or people around them. They think, a study claimed, that knowing it will influence their children in mastering English (Ucheoma, 2011). This assumption is absolutely not true because two studies found that children who master their mother tongue or language will have deeper understanding of two or more languages throughout their primary school years (Kavaliauskienė, 2009; Sahelehkheirabadi, 2015).

However, some parents think their children also need to have an exposure of mother tongue as a good input to their brain. As Bambang Kaswanti Purwo, an Indonesian professor of English Linguistics said in national seminar and mother tongue festival in Beaureau of Language Development, Indonesian Ministry Education and Culture, mastering mother tongue or local language is important for children as a strong basis to master any foreign languages. Buhman & Trudell (2008) also claimed research evidence today clearly shows that the use of learner's mother tongue or language (a language learned in their home from older family member or a child's first language) is crucial to effective learning. Indeed, some educationists have argued that the only countries likely to achieve education for all are those where the language of instruction is the learners' mother tongue (Buhman & Trudell, 2008).

Factor that influence students' results is not only mother tongue but also some others like entry qualifications, gender, study preference, age, communication, learning facilities, proper guidance and family stress. Mlambo (2011) investigated some factors affecting student academic performance in biochemistry course in a university. Entry qualifications, gender and age as well as other investigated factors did not significantly affect academic performance. Mushtaq and Khan (2012) claimed that communication, learning facilities and proper guidance give positive impact on students' performance. While family stress reduces and affects negatively students' performance. Alos, Caranto and David (2015) listed some factors which affect the academic performance of nurse students that is teacher-related-factors, home-related factors, personal conditions, school-related factors, and study habit. Another study (Ali, Haider, Munir, Khan, & Ahmed, 2013) informed that the socioeconomic situation of a family has a great impact on students reading literacy as well as parents' education and reading aloud to a child at the preschool age.

In learning English as a foreign language, Rahman (2015) found that adolescent L2 learners in Bangladesh are generally influenced by home factors like parents' involvement, encouragement, and their positive attitude toward English language. El-Omari (2016) listed that attitudinal, social, socioeconomic and extracurricular are some factors that affect the achievement of students. Souriyavongsa, Abidin, and Mei (2013) mentioned students motivation and encouragement are two of some factors that influence students' performance in English language learning. Therefore, this study aims to find out how influential do family supports (material and moral) and self-motivation (including study preference) toward students' results in learning English. By knowing this, family could know what kind of supports that their children needed in mastering English. They could also consider raising their children self-motivation to learn English. The result of this study will give a portrait for parents so that they could measure which one is more important, family support or self-motivation of their children.

## METHODOLOGY

### *Population and samples*

The participants included in this study were undergraduate students enrolled in English subject encoding 108 in one of state universities in Indonesia. These students studied English as a foreign language through integrated reading at their first-year program. The samples were 225 students from 4 classes who attend the lecture at the time the questionnaire was given.

### *Research instrument*

To collect the data, a reading test and a questionnaire were used. A reading test was used to know students' performance in integrated reading and measure their reading skills such as skimming, scanning, understanding vocabularies, making inferences, transferring information and understanding referents. The test was in the form of true/false questions related to one reading passage given. Skimming was measured by asking about main idea of two paragraphs in the passage. Scanning was measured by asking about specific details in the passage. Students' understanding on vocabularies was measured by asking the closest meaning of two different words, part of speech of a word, and the suffix of a word in the passage. Students' ability in transferring information was measured by asking about the function of transitional markers in the passage. Students' ability in making inference was measured by asking the inference of two paragraphs in the passage. Students' understanding on referents was measured by asking about the function of two pronouns in the passage.

The questionnaire used in this study consist of 24 statements with 5 optional responses start from strongly agree, disagree, fair, agree, and strongly disagree. Questionnaire was used to portrait information related to family supports that is moral support, material support, and family motivation. It also was used to obtain information related to self-motivation of students. The first statement was about their favorite subject. The second until fifth statement were about students' self-motivation in learning English. The sixth until tenth statement were about length time of study. The eleventh until eighteenth statement were about family especially parents' material supports in learning English. The nineteenth until twenty fourth statement were about parents' moral supports in learning English.

