PARENTAL INVOLVEMENT IN ONLINE EFL LEARNING DURING THE COVID-19 PANDEMIC

THESIS

Submitted in Partial Fulfillment of the Requirements

for Gaining the Bachelor Degree of English

Language Education

Organized by:

IMA MAGHFIROH

1903046054

ENGLISH EDUCATION DEPARTMENT

EDUCATION AND TEACHER TRAINING FACULTY

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THESIS PROJECT STATEMENT

I am a student with the following identity:

Name   : Ima Maghfiroh

Student Number : 1903046054

Department   : English Education

Title   : Parental Involvement in Online EFL Learning during The COVID-19 Pandemic : A case study at Elementary School

State that this thesis is my own work. I am completely responsible for the content of this thesis. Other writers' opinions or findings included in the thesis are quoted or cited in by ethical standards.

Semarang, December 7th 2023

Researcher,

Ima Maghfiroh

1903046054

RATIFICATION

Thesis with following identity:

Title	:	Parental Involvement in Online EFL Learning During the COVID-19 Pandemic
Name	:	Ima Maghfiroh
Student Number	:	1903046054
Department	:	English Education Department

Had been ratified by the board of examiner of Education and Teacher training Faculty of University Islam Negeri Walisongo Semarang and can be received as one of any requirements for graining the Bachelor degree in English Education Department.

Semarang, January 1th 2024

THE BOARD OF EXAMINERS

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NIP. 198408012019031007   NIP. 196507271992032002

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Dr. Siti Tarwiyah, SS., M.Hum   **Nadiah Ma'mun, M.Pd.**
NIP. 197211081999032001   NIP. 197811032007012016

Advisor

Agus Mutohar, P.hD.
NIP. 198408012019031007

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ADVISOR NOTE

To:

The Dean of Education and Teacher Training Faculty

Walisongo State Islamic University Semarang

Assalamu'alaikum, wr. wb.

I inform you that I have given guidance, briefing, and correction to whatever extent necessary for the following thesis:

Title	:	PARENTAL INVOLVEMENT IN ONLINE EFL LEARNING DURING THE COVID-19 PANDEMIC : A CASE STUDY AT ELEMENTARY SCHOOL
Name of Student	:	Ima Maghfiroh
Student Number	:	1903046054
Department	:	English Education

I state that the thesis is ready to be submitted to the Education and Teacher Training Faculty of Walisongo State Islamic University to be examined at the Munaqosyah session.

Wassalamu'alaikum, wr. wb.

Semarang, 16 Desember 2023

Advisor,

Agus Mutohar, MA, Ph.D
NIP. 198408012019031007

ABSTRACT

Title : Parental Involvement in Online EFL Learning during COVID-19 Pandemic

Name : Ima Maghfiroh

Student Number : 1903046054

This study aims to explain parents' involvement and to describe contribution of parents to their children's EFL Learning during the COVID-19 pandemic. This research used a qualitative research method and descriptive research design. The study used questionnaire for data collection. Data analysis used descriptive analysis including data display, and conclusion. The participant of this study were parents of grade 3 and 4 SD Islam Al-Azhar 25 Semarang who were taught (private lesson) by researcher. The research shows that during the COVID-19 pandemic, parents played an active role and were involved in assisting their children's learning. As a result of this Involvement, EFL Learners had a good and quality learning experience which was able to help them in mastery English skills.

Keywords: *COVID-19 pandemic, online EFL learning, parental involvement*

MOTTO

"And do not walk on the earth arrogantly. Indeed you will never tear the earth [apart], and you will never reach the height of the mountains"

(QS. Al-Isra: 37)

DEDICATION

This thesis is dedicated to:

1. My beloved campus, Walisongo State Islamic University Semarang.
2. Me, myself
3. My beloved parents, Parmi and Isa (alm.) for their never-ending love, prayers, financial and emotional support
4. My beloved sibling, St. Putri Inayah, Isti Musti'ah, Etik Mafrokhah, Moh. Anam Ma'ruf, and Maratus Sholihah for their support never stop caring wherever they are
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The researcher realizes that the thesis has some limitation, and looks forward to receiving constructive comments and criticism from all sides related to this thesis work. Ultimately, the researcher hoped this thesis will be used for future research.

Semarang, 14th February 2023

The Researcher,

IMA MAGHFIROH
1903046054

CONTENTS

CHAPTER I
INTRODUCTION

This chapter consists of the background of the research, research question, objectives of the research, and significance of the research.

A. Background of Research

At the end of 2019, a virus has shocked the world. The outbreak original in Wuhan, China. Coronavirus disease (2019), this virus spreads so quickly because human mobility is so high. This virus can infect all human elderly. As a result of its rapid spread, the virus has affected various aspects of human life.

At the beginning of 2020, COVID-19 had spread to Indonesia, the government had made various efforts to tackle the outbreak. However, the epidemic quickly spread to all corners of Indonesia. As a result, to reduce the spread of COVID-19, the government issued a lockdown policy. All activities from work to study must be done at home. At this time, all people feel depressed because they can't carry out their usual activities. Because of this prolonged spread, it has had a significant

impact on various aspects of life such as the health, social, economic, and especially in the education sector in Indonesia. In this case, the government again issued a new large-scale social restriction (PSBB) policy, WFH "*work from home*". This policy instructs all people to work, worship, and study from home. Social distancing aims to prevent the spread of the COVID-19 outbreak and maintain people's productivity even though they have to stay at home.(Ulfasari and Fauziah 2021)

Changes that occur in the field of education have an impact on student learning activities. Education consists of formal, non-formal, and informal education. Education in Indonesia which has been greatly affected by COVID-19 is formal education, because formal education is much in demand by community and under the auspices of the government, so that rules and policies in schools must comply with government policies. Initially educators and students carried out teaching and learning activities offline at school, now with the COVID-19 outbreak, the teaching and learning pattern has changed to activities carried out online and utilized various communication platforms that can connect

educators and students in learning activities, such as *zoom, google meet, google classroom,* and *Whatssapp.* This online learning activity involves informal education, namely family education. Where parents get a big role in supporting the success of student learning. In this case, parental Involvement is very influential, because in online learning students are required to study independently so that parents will provide explanations, directions, and additional knowledge to their children.

Students experienced several problems with online learning. When online learning takes place, students have difficulty understanding the materials, students often don't focus on learning activities. Those constrain cause the phenomenon of *learning loss* and a decrease in the quality of student learning. Thus parental supervision is a very important part so that children can learn carefully so that students can responds and adsorb material properly.(Ratih Krisnani and Fauziah 2022) Parental Involvement is problematic in online learning. How much attention parents pay to their children's educations will measure their child's learning success. Research shows that children do better in school when

their parents are involve in their learning. What is style of parents in parenting, reactions in children's school assignment, provision of support facilities for children's development in learning process.(Schmid and Garrels 2021)

Based on the description of the problem above, this study aims to explain parents' involvement and to describe contribution of Parental Involvement (PI) in the EFL Learning during the COVID-19 pandemic

B. Research Questions

Based on the background above, the researcher found the problem. As follows:

1. How are parents involved in their children's learning during COVID-19?
2. To what extent does parental Involvement contribute to students' EFL learning during the COVID-19 pandemic?

C. Research Objective

Related to the research question above, this research is intended to meet the following objective:

1. To explain parents' Involvement in EFL students during the COVID-19 pandemic.
2. To describe the contribution of parental Involvement to students' EFL learning during the COVID-19 pandemic.

