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The Role of Parents in Improving Children's Speaking Ability: A Study of Indonesian and Chinese Primary Students

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Abstract:
Parental involvement plays an important role in children's English-speaking development. However, limited research has examined how parents from different cultural backgrounds support children's speaking skills within the same learning environment. This study explores the strategies used by Indonesian and Chinese parents to support their children's English-speaking development, compares students' speaking abilities based on Brown's (2022) seven aspects, and examines the relationship between parental strategies and students' speaking abilities. Employing a qualitative case study design, data were collected through classroom observations of Indonesian and Chinese EFL primary students and open-ended surveys administered to their parents at Confident English Course in Pare, Kediri, East Java. The data were analyzed thematically. The findings show that both Indonesian and Chinese parents use similar strategies, including providing English exposure, encouragement, and practice opportunities. However, Chinese parents tend to apply these strategies more consistently and systematically. Differences in parental involvement are reflected in students' speaking abilities. These findings highlight the importance of consistent parental support in children's English-speaking development.

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Introduction (مقدمة)

English has become an important means of communication in various fields, including education, business, and everyday life (Vera et al., 2022). In Indonesia, English is taught as a foreign language, and many parents recognize the importance of introducing it to their children from an early age (Kobakhidze & Suter, 2019; Malik et al., 2021). However, limited English

exposure and students' lack of confidence remain challenges in developing speaking skills (Wahyuningsih & Afandi, 2020; Wahyuningsih & Maisyanah, 2021). These challenges highlight the need for appropriate support both inside and outside the classroom, particularly from parents.

Parents play an important role in children's language development because the family provides their first environment for communication and learning. Through daily interactions, parents can introduce English vocabulary, encourage conversations, and provide opportunities for children to practice speaking. Previous studies have highlighted the contribution of home-based activities, such as storytelling, reading English books, watching videos, and engaging in daily conversations, to children's language development (Vasalou et al., 2020; Wulandari et al., 2022). Parental involvement also provides emotional support that may strengthen children's confidence and willingness to communicate in English. Therefore, understanding the strategies parents use at home is essential to examining children's English-speaking development.

The role of parents in children's language development can be understood through Bronfenbrenner's (1979) Ecological Systems Theory, which explains how children's development is shaped by interactions within their surrounding environments. In this framework, the microsystem refers to direct interactions between children and their parents, while the mesosystem involves connections between different settings, such as home and school. The exosystem includes external environments that indirectly affect children's development, including educational resources and media. In the context of English learning, these systems help explain how parental interactions, communication with teachers, and access to English learning resources can support children's speaking development.

Children's speaking ability is an important indicator of their communicative development. Brown (2022) describes speaking as an interactive process that involves the ability to convey meaning through spoken language. Speaking ability can be examined through several aspects, including accuracy, comprehension, fluency, interaction, vocabulary, pronunciation, and grammar. These aspects provide a framework for understanding how children communicate in English and how their speaking abilities are demonstrated during classroom interactions. Examining these aspects can also help identify the areas in which children demonstrate strengths and difficulties in their English-speaking development.

In addition to family interactions, cultural backgrounds may shape how parents support their children's English learning. Indonesian and Chinese families may have different experiences, expectations, and approaches toward children's education. Byram's (2020) Intercultural Communicative Competence framework emphasizes the importance of cultural knowledge, attitudes, and skills in intercultural contexts. This perspective provides a useful lens for understanding how cultural backgrounds may relate to parental approaches to language learning. However, parental strategies should be examined through actual family practices rather than assumed cultural characteristics. Comparing Indonesian and Chinese parents within the same learning environment therefore offers an opportunity to explore similarities and differences in their involvement in children's English-speaking development.

Although previous studies have examined parental involvement in children's English language learning, limited research has explored how parents from different cultural backgrounds support children's speaking development within the same informal EFL learning environment. Previous research has discussed home-based learning activities and parental involvement (Vasalou et al., 2020; Wulandari et al., 2022), but comparisons of parental strategies among Indonesian and Chinese families remain limited. This study addresses this gap by investigating parental strategies and children's speaking abilities at Confident English Course in Pare, Kediri, East Java, where Indonesian and Chinese EFL primary students learn in the same educational setting. By examining both parental practices and students' speaking abilities, this

study provides a comparative perspective on parental involvement in children's English-speaking development.

