

ARTICLE

Exploring the Influence of Sociocultural and Parenting Styles on Enhancing Children's English Learning: A Narrative Case Study from Indonesia.

Nabilah Raniyah Nada Ramadhani,* Nukmatus Syahria, and Nico Irawan

Universitas PGRI Adi Buana Surabaya, Indonesia

*Corresponding author: 230040001@student.unipasby.ac.id

(Received: 16 June 2025; Accepted: 03 July 2025; Published: 17 July 2025)

Abstract

This study explores sociocultural factors based on Bourdieu's theory (1987) and parenting styles based on Baumrind's theory (1991) to support children's EFL learning, emphasizing the perspectives and experiences of parents and families. This narrative case study encompasses six parents with children aged 5 to 11 years and families from diverse regions in Indonesia. Data were collected through semi-structured interviews and analysis of children's English language practice video documents. They were analyzed through deductive thematic analysis with NVivo software to explore prominent themes. The results reveal that sociocultural factors, predominantly the theme of social capital, supported by the role of habitus and cultural capital, alongside the authoritative parenting style, as reflected through parents' perspectives and experiences, with family support in have affected children's EFL learning. Moreover, sociocultural factors and parenting styles can also proficiently convey EFL learning values and foster a positive environment for English learning. It can be implied that the research has beneficial for the parents' roles in creating a positive learning environment through balanced engagement of sociocultural factors and the utilization of appropriate parenting styles. Nonetheless, if the sociocultural factors are less than optimal, this is not a hitch because the appropriate parenting style can support them.

Keywords: English Learning, Parents' Roles, Parenting Styles, Sociocultural Factors

1. Introduction

It is a fact that English as a global lingua franca because it is the most frequently used language in many countries ([1]), [2]. This requires everyone to master English to support their international communication in every sector, especially at work and in education ([3]; [4]; [5]; [6]; [7]; [8]; [9]). Therefore, this is one of the reasons why children must start learning English from an early age so that they can master it early. Learning English must begin from an early age because children's brain absorbs information well compared to adults ([10]; [11]; [12]; [13]).

The children are also in their golden age stage, where they are very responsive to the language in-

formation that they receive directly and frequently ([14]; [15]). Furthermore, through early English language learning, children can enhance cognitive development, expand academic opportunities, develop intercultural communication skills and global networks, access international resources, pursue good careers, and gain greater self-confidence in educational and professional contexts ([4]; [6]; [16]; [17]; [9]; [18]). Previous studies conducted by [19]; [20] informed that introducing English at an early age can help children master English, be competitive in the future, and have high self-confidence. Hence, it is necessary to start learning English from an early age.

Children's mastery of English from an early age is not obtained directly. Moreover, it requires maximum support through interactive, multimodal, and game-based learning with the support of engaging media, children-centered scaffolding strategies, good curriculum, and positive teacher beliefs and practices ([21]; [22]; [23]; [24]; [25]). However, in Indonesia, the learning, teaching, and practice of English, from pre-school to elementary school, still face many obstacles. This happens because the curriculum is always changing. Previously English was mandatory to be taught in elementary school (Kemendikbud, 2013), but during 2018 – 2021, this subject was only an extracurricular activity and not mandatory for the elementary school level to learn English (Kemendikbud, 2021; [26]; [27]).

Based on the above evidence, the elementary school students missed the opportunity to master English during their golden period ([28]). [29]; [30]; [Iaila] showed that another obstacle in learning English at the kindergarten to elementary school level in Indonesia is still constrained by limited teaching time, qualified teachers, weak government support, a lack of learning resources and facilities, and low exposure to English in the classroom or school environment. Children's education is not solely the responsibility of teachers in schools. Children spend most of their time at home. Therefore, the parents' role is crucial in ensuring their children's optimal development in mastering English ([31]).

As argued by [32], parents' roles must be boosted to maximize children's EFL learning at home. Their role at home can be carried out by providing suitable learning facilities, a positive learning environment, and motivation to raise children's enthusiasm for learning English ([31]; [33]; [34]; [35]). In addition, parents can provide access to educational resources, e.g., films, course programs, and English language materials ([36]; [37]; [38]; [39]; [40]). Furthermore, in fulfilling their role, parents must be able to manage the sociocultural factors arising from their environment, where these sociocultural factors can influence a child's EFL learning process at home.

Based on theory, understanding the positive role of sociocultural factors with the support of parents' role in children's EFL learning are considered positive sociocultural factors. They are very influential in creating individual success in language learning, especially English. Previous studies focusing on sociocultural factors from [41]; [42]; [43]; [44]; [45] demonstrate that fostering a good and supportive learning environment, aligned with existing sociocultural factors, enhances EFL learning outcomes. This shows that in fulfilling their role, parents must be able to manage existing sociocultural factors into something that has a positive influence on the children. Therefore, the researchers intend to investigate the sociocultural factors focusing on sociocultural factors in the six regions in Indonesia, namely Java, Sumatra, Bali, Kalimantan, Sulawesi, and Papua. Sociocultural factors in this study use [46] theory, which examines social capital, cultural capital, and habitus based on the views and experiences of parents in supporting their children's EFL learning.

Meanwhile, parenting styles also significantly influence children's English learning process. This aligns with [47] theory, stating that parenting styles significantly influence and affect children's language learning development. Parenting styles that inspire children, provide educational resources, create a positive learning environment, and build good emotional well-being in children highly support English language learning. Other previous research by [48]; [49]; [50]; [51]) explains that parents who implement an authoritative parenting style produce positive outcomes in their children's EFL

learning. Additionally, authoritarian parents also guide and inspire the child to increase their interest in EFL learning. Therefore, it is also important for parents to choose and apply the right parenting style in carrying out their role. Using [47] theory, which consists of three parenting styles such as authoritative, authoritarian, and permissive, the researchers also aim to identify the parenting styles of Indonesian parents: Java, Sumatra, Bali, Kalimantan, Sulawesi, and Papua.

Other previous studies have also shown that sociocultural factors and parenting styles contribute positively to increasing students' motivation for L2 learning ([43]; [45]), help to assess children's proficiency in L2 learning ([42]; [44]), and expand their perspectives of global cultural understanding ([41]). Moreover, a proliferation of studies has demonstrated that parenting styles can motivate children to participate in English learning ([48]; [50]), enhance the students' positive attitudes regarding English learning ([49]) as well as improve the students' achievements ([51]). However, the previous researchers have only focused on the parents' role through sociocultural factors ([41]; [42]; [43]; [44]; [45]) or parenting styles ([49]) ([36]; [50]) ([51]). Yet, the sociocultural factors and parenting styles are two mutually complementary components that support parents' role in their children's EFL learning. Hence, in this study, the researchers intend to combine both factors to examine young learners' English skills development by using [46] and [47] theory.

1.1 Theoretical Framework

1.1.1 Parents' role

The parents' role is crucial in supporting their children's success in learning English as a foreign language. This role encompasses various aspects, ranging from providing emotional support [52] and cognitive support [53]; [54] to providing appropriate learning facilities ([39]). Additionally, strengthening a conducive learning environment at home [55]; [37] and exposure to English language culture also play a role in increasing children's motivation to learn ([56]). Therefore, these components demonstrate that parental involvement is crucial in ensuring children's success in the EFL learning process ([57]).

