



## **Developing English speaking skills: Getting used to speaking English in the family environment**

**Jingga Lydia Maharani<sup>1✉</sup>, Sri Wahyuningsih<sup>1</sup>**

*<sup>1</sup>English Department, Institut Agama Islam Negeri Kudus*

*Jl. Conge Ngembalrejo, Bae, Kudus, 59322, Indonesia*

*✉jinggalydya@gmail.com*

Received 3 June 2024; Accepted 26 November 2024; Published 30 December 2024

**Abstract:** This study aims to report on the role of the family in helping students develop English speaking skills. A qualitative method was used, with data collected through questionnaires distributed to five EFL university students. The data obtained was analyzed using qualitative descriptive analysis techniques, where the results of questionnaires and interviews were categorized, compared and interpreted to describe the patterns that emerged. The findings show that becoming accustomed to speaking English in everyday life greatly aids in improving English speaking skills. The supportive role of the family plays a crucial part in helping students develop their cognitive abilities. Proper treatment and motivation at home are essential for this process. Additionally, the good habits and traits fostered within the family environment serve as guidelines for building a promising future. A positive family environment has a significant impact on enhancing speaking skills and makes learning English easier for a child. By incorporating vocabulary into daily activities, students are able to memorize and understand it more easily, as learning becomes enjoyable and habitual, leading to a more effective language acquisition process.

**Keywords:** English learning; family environment; speaking.

### **A. Introduction**

Language is an effective communication tool to express human thoughts or thoughts. Language can also be used to communicate various information that a person receives to others. In this current era, people need to understand and be fluent in not only their own language but also foreign languages, especially English, to meet their communication needs with people all over the world and speak all four languages. abilities (listening, speaking, reading, and writing), listening seems to be the most crucial when applied in the context of ESL (English as a Second Language) or EFL (English as a Foreign Language). Speaking can be considered a basic skill in learning a

second language; when teachers use effective teaching strategies, such as communicative language teaching, silent methods, or even audio-lingual methods, speaking serves as a means to acquire other skills, such as listening, reading, and writing (Islam & Stapa, 2021).

The best place to get an education is in a family environment. Family is very influential in a student's educational development. Parental involvement in a student's education is very important to improve her academic achievement. Students' general behavior and attendance can improve if they witness other family members performing important tasks. Parental involvement and commitment from an early age can influence student success in the future. Students who receive a high-quality home education can develop their minds and brains and become more active members of their families and communities. The availability and involvement of adults influences students' English learning experiences due to participation in activities related to foreign language learning and correct mastery of English learning (Zhao et al., 2021).

The introduction process between a parent and a student is shrouded in calm, affection, and peace. It is important to create a positive and open environment at home, especially in families with diverse linguistic backgrounds, to reduce the social pressures children may face when learning English as a second language (Sah, 2018). Parental behavior can influence a child's behavior because parents are a child's first teachers. A harmonious family will have good interactions. Communication between children and parents is essential to strengthen the relationship between the two. Parents who are unable to communicate with their children will create disharmonious relationships or conflict. On the other hand, parents who are able to accept and accept their children as they are tend to have children who are healthy, productive, creative, and able to make good use of their abilities (Sumarno & Saragih, 2018).

Family assistance is very important and very influential for a student. Family decisions also have a big impact on development and the world of education for a student. Family patterns have a lot to do with student morals. A family that has harmonious relationships and mutual trust can be a lesson for students. Much of a student's mental and intellectual strength comes from the example of family values (Amin, 2018).

Meanwhile, it is very important for parents in a student's learning process. Students must be able to differentiate negative and positive behavior and create things they don't already have. These actions will shape and change behavior. This is because

students are influenced by learning actions carried out by parents, educators, and the community. Students will also spend more time with their parents, especially their mothers (Afraz et al., 2017).

Parents can help their children learn English by discussing various topics with them, helping them with homework, encouraging them to read materials written in English, and solving their child's problems with English (Wati, 2016). Students who have fortunate families can provide a high level of social-emotional support and great opportunities, and classroom-based resources at home can instill high motivation in students learning English (Liu & Chiang, 2019). A conducive learning environment will most likely strengthen children's learning motivation. This is because the environment around them creates an effective learning environment (Rochmawati et al., 2023). Before formal education, literacy skills were taught at home through games, songs, and even daily English conversations (Buvaneswari & Padakannaya, 2017). The basis of students' language acquisition abilities is built during the toddler years. Language development that occurs at this age is very rapid and will determine future language skills, and this is where parents have the right to teach them to speak English (Puspita et al., 2022). A person's speaking ability determines very important language skills. Therefore, various appropriate and effective strategies or methods are needed to provide stimulus, especially for children, to become confident in speaking by training them to speak English in everyday life (Muthahar & Fatonah, 2019).