Although there has been extensive research on parental involvement in children's language development, most studies tend to focus on monolingual contexts. There is still limited research addressing detailed differences in parental strategies across various cultures. While previous studies have explored home learning, storytelling, and bilingual exposure, few have examined how cultural values shape parents' roles in developing children's speaking abilities, particularly in informal educational settings. Furthermore, comparative studies between Indonesian and Chinese families in EFL environments remain scarce, especially at the elementary school level, where fundamental speaking skills are formed.

Based on this research gap, the study aims to explore the strategies employed by Indonesian and Chinese parents to support their children's English-speaking development. It also seeks to compare Indonesian and Chinese EFL primary students' speaking abilities based on Brown's (2022) seven aspects of speaking ability. Furthermore, it examines how parental strategies are reflected in children's speaking abilities within the same informal EFL learning environment. Accordingly, this study addresses the following research questions:

1. What strategies do Indonesian and Chinese parents employ to support their children's speaking ability in English?
2. What similarities and differences can be observed between Indonesian and Chinese EFL primary students in their performance across Brown's seven aspects of speaking ability?
3. How are Indonesian and Chinese parents' strategies reflected in their children's speaking abilities?

Method (منهج)

A qualitative case study design was selected because this study aims to gain an in-depth understanding of parental strategies in supporting children's English-speaking development within a specific learning context. Unlike quantitative approaches, which primarily focus on measuring variables and testing statistical relationships, a qualitative approach allows the researchers to explore participants' experiences, practices, and interactions in greater detail. A case study was considered appropriate because the research examines a bounded case involving Indonesian and Chinese EFL primary students and their parents within the same informal English learning institution, Confident English Course in Pare. This design enables the researchers to investigate parental involvement and students' speaking abilities in their natural learning context.

The participants in this study were selected using purposive sampling based on specific criteria relevant to the research objectives. They consisted of six parents (three from Indonesian families and three from Chinese families) and six EFL primary students (three Indonesian students and three Chinese students) enrolled in the same class at Confident English Course in Pare, Kediri. The parents were selected because they were actively involved in supporting their children's English learning. Meanwhile, the students were selected based on their EFL learning background and enrollment in the same class, allowing their speaking abilities to be examined within a shared learning environment. The selection of participants from both cultural backgrounds enabled the researchers to explore parental strategies and compare the students' speaking abilities in the context of informal EFL learning.

The instruments used for data collection were classroom observation and open-ended questionnaires. Classroom observations were conducted to examine students' English-speaking abilities, including their verbal behaviors, interactions with teachers and peers, and responses to classroom activities. The observations focused on seven aspects of speaking ability based on Brown's (2022) framework: accuracy, comprehension, fluency, interaction, vocabulary, pronunciation, and grammar. Meanwhile, open-ended questionnaires were administered to

parents to explore the strategies they employed to support their children's English-speaking development. The questions allowed parents to describe their experiences and practices in supporting their children's English learning.

The data obtained were analysed using a thematic analysis approach. The data were analysed using a theoretical thematic approach guided by Bronfenbrenner's (1979) Ecological Systems Theory, Brown's (2022) Speaking Abilities Theory, and Byram's (2020). Intercultural Communicative Competence framework. The analysis process began with the field notes of the observation, followed by initial coding to identify emerging themes. These themes were then categorised based on ecological theory, children's speaking abilities, and cross-cultural perspectives. This analysis enables the researchers to uncover interaction patterns that are contextual and cultural in nature, as well as provide a deeper understanding of how parental roles contribute to the development of children's speaking skills in a multicultural EFL environment.

Result (نتائج)

This section presents the results derived from a qualitative case study analysis of parent surveys and classroom observations. The findings are organized into two main sections: the role of parents toward children's English-speaking abilities, and a comparative review of speaking skills between Chinese and Indonesian primary school students. Each finding is discussed by integrating empirical evidence with theoretical interpretation to highlight how ecological and intercultural factors influence the development of children's speaking abilities.

The Role of Parents Toward Children's Speaking Abilities

The first finding revealed that both Chinese and Indonesian parents have their own strategy to enhance their children's English-speaking abilities. The strategies used by Chinese parents to enhance their children's English-speaking abilities are shown in Table 1.