1.1.2 Sociocultural factors

Sociocultural factors are very important in shaping the role of parents in supporting children's EFL learning. For example, [58] emphasized that social interaction and cultural context significantly influence learning, while cultural beliefs also determine how parents introduce English from an early age ([59]). More comprehensively, [46] theory explains that children's success in language learning is significantly influenced by the capital possessed by their families, namely social capital, cultural capital, and habitus. Social capital relates to parental networks and involvement, cultural capital reflects values and practices such as using English at home, and habitus refers to dispositions formed through family practices that shape children's learning orientations. Through clarity and good support in [46] theory of children's English language learning. Therefore, [46] theory is central theory to this study for examine sociocultural factors and parenting styles interact to support children's EFL learning for developing English speaking skills.

1.1.3 Parenting styles

Parenting styles are patterns of parental behaviour in guiding, supporting, and controlling children, which directly influence child development, including in the context of learning English as a foreign language (EFL). In relation to this aspect, [47] also argues that parenting styles are parental patterns in guiding and controlling children that significantly impact development, including EFL learning. The three main styles are authoritative, authoritarian, and permissive. With a balance of control and support, the authoritative style positively encourages intrinsic motivation, self-confidence, and children's language development ([60]). Conversely, an authoritarian style that emphasizes strict

rules and academic results more often leads to fragile extrinsic motivation, stress, and low child engagement in learning. Meanwhile, the permissive style that grants unlimited freedom tends to make children lose their way, lack discipline, and be weak in language skills. In this case, Baumrind's theory asserts that the authoritative style is the most effective approach in supporting children's EFL learning for developing English speaking skills.

1.1.4 Children's EFL learning

Young learners, defined as children from childhood to adolescence, have distinct characteristics that influence their learning of English as a Foreign Language (EFL) ([61]; [62]). From a cognitive perspective, their flexible and adaptable brains make early language learning effective [63] and parents can support this through interactive activities like storytelling or games ([64]; [65]). The social aspect highlights that interaction with peers and parents builds self-confidence and communication skills [37], while parents can reinforce this by encouraging open dialogue and group involvement ([66]). Intrinsic and extrinsic motivation drives EFL success through curiosity, excitement, and encouragement ([67]). Finally, the emotional aspect is crucial, as developing empathy, support, and mindset enhances self-confidence and resilience ([68]). Therefore, the active role of parents across the cognitive, social, motivational, and emotional domains is crucial to ensure the success of young learners in mastering English.

2. Methods

2.1 Research Designs

The researchers employed a qualitative methodology utilizing a narrative inquiry based on [69] and derived from a theoretical case study design ([70]). The narrative inquiry research design seeks to illustrate parents' accounts of their perspectives and experiences in facilitating their children's EFL learning. Case studies can assist researchers in identifying diverse sociocultural factors, including social capital, cultural capital, habitus, and distinct parenting styles, such as authoritative, authoritarian, and permissive. This study employs theme analysis methods grounded in the theory by [71], utilizing a deductive methodology grounded in theory ([72]).

2.2 Research subjects

This study encompasses six parents with children aged 5 to 11 years, representing families from various locations in Indonesia with different cultural backgrounds. The participants' demographics are elaborated upon in depth as in Table 1. The first is the demography of parents and children's

Table 1. The demography of parents and children's

Participants Identification	Region	Race	Children Age	Parents Education	Parents Occupation
Father 1	Riau	Sumatra	9 years	Bachelor	Pensionary
Mother 1	Sidoarjo	East Java	5 years	Bachelor	Administrator
Mother 2	Makassar	Sulawesi	10 years	Bachelor	Entrepreneur
Mother 3	Denpasar	Bali	9 years	Associate degree (D3)	Entrepreneur
Mother 4	Samarinda	East Kalimantan	9 years	Associate degree (D3)	Civil servant
Mother 5	Jayapura	Papua	11 years	Associate degree (D3)	Civil servant

In addition, the second is the demographics of participants in terms of family

Table 2. The demographics of participants in terms of family

Participants Identification	Region	Race	Family Educa- tion	Family Occupa- tion
Daughter of Father 1	Riau	Sumatra	Bachelor	Civil servant
Older sister of Mother 1	Sidoarjo	East Java	Senior School	Housewife
Uncle of Mother 2	Makassar	Sulawesi	Bachelor	Tour guide
Aunty of Mother 3	Denpasar	Bali	Associate degree (D3)	Entrepreneur
Daughter of Mother 4	Samarinda	East Kalimantan	Senior School	College Student
Uncle of Mother 5	Jayapura	Papua	Senior School	Trader

2.3 Research instrument

The primary data in this study were collected by using semi-structured interviews. The interview guidelines used by the researchers to interview all participants consist of two guidelines: the guidelines for parents and the guidelines for parents' families. The guidelines for interview with parents.

Topic of Interview	Indicators	Interview Questions	Research Questions
Sociocultural Factors	The parents' role in supporting children's EFL learning with cultural influences.	What local language do you use in your daily life? (Probe: If they used a mixed language, why do you use it daily?)	RQ 1
Sociocultural Factors	The parents' role in supporting children's EFL learning with cultural and social influences.	Do children predominantly utilize local language or Bahasa Indonesia at home rather than foreign languages? (Probe: If yes/no, please give the reason)	RQ 1
Sociocultural Factors	The parents' role in supporting children's EFL learning with social influences.	Are there any norms or customary practices that restrict the use of foreign languages in daily life? (Probe: If yes, why?)	RQ 1
Sociocultural Factors	The parents' role in supporting children's EFL learning with cultural influences.	What is your opinion on the future government implementation of the policy limiting the use of English for children aged 6 months to 12 years?	RQ 1
Sociocultural Factors	The parents' role in supporting children's EFL learning.	How do you view EFL children's learning from age 6 months to 12 years? Why?	RQ 1
Sociocultural Factors	The parents' role in supporting children's EFL learning with cultural influences.	Does your cultural background influence your child in learning English? (Probe: If yes/no, please give the reason and an example)	RQ 1
Sociocultural Factors	The parents' role in supporting children's EFL learning with social influences.	How does your family view the importance of English in daily life?	RQ 1
Social factors	Social factors in English as a foreign language learning.	Do you feel your child's social environment (school, friends, family, society) influences their interest in learning English? (Probe: If yes/no, please give the reason and example)	RQ 1

Social factors	Social factors in English as a foreign language learning.	How do you use social or community activities to support your child's English learning?	RQ 1
Friends' role	Friends' role in English as a foreign language learning.	How does your child interact with their friends using English?	RQ 1
Friends' role	Friends' role in English as a foreign language learning.	Does this interaction influence their learning progress in English? (Probe: If yes/no, please give the reason and example)	RQ 1
Cultural exposure	Cultural exposure in English as a foreign language learning.	Do you introduce your child to the culture of an English-speaking country? (Probe: If yes, how? If not, why not?)	RQ 1
Parenting Styles	The parents' role in supporting children's EFL learning.	How does your parenting style support your child's English learning at home?	RQ 2
Parenting Styles	The parents' role focuses on family support and expectations for EFL children's learning.	Are you directly involved in your EFL children's learning process? For example, can you help with homework or give additional materials? (Probe: How often? How are you directly involved?)	RQ 2
Parenting Styles	Utilization of English within the familial setting.	Do you use English in a daily life communication at home? (Probe: If yes, please give an example of the using the language daily).	RQ 2
Parenting Styles	Parental expectations and demands in parenting styles	Is there family pressure to ensure your child is fluent in English? (Probe: If yes, please give an example of their saying or action)	RQ 2
Parenting Styles	The parents' expectations and strategies in supporting EFL children's learning.	Do you give your specific targets regarding EFL learning for your children? (Probe: If yes. How do you convey those targets and motivate your child to achieve your targets?. If no, please give the reason)	RQ 2
Parenting Styles	The parents' expectations and strategies in supporting EFL children's learning.	Do you give your specific targets regarding EFL learning for your children? (Probe: If yes. How do you convey those targets and motivate your child to achieve your targets?. If no, please give the reason)	RQ 2
Parenting Styles	Providing feedback and emotional support from parents in EFL children's learning.	How do you provide feedback on your children's EFL learning?	RQ 2
Parenting Styles	The effectiveness of EFL children's learning facilities	How are the EFL learning facilities that you provide to your children? (Probe: What are the facilities? Are the facilities that you provide for your children adequate?)	RQ 2
Parenting Styles	Time management and balance in parenting styles	How do you balance your children's EFL learning with their other activities?	RQ 2