D. Significance of the Research

The researcher expects the significance of this study is able to give the benefits contribution both theoretically and practically.

1. Theoretical Significance

   The results of this study could be a reference and give more extensive knowledge and insight about parental Involvement in online EFL learning.

2. Practical Significance

   This research served three practical significances are:

   a. For Parents

The researcher hopes this research will motivate parents to be involved in their children's learning.

b. For Teacher

The result of this research can be used as information in teaching and online English learning.

c. For other researcher

This research can be a reference for further research about parental Involvement in online EFL learning.

E. Limitation of the Research

This research focuses on parental involvement in EFL learning during the COVID-19 pandemic. Focus on the contribution of parents and teacher-parent-students relationship.

CHAPTER II
REVIEW OF RELATED LITERATURE

This chapter discusses about several previous researchers that are relevant to this study and related literature that has contributed to this research.

A. Previous Research

1) An international journal adolescence and youth by Vibeke Krane end Trude Klevan, the title "There are three of us: parents' experiences of the importance of teacher-student relationship and parental Involvement in upper secondary school".(Krane and Klevan 2019) The study aimed to gain parents' perspectives on the development and importance of teacher-student relationship (TSR) and parental Involvement in senior high school. This study used a qualitative approach and data collected using group interviews and analyzed using thematic analysis. The interviews focused on exploring TSR, student mental health, and dropout in the Norwegia high school context. There were 14 respondents, parents of high school students. This study shows that TSR

is not only the relationship between teachers and students individually, but parents are also responsible for able to positioning themselves as teachers and parents in developing TSR. Parents ideally aspired to act as relational role models to support and guide their children's relational skill development in general and to help t hem develop TSR in particular. Parents can contribute to negotiating and preventing negative development. Parents perceive TSR as positive and collaboration between parents and teachers are particularly important for at-risk adolescents. The study also shows how parents experience the home context and pay an essential role in the development of TSR by promoting positive attitudes, interacting with their children, and collaborating with teaches. So, the findings of this study emphasize how important parental Involvement, especially for students who are at risk of dropping out of school or have mental health problems.(Krane and Klevan 2019)

The difference from the research above is that this research did not only focus on the TSR (teacher-

students relationship) but also the teacher-student-parents relationship. The similarity of this research is it discusses parental involvement in children's learning.

2) A journal by Evi Schmid, et al., the title is "Parental Involvement and Educational Success among Vulnerable Students in Vocational Education and Training". The purpose of this study was to examine forms of parental Involvement in high school (ages 16-18), defined as being particularly susceptible to academic performance. This study adopted a qualitative approach and collected data using a semi-structured survey of 25 participants who attended their second year of upper secondary vocational education in Norway. This research shows that parents have an important role in their children's academic performance through the hands-on support they provide to their children every day. This kind of home activity gets less attention, especially concerning to preventing school dropouts and academic performance. Rumberger et al. (1990) recognized several family practices that can affect

educational attainment and completion, such as parenting style, parental reactions to their children's school performances, and parental Involvement with school children.(Schmid and Garrels 2021)

This research has differences that lie in the participants. The participants in the research above were high school students aged 16-18 years, while the participants in this research were parents of students grades 3 and 4 elementary school. This research has the same research method, used qualitative research method.

3) Research conducted by Kehinde Clement Lawrence and Olubusayo Victor Fakuade. The title is "Parental Involvement, Learning Participant and Online Learning Commitment of Adolescent Learners during the COVID-19 Lockdown". This study used quantitative research design and collected data using online survey Google questionnaire (Fill out form). The data were analyzed using descriptive statistics of frequency distribution and inferential statistics of multiple regressions.(Lawrence and Fakuade 2021) The respondent total 1407 adolescent learners (male

= 38.8%; female 61.2%) aged between 12 and 20. They are two research questions in this study. 1) What was the level of adolescent learners' commitment toward online learning during the COVID-19 lockdown?. 2) Did parental Involvement and learning participation contribute significantly to commitment of adolescent learners towards online learning during the COVID-19 lockdown?. The question's finding show that the participants' engagement with e-learning is high: 12 points were rated above the average 2.7 and only three points were rated below the average. The findings of the second research question indicated that these two active activities together and significantly influenced the engagement of participants with e-learning had the greatest effect on the Involvement of parents. And these results suggest that parental Involvement and engagement in learning are responsible for young learners' engagement in online learning during the COVID-19 lockdown.

This research has differences in research methods, where the research above used quantitative method

and this research used qualitative method. This research has the same discussion regarding parental involvement in children's learning during the COVID-19 pandemic.

4) A journal by Una O'Connor Bones et al., the title is "Parental Involvement during COVID-19: experiences from the special school". This study used Hornby and Blackwell's parental Involvement (PI) model. This study present the findings of the first survey across Northern Ireland conducted during the closing period. This survey aims to discover NI's parents' experiences and opinions parents about homeschooling their children during the COVID-19 pandemic. Most parents feel there are benefits to spending time with their child, such as discovering new children (63%), talking and listening together (63%), enjoying new activities (062%, and learning together (58%). The majority of parents (81%) agree that their role is to support their child as needed. Some parents illustrate this fact to their families. (O'Connor et al. 2021)

The difference from the research above was his research aimed to determine parents' experience and opinions regarding homeschooling their children during the COVID-19 pandemic.

B. Literature Review

1. Parental Involvement

a. Definition of parental Involvement

Parental Involvement in education is an action or activity of parents in educational world and student learning through they contribution. According to Jeynes (2007), parental Involvement in children's education is described as a complex phenomenon that occurs in two main place, school and home.(Schmid and Garrels 2021) Barr and Saltmarsh (2014) define parental Involvement as he responsibility of parents in education of their children. Meanwhile, Castro et al (2015) explained that the notion of parental Involvement is the active participation of parents in all social aspect,

emotional, and academic development of children.(Yulianti et al. 2022).

According to Schneider and Coleman (1993), parental Involvement is included in the visibility of parents at school, and participation in activities, program, and events organized by the school. In addition, parents volunteer and attend parent education workshop and teacher-parent meeting.(Pusztai, Róbert, and Fényes 2023) Parental support is a form of parental Involvement. The form of this support is monitoring homework and discussing learning and activities at school. Sy and Gottfriend (2013), revealed that parental support impacts the development of specific skills, attitudes, value transmission, and good academic performance.(Pusztai, Róbert, and Fényes 2023)

b. Dimension of parental Involvement

There are six types of parental Involvement in children's education proposed by Epstein (2001): parenting, communicating, volunteering, home

learning, decision-making, advocacy, and collaborating with the community. (Menheere and Hooge 2010) On the other side, Hill and Tyson (2009), divide parental Involvement into three dimensions:(Đurišić and Bunijevac 2017)

1) *Home-based engagement*. Parental Involvement in children's education at home is not only in learning assistance but also requires good communication between parents and children. Building a good learning environment such as providing textbooks, making learning materials, and providing facilities that support children's education. Familiarize children with learning activities and experience, such as visiting historical sites or libraries. In addition, parents also monitor and support children's homework and assignments. In this dimension, Hill and Tyson (2001) explain that forms of parental support at home include socio-psychological support, such as motivating

children to face and overcome tasks and challenges in education, and communication about education at school to minimize stressors at home and give awards such as praise or small gift for the achievements and efforts of children in education.(Hill and Tyson 2009)

2) *School-based engagement*. This agreement is the relationship between the student's parents and the school (teacher and other school staff). This relationship can be in the form of communication between parents and school staff, parent-teacher associations, visits to schools, and active participation in school-based activities. Crosnoe and Ressler (2019) explain that school-based Involvement requires large participation from parents, thereby helping children's educational needs. The importance of parental Involvement in school events is associated with student Involvement,

motivation, and educational achievement. Literature review on high school graduation shows that children who are more likely to graduate from high school are children of parents who are involved in conferences, and school organizations, and communicate with teachers or other school staff. This was disclosed by Barger and colleagues (2019).