## ANALYSIS

Statistical analysis was done to know whether the categorization of statements in the questionnaire were constructed statistically correct. The acceptable statistical significance level was set at alpha ( $\alpha$ ) < 0.05. After receiving the result of test and the questionnaire, the data were statistically analyzed by using IBM SPSS through some steps as follows:

- Calculating the descriptive frequency of all statements given
- All data were analyzed using KMO and Bartlett test to know whether the data can be further analyzed well to get extraction value or not. If KMO value is more than 0.5 and significant value is less than 0.05, the data can be analyzed more to get extraction value. Calculating extraction value using factor analysis to reduce all indicators into some factors that are needed to get many information from the data. This analysis will give information how many factors should be created based on the data.

- Investigating significant value to know the correlation among independent variables and students' results using ANOVA or F-test. This value was important to know whether all factors influence students' results or not. If the significant value is less than 0.05, H<sub>0</sub> will be rejected. If the significant value is more than 0.05, H<sub>0</sub> will be accepted. If H<sub>0</sub> is accepted, not any independent factors influence the dependent factors. The two hypotheses (H<sub>0</sub> and H<sub>1</sub>) are as follows:

H<sub>0</sub>: There is no factor of family support and self-motivation which influence the students' results in learning English.

H<sub>1</sub>: There is a factor of family support and self-motivation which influence the students' results in learning English.

## FINDINGS AND DISCUSSION

According to the results of reading test, the highest score was reached by only one student and the lowest score was reached by 8 students. Most of them (47 students) got 70. The total problems of the reading test were 20 true/false statements. Those who got the lowest score only have 9 true answers. The students who got reading score 50, 55, 60, 65, 70, 75, 80, 85, 90, and 95 have respectively 10, 11, 12, 13, 14, 15, 16, 17, 18, and 19 true answers. This means that no one got all true answers.

All participants' answers had been calculated and are presented in table 1. At the beginning of this study, we constructed all statements and categorized them all into five factors that is study preference (A), students' self-motivation in learning English (B), length time of study (C), parents' material supports in learning English (D), and parents' moral supports in learning English (E) in the questionnaire. These results were then statistically analyzed and are presented in Table 2, 3 and 4. The results show that there should be seven factors in the questionnaire based on the data for there are seven significant numbers (Table 2). Therefore, the factors in the questionnaire were then revised into study preference (statement 1), self-motivation (2-5), length of time in learning English (6-10), multi-media material family support (11-14), extracurricular activity (15), text material family support (16-18), and moral family support (19-24). The revision is presented in Table 1.

**Table 1. The statistical results of the questionnaire**

No.	Factors	Revised factors	Statements	Strongly disagree	disagree	fair	agree	Strongly agree
1.	A1	A1	English is my favorite subject	1.3	2.7	34.7	48.0	13.3
2.	B1	B1	I want to be able to do spoken and written English	0.4	15.1	0	84.0	0.4
3.	B2	B2	I communicate with my friends in English	3.6	40.4	47.6	8.0	0.4
4.	B3	B3	I communicate with foreigners in English	1.8	12.9	22.7	47.6	15.1
5.	B4	B4	English has inspired me to learn other knowledge	0.9	9.3	36.4	41.8	11.6
6.	C1	C1	I learned English since I could read Indonesian words	8.9	29.8	27.1	25.8	8.4
7.	C2	C2	I knew English since I was at first grade of elementary school	10.7	26.7	16.0	29.3	17.3

8.	C3	C3	I knew English since I was at fourth or third grade of elementary school	11.1	12.9	13.8	41.8	20.4
9.	C4	C4	I knew English since I was at fifth grade of elementary school	20.4	24.4	12.0	22.2	20.9
10.	C5	C5	I knew English since I was at first grade of junior high school	26.7	22.2	11.1	18.2	21.8
11.	D1	D1	I learned English from television	1.8	9.3	27.6	47.6	13.8
12.	D2	D2	I learned English from radio	12.4	38.2	27.1	17.3	4.9
13.	D3	D3	I learned English from movie	0	2.7	6.7	55.1	35.6
14.	D4	D4	I learned English from internet	0.9	2.7	10.7	55.6	30.2
15.	D5	E1	I learned English from English course outside school	7.1	24.0	17.3	31.1	20.4
16.	D6	F1	I subscribed English magazine	34.2	47.6	14.2	3.6	0.4
17.	D7	F2	I subscribed English newspaper	38.7	47.1	11.6	2.2	0.4
18.	D8	F3	I learned English from many English books that were different from English books at school	5.8	17.3	36.0	30.2	10.7
19.	D9	G1	English books were available since I was child	25.3	39.1	22.7	7.6	5.3
20.	E1	G2	My parents concerned on my English score	2.7	15.6	29.3	38.2	14.2
21.	E2	G3	My parents gave information about the role of English to continuing my study	1.8	12.0	23.1	40.9	22.2
22.	E3	G4	My parents gave information about the role of English in working world	1.3	9.8	13.8	42.7	32.4
23.	E4	G5	My parents suggested me to study abroad	1.3	15.6	28.9	29.3	24.9
24.	E5	G6	I communicate with my parents using English	28.0	43.1	22.7	4.9	1.3