The guidelines for interviews with parents' families

Topic of Interview	Indicators	Interview Questions	Research Questions
--------------------	------------	---------------------	--------------------

Sociocultural Factors	The family's role in supporting parents' roles in their EFL children's learning.	What is the language that you use in your life?	RQ 1
Sociocultural Factors	The family's view on the role of supporting parents' roles in their EFL children's learning.	What is your view on children's EFL learning? (Probe: 1. At what age, in your view, should young learners commence their EFL learning? 2. Have you observed any challenges or benefits in the early introduction of English for the young learners ?)	RQ 1
Sociocultural Factors	The family's role in supporting parents' roles in their EFL children's learning.	Do you support EFL learning for children? (Probe: If yes or no, please give the reason for it)	RQ 1
Sociocultural Factors	The family's view on the role of supporting parents' roles in their EFL children's learning.	What is your family's perspective on parents directing children to EFL learning? (Probe: 1. Do you observe any distinction between children instructed in English by their parents and those who only acquire it in school? Give example 2. Do you believe parents have a significant role in facilitating children's EFL learning? What is the reason?)	RQ 1
Sociocultural Factors	The family's role in supporting EFL children's learning in the success and balance of the parents' role.	Do you feel that parents can teach their children English and their mother tongue in a balanced way? (Probe: Please give the example)	RQ 1
Parenting Styles	The family's role in supporting parenting styles in their EFL children's learning.	Do you support the implementation of parenting styles in supporting EFL children's learning? (Probe: What are your reasons for it?)	RQ 2
Parenting Styles	Family involvement and reflection on parents in supporting EFL children's learning.	Have you ever given direct feedback regarding your support for the parents' role in EFL children's learning? (Probe: If yes. What is your feedback? If no. Why did you not give the feedback?)	RQ 2

Both guidelines were used for interviewing and analyzing interview results related to parents' and families' views and experiences supporting EFL children's learning through sociocultural factors and parenting styles. This interview conducted twice, lasting 45 - 60 minutes with two ways: offline and online. The offline interview at the participants' homes, while the online interview by Zoom, Google Meet, WhatsApp, Telegram, and Instagram applications with guaranteed technical support. The interview also conducted interviews using Bahasa Indonesia because the participants are more proficient in this language.

The supporting instrument comprises document analysis utilizing the audio-visual technique through video recording based on [72] theory. Data validity is preserved via the dependability technique founded on [73] theory, through a validity test conducted with two experts to confirm the reliability of the research findings.

2.4 Research procedure of data collection

In this study, the data were collected systematically to ensure accuracy and credibility. First, the researchers determined the research topic, then identified the problems, and gathered initial infor-

mation relevant to the study. After that, the researchers reviewed the previous research to strengthen the research context, after which participants from various regions in Indonesia with diverse cultural backgrounds were selected using purposive sampling.

The initial information was collected from participants' views, followed by the distribution of a Google Form for one week to obtain informed consent and personal identity. Once participants agreed, the researchers conducted interviews in twice, each lasting 45–60 minutes, using Indonesian to minimize miscommunication. Then, the interviews were conducted both offline and online through various platforms (Zoom, Google Meet, WhatsApp, Telegram, Instagram) and were fully recorded. To strengthen the findings, secondary data were also obtained through document analysis in the form of short videos of children practicing English, sent two days after the interviews. Prior to the interview stage, the research instruments were validated by two experts, ensuring their suitability for data collection. After all primary and secondary data were collected, the researchers proceeded to the analysis stage.

2.5 Data analysis techniques

2.5.1 Data analysis

In this study, thematic analysis was done to analyze and interpret the data. Before conducting thematic analysis, the researchers transcribed the interview recordings word for word. Then, the researchers also conducted video analysis twice for contextual understanding based on verbal and nonverbal behavior. Once finished, the researchers converted the video analysis results into a descriptive narrative based on ([72] the researcher conducted a thematic analysis based on [71] with a deductive approach, including preparation and familiarization, developing initial codes, searching the themes, reviewing the themes, reporting the results, and drawing a conclusion.

The researcher's also prepared and familiarized the stage involving the rechecking interview data and document analysis from English practice videos to ensure accuracy. Next, the data that was verified and imported into NVivo were labelled (e.g., "Mother/Father[number]Interview") to develop the initial codes. In developing the initial code, the data were categorized into sociocultural factors [46] theory and parenting styles [47] theory using the "cases" and "codes" features, with demographic attributes (e.g., race, child age, education, occupation) that were recorded in case classifications.

The next was coding by identifying the categories of social capital, cultural capital, and habitus, and authoritative and permissive parenting styles. Furthermore, the researchers searched the themes using "word frequency query," refined, and analyzed to determine dominant influences. In addition, reporting the results stages. The researchers used visualization and project mapping to integrate themes with parent demographics, and results were validated for accuracy and relevance. Next, the researchers comprehensively interpreted parents' roles in supporting children's EFL learning through sociocultural factors and parenting styles. Finally, the researchers drew inferences.

2.5.2 Triangulation

To enhance the validity of this study, the researchers employed credibility, dependability, and confirmability ([73]). To achieve its credibility, the researchers ensured through source triangulation, by comparing interview, family, document, and observation data, and member checking, where participants reviewed transcripts and interpretations. Dependability was also supported by expert validation of research instruments: one expert had 11 years of experience in sociocultural studies and ELT, and the other had 18 years of experience in EFL and working with young learners. Confirmability was achieved through discussions with supervisors to ensure findings were based on data rather than researcher bias.

3. Results And Discussion

3.1 Results

In this section, the researchers intended to answer the following research questions: *kinds of socio-cultural factors and parenting styles that parents’ used to support their childrens’ EFL learning?” and do sociocultural factors and parenting styles support childrens’ EFL learning?”*. Figure 1 presents a more detailed explanation of the results for the first and second research questions.

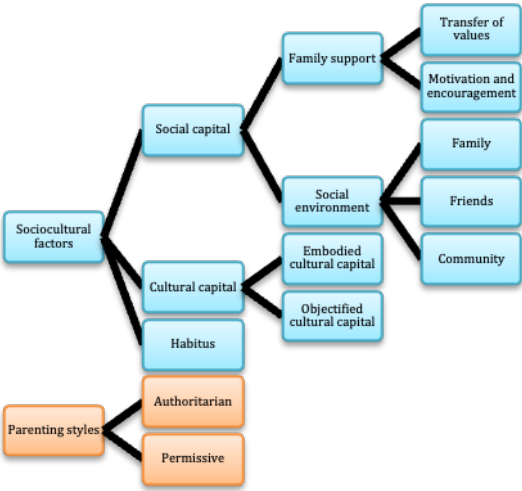


Figure 1. The kinds of sociocultural factors and parenting styles.