In contrast to previous research, many researchers explored speaking skills in general. In this present study, we mainly focus on developing skills in speaking English by getting used to speaking English in the family environment of five EFL university students and finding out what factors influence a student in learning English. Apart from that, there is also a need for strategies that students and parents can use to support a student's speaking learning in everyday life in the family environment.

This study focuses on a student who develops English speaking skills by actively practicing with family members. This approach offers an update in speaking learning strategies, where the family environment that is usually used for everyday conversations in the mother tongue is adapted to enrich the English learning experience. Preliminary results show that these students are more confident in speaking English and finding new ways to utilize family interactions as an effective learning tool.

## **B. Method**

This research employed a qualitative method with a descriptive analysis approach to explore ways of improving speaking skills within the family environment. The study involved the families of four IAIN Kudus students majoring in English education, as well as one child from a family in Klumpit Village. Participants were selected based on their relevance to the research objectives. The families of the students had educational backgrounds related to English, providing valuable insights into the use of English in family settings. Additionally, one child from a family outside the academic environment was included to offer a broader perspective on the challenges and experiences of using English in different family contexts. This research was conducted for three months, namely from October to December 2023. Data collection was carried out through semi-structured interviews and distributing questionnaires to respondents in November 2023. Data analysis began when data collection took place and was completed at the end of December 2023.

Data was collected through a questionnaire, which was completed by the relevant participants. After the data was gathered, qualitative data analysis was conducted. Interviews, guided by the questionnaire, ensured that responses could be reviewed multiple times for accuracy. During the data reduction process, only relevant information was retained, and irrelevant data was discarded. The analysis revealed challenges faced by families in applying English within the home environment. The questionnaire method was chosen for its ability to systematically and efficiently collect information, offering direct insights into the experiences and difficulties families encountered in using English. This method was particularly relevant to the research goal of understanding how the family environment contributes to improving English-speaking skills.

The questionnaire was designed to include both open and closed questions, allowing respondents to provide in-depth answers and generating qualitative data for analysis. The validity of the questionnaire was tested through a small trial with several participants before it was widely distributed. To maintain consistency in data interpretation, the researchers involved colleagues in evaluating the analysis results. This ensured that the data collection process was reliable and produced accurate results in describing families' experiences in implementing English.

The data collection process began with the distribution of questionnaires to selected respondents, which were then analyzed thematically. The steps in thematic

analysis included identifying themes from respondents' answers, grouping them based on emerging themes, and compiling interpretations to understand general patterns in the use of English within the family environment. Research validity was ensured through data triangulation and member checking, where the researchers verified the consistency of answers and ensured that the interpretation of results aligned with the respondents' experiences.

Additionally, research ethics were upheld by obtaining voluntary participation consent and maintaining the confidentiality of respondents' identities. The findings of this research provided in-depth insights into how the habit of speaking English in the family environment could improve English-speaking skills in everyday life and identified the factors influencing this practice.

## C. Result and Discussion

### 1. Getting used to speaking English in a family environment

The development of the times and speaking styles influence the oninfluence of today's student, Especially the family of one of the IAIN students and the family in Klumpit village. They usually speak ordinary regional languages, but after entering school and college, they begin to know slang, especially English, and become more skilled in speaking so that their speaking style does not seem plebeian.

They are also starting to get used to speaking modern English with their families too. This is proven by their improving everyday language style, as MW shows when he speaks to her family in English:

I want to learn to speak English with my family every day because I want to get better at communicating with them every day, especially with them. My family only masters the basics of English, but it doesn't matter because when I try to communicate with them using English, they understand a little and then they will be more proficient after some time. (MW, personal communication, November 30, 2023).

According to MW, even though her family does not yet master English, her family knows the basics of English and when communicating, MW often speaks English, as stated, *"I also sometimes use English to talk to my family, even if only a few words, but it can help improve my speaking skills, even if only a few words and sometimes."* (MF, personal communication, December 1, 2023). In the interview, MW also said, *"My family often uses television to watch foreign films in English, and it helps learning English*

*in my family environment by watching these films and learning new vocabulary by reading the subtitles."* (MW, personal communication, November 30, 2023).

Based on the results of the interview with MW, her family often watches foreign films or videos in English so that he and her family can learn to speak English by reading the subtitles available in the film. One of the most important keys to learning speaking is mastering a fairly large vocabulary. Vocabulary knowledge is very important in improving speaking skills and increasing fluency in learning (Wahyuningsih & Afandi, 2020).

Furthermore, HW and AR also expressed the same thing that in their family, there are several ways of learning English using electronic media such as TV, cellphones, and books, as they said, *"I use media such as films and books in English as educational material."* (HW, personal communication, December 1, 2023); *"I use TV media to watch English films/cartoons."* (AR, personal communication, December 1, 2023).