3) *Academic socialization.* Academic socialization is an expression of parents' expectations of their children's education. Through academic socialization, parents can express attitudes and values about the importance of education and school to their children. Parents provide aspirations and motivation to children and discuss future plans. There are five mechanisms for the benefits of expressing parents' expectations of the child's educational process' identified by Yamamoto and Holloway (2010): a) Increasing children's

motivation and future plan. b) Increase children's success in education. c) Increasing parental Involvement in children's education. d) improve children's achievement. e) evaluation of children's learning. Academic socialization at home has a significant influence on children's success in education.(Menheere and Hooge 2010).

c. Models of parental Involvement

Students need positive learning experiences to succeed in school. Such as: support, motivation and quality teaching. Parental Involvement in student educations begins at home, where parents provide a safe and healthy environment, appropriate learning experience, support, and a positive attitude towards school. Epstein identified a framework that includes six important factors related to parental Involvement. This framework is based on the results of many studies on which factors are most effective in a child's education(Đurišić and Bunijevac 2017).

1) *Parenting* – includes all the activities parents undertake to raise healthy and happy children who become capable students. Activities that support this type of engagement provide parents with information about their child's development, health, safety, or home conditions that can support student learning. Includes: parent education and other courses or training for parents, family support programs to assist families with health, nutrition, and other service, and home visits at transition points to primary, secondary, and high schools.

2) *Communication* –families and schools communicate in many ways. Schools send information about important event and activities. Parents inform teachers about their children health and educational background. School websites are an additional way to

communicate with parents and families. This includes at least one meeting with each of her parents per year, a language interpreter to support the family as needed, and a regular schedule of helpful notices, phone calls, newsletters, and other communications.

3) *Volunteering* – involve recruiting and organizing parental assistance and support of school programs and student activities. Such as, fundraising for events or promoting the school in the community and participating in school programs or performances.

4) *Homeschooling* – provided ideas and information for parents to support children with homework, decision-making, and curriculum activities. Such as, help their homework and visiting a museum. Parental activities

are involved in the school curriculum. Motivational learning activities at home inform parents about what their children are doing   in class and how they can help with their assignments.

5) *Decision-making.* Parents participate in school decision-making by becoming members of school board or participant in organizations such as parent-teacher associations, advisory boards or commissions for leadership and parental Involvement, independent advocacy groups advocating for school greform and improvement.

6) *Community engagement* – ensure community services and resources are identified and integrated to support and strengthen schools, students, and their families. Such as: information for child and families about community health, recreation, culture

and social supports and other programs, information about community activities related to learning skills, and abilities.

Henderson and Berla (1994) argue that schools would benefit from parental Involvement through increased teacher engagement, family support, and higher student achievement. then, Clarke (2007) argues that schools work 0best when parents and the community are active participants and feel that they belong to the school.(Đurišić and Bunijevac 2017)

2. Online Learning

a. The definition of online learning

Online learning is a form of learning carried out remotely using digital technology as the medium. Arkofal and Abaidoo (2014) argue that online learning refers to the use of digital tools for teaching and learning. On the other hand, online learning is defined as a learning experience in a synchronous or asynchronous environment

using various types of digital devices (smart phones, laptops, computers, etc.) which are accessed via internet. This online environment makes is easier for students to learn and interact with teachers and other students in a structured way that is done anywhere. (Dhawan 2020) The initial popularity of online learning stems from the freedom it provides. The freedom in question is the freedom to avoid space and time constraint, learning that is more interactive, online learning that is designed to reach the micro level of learning engagement, and expanding access to good learning.(Stanca and Cristina 2014)

b. Opportunities and challenges of online learning

The phenomenon of the spread of COVID-19 which has a major impact on the education world, is currently forcing the learning system to be carried out online. Due to government regulations that prohibit schools from conducting face to face learning, learning becomes a new challenge to the learning environment. The changes that have taken place put the reputation of the education

world at stake and under strict supervision to maintain the quality of education in crisis time. Online learning is an innovative solution to deal with gaps during the COVID-19 pandemic. The biggest challenges of online learning are distance, scale, and personalized teaching and learning activities. The main points of this learning are attitudes, perceptions, evaluations, satisfaction, and performance which require balanced cooperation between teachers, students, and parents in order to create maximum learning. Several alternative platforms used in online learning include: *Google Classroom, Google Meet, Zoom, Whatsapp, Microsoft Teams,* etc.

a) Opportunities of online learning

Online learning has several advantages in the pedagogical world. Opportunities available in this time of crisis make online learning grow rapidly due to changes in the academy system. The use of technology that can be accessed anywhere make it easier for students and teachers to carry out learning activities.

This online learning activity is in accordance with government recommendations to reduce activities outside to break the chain of transmission of the COVID-19 virus. Online learning has benefits that can be felt by teachers. With online learning, teachers can develop innovative pedagogical approaches (radical transformations in all aspects of education: teaching, learning, evaluation, assessment, results, certification, degree, etc.(Dhawan 2020) Find flexible teaching models, create creative learning space, develop digital skills, and strengthen skills. On the other hand, the use of online learning give benefits for students, such as able to improve student's skills in problem-solving, independence, critical thinking, and gain experience in technology world.

b) Challenges of online learning

Atmojo and Nugroho (2020) conducted a study related to teaching during the COVID-19 pandemic in Indonesia. The research

conducted is related to problems in teaching and learning activities in secondary schools during the pandemic. Some of the challenges found in online learning impede the effectiveness of teaching and learning activities, including; some students do not have digital access (hand phone, laptop, and others), unstable internet access, and inadequate student internet quota. In addition to the challenges of access and learning media, student's low literacy skill also hinder the learning process.(Dhawan 2020). Zhong (2020) describes several factors that hinder online learning. Several factors such as lack of knowledge of technology, student capacity to participate when learning takes place, and lack of interaction between students and student-teacher or teacher-students. Online learning is included in kinesthetic learning which cannot attract student's interest and attention so learning is not conveyed properly and reduces the effectiveness of learning.

Nambiar (2020), shows that the students perceive online learning as lacking in quality. Previous studies have shown teacher and student perceptions of online English learning. The application of online learning is less effective because learning is carried out suddenly and unplanned due to decision on learning rules during the COVID-19 pandemic.(Nartiningrum and Nugroho 2020)

3. **EFL learners**

   a. **Definition of EFL learners**

   English has become an international language used to communicate globally. The widespread use of English has a major impact on the world of education and has become one of the compulsory subjects from primary to high school. English has succeeded in changing its role around the world.(Hibatullah 2019). EFL stands for English as a Foreign Language, which refers to teaching English to students who make English their second Language. EFL learners are individuals who are studying English in a foreign

country and have academic or professional purposes. Understanding the context and needs of EFL learners can help adapt effective teaching approaches to support their language development.

b. Difficulties of EFL learners in learning English

In Gan (2013 p.61) mentions that some of challenges faced by EFL learners are related to deficiencies in language skills, oral practice, speaking skills, educational speaking seminars, emphatic effect, weak opportunities to speak and communicate in English, and recognition and correction of errors. There are some common mistakes such as: writing an essay, spelling, vowels, and vocabulary.(Alsalihi 2020).