Figure 1 illustrates that the research findings encompass two primary categories: sociocultural factors and parenting style. Sociocultural factors dimensions encompass social capital, cultural capital, and habitus. Two themes emerged in social capital: family support (comprising sub-themes of transfers of values, motivation and encouragement) and social environment (encompassing family, friends, and community). Cultural capital is categorized into embodied and objectified cultural capital, with no notable themes identified in habitus among the three theoretical parenting styles such as authoritative, authoritarian, and permissive. In this study, only authoritative and permissive styles are manifested as themes. Additional elucidations for each outcome of the current themes are provided in Table 5.

Table 5. Explanation of findings based on themes

Category	Sub-Category	Themes	Sub-Themes	Results
Sociocultural factors	Social Capital	Family support	Transfer of values	• Parents’ perspectives on the essential early EFL learning for children’s • Parents’ decisions on the optimal age for their children to start EFL learning

			Motivation and encouragement	• Boosting the motivation of parents to support their children's EFL learning • Boosting children's passion and energy for EFL learning • Family chances to support children and parents for EFL learning
		Social environment	Family	• Parents have a strong role in supporting children's EFL learning
			Friends Community	• Supporting children's English fluency
	Cultural Capital	Embodied cultural capital. Objectified cultural capital	No sub-themes	• Positive EFL learning with supportive cultural capital
	Habitus	No themes	No sub-themes	• The increasing understanding of parents and families about the needs and promising opportunities related to English.
Parenting styles	Authoritative	No themes	No sub-themes	• Increasing children's intrinsic motivation, outputs and conducive learning environment.
	Permissive	No themes	No sub-themes	• Children do not have intrinsic motivation, a conducive learning environment, or good learning outcomes.

sociocultural factors and parenting styles. In the context of sociocultural factors related to social capital with sub-themes of family support, intergenerational transfers of values influence parents' views and decisions regarding the significance of initiating EFL learning for children at the age they deem optimal. This was expressed by mothers 1, 2, 3, 4, 5, and father 1:

"We start teaching English to children from an early age, specifically from 2-3 years old. This age is the right period because children can more easily learn and apply English, as well as build confidence in communicating and interacting, in local and international environments. Also, mastering English from an early age is a good investment for their future." (Mothers 1, 2, 3, 4, and 5)

In vain with the endorsement statement by Aunty of Mothers 1 and 3, Uncle of Mothers 2 and 5, and Daughter of Mother 4: "We agree with the implementation of their roles and support English language learning from the age of 2-3 years, as it makes children more confident and ready to communicate internationally." (Aunty of Mothers 1 and 3, Uncle of Mothers 2 and 5, and Daughter of Mother 4)

However, this is different from the delivery by Father 1 as outlined below. "In my perspective and experience, learning English at the age of 9 is better because children can start to understand the language better." (Father 1)

Following the endorsement statement by Daughter of Father 1: "I fully support if you start at the age of 9 because it's true that children are more ready to understand the language, and that happened to me." (Daughter of Father 1)

Furthermore, social capital serves as a motivation and encouragement that can boost the parents'

motivation to support their children's EFL learning and increase their children's passion and energy for EFL learning. Moreover, it creates family chances to support children and parents with EFL learning. This statement was made by Mothers 2, 4, and 5:

"My child's uncle is very concerned about the importance of mastering English, so he immediately practiced speaking English with my child and compliments both my child's progress and my efforts in supporting their learning. This motivates my child and me to implement English learning well." (Mother 2)

In line with the statement of Uncle of Mother 2: "Indeed, I give appreciation in the form of compliments and practice to support their EFL learning, so that EFL learning can be maximized and yield the best results." (Uncle of Mother 2)

Another statement from Mother 4 and 5: "Children are interested in learning English because they often see family members, including themselves and siblings, using English in a fun and positive atmosphere." (Mother 4 and 5)

Supported by statements from Daughter of Mother 4 and Uncle of Mother 5: "We affirm that support is indeed provided through enjoyable English language practice at home, which can make children interested and happy." (Daughter of Mother 4 and Uncle of Mother 5)

Additionally, the social environment, including family, friends, and the community, provides substantial outcomes in facilitating children's English fluency. This gives parents substantial encouragement in their children's EFL learning. This was communicated by Mothers 2, 3, 4, and 5:

"My environment in Bali and Sidoarjo supports English learning through open communities and study groups with foreign tourist children who invite children to interact daily and give compliments after practice." (Mothers 2 and 3)

"The children are motivated to use English at home because of the example set by their older siblings and father." (Mothers 4 and 5)

"In Papua, the use of Virgin language (a mix of English and Indonesian) makes proficiency in English important and receives strong support from the community." (Mother 5)

Meanwhile, in cultural capital, it has been found that the themes of embodied cultural capital and objectified cultural capital can provide positive EFL learning with supporting cultural capital. This was conveyed by Mothers 3, 4, and 5:

"We started introducing English to our child at 2-3 years through media such as YouTube and storybooks, introducing culture, stories, and polite English habits when interacting with foreigners. This helps us support our child's EFL learning." (Mothers 3, 4, and 5)

"Our environment greatly supports English language learning, like in Bali, where an open community facilitates interaction with foreign tourist children, while in Papua, the use of mixed languages encourages the importance of mastering English, using English in daily life with enjoyable models." Making our children enthusiastic and making EFL learning easy" (Mothers 3 and 5)

Next, it was seen that the understanding of parents and families about the needs and promising opportunities related to English was limited. This was communicated by Mother 3 and the Aunty of Mother 3:

"Since childhood, I have lived in Bali and often saw my parents speaking English with foreign tourists who accidentally came to our house to ask for directions. From that habit, I felt it was also important for my child to learn from an early age, so by the

time they were 2 years old, I had already started teaching my child English by providing books, YouTube movies and games". (Mother 3)

"It is true that mother 3 has often seen her parents using English since childhood, because in our family, everyone is required to master English from a early age". Therefore, her teaching model for her child, which encourages learning English from the age of 2 years, has made her child being very fluent in English now. (Aunty of Mother 3)

Moreover, the authoritative parenting style has demonstrated the most significant degree of support, which has enhanced intrinsic motivation, outcomes, and good learning settings for children. This was revealed by Father 1, Mother 1, 3, 4, and 5:

"We support our child's English learning at home by helping with homework, teaching the material, encouraging communication in English, arranging private lessons, providing additional learning materials, and giving opportunities to play with native speakers and motivation." As a result, the child becomes enthusiastic about learning and comfortable with the learning process." (Father 1, Mother 1,3,4, and 5)

In similar vein to the above statement, the support from the daughter of father 1, the aunty of mother 1,3, and the uncle of mother 5 is as follows:

"I really support my father's parenting style. However, it would be more effective if my father were more involved in my younger sister's EFL learning process with engaging lessons and not just helping with her homework". (Daughter of Father 1)

"I strongly support her parenting style, because with her young child's age, it is very effective if her parenting style is implemented in English learning is through play and learning. From her parenting styles her or his child has high self-confidence, mastered in English, and positive influence in her or his child's". (Aunty of Mother 1,3 and Uncle of Mother 5)

On the contrary, a parent who employs a permissive style result in children not having intrinsic drive, a favourable learning environment, or high learning outcomes.

"I do not put pressure on learning. I hope my child understands and can speak English fluently". (Mother 2)

The uncle of mother 2 emphasizes the delivery of mother 2: "Mother 2 never pressured her children to learn English. If her child can understand English every day, the mother already feels that her child is capable". (Uncle of mother 2)

Based on the above results, the researchers believe that the selection and application of sociocultural factors and parenting styles by parents can influence the EFL learning process of children. Therefore, parents need to tailor the components and parenting methods to the conditions and expectations required so that the learning process provides positive and sound effects for the child's future. This study further elaborates on the findings of the application of sociocultural elements and parenting styles by six parents with children aged 5 to 11 years, based on research questions about the sociocultural factors and parenting styles in supporting children's EFL learning.