When there is something her family doesn't understand when he speaks English but her family doesn't understand what he means, her family asks him what he means.

Sometimes when my family doesn't understand what I mean, they often ask what I mean by what I say, and I just talk to them without paying attention to grammar, but I think the important thing is that they understand what I mean. (AR, personal communication, December 1, 2023).

Insufficient use of grammar is also a major problem; grammar has played a very important contribution in learning to speak (Wahyuningsih & Afandi, 2020). It can be concluded from the answers of the respondents above that some of the problems they faced include a lack of vocabulary mastery in English, grammatical structures that are still not applied when speaking English, and few opportunities to practice English. in daily activities (Wahyuningsih, 2018).

Even though there are several obstacles, as time goes by they start to get used to practicing speaking as much as possible in the family environment and they feel comfortable because they are not afraid and are not awkward when they make mistakes. From there, they can improve their speaking skills with enthusiasm.

## **2. The influence of family environment on English learning skills**

One of the primary needs is education in the family environment; from birth and growth, development will be influenced by the behavior of parents. Parents are examples of educators for children (Sumarno & Saragih, 2018). In developing students' speaking skills, the role of the family is a very important role, because daily interaction

and communication at home provides a very strong basis for language learning. Families who support and are active in using English in everyday life will be able to create a natural and natural expression so that students at home can easily imitate, understand and practice English comfortably and are not afraid or embarrassed in practicing it. Interactions that occur at home, such as daily communication and emotional support from parents, can accelerate children's language development. When families create a supportive environment where children are encouraged to speak and practice using English, children are more likely to develop strong speaking skills (Holzinger et al., 2020). Children who are exposed to environments rich with verbal interaction tend to be more successful in their language skills later in life (Dickinson & Tabors, 2001).

Support from parents who always encourage and praise and also create an environment free from excessive criticism can help students be more confident in speaking English. Apart from that, using resources such as books, media, and applications to learn English can add to or enrich the learning environment. The role model of parents who are fluent in English can be a real example to emulate in everyday life, while parents who are actively involved in English language activities such as watching English films together, reading together, and playing language games can strengthen children in enriching vocabulary in English too. Apart from that, the experience of interacting with native speakers or participating in international activities can also provide opportunities to use English in real situations. Children who receive support from parents, either through direct communication or through providing access to educational resources, have better speaking abilities. Parents who actively support their children's learning process by providing time to practice at home or providing motivation for learning, create an environment conducive to developing English speaking skills (Tuan & Mai, 2020). A family environment that is supportive and rich in English language stimulation is thus a factor in the formation of students' effective and confident speaking skills.

Mastery of English in the family environment significantly impacts students' academic achievement and the broader social context. Students who are used to speaking English at home tend to have better communication skills, so they can participate actively in class and understand the subject matter better. In addition, access to extensive learning resources in English allows them to gain information and knowledge that supports their studies. Mastery of this language also increases



students' self-confidence, making it easier for them to interact with friends and teachers and build wider social networks. In a further context, strong English language skills open up opportunities for better education and more promising careers, considering that many educational institutions and companies prioritize English language skills. Thus, a family environment that supports English language acquisition contributes to academic achievement and prepares students for success in their future social and professional lives.

The family environment contributes to students' speaking skills, such as fluency, grammar, and vocabulary mastery. As explained in interviews with respondents by asking questions about their level of mastery of speaking English in their family environment, they said that their level of mastery of English could increase because they often practiced with their family.

In HW's answer, the level of mastery after improving his speaking skills is very good and has increased because many of his siblings can also master speaking English so he can maximize practice in his family. Likewise, from the answers of other respondents, on average, they can improve their English speaking skills in the family environment.

### **3. Increased self-confidence**

Most respondents reported a significant increase in their confidence when speaking English after actively using it in daily interactions with family members. The family environment provides a supportive and pressure-free atmosphere, different from the classroom or other formal environments. At home, students feel more comfortable experimenting with English without fear of being judged or evaluated by others ([Purwanto & Nisa', 2023](#)). Casual interactions with the family allow them to try to speak more freely, even if there are errors in grammar or pronunciation.

This self-confidence is also reinforced by the fact that students talk to people close to them at home, such as parents and siblings, who tend to provide emotional support. This makes students feel supported in their efforts to develop English language skills. One student mentioned that practicing speaking with parents, who may also have limited English, reduced the fear of making mistakes. There is no pressure to speak perfectly in situations like this, so students can have more freedom to correct their mistakes over time.

Respondents also felt that speaking practice in the family environment prepared them better for public speaking, especially in class. When students get used to speaking



English at home, they become more confident in participating in class discussions or giving presentations. They no longer feel too nervous or anxious when speaking in front of friends or teachers. One student revealed that previously, he often felt intimidated when asked to speak in front of the class, but after practicing at home with his family members, that anxiety reduced. This shows that the habit of speaking English in a family environment significantly helps overcome "speaking anxiety," which is often experienced by students in the process of learning a foreign language.