Previous research has found several difficulties for EFL learners in learning English which are categorized as follows:

1) *Exposure Problems*. Learning English is a big challenge for most EFL students, and one of the causes of difficulties in

learning English is the lack of a role for English in society. In other words, the role of English outside the classroom lacking. The impact of the lack of exposure in learning English outside the classroom causes a feeling of not having to learn English. The role of English in society is the most important that supports the language learning of EFL learners. In additions, lack of intention to learn English and lack of confidence in using English in society is another problem to increase the visibility of EFL learners.

2) *Language skills problem*. UR (2000) states that the most common difficulties in speaking and writing skills are lack of

motivation to express one's thoughts, fear of wrong speech and pronunciation, psychological problem, linguistic problem, and inability to use English properly in communication due to lack of vocabulary. Finally, the pronunciation problem was thoroughly investigated in terms of the influence of the mother tongue on students' pronunciation learning. A study found that the L1 vowel effect poses a potential risk for target language vowel control, especially when the two languages have different sound systems.(Hibatullah 2019)

3) *Vocabulary problems*. Knowing vocabulary is a big part of language learning. Another

study shows that the most difficult thing in learning English vocabulary is choosing the right word with a limited vocabulary. Due to the lack of vocabulary knowledge, students are unable to express their thoughts. Rahmatunisa (2014) argues that one factor that causes the vocabulary loss of EFL learners is a bad attitude toward learning English.

4) *Educator assets problem.* One of the issues in acing English that most EFL understudies confront is the need for the competence of English instructors. Educator competence has an important part in overseeing the lesson, enhancing students' abilities, and giving imaginative assets. Keong, Ali, and Hameed (2015)

uncovered that one of the students' troubles in learning English in lessons was the need for the teachers' part in utilizing English amid the educating and learning handle. So, it has an effect on understudies who incline to utilize their mother tongue instead of English.(Hibatullah 2019)

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CHAPTER III
RESEARCH METHOD

This chapter consists of research design, research setting and participant, instruments of this study, data collection technique, and data analysis technique.

A. Research Design

This research used qualitative methods. Denzin and Lincoln (1994, p.2) explain, "Qualitative research is a multi-method focus, involving both interpretive and naturalistic approaches to its subject matter." Then, Flick (2014) states "qualitative research is interested an analyzing the subjective meaning or social production of issues, events, or practices by collecting non-standard data and analyzing text and images rather than numbers and statistic." It is, moreover, clear that qualitative research deals with the perspective of Van Maanen (1979) defines it as, "an umbrella term that encompasses' a range of interpretive techniques that seek to describe, decode, translate, and in other ways to understand the meaning, not the frequency, of naturally

occurring phenomena in the social world.(Rahman 2016).

B. Source of Data And Participants

The location of this research is in Semarang. Researchers collected data from parents with experience accompanying children's learning during COVID-19.

The participant in this study were parents of grade 3 and 4 SD Islam Al-Azhar 29 students who were taught (private lesson) by the researcher.

C. Methods of Collecting Data

This study used a qualitative method. As for the data collection technique, the researcher used the questionnaire method by filling out a *Google form* containing questions related to matters that can reveal important points regarding parental Involvement in student learning assistance. A questionnaire is a research tool used to gather data from respondents about their experiences or opinions. It consist of a series of questions that can be administered in various formats, such as oral, written, online, etc.(Taherdoost 2022).

In this study, the researcher uses a closed-ended questionnaire. According to Marshall (2023 closed questionnaire data (i.e. closed closure) includes five types of data: (1) List of mutually exclusive categories; for example, gender. (2) Lists of categories, respondents can choose more than one answer. (3) Quantities whose explanation is in the form of numbers. (4) Ranking/scale, such as the Likert scale, allows respondents to choose from a list of values on an ordinal scale that indicates the degree of agreeing or disagreeing with a statement. (5) Linguistic ranking/scale.

Researchers used four categories on a Likert scale. Researchers can obtain more accurate data by limiting the number of response types, The variable to be measured is converted into a variable index, which than become the basis for organizing the instrument elements. These items can be in the form of statements or questions with alternative answers such as strongly agree (SA), agree (A), disagree (DA), strongly disagree (SD).

D. Instruments

Research instruments were tools used to collect, measure, and analyze data related to a research interest. Research instruments could be tests, surveys, scales, questionnaires, or even checklists. The type of research instrument would depend on the research format: qualitative, quantitative, or mixed methodology. (Rammstedt and Bluemke 2019)

The researcher used a questionnaire method. A questionnaire method is a data collection technique that gave respondents a set of questions or statement to respondents to answer. In a structured questionnaire, participants respond to prompts by selecting from a predefined set of answers (e.g., multiple-choice responses).(Harris and Brown 2010)

E. Method Of Analyzing Data

Data analysis is examining, transforming, and modeling data using analytical and statistical tools draw conclusions. In analyzing data, the researcher used several data analysis: data display and conclusion drawing.

1. Data display

   Data display refers to the visual representation of data through chart, graphs, table, and other forms of visualization. Data displays are used to simplify and communicate complex formation, so that is easier to understand.

   After educing data, researchers present the data in a concise and organized manner to draw and make decisions. Data is displayed in the form of table, diagrams, and brief description.

2. Draw conclusion

   Concluding refers to the use of implicit information or inference to understand what is not stated explicitly. This is a statement that summarizes what the researcher has learned from the observations made. Concluding requires reading with purpose and meaning, summarizing ideas in own words, and making judgments based on the information provided.

   Drawing conclusions is the final stage in analyzing data. Researchers used descriptive analysis of previously identified findings. In data analysis, the

researchers used questionnaire as an instrument. Data is presented in table format after answers are collected. The researcher explains the data with pictures for each question and presents a descriptive narrative.

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter consists of research finding, questionnaire findings, and discussions of the research.

A. Research Findings

In this section, the researcher discussed the data obtained from parental involve for EFL learners. The data were collected through a questionnaire survey of parents of the students whom the researcher at Semarang Elementary School gave private lessons.

The researcher collected data through a questionnaire using Google Forms. The survey consists of 20 questions and would be distributed to respondents within 14 days. After a predetermined period, the researcher would review the data collected in the questionnaires.

A Likert scale was used to calculate the values from the questionnaire. The researcher used four categories include Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD).

1) **The result of Data Questionnaires**

The researcher obtained data on parental Involvement in EFL learners from parents' responses to the questionnaires. The data were analyzed using the following picture and descriptions that answered the research questions.

a. **The description of parents involve in their children's learning during COVID-19 (question 1-7)**

1. I accompanied my children to learn thoroughly during the COVID-19 pandemic English lesson

This question aims to determine whether parents support learning while learning English online during the COVID-19 pandemic.