Based on the visualization in Figure 2, this study highlights sociocultural influences and parenting approaches in facilitating EFL learning for children aged 5–11 years. Three categories of sociocultural elements are illustrated through the direction of the arrows: the left arrow points to social capital, the middle arrow to cultural capital, and the right arrow to habitus. Social capital is separated into two subthemes: family support (bottom left arrow) and social environment (bottom right arrow). Family support, there are further arrows towards transferring values, motivation and encouragement. Participants such as Father 1 (Sumatra), Mother 1 (Java), Mother 2 (Sulawesi), and Mother 3 (Bali) emphasize the transfer of values, whereas Mother 4 (Kalimantan) and Mother 5

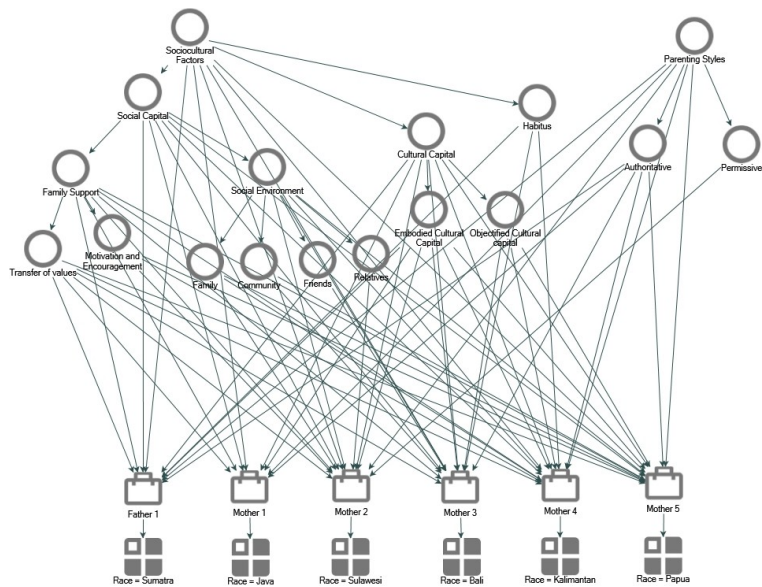


Figure 2. Visualization of sociocultural and parenting styles in the parents' role in supporting children's EFL learning.

(Papua) combine values with motivation. The social environment is shown by arrows towards family, community, friends, and relatives, depending on the support context of each participant.

Cultural capital comprises the embodied (left bottom arrow) and objectified (right bottom arrow). All participants demonstrate embodied theme, whereas the objectified theme is present in Mother 3, 4, and 5. Habitus is identified through the rightward arrows, shown in Father 1, Mother 3, and Mother 4. Meanwhile, parenting styles are indicated by two downward arrows: authoritative (right) used by five individuals, and permissive (left) by Mother 2.

The findings indicate that the four participants, specifically Mother 1 (Java), Mother 3 (Bali), Mother 4 (Kalimantan), and Mother 5 (Papua) effectively incorporated sociocultural factors that influence in a balanced fashion and employed an authoritative parenting style. Their young learners exhibited commendable EFL learning results, including fluency, clear pronunciation, robust sentence construction, and elevated confidence. Conversely, Father 1 and Mother 2 have yet to demonstrate that equilibrium. The absence of direct support and the implementation of a permissive approach have led to suboptimal learning outcomes for the child, particularly regarding language proficiency and motivation.

Overall, the direction of the arrows in the visualization indicates that the balance between socio-cultural factors and parenting styles is essential in creating an effective EFL learning environment. However, it is noted that the sociocultural factors are not optimally applied. In that case, they can be supported by selecting appropriate parenting styles, which will later help the EFL learning process and outcomes to the maximum.

3.2 Discussions

This study explores the sociocultural factors and parenting styles that parents utilize to support children's EFL learning. The most effective and optimal EFL learning outcomes can be achieved by utilizing sociocultural factors such as an environment that promote EFL learning, cultural values that are receptive to the advancements of globalization, maximally fulfilled educational and learning resources, and supportive families. The results of this study related to the previous studies by [41];

[44], which show that the family's role in supporting English language learning at home can help children improve their EFL competencies and broaden their horizons of global cultural understanding by understanding children's competencies in EFL learning and being open to understanding global cultures.

Meanwhile, the authoritative parenting style is the most suitable for facilitating the children's EFL learning. These results are in the research conducted by [49]; [50]; [51], which states that the authoritative parenting style is the most suitable approach for facilitating EFL learning. This parenting style will foster a positive attitude toward EFL learning, enhance children's academic performance, and pique their interest in learning. Consequently, the results obtained will have a significant positive effect on the children. However, this contradicts [74] which reported that parenting style does not have a significant effect on children's English achievement. In this study, parenting style is not significantly related to English achievement.

In contrast to most studies that analyze these factors separately, this research integrates them by utilizing interviews with six Indonesian parents and observations of children's English proficiency. Parents reported encouraging EFL learning through media, courses, and daily activities with English. There have been EFL learning methods passed down from generation to generation. This aligns with [46] theory that inherited sociocultural capital influences learning and behavior. This habit encourages parents to establish a supportive environment and enhance their own English proficiency. In addition, parents also implemented an authoritative approach that was emotionally engaged, resource-providing, motivating, and established realistic expectations, which corroborates [47] theory that an authoritative parenting style is an effective style to supported EFL learning by affection and responsiveness.

Consequently, these results indicate that sociocultural factors and parenting styles interact and reinforce each other. Following [75] balanced sociocultural factors and appropriate parenting styles mutually support each other in supporting children's EFL learning. Even though the sociocultural support is limited, the right parenting style can still lead to positive EFL outcomes. Hence, this study concludes that balanced use of sociocultural capital [46] theory and authoritative parenting [47] is key to effective learning environments. Limitations include the predominance of mothers' views and limited data from parents of younger children. Future research should explore fathers' roles, cultural comparisons, and the long-term effects of these combined factors on children's EFL development.

4. Conclusions

This study explores the sociocultural factors and parenting styles in parents' roles in supporting children's EFL learning. The findings reveal that three categories of sociocultural factors such as social capital, cultural capital, and habitus factors do not work separately but rather reinforce one another in shaping and supporting parents' role in supporting children's EFL learning. It is not only the parenting support, but also the three kinds of sociocultural factors which create an effective and positive EFL learning environment and cultural resources synergize to achieve the best learning goals and good outcomes for the children.

However, in implementing the three kinds of sociocultural factors such as social capital, cultural capital, and habitus, the parents' role was supported by two parenting styles that found in this study authoritative and permissive. The authoritative style was the dominant theme and good supported children's EFL learning well. This parenting style involved setting clear and structured expectations for their children's EFL learning. Additionally, parents provide emotional support, facilities, motivation, and rewards for every effort their child makes. This yields the best outcomes in the children's EFL learning process.

Meanwhile, the permissive style was founded only by the parent. This parenting style gave significant freedom to children but lacked clear boundaries or rules, so this parenting style was not recommended for supporting children's EFL learning. The conclusion is that the recommended parenting style for supporting children's EFL learning is authoritative parenting styles, where the children naturally enjoy EFL learning without feeling pressured and achieve the best results in their EFL learning process.