#### **4. Better mastery of vocabulary and pronunciation**

Apart from increasing self-confidence, practicing speaking English at home has also been proven to help students enrich their vocabulary and pronunciation. As many as 75% of students in this study stated that speaking English with family members helped them learn new words and hone their pronunciation skills. Talking activities with families allow them to actively use and repeat newly learned words so their vocabulary develops more quickly.

In a family environment, conversations usually involve everyday topics, such as household activities, hobbies, or family plans. This allows students to practice basic vocabulary and apply it in real contexts (Zein et al., 2023). Repetition of these words and phrases in daily conversation strengthens their vocabulary memory. One student shared that after hearing and using new words several times in conversations with his parents, he found it easier to remember and understand the words when they appeared in academic contexts at school.

Using vocabulary in relevant and familiar contexts also helps students to understand its meaning and use better. For example, talking about cooking activities with parents can enrich students' vocabulary about the names of food ingredients or the steps in cooking. The use of English in these familiar daily activities allows students to learn naturally and without coercion. They not only memorize new words but also understand when and how they are used appropriately.

#### **5. Factors behind a student's learning to speak**

##### **a. Parental background**

Many factors influence students' ability to speak English, including parental background. Parents who have high education and parents who have low education will treat their children very differently (Syamsi, 1998). Families who have a high educational background usually tend to be multilingual and use the

language they master to communicate with their children so that children are more able to receive a second language or English, and that will make children multilingual with several languages they have received from parents. Parental involvement in children's English learning is not only related to their linguistic abilities, but also to the attitudes and strategies they employ to support their children. Parents who are active and positive in supporting their children's language education can increase children's self-confidence and motivation to learn to speak English (Zhang et al., 2021).

In contrast to parents with quite low education, they usually tend to only use one single language and children do not receive multilingual communication. When they learn English, it will be a little difficult to apply it in the family environment. In this context, children lack multilingual communication, so when they learn English, they may face difficulties applying it in the family environment (Wati, 2016). Parents' inability to communicate in English can also create additional barriers for children to acquire necessary speaking skills. A study by Puspita et al. (2022) shows that children from lower educational backgrounds tend to have limited vocabulary and speaking experience, which can have a negative impact on their ability to communicate. With limited exposure to English, children from low educational backgrounds may feel less confident speaking, which may affect their motivation to learn English. Therefore, parents' educational background is one of the key factors that need to be considered in developing students' speaking skills.

A study by Rafika and Fitriani (2023) also confirmed that parental support and involvement in children's education greatly influences their learning achievement. With limited exposure to English, children from low educational backgrounds may feel less confident speaking, which in turn may affect their motivation to learn English. Therefore, parents' educational background is one of the key factors that need to be considered in developing students' speaking skills.

#### **b. Social environmental factors**

Apart from parental background, influence in the social environment is also a factor in students' speaking. Speaking skills can be sharpened by interacting socially with other people. A supportive social environment can make it easier for students to hone their speaking skills, and lots of opportunities for active practice in daily activities can make it easier for someone to improve their fluency in

learning to speak. Likewise, the feedback they receive regarding someone's abilities can also improve the development of speaking skills. Children who are in a positive and supportive social environment where English is frequently used tend to develop better speaking skills. With support from peers and parents, children can learn to express themselves better, interact in English, and expand their vocabulary naturally (Fazrin & Radjak, 2023).

The social environment has a very strong influence on the style of speech in a family; when there is a student who initially did not apply much slang and modern language such as English in her life but after studying and starting to enter the world of higher education. Students who, before learning English, have a normal language style, but their speaking style begins to change when they learn English by applying their speaking skills by honing them in a social environment, it will be easier for them to learn speaking skills. Interaction with speakers of different languages, both at home and outside, allows children to use English in real contexts, so they more easily associate the language with various social situations. Thus, these experiences are crucial in the development of speaking skills, as children learn to adapt their language to suit different contexts and audiences (Baker, 2011). Therefore, with the right interaction, support, and stimulation in your social environment, your ability to speak English will improve.

### **c. Economic factors**

A person's economic status also influences their language style because children with high socioeconomic status usually have good nutrition compared to children with low socioeconomic status (Rahayu et al., 2012). Economic factors also greatly interfere with a child's smooth learning, this factor also gives rise to students' interest in learning, appreciation of economic attitudes and archery, attitudes in communicating with other people, differences in economic terms will greatly influence behavior and actions in learning activities (Suyono, 2016). When a family has sufficient economic resources, they tend to have better access to education, and they find it easier to get good courses without cost constraints. And families who have sufficient financial resources tend to have many opportunities to travel to English-speaking countries or can also easily participate in student or cultural exchanges. In contrast, students in rural areas with limited resources experience difficulties in developing their speaking skills (Sabri & Hamid, 2023). Therefore, economic inequality can exacerbate gaps in educational access.