Table 1. Chinese Parents Roles

THEME	FIELD NOTES	INITIAL CODE
Microsystem	Usually using command sentences like small habits such as 'close the door please'.	using command sentences
	I will try to make simple conversation with them.	trying to make simple conversation
Mesosystem	Usually, I will ask their teacher about their English course.	asking their teacher
	I always emphasize not using Indonesian, both for my child and the tutor, so that my child gets used to listening to it or tries to follow and understand.	emphasizing not to use Indonesian
Exosystem	By watching English cartoon and watching simple movie with English conversation on it.	watching English cartoon and watching simple movie
	I support them by asking them to get English course 3 times a week.	attending English course 3 times a week

The data in Table 1 indicate that parents commonly engage their children in simple conversations as part of daily routines, often using basic command sentences such as *"Close the door, please."* They also consistently encourage their children to avoid using Indonesian when speaking English, creating an immersive linguistic environment at home. To strengthen fluency, parents provide additional language exposure through media resources such as English cartoons, simple English movies, and regular attendance at English courses minimum three times per week. Furthermore, parents actively monitor their children's progress by frequently consulting with tutors, allowing them to evaluate whether the learning strategies are effective.

These findings align with Bronfenbrenner's (1979) Ecological Theory which is represented through three system levels in the parents' strategies: the microsystem, mesosystem, and exosystem. Daily simple conversations and the use of English commands reflect the microsystem, where direct parent–child interaction supports the development of pragmatic competence and forms the strongest proximal processes for language learning. Meanwhile, parents' active communication with teachers and tutors reflects the mesosystem, where connections between home and educational settings reinforce consistent language-use practices. Establishing shared expectations, such as an English-only policy, strengthens mesosystem alignment and further supports the child's speaking development. Lastly, exposure to English media and attendance at informal language courses represent the exosystem, as these are environmental factors that indirectly influence the child's linguistic development by enriching the language input beyond the home.

The findings on Chinese parents' strategies are consistent with previous research emphasizing the importance of parental involvement in children's English language development. Vasalou et al. (2020) highlighted the role of parents in supporting children's oral storytelling practices at home, while Wulandari et al. (2022) identified home-based activities, such as daily conversations, storytelling, and exposure to English media, as forms of parental support for children's speaking development. Similarly, the present study found that Chinese parents provided English exposure through daily conversations, English commands, cartoons, and regular participation in English courses. However, these findings more specifically illustrate how parents combine direct interaction at home with communication with teachers and external learning resources. This suggests that parental support in this context extends beyond providing English input at home to creating connections between home and formal or informal learning environments.

The strategies employed by Indonesian parents to enhance their children's English-speaking abilities are displayed in Table 2.

Table 2. Indonesian Parents Roles

THEME	FIELD NOTES	INITIAL CODE
Microsystem	Talking to each other about simple things	talking to each other
	Starting a conversation by asking about the day's activities	asking about the day's activities
Mesosystem	When there was an English exam at school and sometimes at unexpected moment	preparing English exam at school and unexpected moment.
	We often communicate about our child's development via WhatsApp.	communicating via WhatsApp
Exosystem	Social media and YouTube	using social media and YouTube
	Books or English story apps	using books or English story apps

Table 2 indicates that parents frequently engage in simple English conversations with their children, such as asking about their daily activities or initiating short exchanges. Parents also provide emotional and academic support by accompanying their children during English examinations or offering assistance during unexpected learning moments. Additionally, various media, such as social media platforms, YouTube videos, English books, and English story apps are used to enrich the children's English exposure. Some parents also maintain active communication with teachers through WhatsApp to monitor their children's language development and track progress.

These strategies align with Bronfenbrenner's (1979) Ecological Theory, as they reflect interactions occurring across the microsystem, mesosystem, and exosystem. Engaging in daily English conversations represents the microsystem, where direct and repeated proximal processes strengthen children's communicative competence. Then, parental support during exam preparation and the use of digital platforms for shared learning experiences demonstrate the mesosystem, where home–school interactions become interconnected. Similar to Chinese parents, Indonesian parents' frequent communication with teachers, especially via WhatsApp for further reinforces mesosystem linkages that contribute to consistent monitoring and guidance in the child's English learning. Finally, the use of external digital resources such as YouTube, story apps, and social media additionally reflects the exosystem, as these environmental factors indirectly influence the child's language development by broadening their exposure beyond the immediate home environment.