I accompanied my children to learn thoroughly during the Covid-19 pandemic English lesson

(Saya mendampingi anak belajar sepenuhnya selama pembelajaran bahasa inggris pandemic covid-19)

6 jawaban
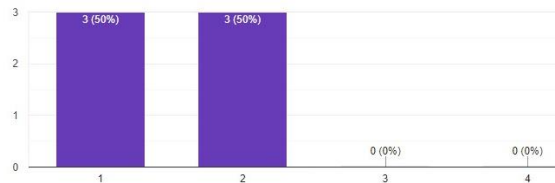
Graph of Statement Item Presentation Results

No.1

The statements from the 6 parent respondents who filled out the questionnaires were as follows: 50% (3 parents) voted Strongly Agree and 50% (3 parents) voted Agree. The data result show that respondents indicated that they participated in involving EFL learning during the COVID-19 pandemic.

2. During the online pandemic COVID-19 I am responsible for learning English children

Using this question, the researcher wants to know whether parents can take full responsibility for their children's English learning

During the online pandemic Covid-19 I am responsible for learning English for children

(Selama daring pandemic Covid-19 Saya bertanggung jawab pada pembelajaran bahasa inggris anak)

6 jawaban
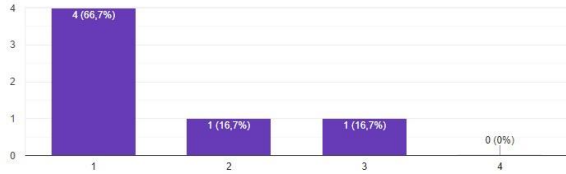
Graph of Statement Item Presentation Results No.2

The statements from the 6 parent respondents who filled out the questionnaires were as follows: 66,7% (4 parents) voted Strongly Agree, 16,7% (1 parent) voted Agree, and 16,7% (1 parent) voted Disagree. The data show that respondents indicated they were responsible for EFL students' learning during COVID-19.

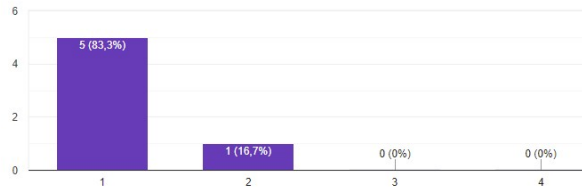3. I helped my children with their schoolwork during the COVID-19 pandemic.

   The following questions aim to determine whether parents at home help

their children with their school
assignment.

I helped my children with their schoolwork during the Covid-19 pandemic

(Saya membantu anak mengerjakan tugas sekolah selama pandemic Covid-19)

6 jawaban

Graph of Statement Item Presentation Results No.3

The statements from the 6 parent respondents who filled out the questionnaires were as follows: 83,3 % (5 parents) voted Strongly Agree and 16,7% (1 parent) voted Agree. The data results show that respondents indicated they help children's assignment.

4. I have free time to accompany my child's learning during the COVID-19 pandemic

This question is aims to find out whether parents have free time or able to spend time accompanying their children in their studies.

I have free time to accompany my child's learning during the Covid-19 pandemic

(Saya memiliki waktu luang untuk mendampingi pembelajaran anak saya selama pandemic Covid-19)

6 jawaban
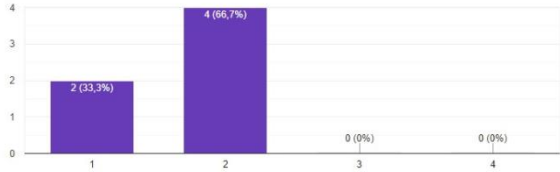
Graph of Statement Item Presentation Results No.4

The statements from the 6 parent respondents who filled out the questionnaires were as follows: 33,3% (2 parents) voted Strongly Agree and 66,7% (4 parents) voted Agree. The data show that parents indicated they have free time to assisting their children's learning.
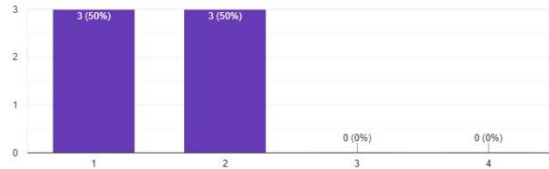
5. I can divide my time between work and accompanying children to learn English during the COVID-19 pandemic

This question aims to determine whether parents can divide their time between work and taking care of their children while learning English.

I can divide my time between work and accompanying children to learn English during the Covid-19 pandemic

(Saya bisa membagi waktu antara pekerjaan dan pendampingan belajar bahasa inggris anak selama pandemic Covid-19)

6 jawaban

Graph of Statement Item Presentation Results No.5

The statements from the 6 parent respondents who filled out the questionnaires were as follows: 50% (3 parents) voted Strongly Agree and 50% (3 parents) voted Agree. The data result show that respondents indicated that they could divide their time between work and assisting their children's learning.

6. I motivate and encourage children when my children feel bored with online learning during COVID-19

This additional question aims to determine whether parents give their children ideas, enthusiasm, or motivation when bored in online learning during the COVID-19 pandemic.

45

I motivate and encourage children when my children feel bored with online learning during Covid-19

(Saya memberi motivasi dan semangat kepada anak ketika anak saya merasa bosan pada pembelajaran daring selama Covid-19

6 jawaban
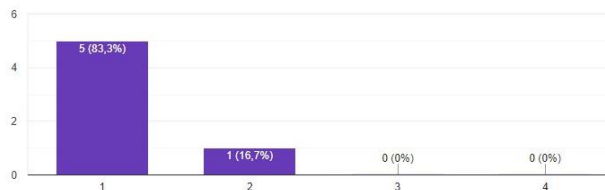
Graph of Statement Item Presentation Results
No.6

The statements from the 6 parent respondents who filled out the questionnaires were as follows: 83,3 % (5 parents) voted Strongly Agree and 16,7% (1 parent) voted Agree. The data results show that parents give their children ideas, enthusiasm, or motivation to their children.
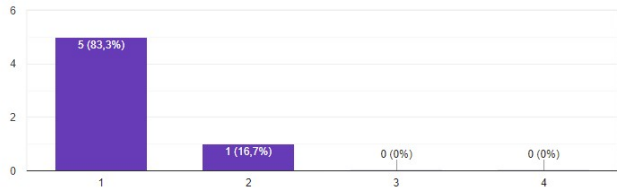
7. I reprimand children when they do not follow the lesson well

This question aims to find out whether parents will reprimand their children when they do not participate successfully in English learning.

I reprimand children when they do not follow the lesson well.

(Saya menegur anak ketika tidak mengikuti pembelajaran dengan baik.)

6 jawaban

Graph of Statement Item Presentation Results No.7

The statements from the 6 parent respondents who filled out the questionnaires were as follows: 83,3 % (5 parents) voted Strongly Agree and 16,7% (1 parent) voted Agree. The data results show that parents gave reprimand to their children when they don't follow online English learning well.

b. **Description of the extent to which Parental Involvement contribute to students' EFL learning during the COVID-19 pandemic (questions 8-20)**
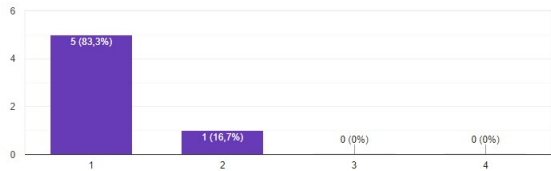
8. I checked the child's test scores

The purpose of this question is to find out whether parents will check the child's results/grade when the child taking tests.