Meanwhile, families from the middle to lower economic groups who are far from urban areas tend to be relaxed in speaking. They have obstacles when learning English from an economic perspective. Students from lower economic backgrounds often face limited access to educational resources, such as language tutoring or additional learning materials. This can have a negative impact on their self-confidence and opportunities to practice speaking English (Al-jamal & Al-jamal, 2014). This study also highlights several psychological barriers, such as the fear of making mistakes, that students often experience when speaking English.

This also applies to several respondent families. Those who, on average, try to use slang style of language and will often learn to use English when speaking and communicating with fellow English students, in particular. This research shows that socioeconomic factors greatly influence students' ability to engage in active and natural English conversations. For those with more opportunities, English is often used as the language of everyday communication among fellow students, allowing them to learn through direct social interaction.

## **6. The role of social media in developing speaking skills in the family**

Social media's role in the globalization era influences current language development. Social media is an effective tool to encourage students to actively participate in English learning. Many social media features attract students' interest. They can be actively involved in the teaching and learning process through social media, collaborate with friends and family, and feel more comfortable conveying their ideas and opinions via Facebook, Instagram, WhatsApp and other media (Lapele, 2019). Social media such as social media, are full of multimedia content such as video, audio, and images. They often use social media to learn English from tutor videos on YouTube or TikTok. Currently, more and more people are using YouTube to learn English, YouTube is increasingly providing fun access to learning English from around the world which students can use in learning English, especially speaking, YouTube is also a valuable learning medium that can also improve learning styles What's more interesting and one thing, apart from that, YouTube can also be a free way to learn English (Wahyuningsih & Dewi, 2019). Many people use YouTube to learning English, using YouTube media in learning, especially to develop their level of self-confidence, by looking for video references that have been taught on YouTube to apply in learning English in real life (Wahyuningsih & Ni'mah, 2023). To increase their knowledge of English, especially speaking, they can watch educational videos, listen to podcasts and

songs in English, and look at pictures with English captions. This method is considered quite effective because they can study anywhere.

Social media in this era is very sophisticated, making our activities easier. For example, currently the number of users of the TikTok application is very large and many people share their knowledge and tips on TikTok media, there are lots of content creators who share their speaking knowledge on TikTok and this can make it easier for us to learn to speak together happily, because there are many people who feel that studying on Tik Tok can be an interesting lesson. Apart from that, we can also take advantage of social media by engaging in direct interactions with various people in various parts of the world; they can also easily discuss or exchange opinions and can also just chat via video call with native English speakers so that they can improve their speaking skills

There are many applications that can help someone learn English independently or with many applications that contain features such as quizzes, games and speaking practice in an application. Examples of applications that can be used to hone English speaking skills include ELSA: AI Learn & Speaking, Duolingo and several other applications.

## **7. Participate in the child's strategies for developing and maintaining English in the family environment**

Parental involvement in children's strategies for developing and maintaining English language skills within the family environment is crucial, as parents serve as facilitators, role models, and primary supporters in their child's language learning process (Anggraini, 2021). The strategies children use to hone their speaking skills within the family environment vary, but consistency is a key factor. HW shared, *"The strategy I use is to speak English consistently, set aside special time to communicate, and motivate myself to use English, such as communicating daily using English with my family."* (HW, personal communication, October 5, 2023). HW's family actively supports this habit, especially by appreciating the importance of reading English books, which are often chosen to improve language skills. This approach not only encourages regular practice but also fosters a deeper connection with the language through reading.

In contrast, AR's strategy involves less direct interaction. AR stated, *"There is no special strategy, usually, the practice is only through films or television news."* (AR, personal communication, October 8, 2023). Similarly, AN noted, *"Usually, my family*

*learns English only through English films/works."* (AN, personal communication, October 11, 2023). Both respondents rely heavily on media, particularly English films or television programs, to improve their language skills. These forms of media provide an immersive environment where learners can develop their listening and speaking abilities, even though there may be limited interactive practice within the family setting.

Other families have more informal and casual approaches to language learning. MW explained, *"The strategy in my family is just talking, even though I don't know whether the sentences are right or wrong."* (MW, personal communication, October 15, 2023). In MW's family, the focus is on casual conversation without specific attention to grammar, relying on vocabulary that is already understood. MF, on the other hand, mentioned, *"There is no special strategy in my family."* (MF, personal communication, October 21, 2023), indicating that her family does not have a defined method for improving speaking skills. This highlights that some families may not have a structured approach but still engage in English conversation as part of their daily life.