Furthermore, through the results of sociocultural factors and parenting styles, it is proven by the results of Father 1 (Sumatra), Mother 1 (Java), Mother 2 (Sulawesi), Mother 3 (Bali), Mother 4 (Kali-mantan), and Mother 5 (Papua) with concluded that sociocultural factors and parenting styles are closely related in supporting parental roles in facilitating EFL learning for children aged 5 to 12 years. The connection must be balanced and appropriate to create a positive learning environment and the best outcomes in the children's EFL learning process, and to benefit the children's future. However, if the sociocultural factors cannot be maximally balanced. In that case, the chosen parenting styles must be appropriate and applied maximally, because sociocultural factors that are less balanced but still applied will not prevent the creation of a positive environment and the best results in children's EFL learning.

Consequently, this study contributes to the body of knowledge of appropriate parenting styles influenced by sociocultural factors in supporting children's EFL learning for children aged 5 to 11 years. Moreover, this study also provides information to policymakers about considering parents' roles in supporting children's EFL learning by holding training programs for developing parents' roles. So that, it concluded that the results in this study emphasize the kinds of sociocultural factors and parenting styles that used by parents in supporting children's EFL learning, the influenced and correlation between sociocultural factors and parenting styles that parents employed in supporting children's EFL learning, and children's English as a second language outcomes with the balanced of utilization of sociocultural factors and appropriated parenting styles. . This study has limitations within the context of Indonesia culture and only focused the experiences and views of parents especially mothers, with children aged 5 to 11 years. Future studies could explore the experiences and opinions of parents focusing on fathers within the Indonesia culture background in supporting children's EFL learning through sociocultural factors and parenting style or analyze the challenges in implementing parents' role in supporting children's EFL learning through sociocultural factors and parenting styles from Indonesia culture or compare of different countries culture. The result of this topic is essential because the parents' role greatly influences children's success in supporting their EFL learning.

This study implies that parents play an important role in supporting their children's EFL learning through the balanced utilization of sociocultural factors and the selection of appropriate parenting styles. Balanced sociocultural factors can create a more positive and effective learning environment. Although not all parents are able to implement that balance optimally, they can still provide meaningful EFL learning, with supported by an appropriate parenting style. Therefore, it is essential to conduct future research to explore the experiences, perspectives, and challenges parents face fulfilling their roles in supporting their children's EFL learning through sociocultural factors and parenting styles.

The researchers suggest that especially parents and balanced sociocultural factors and appropriate parenting styles can support Children's EFL learning. Meanwhile, the recommendations for policymakers are to facilitate training and provide equal access for training. Additionally, for future research this suggestion is exploring the challenges from parents when supporting children's EFL learning based on Indonesia culture or cultural comparisons with other countries, as well as examining the long-term influence of balanced utilization of sociocultural factors and parenting style on the development of children's EFL learning.

References

- [1] Y. G. Butler and V. N. Le. "A longitudinal investigation of parental social-economic status (SES) and young students' learning of English as a foreign language". In: *System* 73 (2018), pp. 4–15. doi: 10.1016/J.SYSTEM.2017.07.005.
- [2] D. Yilmaz Devrim and Y. Bayyurt. "Students' understandings and preferences of the role and place of "culture" in English language teaching: A focus in an EFL context". In: *TESOL Journal* 4 (2010), pp. 4–23.
- [3] G. Alrajafi. "The use of English in Indonesia: Status and influence". In: *SIGEH ELT : Journal of Literature and Linguistics* 1.1 (2021), pp. 1–10. doi: <https://doi.org/10.36269/sigeh.v1i1.355>.
- [4] M. Altay, S. Curle, D. Yuksel, and A. Soruç. "Investigating academic achievement of English medium instruction courses in Turkey". In: *Studies in Second Language Learning and Teaching* 12.1 (2022), pp. 117–141. doi: <http://dx.doi.org/10.14746/ssllt.2022.12.1.6>.
- [5] G. Conti-Ramsden and K. Durkin. "Language development and assessment in the Preschool period". In: *Neuropsychology Review* 22.4 (2012), pp. 384–401. doi: 10.1007/S11065-012-9208-Z.
- [6] A. M. C. Gabejan. "Enhancing students' confidence in an English language classroom". In: *International Journal of English Language Studies* 3.5 (2021), pp. 16–25. doi: <https://doi.org/10.32996/ijels.2021.3.5.3>.
- [7] C. Maretha and Y. Wahyuningsih. "Analisis Error dalam Bahasa Inggris pada Kelas Speaking". In: *Wahana Didaktika : Jurnal Ilmu Kependidikan* 22.1 (2024), pp. 171–179. doi: 10.31851/wahanadidaktika.v22i1.15042.
- [8] R. Nishanthi. "The importance of learning English in today world". In: *International Journal of Trend in Scientific Research and Development* 3.1 (2018), pp. 871–874. doi: 10.31142/ijtsrd19061.
- [9] T. Wei. "The role of English in promoting international cultural exchange in the context of big data and deep learning". In: *Journal of Computational Methods in Sciences and Engineering* 24.1 (2024), pp. 369–384. doi: 10.3233/JCM-237021/ASSET/IMAGES/LARGE/10.3233_JCM-237021-FIG11.JPEG.
- [10] N. C. Ellis. "Language Awareness and Multilingualism". In: *Language Awareness and Multilingualism*. 2017, pp. 113–124. doi: 10.1007/978-3-319-02240-6.
- [11] E. G. Liquin and A. Gopnik. "Children are more exploratory and learn more than adults in an approach-avoid task". In: *Cognition* 218 (2022), p. 104940. doi: 10.1016/j.cognition.2021.104940.
- [12] Y. Sriyeni and S. Gumindari. "Pembelajaran bahasa Inggris pada anak usia dini ditinjau dari perspektif psikolinguistik". In: *Pedagogik: Jurnal Pendidikan* 16.1 (2021), pp. 40–44. doi: 10.33084/pedagogik.v16i1.1863.
- [13] J. Wallin and B. Cheevakumjorn. "Learning English as a Second Language: Earlier is Better". In: *JEES (Journal of English Educators Society)* 5.1 (2020), pp. 1–8. doi: 10.21070/jees.v5i1.349.
- [14] Budiati, D. R. Hardiany, and S. Haryani. "Optimizing Golden Period Through Early Detection of Language Skills and Multilanguage Stimulation". In: *Philosophica Jurnal Bahasa, Sastra, Dan Budaya* 4.2 (2021), p. 98. doi: 10.35473/po.v4i2.1425.
- [15] S. H. Untung, I. A. Pramono, L. Khasanah, A. Awwaluddin, N. Kholis, M. I. Muddin, A. R. Asnawi, and A. R. M. Maulana. *The Gold Age of Childhood: Maximizing Education Efforts for Optimal Development*. Vol. 1. Atlantis Press SARL, 2023. doi: 10.2991/978-2-38476-052-7_30.
- [16] N. Jaekel, M. Schurig, I. van Ackern, and M. Ritter. "The impact of early foreign language learning on language proficiency development from middle to high school". In: *System* 106 (2022), p. 102763. doi: 10.1016/j.system.2022.102763.
- [17] Ö. Şahan and K. Sahan. "A narrative inquiry into the emotional effects of English medium instruction, language learning, and career opportunities". In: *Linguistics and Education* 75 (2023), p. 101149. doi: 10.1016/j.linged.2023.101149.