I checked the child's test scores

(Saya mengecek nilai ulangan anak)

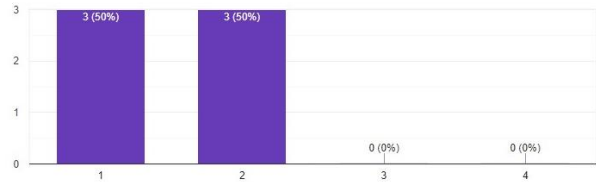6 jawaban

Graph of Statement Item Presentation Results No.8

The statements from the 6 parent respondents who filled out the questionnaires were as follows: 83,3 % (5 parents) voted Strongly Agree and 16,7% (1 parent) voted Agree. The data results show that respondents indicated they pay attention to their children's learning by checking their children's test result.

9. I set the children study schedule

This question is to determine whether parents are making learning plan for their children during the pandemic.

I set the child's study schedule

(Saya mengatur jadwal belajar anak)

6 jawaban

Graph of Statement Item Presentation Results
No.9

The statements from the 6 parent respondents who filled out the questionnaires were as follows: 50% (3 parents) voted Strongly Agree and 50% (3 parents) voted Agree. The data result show that respondents indicated that could set child's study schedule.
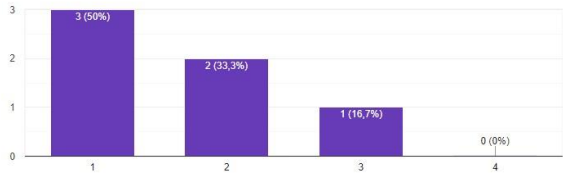
10. I give extra time for children's learning outside of formal school (English course)

This question is to determine whether parents provide additional learning through English Courses when children still don't understand the material.

(Saya memberi tambahan waktu belajar anak di luar sekolah fomal (English course))

6 jawaban

Graph of Statement Item Presentation Results
No.10

The statements from the 6 parent respondents who filled out the questionnaires were as follows: 50% (3 parents) voted Strongly Agree, 33,3% (2 parents) voted Agree, and 16,7% (1 parent) voted Disagree. The data result show that respondents indicated they provide additional study time by giving Private Lesson to their children.
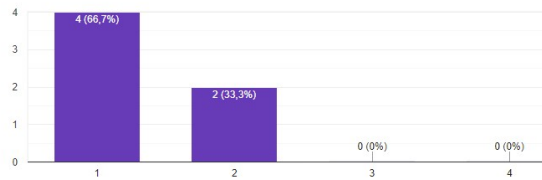
11. I listen to children's difficulties in learning English

The purpose of this question is to determine whether parents listens to their child's learning difficulties and check their child understanding.

I listen to children's difficulties in learning English

(Saya mendengarkan kesulitan anak dalam belajar bahasa inggris)

6 jawaban

Graph of Statement Item Presentation Results
No.11

The statements from the 6 parent respondents who filled out the questionnaires were as follows: 66,7% (4 parents) voted Strongly Agree, and 33,3% (2 parents) voted Agree. The data result show that respondents indicated that parents could understand their children by listening to the difficulties their children experience during online learning.
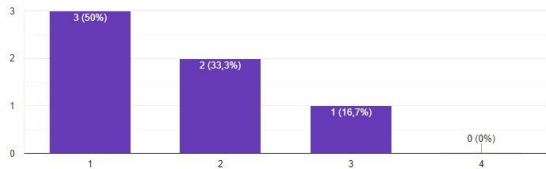
12. I can create a good learning environment for children

In this question, the researcher aims to find out whether parents can create a good environment that can improve the quality of children's learning.

I can create a good learning environment for children

(Saya dapat menciptakan lingkungan belajar anak dengan baik)

6 jawaban

Graph of Statement Item Presentation Results
No.12

The statements from the 6 parent respondents who filled out the questionnaires were as follows: 50% (3 parents) voted Strongly Agree, 33,3% (2 parents) voted Agree, and 16,7% (1 parent) voted Disagree. The data result show that respondents indicated that they can create positive learning environment for their children.

13. My contribution had a good influence on the quality of children's English learning

The purpose of this question is to determine how parents' efforts and contributions can influence the quality of their child's learning

My contribution has had a good influence on the quality of children's English learning

(Kontribusi saya memiliki pengaruh yang baik terhadap kualitas belajar bahasa inggris anak)

6 jawaban
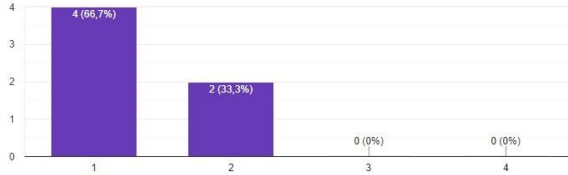
Graph of Statement Item Presentation Results
No.13

The statements from the 6 parent respondents who filled out the questionnaires were as follows: 66,7% (4 parents) voted Strongly Agree, and 33,3% (2 parents) voted Agree. The data result show that respondents indicated that the contributions they have made could influence the quality of children's English learning.

14. My contribution can improve children's skill in English lessons

The purpose of this question is to determine whether parent's opinions have a positive impact on improving

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comprehension and mastery of English material.

My contribution can improve children's skills in English lessons

(Kontribusi saya dapat meningkatkan keahlian anak dalam pelajaran bahasa inggris)

6 jawaban
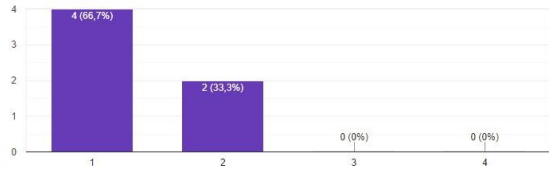
Graph of Statement Item Presentation Results No.14

The statements from the 6 parent respondents who filled out the questionnaires were as follows: 66,7% (4 parents) voted Strongly Agree and 33,3% (2 parents) voted Agree. The data result show that respondents indicated they contribution could improve children's English skill.

15. I provide online learning support facilities (such as Wi-Fi, quota, laptops, or other media) during the COVID-19 pandemic

In this question, the researcher wants to find out whether during online learning

(during the COVID-19 pandemic) parents are able to provide online learning tools and media so that learning does not have these obstacles.

I provide online learning support facilities (such as wifi, quota, laptops, or other media) during the Covid-19 pandemic

(Saya menyediakan fasiltas pendukung pembelajaran online (seperti wifi, kuota, laptop ataupun media lain) selama pandemic Covid-19)

6 jawaban
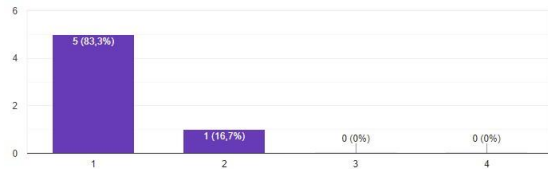
Graph of Statement Item Presentation Results No.15

The statements from the 6 parent respondents who filled out the questionnaires were as follows: 83,3% (5 parents) voted Strongly Agree and 16,7% (1 parent) voted Agree. The data result show that respondents indicated they provided online learning support facilities during online learning.

16. I give reward the child's achievements

The researcher's goal is to determine whether parents reward their children when they succeed in learning.