## **8. Efforts to face challenges to hone speaking skills in the family**

Learning English in the family environment presents significant challenges for many respondents, as there are still many families where English is not commonly used for communication. According to MF:

So far, there hasn't been one because in our family, only my sister and I can speak English, and my parents also use English a little because their knowledge of English is still minimal. My parents and sister also know quite a bit about the basics of English so we haven't encountered any challenges. (MF, personal communication, October 21, 2023).

It appears that MF's family does not face any major challenges in using English, as English is not a daily practice in their household.

On the other hand, HW mentioned that there are still challenges in speaking English at home but emphasized the importance of consistent practice. HW stated, *"The challenges in my family in speaking English at home can be overcome by continuing to practice, seeking help from family members and utilizing online resources for additional lessons."* (HW, personal communication, October 5, 2023). This reflects a proactive approach, where the family members actively engage in practice and seek external resources to enhance their speaking skills (Riadh & Larasati, 2024). HW's family is working together to improve their English, even though challenges remain.



AR's family takes a more interactive approach to language learning, as they correct each other's mistakes when necessary. AR shared, *"Correct each other if there are words or meanings that are wrong."* (AR, personal communication, October 8, 2023). This strategy helps ensure that mistakes are addressed, and mutual learning occurs within the family. In contrast, AN mentioned, *"There are many challenges due to not being used to speaking English at home or in the family."* (AN, personal communication, October 11, 2023). AN's family faces difficulties because English is not a common language of communication at home, although AN did not specify the efforts made to overcome these challenges. This suggests that while some families actively correct and practice English together, others may struggle due to the lack of familiarity with the language in their everyday interactions.

## **9. The Benefits of Learning to Speak in a Family Environment**

Learning to speak in a family environment offers several benefits, one of the most significant being increased fluency. By incorporating vocabulary into daily communication, family members can expand their language skills (Riska et al., 2024). When individuals become accustomed to speaking English in a comfortable, routine setting at home, their confidence grows. This confidence is crucial, as it provides a strong foundation for using English in other social situations outside the family environment, such as at school or in public interactions.

Moreover, speaking regularly in a safe and supportive atmosphere at home not only strengthens language mastery but also fosters self-assurance. Children who feel confident in their ability to communicate at home are better prepared to face challenges in speaking English in other contexts. This confidence in communication allows them to engage more easily in social situations and navigate language challenges beyond the family setting.

In addition to language development, learning to speak in a family environment helps strengthen bonds between family members. Engaging in language-related activities such as casual conversations, watching English films together, or playing language-based games can be both fun and educational. These shared experiences contribute to closer connections and create lasting memories, making the learning process enjoyable and collaborative for everyone involved.



## D. Conclusion

This study highlights the significant role of the family environment in enhancing students' English speaking skills. The findings indicate that regular use of English in daily interactions within the family can lead to improvements in self-confidence, vocabulary mastery, and pronunciation. The supportive and pressure-free environment created by family members allows students to practice speaking comfortably, without fear of making mistakes, which fosters better self-assurance and language skills. Additionally, informal family interactions help students strengthen their verbal and non-verbal communication abilities, enrich their vocabulary, and improve pronunciation. Speaking English at home also reduces anxiety about public speaking, preparing students to use English confidently in both formal and social contexts. Overall, this research suggests that the family environment plays a crucial role in the development of students' speaking skills.

Despite the valuable insights provided, this study has several limitations. The sample size was small, consisting of only five children learning to improve their English speaking skills within their family environments. Research involving a larger sample or focusing on families where English is more commonly used in daily life may produce different results. Furthermore, this research was not designed to build theory but rather to provide qualitative insights into how the family influences children's language learning. Therefore, the results should be interpreted with caution. It is hoped that these findings will inspire further research and motivate the continued use of English in family settings to enhance children's language skills.

## References

- Afraz, S., Zahra, Z., & Asgari, A. B. (2017). The Effect of Family on the English Language Learning Development of Children. *Journal of Applied Linguistics and Language Research*, 4(2), 92–100. <https://www.jallr.com/index.php/JALLR/article/view/535>
- Al-jamal, D. A., & Al-jamal, G. A. (2014). An Investigation of the Difficulties Faced by EFL Undergraduates in Speaking Skills. *Canadian Center of Science and Education*, 7(1), 19-27. <https://doi.org/10.5539/elt.v7n1p19>
- Amin, M. R. (2018). Learning English Language in Home Environment: A Study. *Angloamericanae Journal*, 3(1), 39–50. [https://papers.ssrn.com/sol3/papers.cfm?abstract\\_id=3342532](https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3342532)