- [18] N. Xia. "The impact of bilingual education on young children's cognitive development". In: *Transactions on Social Science, Education and Humanities Research*. Vol. 11. 2024, pp. 919–928. doi: 10.62051/P2J7F435.
- [19] S. H. Musinovna. "The Importance of English Language Learning in Early Grades: Theoretical Review and Implementation Strategies". In: *International Education Trend Issues* 2.2 (2025), pp. 317–328. doi: 10.56442/ieti.v3i1.1054.
- [20] J. B. Sinaga and J. E. Marpaung. "Growing the development of the potential of children with the English recognition since early in the family". In: *Minda Baharu* 2.2 (2018), pp. 166–178.
- [21] A. Kayumova and G. Sadykova. "Implementing a multimodal online program for very young learners of Russian: Educators' perspective". In: *Indonesian Journal of Applied Linguistics* 9.1 (2019), pp. 1–13. doi: 10.17509/ijal.v9i1.13323.
- [22] S. Koyuncu, K. Kumpulainen, and A. Kuusisto. "Teaching English as a Second Language in the Early Years: Teachers' Perspectives and Practices in Finland". In: *Education Sciences* 13.12 (2023). doi: 10.3390/educsci13121177.
- [23] C. Lucas. "'Too Young to Learn English?'—Nurturing Preschool Children's English Language Learning across an Early Years Curriculum: A Case Study". In: *Education Sciences* 13.9 (2023). doi: 10.3390/educsci13090949.
- [24] K. Y. Nugroho and Z. Sakhiyya. "Photovoice: Young children online English language learning, parents' voices and its implication to educational policy and provision". In: *Indonesian Journal of Applied Linguistics* 11.3 (2022), pp. 612–622. doi: 10.17509/ijal.v11i3.35083.
- [25] B. L. Reynolds, X. Van Ha, C. Ding, X. Zhang, S. Liu, and X. Ma. "Pre-Service Teachers Learning to Teach English to Very Young Learners in Macau: Do Beliefs Trump Practice?" In: *Behavioral Sciences* 12.2 (2022). doi: 10.3390/bs12020019.
- [26] I. Y. Rawung and S. T. Poai. "Pelaksanaan program bimbingan belajar Bahasa Inggris pada siswa sekolah dasar di SDN Maliwuko". In: *Mosintuwu: Jurnal Pengabdian Kepada Masyarakat* 3.1 (2023), pp. 1–6.
- [27] W. Saraswati, M. A. Budiman, and I. Rahmawati. "Pembelajaran Bahasa Inggris di sekolah dasar Negeri Petompon 01 Semarang". In: *Js (Jurnal Sekolah)* 4.4 (2020), p. 85. doi: 10.24114/js.v4i4.20616.
- [28] H. Panggabean. *Urgensi dan posisi Bahasa Inggris di Indonesia*. 2016. URL: https://www.researchgate.net/publication/313160996_Urgensi_Dan_Posisi_Bahasa_Ingggris_Di_Indonesia.
- [29] A. Daud. "English instruction challenges and opportunities in Indonesian primary schools: A systematic review". In: *Journal of English Language Teaching Innovations and Materials (Jeltim)* 6.1 (2024), p. 1. doi: 10.26418/jeltim.v6i1.72178.
- [30] I. F. Falah, Y. Apsari, and R. Kusumah. "The Challenges of English Teachers in Teaching English at Primary Schools". In: *Journal of English Education and Teaching* 7.4 (2023), pp. 832–846. doi: 10.33369/jeet.7.4.832-846.
- [31] M. Đurišić and M. Bunijevac. "Parental Involvement as a Important Factor for Successful Education". In: *Center for Educational Policy Studies Journal* 7.3 (2017), pp. 137–153. doi: 10.26529/cepsj.291.
- [32] A. Philominraj, R. Ranjan, R. A. Saavedra, and C. A. C. Urzúa. "Family's Role and their Challenging Commitment to English Language Learning - A Systematic Review". In: *Journal of Language and Education* 8.1 (2022), pp. 216–230. doi: 10.17323/jle.2022.12680.
- [33] M. Motseke. "The role of parents in the teaching of English first additional language in the rural area of Limpopo". In: *Per Linguam* 36.1 (2020), pp. 112–124. doi: 10.5785/36-1-860.
- [34] N. Syahria and V. E. Rahmawati. "Parental involvement to overcome secondary students' foreign language anxiety". In: *Education of English as Foreign Language Journal* 5.2 (2022), pp. 104–113. doi: 10.21776/ub.educafl.2022.005.02.05.
- [35] A. Y. Utami. "The role of parental involvement in student academic outcomes". In: *Journal of Education Review Provision* 2.1 (2022), pp. 17–21. doi: 10.55885/JERP.V2I1.156.

- [36] B. Huang, Z. Tian, T. Wang, and M. J. J. Liaw. "An investigation of parents' decisions to enroll in Mandarin-English dual language immersion programs". In: *International Journal of Bilingual Education and Bilingualism* 0.0 (2024), pp. 1–16. doi: 10.1080/13670050.2024.2433140.
- [37] Melvina, M. Lidya, and N. Taileleu. "The role of parents in their learning english in Mentawai". In: *African Journal of Education and Practice* 9.1 (2023), pp. 27–37. doi: 10.47604/ajep.1883.
- [38] A. A. Minalla. "EFL parents' empowerment: Using supplementary videos for engaging EFL parents with their children in meaningful speaking tasks at home". In: *World Journal of English Language* 15.1 (2025), pp. 454–463. doi: 10.5430/wjel.v15n1p454.
- [39] H. Tahang, S. Paparang, Y. Yuliana, R. Irianti, and S. Syahira. "The parents' role in motivating students to learn English as a foreign language at school of coastal area in Indonesia". In: *Exposure : Jurnal Pendidikan Bahasa Inggris* 12.1 (2023), pp. 12–22. doi: 10.26618/exposure.v12i1.9213.
- [40] S. Wahyuningsih and M. G. Mua'dib. "The role of parents in enhancing children's English skills: Evidence from Indonesia". In: *Lectura : Jurnal Pendidikan* 14.2 (2023), pp. 187–197. doi: 10.31849/lectura.v14i2.14309.
- [41] J. V. Chavez. "Parents' supplemental outsourcing behavior on their children's English language learning". In: *Journal Bilingual Publishing Group* 6.6 (2024), pp. 489–502. doi: 10.30564/fls.v6i6.6763.
- [42] S. H. Hasibuan, I. Pendidikan, and T. Selatan. "Parents' attitudes and sociocultural factors influencing English for young learners in Indonesia: A critical discourse analysis". In: *Uluslararası Sosyal Bilimler ve Eğitim Dergisi – USBED* 6.10 (2024), pp. 1–22. doi: 10.5281/zenodo.10458347.
- [43] M. Keumala, N. M. Samad, I. A. Samad, and N. Rachmawaty. "The influence of sociocultural and educational background on Efl Learners' motivation". In: *Indonesian TESOL Journal* 1.1 (2019), pp. 67–77. doi: 10.24256/itj.v1i1.556.
- [44] Y. Seo. "Parental language ideologies and affecting factors in bilingual parenting in Korea". In: *English Teaching(South Korea)* 76.1 (2021), pp. 105–124. doi: 10.15858/engtea.76.1.202103.105.
- [45] S. Tanaka and O. Takeuchi. "Sociocultural influences on young japanese English learners: The impact of parents' beliefs on learning motivation". In: *Journal for the Psychology of Language Learning* 6.1 (2024), pp. 1–15. doi: 10.52598/jpll/6/1/3.
- [46] P. Bourdieu. *The sociology of culture and cultural studies: A critique*. 1987. URL: <https://libgen.is/book/index.php?md5=609076E2C466462ACFCA2F9D13A0FA7A>.
- [47] D. Baumrind. "Parenting Style Theory". In: *Garland Publishing*. 1991, 4.1(746–758).
- [48] Y. Huang. "The importance of parents to students' English learning: The influence of parenting styles". In: *Proceedings of The World Conference on Teaching and Education* 3.1 (2024), pp. 8–16. doi: 10.33422/worldcte.v3i1.481.
- [49] A. G. Simanungkalit. "Parenting styles and attitudes toward English learning of public Middle School Students". In: *Acuity: Journal of English Language Pedagogy, Literature, and Culture* 10.1 (2025), pp. 11–27. doi: 10.35974/acuity.v10i1.3349.
- [50] N. P. Situmorang. "The effect of cooperative learning model and parenting styles to students' speaking capability". In: *Advances in Social Science, Education and Humanities Research*. Vol. 200. 2018, pp. 247–250.
- [51] J. L. Soriano and G. Sumayo. "Parents as teachers in modular distance learning: Relationship of parenting style and the English academic performance". In: *TRANS-KATA: Journal of Language, Literature, Culture and Education* 4.2 (2024), pp. 102–116. doi: 10.54923/jllce.v4i2.72.
- [52] Y. A. Riski and R. N. Indah. "Parent involvement for English learning success: Systematic review". In: *Professional Journal of English Education* 7.6 (2024), pp. 1413–1421.
- [53] F. Muzzamil, R. Syafrida, N. Rochimah, U. Singa, and P. Karawang. "The role of parents in children ' s school readiness". In: *Journal of Early Childhood Education* 5.1 (2023), pp. 31–38. doi: <http://dx.doi.org/10.15408/jece.v5i1.33977>.

