

CHAPTER V

CONCLUSION AND SUGGESTION

After conducting an review of the previous chapter's findings and discussions, the author presents their conclusion in this chapter, which provides direct answers to the research questions posed in this study.

5.1 Conclusion

According to the findings in Chapter Four research, helping children's English language acquisition entails more than just formal school settings; families must also give assistance and support at home. Furthermore, parental involvement is crucial in assisting children's cognition. For youngsters learning English as a second language, depending just on schools and instructors for language acquisition is insufficient. Full parental participation is also essential in the daily lives of children. To promote successful English language development, three stages of assistance and guidance, namely intellectual, affective, and financial, must be implemented to ensure that children attain competence.

There are multiple stages of parental support and participation in helping children to learn English that require attention. Parents can help foster their children's intellectual development in English through various means of support and participation namely, (a) Grade the Children's Learning Process in Learning English, (b) Communication Accommodating for Children's Results, (c) Accommodating Children's Learning Style, (d) Doing an interactive Quizz, (e) Providing Books, and (f) Training Children to Spell and how to Pronoun. In addition to providing intellectual support and assistance, parents should also offer affective support and assistance to their children. This is essential for youngsters to receive emotional support and encouragement from their parents. To fulfill this emotive element, parents must engage in the following activities: (a) role-modelling Objects to Motivate Children, (b) Appreciating Every Child's Learning Outcome, (c) Doing Quality Time, and Formations of Learning Habits. The final financial assistance is then evaluated. It is equally important to provide

external support, like advice outside of formal education, to aid young learners in improving their English language proficiency. This is aimed at developing their interpersonal skills in diverse contexts. Instances of such support include parental aid and financial assistance, (a) Giving English Tutoring to Children, (b) Providing Children the Learning Environment for English Development, and (c) Facilitating Media Learning for Children. That way, parents can apply it as a form of support and involvement to their children.

This will allow youngsters to have better outcomes in their English learning in the future. It is critical for parents to offer direct or indirect assistance to their children's intellectual growth in English, such as through instructors or other resources. Furthermore, providing emotional support and aid is necessary, which can be accomplished by providing attention and compassion to help youngsters feel calm, resulting in maximum benefits in the process of learning and comprehending English. Finally, more financial assistance is needed to provide students with a dynamic learning environment in which they may improve their English skills. This help is critical in ensuring that all students have access to high-quality educational resources.

5.2 Suggestion

After comprehending the study's findings, potential recommendations for educators and future research are provided.

5.2.1 The Educators

Educators should take into account children's English language development capacities, in order to improve and develop their English as a second language skills. Consistent practice should be applied in every aspect of children's lives, along with providing clear instructions as additional support for their learning process. Consequently, parental participation and support are crucial in facilitating their children's English language learning journey.

5.2.2 Future Researchers

Future academics are expected to develop a comprehensive framework that encompasses all of the support and assistance that teachers must offer their students. It is no longer adequate to view English merely as an auxiliary language, as it has attained global status. Subsequently, forthcoming research may concentrate on methods to provide support and assistance to children in acquiring English as a second language, subsequent to their mother tongue and local language.