The strategies employed by Indonesian parents also support previous findings regarding the contribution of home-based learning activities to children's English development. Wulandari et al. (2022) reported that parental involvement through daily interactions and learning activities at home can support children's English-speaking skills. Similarly, the present study found that Indonesian parents encouraged their children through simple conversations about daily activities and provided additional exposure through YouTube, social media, books, and English story applications. However, the findings also reveal that parental support was not limited to direct language practice. Parents provided assistance during English examinations and maintained communication with teachers through WhatsApp to monitor their children's learning progress. These findings extend previous research by illustrating how Indonesian parents combine emotional, academic, and technology-based support within their children's English learning experiences.

Chinese and Indonesia Primary Students' Speaking Abilities

The second findings dealt with Chinese and Indonesian students' speaking abilities during the observation in half semester in Senior Speaking Class of "Confident" English, Pare District. The Chinese students' speaking abilities are shown in Table 3.

Table 3. Chinese Students' Speaking Abilities

THEME	FIELD NOTES	INTIAL CODE
Accuracy	Student A always gives relevant answers when teacher ask about her perception.	Relevant response
Comprehension	Student R usually responds correctly to question without repeating the prompt.	Respond correctly
Fluency	Student T responds teacher's explanation by correlating it with other topic when teacher ask about, "what is yellowish?", he answered, "It's like Sponge Bob, too yellow."	Creative association

Interaction	Student A starts a conversation spontaneous, "How are you today, Ms?"	Spontaneous initiation
Vocabulary	Student T minimize use L1 vocabularies and accent while speaking class.	Vocabulary adjustment
Pronunciation	Student R mostly pronounces English sounds clearly enough to be understood without repetition.	Clear pronunciation
Grammar	Student A partly uses correct tense forms when describing past, present or future events.	Correct tense

Table 3 presents the observation results from the Senior Speaking Class in "Confident" English at Pare District, focusing on the speaking skills demonstrated by Chinese students. Based on Brown's (2022) framework of speaking components, several skills were identified in the field notes, including accuracy, comprehension, fluency, interaction, vocabulary, pronunciation, and grammar. The first set of data shows that student A consistently provides relevant answers when responding to the teacher's questions. For instance, when asked about her perception of the character in a conversation text, she replied, *"She has uh… she's great actually, she's from Brazil, she has friend from Korea and her friend can teach her Korean language."* Student A also initiates small talk spontaneously, such as greeting the teacher with *"How are you today, Ms?"* These behaviors indicate strong accuracy and interaction skills, as she not only understands the questions but also engages actively in classroom communication. However, her use of grammar is still partial, as she occasionally uses incorrect tense forms. Brown (2022) explains that grammatical accuracy in speaking depends on the learner's ability to select forms that align with temporal reference, and partial correctness suggests developing control over morphological and syntactic structures.

Student R demonstrates strong comprehension by responding correctly without requiring the teacher to repeat the prompt. For example, during a discussion on the topic of Jobs, she quickly answered the meanings of unfamiliar vocabulary items. This ability reflects efficient processing of L2 input, which Brown (2022) highlights as an essential component of speaking proficiency. Student R also produces English sounds clearly enough to be understood without repetition, indicating effective bottom-up decoding and top-down interpretation. This suggests good pronunciation skills and overall intelligibility.

Meanwhile, Student T shows the ability to make creative associations by connecting the teacher's explanation to other concepts. When asked, *"What is yellowish?"* he responded, *"It's like SpongeBob. Too yellow."* Such spontaneous associations reflect fluency and interactional competence (Brown, 2022). T also minimizes the use of L1 vocabulary and reduces L1 accent during speaking activities, which demonstrates improved accuracy in vocabulary choice and pronunciation. Brown (2022) emphasizes that comprehensible pronunciation is the key indicator of effective oral communication, and T's performance aligns with this principle.

The speaking behaviours observed among the Chinese students can be further understood in relation to previous research on EFL speaking development. Yan et al. (2024) found that situated learning through VR-enhanced role-playing activities supported Chinese EFL learners' speaking development, particularly in fluency and vocabulary. Similarly, the present study identified students' ability to produce spontaneous responses, make creative associations, and adjust their vocabulary during classroom interactions. These behaviours indicate that opportunities to engage in meaningful communication can support learners' ability to express ideas and maintain interaction. However, unlike Yan et al. (2024), which examined speaking development through a technology-enhanced learning intervention, the present study focused on students' naturally occurring speaking behaviours during classroom activities. Thus, the findings provide an additional perspective on how speaking abilities are demonstrated in an informal EFL learning environment.