- [54] N. T. Wahyuni and T. B. Tin. "Beyond the classroom walls : exploring parental involvement on children ' s interest development in EFL learning (A case from Indonesia)". In: *Education 3-13 - International Journal of Primary, Elementary and Early Years Education* (2024), pp. 1–15. doi: 10.1080/03004279.2024.2340548.
- [55] L. Halim, N. Abd Rahman, R. Zamri, and L. Mohtar. "The roles of parents in cultivating children's interest towards science learning and careers". In: *Kasetsart Journal of Social Sciences* 39.2 (2018), pp. 190–196. doi: <http://dx.doi.org/10.1016/j.kjss.2017.05.001>.
- [56] K. I. Hossain. "Reviewing the role of culture in English language learning: Challenges and opportunities for educators". In: *Social Sciences Humanities Open* 9 (2024), p. 100781. doi: <https://doi.org/10.1016/j.ssaho.2023.100781>.
- [57] M. Joemar and E. Mayeth. "Exploring parent's role, involvement and challenges in the most critical stage of their children's development". In: *Ho Chi Minh City Open University Journal Of Science - Social Sciences* 13.2 (2023), pp. 53–64. doi: 10.46223/HCMCOUJS.SOCI.EN.13.2.2625.2023.
- [58] L. S. Vygotsky. *Mind in Society : The developments of higher logical processes*. Harvard University Press, 1980. doi: 10.2307/J.CTVJF9VZ4.
- [59] K. King and L. Fogle. "Bilingual parenting as good parenting: Parents' perspectives on family language policy for additive bilingualism". In: *International Journal of Bilingual Education and Bilingualism* 9.6 (2006), pp. 695–712. doi: <https://doi.org/10.2167/beb362.0>.
- [60] N. Darling and L. Steinberg. "Parenting style as context: An integrative model". In: *Interpersonal Development*. Taylor and Francis, 2017. doi: 10.4324/9781351153683-8.
- [61] K. S. Almalti. "Characteristics of young learners". In: 43 (2022), pp. 1–30. doi: 10.37376/jofoa.v1i43.2783.
- [62] S. Aslamiah. "Characteristic English learning style for young learner in new normal era". In: *Intensive Journal* 5.2 (2022), p. 104. doi: <http://dx.doi.org/10.31602/intensive.v5i2.7334>.
- [63] N. Spada and P. M. Lightbown. "Second language acquisition". In: *An Introduction to Applied Linguistics*. Routledge, 2019. doi: 10.4324/9780429424465-7.
- [64] M. Gong Permana and Y. Yoga Prasetyawan. "Menciptakan Lingkungan Literasi di Rumah: Mengkaji peran Ibu pada Komunitas Ibu Profeasiona Semarang". In: *Anuva* 9.1 (2025), pp. 149–164.
- [65] S. Syifa, I. Karnita, S. Irena Gultom, and R. Kurniasari. "English Vocabulary Mastery In Preschoolers Using Games and Songs To Develop Speaking Skills". In: *Multidisciplinary Journal of Systemic and Innovative Research (MjSIS)* 1.1 (2024). online ISSN 3046 7861, pp. 21–25.
- [66] N. Y. Nasution and A. Listiana. "Language and Social Development of Child Through Parental Stimulation: a Case Study". In: *Esteem Journal of English Education Study Programme* 8.1 (2024), pp. 357–361. doi: 10.31851/esteem.v8i1.17269.
- [67] S. H. Soro, J. Ermya, J. Salman, and S. H. Soro. "Penerapan pendekatan komunikatif dalam meningkatkan keterampilan berbicara bahasa Inggris (studi kasus pembelajaran bahasa Inggris dalam perspektif pendidikan nilai)". In: *EDUKASIA: Jurnal Pendidikan Dan Pembelajaran* 4.2 (2023), pp. 1681–1686. doi: <https://doi.org/10.62775/edukasia.v4i2.487>.
- [68] D. Brannon and L. Dauksas. "Increasing the expressive vocabulary of young children learning English as a second language through parent involvement". In: *Procedia - Social and Behavioral Sciences* 69 (2012), pp. 1324–1331. doi: 10.1016/j.sbspro.2012.12.069.
- [69] D. J. Clandinin and M. Connelly. *Narrative inquiry : experience and story in qualitative research*. Jossey-Bass, 2004. URL: https://books.google.com/books/about/Narrative_Inquiry.html?id=eJw3EAAAQBAJ.
- [70] R. K. Yin. *Case study research and applications: Design and methods*. Vol. 53. 5. 2018. doi: 10.1177/109634809702100108.
- [71] V. Braun and V. Clarke. "Using thematic analysis in psychology; In qualittaiive research in psychology". In: *Uwe Bristol* 3.2 (2006). URL: <https://psychology.ukzn.ac.za/?mdocs-file=1176>.

- [72] J. W. Creswell. *Research design: Qualitative, quantitative and mixed Methods Approaches*. Vol. 21. 1. 2020.
- [73] Guba and Lincoln. "Naturalistic Inquiry". In: *International Encyclopedia of Human Geography, Second Edition*. 2019. DOI: 10.1016/B978-0-08-102295-5.10579-7.
- [74] U. E. Ekpo and H. Ojating. "Parental factors as determinants of English language achievement among Junior Secondary School students in Cross River State, Nigeria: Implications for learners' formative evaluation". In: *International Journal of Multidisciplinary Research and Analysis* 06.01 (2023), pp. 51–55. DOI: 10.47191/ijmra/v6-i1-07.
- [75] R. Gustiani and A. Listiana. "Portrait of parenting for extended family through the tradition of "turun mandi" in Minangkabau". In: *Cakrawala Dini: Jurnal Pendidikan Anak Usia Dini* 14.2 (2023), pp. 91–98. DOI: <http://dx.doi.org/10.17509/cd.v14i2.61016>.