- Anggraini, N. (2021). Peranan Orang Tua Dalam Perkembangan Bahasa Anak Usia Dini. *Jurnal Pembelajaran dan Sastra*, 7(1), 43–54. <https://doi.org/10.30595/mtf.v7i1.9741>
- Baker, C. (2011). *Foundations Of bilingual Education and Bilingualism*. Biddles Ltd.
- Buveneswari, B., & Padakannaya, P. (2017). Development of a home literacy environment questionnaire for Tamil-speaking kindergarten children. *Language Testing in Asia*, 7(1), 1-15. <https://doi.org/10.1186/s40468-017-0047-y>
- Dickinson, D. K., & Tabors, P. O. (2001). *Beginning Literacy with Language: Young Children Learning at Home and School*. Brookes Publishing.
- Ekanayake, Gurusinghe, Weerasinghe, K. (2021). Second Language Learners' Family Background and Their English. *Vavuniya University International Research Conference*, 25–27. [https://vau.ac.lk/VUIRC-2021/wp-content/uploads/2021/12/VUIRC-2021\\_PROCEEDINGS.pdf](https://vau.ac.lk/VUIRC-2021/wp-content/uploads/2021/12/VUIRC-2021_PROCEEDINGS.pdf)
- Fazrin, I., & Radjak, S. A. M. (2023). The Role Of Social Environment On The Development Of Pre-School Age Children ( 3-5 Years ) In Dharma Wanita Tosaren Ii Kindergarten School Kediri City. *Journal of Global Research in Public Health*, 8(1), 7–13. <https://doi.org/10.30994/jgrph.v8i1.424>
- Holzinger, D., Dall, M., Sanduvete-chaves, S., Saldaña, D., Chacón-moscoso, S., & Feller, J. (2020). The Impact of Family Environment on Language Development of Children With Cochlear Implants : A Systematic Review and Meta-Analysis. *Ear Hear*, 1–3. <https://doi.org/10.1097/AUD.0000000000000852>
- Islam, M. S., & Stapa, M. B. (2021). Students' low proficiency in spoken English in private universities in Bangladesh: reasons and remedies. *Language Testing in Asia*, 11(1), 1-31. <https://doi.org/10.1186/s40468-021-00139-0>
- Lapele, F. (2019). E-Learning: Pemanfaatan media sosial sebagai media pembelajaran ESP speaking. *Prosiding Seminar Nasional Teknologi Pendidikan Pascasarjana UNIMED*, 412–420. <https://digilib.unimed.ac.id/id/eprint/38823/3/ATP%2050.pdf>
- Liu, R., & Chiang, Y. L. (2019). Who is more motivated to learn? The roles of family background and teacher-student interaction in motivating student learning. *Journal of Chinese Sociology*, 6(1), 1–17. <https://doi.org/10.1186/s40711-019-0095-z>
- Muthahar, S. M. C., & Fatonah, K. (2021). Strategi Guru Dalam Pembelajaran Keterampilan Berbicara Bagi Siswa Kelas VI di SDN Jatirangga II Bekasi. *Prosiding Seminar Nasional Ilmu Pendidikan dan Multidisiplin*, 4, 1-14. <https://prosiding.esaunggul.ac.id/index.php/snip/article/view/190>