The Indonesian students' speaking abilities are shown in Table 4.

Table 4. Indonesian Students' Speaking Abilities

THEME	FIELDS NOTES	INITIAL CODE
Accuracy	Student F always use sentence in a correct word (subject-predicate-object)	Structural grammar
Comprehension	When teacher ask, "what is fire station?" Student E tends to use L1 sentence.	L1 reliance
Fluency	Student I speaks in complete utterances, not word-by-word.	Complete utterances
Interaction	Student F always waits for turn and does not interrupt others.	Turn-taking discipline
Vocabulary	Student I sometimes can paraphrase simple terms when forgetting a word.	Paraphrase
Pronunciation	Pronunciation error in Student E, "I vi (I've) got a puppy"	Pronunciation error
Grammar	Student F sometimes uses correct tense forms when describing past tense, "The dog ran to the trash bin."	Correct tense

Table 4 presents the speaking abilities among Indonesian students in the Senior Speaking Class. The data show that Student F demonstrates accuracy in sentence structure, particularly in his correct use of the past-tense verb *"ran"* when describing past events. This reflects the development of grammatical competence, as Brown (2022) states that mastery of irregular verb forms is a key stage in L2 grammar development, because such forms must be memorised rather than generated by rule. Student F's consistent use of structurally complete sentences and his turn-taking discipline, such as always waiting for his turn and not interrupting, also indicate strong interactional awareness within classroom discourse.

In contrast, Student E shows reliance on L1 when responding to a question such as *"What is fire station?"*, suggesting limited L2 lexical resources. According to Brown (2004), frequent code-switching or L1 dependence often occurs when learners experience lexical gaps in real-time communication. Student E also mispronounces the contraction *"I've"* as *"I vi"*, which reflects difficulty with reduced forms and connected speech. Brown (2022) notes that contractions are essential features of natural spoken English, and the mispronunciation of these forms indicates that the learner has not yet internalised English phonological patterns. This challenge is understandable, as Indonesian does not utilize contractions or reduced forms in the same way.

Another student, Student I, speaks in complete and coherent utterances rather than producing speech word-by-word. This indicates developing fluency, as Brown (2022) defines fluency as the ability to produce connected stretches of speech with natural phrasing and reduced processing hesitation. Student I also uses paraphrasing when forgetting a word as an example of compensatory strategy use. Brown (2022) highlights paraphrasing as an aspect of strategic competence that enables learners to maintain communication despite lexical limitations. For Indonesian learners, such behaviour demonstrates increasing flexibility, communicative awareness, and the ability to manage breakdowns in real-time interaction.

The findings concerning Indonesian students' speaking abilities can also be compared with previous studies on Indonesian EFL learners. Damanik (2022) identified several language learning strategies used by Indonesian learners, including metacognitive, cognitive, compensatory, social, affective, and memory strategies. In the present study, similar learning-related behaviors were reflected in students' classroom interactions. For example, Student I used paraphrasing when

encountering unfamiliar vocabulary, demonstrating a compensatory strategy to maintain communication. Meanwhile, Student E's reliance on the first language when responding to unfamiliar vocabulary illustrates a challenge in accessing English lexical resources during spontaneous interaction. Furthermore, Kristanti and Pei (2024) examined translanguaging practices among Indonesian and Chinese university students and identified differences in their learning and communication practices. Although their study involved university students, the present findings provide a complementary perspective by showing how language use and communication strategies appear among younger EFL learners. These observations indicate that Indonesian students demonstrated both speaking challenges and adaptive strategies during classroom communication.

Overall, the comparison between Indonesian and Chinese students provides additional insights into speaking development in a multicultural EFL classroom. Kristanti and Pei (2024) reported differences in translanguaging and learning practices between Indonesian and Chinese university students. However, the present study found that both groups participated in teacher-led activities and classroom discussions, while differences were more noticeable in specific speaking behaviors, including fluency, vocabulary use, pronunciation, and responses to questions. This finding offers a different perspective from previous comparative research by focusing on the observable speaking abilities of primary-level EFL learners rather than general learning preferences or translanguaging practices. Nevertheless, the observed differences should be interpreted within the specific context and limited number of participants in this study.