**Table 2. The results of factor analysis**

Components	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	4,827	20,114	20,114	4,827	20,114	20,114	2,537	10,572	10,572
2	2,553	10,636	30,750	2,553	10,636	30,750	2,335	9,730	20,301
3	2,286	9,526	40,276	2,286	9,526	40,276	2,236	9,318	29,619
4	1,910	7,960	48,236	1,910	7,960	48,236	2,166	9,024	38,643
5	1,442	6,010	54,246	1,442	6,010	54,246	2,108	8,785	47,428
6	1,146	4,775	59,020	1,146	4,775	59,020	1,968	8,200	55,629
7	1,028	4,283	63,303	1,028	4,283	63,303	1,842	7,675	63,303

**Table 3. The result of ANOVA test**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	477,725	7	68,246	,683	,687 <sup>a</sup>
	Residual	21688,497	217	99,947		
	Total	22166,222	224			

**Table 4. Significant value of each factors**

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
1 (Constant)	66,711	,666		100,093	,000		
X1	-1,014	,668	-,102	-1,518	,130	1,000	1,000
X2	,763	,668	,077	1,143	,254	1,000	1,000
X3	,312	,668	,031	,467	,641	1,000	1,000
X4	,350	,668	,035	,524	,600	1,000	1,000
X5	,315	,668	,032	,472	,637	1,000	1,000
X6	,139	,668	,014	,207	,836	1,000	1,000
X7	-,427	,668	-,043	-,640	,523	1,000	1,000

The significant value which was resulted from ANOVA was 0.687 (Table3). It is more than the acceptable statistical significance level 0.05. This value proved that H<sub>0</sub> was accepted meaning there is no factor of family support and self-motivation which influence the students' results in learning English. The significant values of each factors were all more than 0.05 (Table 4). These values proved that H<sub>0</sub> was also accepted in this test meaning all factors of family support and self-motivation do not influence the students' results in learning English.

The result of this study is not in line with a study of Mushtaq and Khan (2012) that stated communication, learning facilities, and proper guidance affect college students' performance in Rawalpindi and Islamabad. Although the method of this study is similar to Mushtaq and Khan study that also used questionnaire with five-point-Likert scale ranging from strongly disagree to strongly agree, the result is different from this study. Their study did not show the questionnaire that they used to get the data and mentioned how the students' performance were taken. The kinds of learning facilities and proper guidance did not mention in their study. There is no further information can be obtained to compare this study with theirs related to the contain of the questionnaire.



The result of this study also is not similar to the conclusion of a paper written by Mansor and Ahmad (2016). They agreed that parents support influence students' achievement in English education. In the paper, they discussed some researchers' statements about the concept of parents support and factors influencing parental support in English education that consists of family environment factor, parents socio-economic factor, parents' education ability factor, and parents' aspiration towards English. The conclusion of their paper is similar to the result of a study conducted by El-Omari (2016) which stated that attitudinal, social, socioeconomic, and extracurricular factors influence students' achievement. The students achievement data of El-Omari study was from students' school grade records. However, the students' score data of this study was taken from a reading test along with the questionnaire without a preparation before the test. This means that the students in this study did not have any time to prepare for the reading test. While El-Omari students did preparation before the school examination.