- Purwantoro, F., & Nisa', K. (2023). Peran Lingkungan Madrasah dalam Meningkatkan Motivasi Belajar. *Awwaliyah: Jurnal Pendidikan Guru Madrasah Ibtidaiyah*, 6(1), 74–80. <https://doi.org/10.58518/awwaliyah.v6i1.1717>
- Puspita, Y., Hanum, F., Rohman, A., Fitriana, F., & Akhyar, Y. (2022). Pengaruh Faktor Lingkungan Keluarga untuk Perkembangan Pemerolehan Bahasa Pertama Anak Usia 2 Tahun 5 Bulan. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, 6(5), 4888–4900. <https://doi.org/10.31004/obsesi.v6i5.2500>
- Rafika, N. A., & Fitriani, Y. (2023). Pengaruh Kebiasaan Belajar Dan Lingkungan Keluarga Terhadap Hasil Belajar Siswa Pada Mata Pelajaran PKK Di Smkn 4 Sijunjung Sumatera Barat. *Jurnal Economic Edu*, 3(2), 53. <https://jurnal.umb.ac.id/index.php/ecoedu/article/view/4786/2957>
- Rahayu, K. I. N., Arfiansyah, N., & Etika, A. N. (2014). Sosial Ekonomi Terhadap Perkembangan Bahasa Pada Anak Usia Toddler. *Java Health Journal*, 1(2), 142–149. <http://jhj.fik-unik.ac.id/index.php/JHJ/article/view/24>
- Riadh, R., & Larasati, L. (2024). Penggunaan Media Flash Card dalam Pengembangan Kemampuan Bahasa Anak Usia Dini. *Morfologi: Jurnal Ilmu Pendidikan, Bahasa, Sastra dan Budaya*, 2(4), 167–180. <https://doi.org/10.61132/morfologi.v2i4.815>
- Riska, R., Azis, A., & Tarman, T. (2024). Pengaruh lingkungan keluarga dan lingkungan sosial terhadap kemampuan berbicara siswa sekolah dasar. *Jurnal Riset Dan Inovasi Pembelajaran*, 4(1), 389–401. <https://doi.org/10.51574/jrip.v4i1.1405>
- Rochmawati, L., Fatmawati, & Sukma, M. M. (2023). Motivation, anxiety, and self-efficacy in learning aviation English: a study of Indonesian aviation cadets. *Asian-Pacific Journal of Second and Foreign Language Education*, 8(1), 1–25. <https://doi.org/10.1186/s40862-023-00212-6>
- Sabri, R. A., & Hamid, R. (2023). Socioeconomic Status and Motivation Effect On Students' English Speaking Skill. *International Journal of English Learning and Applied Linguistics*, 3(2), 141–153. <https://doi.org/10.21111/ijel.v3i2.10117>
- Sah, P. (2018). Linguistic Diversity and Social Justice: An Introduction of Applied Sociolinguistics. *Critical Inquiry in Language Studies*, 15(3), 228–230. <https://doi.org/10.1080/15427587.2018.1434930>
- Sumarno, S., & Saragih, G. (2018). the Influence of Family Environment and Perception on School Environment Towards English Learning Achievement. *INFERENCE: Journal of English Language Teaching*, 1(2), 73–79. <https://journal.lppmunindra.ac.id/index.php/inference/article/view/5486>
- Suyono, A. (2016). Pengaruh Latar Belakang Sosial Ekonomi Orang Tua Terhadap Prestasi Belajar Yang Dimediasi Oleh Fasilitas Belajar. *Journal of Accounting and Business Education*, 1(2), 1–14. <https://doi.org/10.26675/jabe.v1i2.6014>

- Syamsi, K. (1998). Metode Pembelajaran Kosakata. *Cakrawala Pendidikan*, 1(2), 15–21. <https://journal.uny.ac.id/index.php/cp/article/view/9026>
- Tuan, L. T., & Mai, T. T. (2020). Factors Affecting English Speaking Skills of Students at a Vietnamese University. *International Journal of Education and Practice. Asian Journal of Educational Research*, 3, 8-23.
- Wahyuningsih, S. (2018). The Use of Video to Enhance Speaking Proficiency in Broadcasting: Perceptions of Undergraduate Students. *Proceedings of the International Conference On Linguistics (ICLing)*, 83–91. <https://doi.org/10.31227/osf.io/u2qv7>
- Wahyuningsih, S., & Afandi, M. (2020). Investigating English speaking problems: Implications for speaking curriculum development in Indonesia. *European Journal of Educational Research*, 9(3), 967–977. <https://doi.org/10.12973/EU-JER.9.3.967>
- Wahyuningsih, S., & Dewi, S. (2019). Promoting Speaking Proficiency in Broadcasting Through YouTube Project: Perceptions of Undergraduate Students. *EAI International Conference Proceedings*, 1–7. <https://doi.org/10.4108/eai.27-4-2019.2285332>
- Wahyuningsih, S., & Ni'mah, I. S. (2023). Building Self-Confidence in English Public Speaking through YouTube? Why Not?. *Scope: Journal of English Language Teaching*, 7(2), 286-291. <https://doi.org/10.30998/scope.v7i2.16198>
- Wati, S. (2016). Parental Involvement and English Language Teaching to Young. *Prosiding ICCT*, 1, 527–533. <https://media.neliti.com/media/publications/171457-EN-parental-involvement-and-english-languag.pdf>
- Zein, R., Nisak, K., & Maielfi, D. (2023). Peran Orang Tua dalam Meningkatkan Minat Belajar Anak Usia 5-6 Tahun pada Masa Pandemi. *Pedagogika: Jurnal Ilmu-Ilmu Kependidikan*, 3(1), 103–112. <https://doi.org/10.57251/ped.v3i1.991>
- Zhang, X., Lau, C., & Su, Y. (2021). Home Environment and Development of English as A Second/Foreign Language for Young Children in Asian Contexts: A Systematic Review and Meta-analysis\*. *Early Education and Development*, 34(1), 274–305. <https://doi.org/10.1080/10409289.2021.1981065F>
- Zhao, L., Thomas, P., & Zhang, L. (2021). Do our children learn enough in Sky Class? A case study: online learning in Chinese primary schools in the COVID era March to May 2020. *Smart Learning Environments*, 8(1), 1-17. <https://doi.org/10.1186/s40561-021-00180-9>