Discussion (مناقشة)

The findings indicate that Indonesian and Chinese parents employ almost similar strategies to support the development of their children's English-speaking abilities. These strategies align with Byram's (2020) Intercultural Communication Competence (ICC) theory. According to Byram, parents' cultural backgrounds play a crucial role in cultivating attitudes, knowledge, and skills. The parental strategies recorded in Tables 1 and 2 reflect diverse orientations corresponding to their cultural backgrounds regarding language learning, exposure, and communication practice. In Table 1, the data show that Chinese parents tend to use more structured and proactive strategies, such as consistently using English at home, practicing English during daily activities, and providing a variety of learning resources. These strategies represent the Knowledge component (knowledge about language and communication norms), as well as Discovery and Interaction Skills (Byram, 2020). Chinese parents intentionally create an environment that allows children to explore new things, practice spontaneously, and learn English through existing tasks. It is also aligned with the previous study, which found Chinese students often use structured and exam-oriented learning strategies rooted in Confucian values, which emphasise discipline and academic precision (Zhao, 2025). The data also show that Chinese parents give children the opportunity to develop intercultural communication habits from an early age, which is supported by some previous studies that found the importance of English language learning from early age (Darmayanti & Sadriani, 2023).

However, in Table 2, the data indicate that Indonesian parents employ more flexible and situational strategies, such as providing occasional assistance with homework, offering encouragement, or reviewing school materials. These findings are in contrast with Damanik's (2022) study that implied Indonesian students mostly used metacognitive strategies, followed by cognitive, compensatory, social, affective, and memory strategies. This study found that mostly Indonesian parents also implement strategies to consistently encourage their children to actively speak English, even if not as intensively as Chinese parents. Although these strategies reflect the attitude dimension (Byram, 2020), particularly the willingness to support learning, they provide less consistent scaffolding for the development of interaction skills. In general, Chinese parents

and Indonesian parents have almost the same strategies, only differing in the application and intensity of using those strategies. This also affects their children's speaking abilities.

In Table 3, Chinese students demonstrated greater fluency, confidence, and willingness to communicate, as evidenced by their ability to produce longer utterances, self-correct, paraphrase, and interact more naturally. These observations align with Byram's (2020) emphasis on developing interpreting and relating skills, which include managing communication breakdowns and sustaining a conversation. The feedback they received from their parents further reinforced these skills by providing them with more practice in understanding meaning directly.

On the other hand, in Table 4, Indonesian students exhibit more challenges related to lexical gaps, accuracy, and pronunciation. For instance, they tend to rely on their mother tongue when lacking vocabulary, struggle with phonological accuracy (e.g., pronouncing the word *I've* as *I vi*), or speak English using shorter sentences. These patterns indicate that the strategies available to them may not sufficiently support the ICC components of linguistic knowledge and interactional skills. Byram (2020) emphasizes that consistent exposure and intercultural engagement are essential for developing this competence, and the more limited practice environment for Indonesian students may constrain such development. Nevertheless, these findings are in contrast with several previous studies. Kristiani and Pei's (2024) research indicates that Chinese students tend to study based on their teacher, whereas Indonesian students prefer a more independent or group-based learning approach. In this study, however, both Chinese and Indonesian students adopt teacher-based learning and also enjoy studying through discussions or group activities. The difference lies solely in the quality of their speaking skills, which is influenced by the intensity and strategies employed by their parents. These findings are also contradictory with the results of the study conducted by Qorihah and Hertiki (2024), which documented differences in academic motivation between Chinese and Indonesian students. Based on the observations in this study, the academic motivation of Chinese and Indonesian students is comparable, despite disparities in the quality of English-speaking skills.

Nevertheless, the differences observed in students' speaking abilities should not be attributed solely to parental strategies or cultural backgrounds. Several other factors may have contributed to these findings, including students' previous English learning experiences, frequency of English exposure, individual motivation, and opportunities to practice speaking outside the classroom. For example, students who had more frequent exposure to English through media, conversations, or previous learning activities may have become more familiar with English expressions and classroom interactions. Similarly, individual differences in confidence and willingness to communicate may have influenced how actively students participated in speaking activities. However, these factors were not examined independently in the present study. Therefore, the observed differences should be interpreted as patterns within the specific research context rather than as direct consequences of parental involvement or cultural background.