I reward the child's achievements

(Saya memberikan reward terhadap pencapaian anak)

6 jawaban
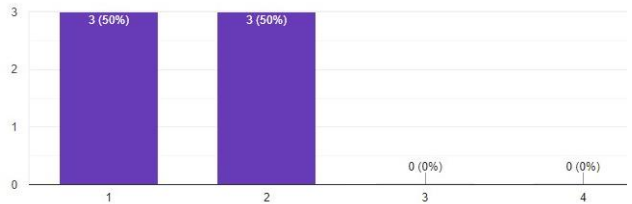
Graph of Statement Item Presentation Results No.16

The statements from the 6 parent respondents who filled out the questionnaires were as follows: 50% (3 parents) voted Strongly Agree and 50% (3 parents) voted Agree. The data result show that respondents indicated they care about children's achievement by giving reward when children success in learning.

17. I always communicate with the teacher or the school about the material, assignment, and children's learning

This question aimed to determine whether parents have established communication with the school about their child's learning and development process.

I always communicate with teachers or the school about material, assignments, and children's learning

(Saya selalu berkomunikasi dengan guru ataupun pihak sekolah tentang materi, tugas maupun pembelajaran anak)

6 jawaban
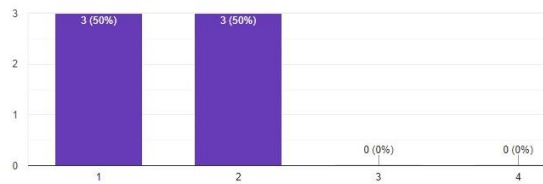
Graph of Statement Item Presentation Results No.17

The statements from the 6 parent respondents who filled out the questionnaires were as follows: 50% (3 parents) voted Strongly Agree and 50% (3 parents) voted Agree. The data result show that respondents indicated that parents could build relationship with school.

18. I find it challenging to understand the English material given by the teacher to my child

In this question, the researcher wants to determine how parents understand their children's' English material during learning

I find it challenging to understand the English material given by the teacher to my child

(Saya merasa kesulitan dalam memahami materi bahasa inggris yang diberikan guru kepada anak saya)

6 jawaban
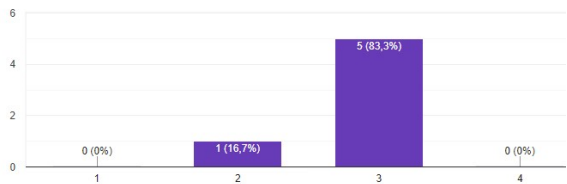
Graph of Statement Item Presentation Results No.18

The statements from the 6 parent respondents who filled out the questionnaires were as follows: 16,7% (1 parents) voted Strongly Agree and 83,3% (5 parents) voted Agree. The data result show that respondents indicated parents were able to understand children's English material.

19. I can understand the technology that supports online learning

This question aims to determine whether parents can use the technologies used in their child's learning process, such as Zoom, Google Meet, Google Class, etc.

I can understand the technology that supports online learning

(Saya dapat memahami teknologi pendukung pembelajaran daring)

6 jawaban
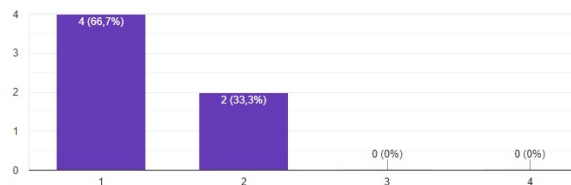
Graph of Statement Item Presentation Results No.19

The statements from the 6 parent respondents who filled out the questionnaires were as follows: 66,7% (4 parents) voted Strongly Agree and 33,3% (2 parents) voted Agree. The data result show that respondents indicated parents understand their child's online learning platform.

20. I have difficulty to understanding online learning support technologies

This question aims to find out whether parents have difficulty using technology in their child's learning's process

I have difficulty understanding online learning support technologies

(Saya kesulitan dalam memahami teknologi pendukung pembelajaran daring)

6 jawaban
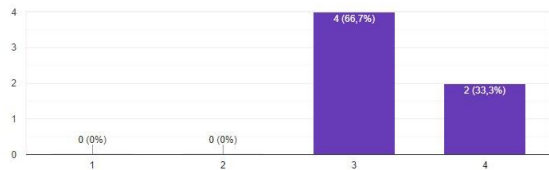
Graph of Statement Item Presentation Results No.20

The statements from the 6 parent respondents who filled out the questionnaires were as follows: 50% (3 parents) voted Strongly Agree and 50% (3 parents) voted Agree. The data result show that respondents indicated that parents do not find the difficulties to understand children's online learning technology media.

2) Findings

Based from the data above, the researcher draw several findings which are summarized below:

a) Parents play a positive role in their children's English learning, as evidenced by their actions such as taking responsibility for their children's online learning, providing free time for learning Involvement, helping the school assignment, motivating and providing advice their children.

b) According to the data obtained from respondent's answer, researcher concludes that parents have a significant contribution to their children's education. They are able to create study schedule, check test result, use online learning support technology, and establish communication with the school. This is a positive action in resolving any problems faced by children and teachers in providing appropriate direction and solutions

in online English learning during the COVID-19 pandemic.

C. Discussions

In this part the researcher discussed about the comparison, strength, and weakness of the research.

1) Comparison of the research

Based on analysis of the research findings, this sub-chapter answers the research questions and compares them with previous findings. There are 2 questions in this research: (1) How do parents involve in their children's learning during the COVID-19? , and (2) To what extent does parental Involvement contribute to students' EFL learning during COVID-19?, answered in the following discussions:

1) The description of parents involved in their children's learning during COVID-19

Based on data obtained through answers to questions number 1 to 7 which are questions to find out about parental Involvement, the majority of respondents

chose Strongly Agree (SA) with 27 answers and Agree (A) with 14 answers. This shows has research on parental Involvement has positive results. This study in lines with the previous research by Kehinde Clement Lawrence and Olubusayo Victor Fakuade. These result suggest that parental Involvement and engagement in learning are responsible for young students' engagement in online learning during the COVID-19 pandemic.

Parental Involvement has a positive impact on children's English learning skills. In the other words, the ability to mastery English material depends on the help and dedication of EFL students' parents.

Findings from parental Involvement indicate that parents of students whose children are tutoring by researchers have positive Involvement through the effort given by parents. Parents participate directly in the

learning process and are able to create a positive learning environment.

2) Description of the extent to which parental Involvement contributes to students' EFL learning during COVID-19

Based on the data obtained from questionnaire questions number 8 to 20 which are questions to find out the extend of the contribution made given by parents, the majority of respondents chose the answer Strongly Agree with 46 answers and Agree with 26 answers. These results indicate that parents have various efforts to involve themselves in positive children's learning. This is in line with previous research, a journal by Una O'Connor Bones et al., the result show that the majority of parents are aware of the benefits of their contribution to their child's English learning. Most parents (81%) agree that their role is to support their child as needed.

This study shows that the contributions given by parent are able to support the child's English learning process. It has an impact on EFL students, meaning that all forms of Involvement or contributions have a big impact on children's English skills.

2) **Strength of the Research**

The advantage of this research is that relevant to the state of online learning during the COVID-19 pandemic which has an impact on current learning. The use of digital learning platforms that were previously foreign to students in Indonesia especially in Elementary school, Semarang ha now becomes authentic. The experience of accompanying parents of EFL students during the pandemic can be used as a lesson for parents and teachers when they face a crisis one day and can find the right ways and solutions for online learning, especially for EFL learners. This research is in line with the theory initiated by Hill and Tyson, this research was not

only carried out through questionnaire, but research also made observations of the students who were taught private lessons by researcher, so that the data obtained is objective.