The result of this study is in line with a study conducted by Latu (1994) that stated integrative motivation did not affect the English performance of Tongan secondary students. The result showed students who had integrative motivation for learning English attained low scores in reading, writing, and listening test. While Mlambo (2011) stated that study preference does not influence student academic performance. The result of Mlambo study is similar to this study. Rahman (2015) conducted a study which investigated how home environment influences adolescent L2 learners of English in Bangladesh by utilizing a questionnaire and interview without obtaining data of students' performance. Rahman stated that positive home factors such as parents' involvement, encouragement, and their positive attitude toward English language in general influence adolescent L2 learners positively. On the other hand, this study proved that parents' involvement and encouragement given to their children do not influence students' result in learning English.

## CONCLUSION

None of the factors analyzed in this study influence college students' result in learning English. At first, this study was designed to analyze five factors. Statistical analysis showed that there should be seven factors needed to get all information from the data. Finally, there are seven factors analyzed in this study that is study preference, self-motivation, length of time to learn English, text material family support, multi-media material family support, extracurricular activity, and moral family support. Different method used from other studies is the reason of the difference results gained from this study. In obtaining students' result data, the students were given an accidental reading test without their preparation before the test. While other studies tended to take the data from students' examination or their school grade records. Some others did not mention where the data were taken from and how the data were obtained.

## REFERENCES

- Ali, S., Haider, Z., Munir, F., Khan, H. & Ahmed, A. 2013. Factors Contributing to the Alos, S.B, Caranto, L.C., and David, J. J. T. 2015. Factors affecting the academic an introductory biochemistry course at the University of the West Indies. *Caribbean Teaching Scholar*, Vol. 1, No. 2, November 2011, 79–92
- Buhman, D. & Trudell, B. 2008. Mother tongue matters: Local language as a key to effective

- El-Omari, A.H. 2016. Factors affecting students' achievement in English language learning. *ESP world*, Issue 1 (22), Volume 8. <http://www.esp-world.info>  
*Journal of educational and social research*, Vol. 6, No. 2. MCSER publishing, Rome, Italy.  
*Journal of Management and Business Research*, Volume 12, Issue 9, Version 1.0. Global Journals Inc. (USA). Online ISSN: 2249-4588.
- Kavaliauskienė, G. 2009. Role of mother tongue in learning English for specific purposes. Language Learning: A Case Study in the National University of Laos. *International Journal of English Language Education*, Vol. 1, No. 1. ISSN 2325-0887 2013  
 learners elementary school. *IMPACT: International Journal of Research in humanities, arts, and literature (IMPACT: IJRHAL)*, Vol. 3, Issue 7, 81-88. ISSN(E): 2321-8878; ISSN(P): 2347-4564  
 Learners of English in Bangladesh. A Thesis Submitted to the Graduate Faculty of St. Cloud State University in Partial Fulfillment of the Requirements for the degree Master of Arts in English: Teaching English as Second Language. learning. Paris, UNESCO.
- Mansor, N.B.Y. & Ahmad, A. 2016. The influence of parents support and its relationship Mlambo, V. 2011. An analysis of some factors affecting student academic performance in Mushtaq, I & Khan, S.N. 2012. Factors affecting students' academic performance. *Global performance of the student nurses of BSU. International Journal of Nursing Science*, 5 (2): 60-65. DOI: 10.5923/j.nursing.20150502.04  
 proficiency: the Ikwerre native speakers' experience. A research project submitted to the Department of English and Literary Studies, Faculty of Arts, University of Nigeria, Nsukka in partial fulfilment of the requirements for the Award of Masters of Arts degree in English.
- Rahman, M.A. 2015. A Study on How Home Environment Influences Adolescent L2 Sahelehkheirabadi. 2015. Effects mother tongue language on learning second language Souriyavongsa, T., Abidin, M.J.Z. & Mei, L. L. 2013. Factors Causes Students Low English Students Academic Performance: A Case Study of Islamia University Sub-Campus. *American Journal of Educational Research*, Vol. 1, No. 8, 283-28. Science and Education Publishing. DOI:10.12691/education-1-8-3
- Ucheoma, O. 2011. The impact of the mother tongue on second language learning and with students achievement in English education. International Conference on Education and Regional Development 2016 (ICERD 2016). Faculty of Education, Universiti Kebangsaan Malaysia, Selangor. Retrieved from <http://icerd2016.conference.upi.edu/wp-content/uploads/sites/13/2016/10/82.-Norhaliza-Binti-Yusup-@-Mansor.pdf>.