Although the findings suggest differences in the ways Indonesian and Chinese parents support their children's English learning, these differences should not be interpreted as evidence that one parenting approach is more effective than the other. Structured practices, such as regular English conversations and scheduled learning activities, may provide children with consistent opportunities to use English. Meanwhile, flexible approaches, including casual conversations, emotional encouragement, and the use of digital resources, may create a more relaxed learning environment. The effectiveness of these strategies may depend on how they correspond to children's individual learning needs, interests, and existing English proficiency. Therefore, rather than establishing a hierarchy between the two parental approaches, the findings highlight the different ways parental involvement can support children's English-speaking development.

Another factor that should be considered is the classroom learning environment. The students' speaking behaviors were observed in the same English course, where teacher instructions, classroom activities, peer interactions, and opportunities to participate may have shaped their

performance. Consequently, the speaking behaviors identified during observation may reflect not only students' individual abilities but also their responses to the instructional context. In addition, although the parents' open-ended survey provided information about their involvement at home, these responses represented parents' descriptions of their practices rather than direct observations of parent-child interactions. This distinction is important when interpreting the relationship between parental strategies and students' speaking abilities.

Overall, the comparison between the two groups shows a noticeable difference. The more structured strategies of Chinese parents and the more frequent use of English at home have yielded significant results in the development of more advanced speaking abilities in their children. Indonesian parents' strategies, although supportive, involve less interaction in English, resulting in slower development in areas such as fluency, interaction skills, and pronunciation. These findings reinforce Byram's (2020) ICC framework, which argues that communicative competence is shaped not only by formal instruction but also by the social environment and linguistic influences from people around, such as parents and teachers within the learner's microsystem.

Conclusion (خاتمة)

This study revisited the topic of how Indonesian and Chinese parents support their children's English-speaking development, and how these differing parental strategies shape students' performance across Brown's (2022) seven aspects of speaking ability. By examining parenting practices through the lens of Byram's Intercultural Communicative Competence (ICC) framework and Bronfenbrenner's Ecological Systems Theory, the research aimed to provide a culturally grounded understanding of the factors influencing young learners' speaking competence. These findings reveal several key patterns. Indonesian parents generally rely on flexible, affective, and exposure-based strategies, often integrating English through casual conversation and digital media. In contrast, Chinese parents adopt a more structured and academically oriented approach, including systematic practice routines and explicit error correction. These parenting styles are associated with different outcomes in children's speaking abilities, with Indonesian students tending to exhibit higher communicative confidence and willingness to speak, while Chinese students perform more consistently in accuracy, grammar, and control across various speaking tasks.

From those findings, there are practical implications for parents, teachers, and English course providers. For parents, the findings highlight the importance of creating opportunities for children to practice English through everyday conversations, learning activities, and exposure to English-language media. Parents can support their children's speaking development through simple interactions and encouragement without necessarily providing formal language instruction. For teachers and English course providers, the findings emphasize the importance of maintaining communication with parents to support continuity between classroom learning and English practice at home. These collaborative efforts may help create a more supportive environment for children's English-speaking development.

From an academic perspective, this study contributes to the discussion of parental involvement in children's English-speaking development, particularly in informal EFL learning contexts. By examining the strategies of Indonesian and Chinese parents alongside their children's observed speaking abilities, this study provides insights into how parental support and classroom speaking behaviors can be explored together. Furthermore, the comparison of two cultural backgrounds offers a perspective for understanding the different ways parental involvement is practiced within children's English learning experiences. These findings may serve as a reference for future studies examining parental involvement, cultural contexts, and young EFL learners' speaking development.

Future research is recommended to involve a larger number of participants from more diverse cultural and socioeconomic backgrounds to provide a broader understanding of parental involvement in children's English-speaking development. Further studies could also investigate additional factors, such as children's prior English proficiency, learning motivation, frequency of English exposure, and opportunities to practice speaking outside the classroom. In addition, researchers could employ further data collection methods, such as interviews with parents and teachers and direct observations of parent-child interactions at home, to gain a deeper understanding of how parental strategies are implemented in everyday situations. Longitudinal studies may also be conducted to explore how parental support relates to children's speaking development over time.

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