3) **Weakness of the Research**

The researcher realizes that this study is not perfect, there are few weaknesses experienced by the researcher. This study was limited to a small number of respondents because the researchers' respondents were parents whose children received tutoring from the researcher. Due to the heavy workload, data collection took a considerable amount of time as some respondents were delayed beyond the deadline set by the researcher. Therefore, future researcher should pay more attention to improving their research.

CHAPTER V

CONCLUSIONS AND DISCUSSIONS

This chapter is consists of the conclusions and suggestions of the research.

A. Conclusions

1. Parents of students who researchers teach private lesson have positive Involvement in parental Involvement in online EFL learning, including the contribution given during the child's learning process. This is proven by 'respondents who gave positive results by answering "Strongly Agree" with62 answers and "Agree" with 38 answers to the questionnaire choice givens regarding parental Involvement in online EFL learning.

2. The experience of parental Involvement in online EFL learning can help children improve their learning quality and help them better understand and mastery English language materials. However, PI also presents challenges for parents, such as dividing time between jobs and involved children's learning. Schools, teachers, and parents need to consider the

benefits and challenges of online EFL learning. PI becomes a supporting element for online learning when programmed and implemented correctly.

B. Suggestions

1. For the Teacher

The researcher suggests that through this study, teachers can build relationships with parents and motivate parents to be involved in their children's education. Allow teacher to solve problems encountered during learning.

2. For the Parents

Researchers provide advice to parents so they can contribute to their children's learning. Building relationship between school or teacher and also strengthening relationship with children so that they can understand the difficulties experienced by children during the learning process, and can solve the problems.

3. For the Readers

This research is recommended to be used as a reference for various types of information searches about parental Involvement in EFL learning.

4. For the Future Researchers

Hopefully, this study can motivate future researchers to do better research and allow researchers to bring in different thoughts, ideas, and make more contributions from different perspective.

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APPENDIX I

Questionnaire Guideline

No.	Question Item	Answering Score			
		SA	A	D	SD
1	I accompanied my children to learn thoroughly during the COVID-19 pandemic English lesson				
2	During the online pandemic COVID-19 I am responsible for learning English for children				
3	I helped my children with their schoolwork during the COVID-19 pandemic				
4	I have free time to accompany my child's learning during the COVID-19 pandemic				
5	I can divide my time between work and accompanying children to learn English during the COVID-19 pandemic				
6	I motivate and encourage children when my children feel bored with				

	online learning during COVID-19				
7	I reprimand children when they do not follow the lesson well				
8	I checked the child's scores				
9	I set the child's study schedule				
10	I give extra time for children's learning outside of formal school (English course)				
11	I listen to children's difficulties in learning English				
12	I can create a good learning environment for children				
13	My contribution had a good influence on the quality of children's English learning				
14	My contribution can improve children's skill in English lessons				
15	I provide online learning support facilities (such as Wi-Fi, quota, laptops, or other media) during the COVID-19 pandemic				
16	I give reward the child's achievements				

17	I always communicate with the teacher or the school about the material, assignment, and children's learning				
18	I find it challenging to understand the English material given by the teacher to my child				
19	I can understand the technology that supports online learning				
20	I have difficulty to understanding online learning support technologies				

APPENDIX II

Questionnaire's Findings

No.	Question Item	Answering Score			
		SA	A	D	SD
1	I accompanied my children to learn thoroughly during the COVID-19 pandemic English lesson	3	3		
2	During the online pandemic COVID-19 I am responsible for learning English for children	4	1	1	
3	I helped my children with their schoolwork during the COVID-19 pandemic	5	1		
4	I have free time to accompany my child's learning during the COVID-19 pandemic	2	4		
5	I can divide my time between work and accompanying children to learn English during the COVID-19 pandemic	3	3		
6	I motivate and encourage children	5	1		

	when my children feel bored with online learning during COVID-19				
7	I reprimand children when they do not follow the lesson well	5	1		
8	I checked the child's scores	5	1		
9	I set the child's study schedule	3	3		
10	I give extra time for children's learning outside of formal school (English course)	3	2	1	
11	I listen to children's difficulties in learning English	4	2		
12	I can create a good learning environment for children	3	2	1	
13	My contribution had a good influence on the quality of children's English learning	4	2		
14	My contribution can improve children's skill in English lessons	4	2		
15	I provide online learning support facilities (such as Wi-Fi, quota, laptops, or other media) during the COVID-19 pandemic	5	1		

16	I give reward the child's achievements	3	3		
17	I always communicate with the teacher or the school about the material, assignment, and children's learning	3	3		
18	I find it challenging to understand the English material given by the teacher to my child	1	5		
19	I can understand the technology that supports online learning	4	2		
20	I have difficulty to understanding online learning support technologies	4	2		

APPENDIX III

Questionnaire's Findings in Percent

No.	Question Item	Answering Score			
		SA	A	D	SD
1	I accompanied my children to learn thoroughly during the COVID-19 pandemic English lesson	50%	50%		
2	During the online pandemic COVID-19 I am responsible for learning English for children	66,7%	16,7%	16,7%	
3	I helped my children with their schoolwork during the COVID-19 pandemic	83,3%	16,7%		
4	I have free time to accompany my child's learning during the COVID-19 pandemic	33,3%	66,7%		
5	I can divide my time between work and accompanying children to learn English	50%	50%		

	during the COVID-19 pandemic				
6	I motivate and encourage children when my children feel bored with online learning during COVID-19	83,3%	16,7%		
7	I reprimand children when they do not follow the lesson well	83,3%	16,7%		
8	I checked the child's scores	83,3%	16,7%		
9	I set the child's study schedule	50%	50%		
10	I give extra time for children's learning outside of formal school (English course)	50%	33,3%	16,7%	
11	I listen to children's difficulties in learning English	66,7%	33,3%		
12	I can create a good learning environment for children	50%	33,3%	16,7%	
13	My contribution had a good	66,7%	33,3%		

	influence on the quality of children's English learning			
14	My contribution can improve children's skill in English lessons	66,7%	33,3%	
15	I provide online learning support facilities (such as Wi-Fi, quota, laptops, or other media) during the COVID-19 pandemic	83,3%	16,7%	
16	I give reward the child's achievements	50%	50%	
17	I always communicate with the teacher or the school about the material, assignment, and children's learning	50%	50%	
18	I find it challenging to understand the English material given by the teacher to my child	16,7%	83.,3%	
19	I can understand the	66,7%	33,3%	

	technology that supports online learning				
20	I have difficulty to understanding online learning support technologies	66,7%	33,3%		

CURRICULUM VITAE

Name   :   Ima Maghfiroh
Born   :   Pati, 20 July 2000
Student Number   :   1903046054
Major   :   English Language Department
Religion   :   Islam
Address   :   Talun 01/03, Kayen, Pati
Email   :   imamaghfiroh8@gmail.com
Phone Number   :   0895374208519

Educational Background:

1. MTs Assyafi'iyyah Talun
2. MA Salafiyah Kajen
3. UIN Walisongo Semarang

Semarang, October 24th 2023

Researcher

Ima Maghfiroh

1903046054