

**AN ANALYSIS OF PARENTS' SUPPORT ON STUDENTS'
ENGLISH ACHIEVEMENT DURING COVID-19 OUTBREAK
(A Study at First Grade of MTs Negeri 1 Seluma)**

THESIS

Submitted as A Partial Requirements
for the degree of *Sarjana Pendidikan* (S.Pd)
in English Language Education



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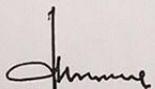
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Motto

“ Jika kamu benar benar menginginkan sesuatu, lambat laun kamu akan segera menemukan caranya, jangan lupa tetap hidup , pantang menyerah, berdoa dan berusaha”

“Ayu mayang sari “

DEDICATION

This thesis is dedicated to :

- ❖ My greatest God, Allah SWT, I really thank you without your blessing, I am nothing in this world.
- ❖ My beloved mother (Darmunik) and father (Bahirun) thanks for your prayer, advice, patient, love and support in material or immaterial
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- ❖ And the special thanks for my self Ayu Mayang Sari, because you can survive until now and you get it.
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- ❖ Almamater UINFAS
- ❖ And all of love me

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Finally, the researcher realized that this thesis was still far from being perfectnes. Therefore, suggestion and construcive criticism are always welcome to revising this thesis.

Bengkulu, Agustus 2022

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ABSTRACT

The aim of this study are: 1) To identify the kinds of parents' support on students' English learning process during Covid-19 outbreak, 2) To know the parents support contributes to the improvement of the students' English achievement during Covid-19 outbreak. This study was conducted in descriptive qualitative research. Interview was used to obtain the data. Both the data was analyzed inductively based on Creswell (2008). The result of this study showed that: 1) The supports given by the parents are motivation support; facilitate support and the material support in this Covid-19 outbreak, and 2) The students have good English skill because their own motivation and supported by their parents.

Keywords: *Parents' Support, English Achievement, Covid-19*

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Abstrak

Tujuan dari penelitian ini adalah: 1) Untuk mengidentifikasi jenis-jenis dukungan orang tua terhadap proses pembelajaran bahasa Inggris siswa selama wabah Covid-19, 2) Untuk mengetahui kontribusi dukungan orang tua terhadap peningkatan prestasi bahasa Inggris siswa selama Covid-19 wabah. Penelitian ini dilakukan dalam penelitian deskriptif kualitatif. Wawancara digunakan untuk memperoleh data. Kedua data tersebut dianalisis secara induktif berdasarkan Creswell (2008). Hasil penelitian ini menunjukkan bahwa: 1) Dukungan yang diberikan orang tua berupa dukungan motivasi; memfasilitasi dukungan dan dukungan materil dalam wabah Covid-19 ini, dan 2) Siswa memiliki kemampuan bahasa Inggris yang baik karena motivasi sendiri dan didukung oleh orang tua.

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CHAPTER I

INTRODUCTION

A. Background of Study

In early 2020, numerous countries inside the world, which includes Indonesia, were experiencing issues that modified activities that impacted elements of life resulting from a deadly disease called Covid-19. Covid-19 is an infectious disorder caused by the most currently found Corona virus. This new virus and ailment have been unknown earlier than. The outbreak started in Wuhan, China, in December 2019 (WHO, 2020, p. 12). The Covid-19 outbreak defines the worldwide health disaster of our time and the maximum good sized undertaking we have confronted because international battle two. when you consider that its emergence in Asia overdue the final year, the virus has spread to each continent except Antarctica. Instances are rising day by day in Africa, the US, and Europe. International locations are racing to slow the spread of the virus by means of testing and treating sufferers, wearing out contact tracing, proscribing journey, quarantining residents, and canceling massive gatherings together with wearing occasions, concerts, and school (UNDP, 2020, p. 26).

Indonesia first showed the COVID-19 case on Monday, March 2. At that point, President Joko Widodo (Jokowi) introduced that two Indonesians were fantastic for the Corona virus, a 31 year antique girl and a 64 years-old

mom. Because the first case changed into announced, a surge of fine sufferers has persevered.

In Indonesia, the unfold of Covid-19 instances and the dangerous zones are more and more raising. The impact of social activities, in particular gaining knowledge of sports, has modified. In reference to the development of the unfold of Corona Virus disorder (Covid-19), the Ministry of schooling and way of life issued two circulars concerning the prevention and remedy of the virus. The first, circular Letter No. 2 of 2020 regarding Prevention and coping with of Covid-19 within the Ministry of education and tradition and round Letter No. three of 2020 regarding prevention of Covid-19 within the education unit. because the condition of this pandemic has worsened, the Ministry of schooling and way of life issued a further circular to enhance the faculty following a letter quantity 1685/LL4/TU/2020 dated March 16, 2020, regarding Appeals for Anticipation of the spread of Corona Virus 1, and by using paying attention to the prevention of the unfold of Covid-19 in tertiary institutions, ministries of education, and lifestyle as well as a round of Ministers of state equipment Empowerment and Bureaucratic Reform No.34 of 2020 dated March 30, 2020, which one point contains all offerings to PTS nonetheless accomplished on line. (Kemendikbud, 2020, p. 1)

Moreover, the impact of the Corona Virus which spread almost completely in numerous elements of the world brought about many changes in training machine. Efforts to reduce the spread of the Covid-19 virus not directly, parent must be able to become instructors in addition to form teachers

for their youngsters. Every parent is needed to master all topics so that it is able to be stated as if the college moved to be at home. The implementation of coaching and studying sports from college to home changes part of the agenda of sports of parent at home and also makes parent look for answers to continue for you to carry out most desirable academic practices at domestic. Inside the exercise of domestic education, parent is expected to be concerned to assist the kid's capacity. Discerns involvement in baby education will generate earnings from both parties, so now not most effective for Parent, but can have a wonderful impact on student and for the college itself. Parent carry out important duties whilst worried inside the implementation of toddler training at home at some point of the Covid-19 outbreak with all its impact becoming the initial idea on this observe.

The school and parent have to have an excellent conversation in an effort to realize the students' improvement and their non-stop development and to bring about a higher knowledge, between instructors and parent, of suitable training. Parental involvement is seemed as the interaction and assistance which parent offer to their student and to their student's faculties so that it will by some means enhance or benefit their student's fulfillment in the lecture room. Moreover, parent and teachers ought to have a better communication in growing students' English skill.

Moreover, more and more vital view among educators and professionals these days is that parent and faculties have to work in partnership with each different (Sui-Chu & Willms, 2000, p. 126-130). Studies

provided via Esther and Douglas located that accelerated participation from Parent and college can simplest enhance a student's instructional fulfillment. Similarly, the quality courting between parent and teachers may have a tremendous impact upon the students all through his academic years (Leeper, et.al, 2016, p. 373-376). In different phrases, Parent and trainer must work collectively to decorate the students' instructional success in this Covid-19 era by using discussing their improvement.

Similarly, parent want to be concerned of their kids training no longer most effective during early youth, but also in the course of the college years. Parent is also important in assisting learning at home, at college, and in the network. The parents' position became to provide situations conducive to examine and to help the kid training session a good look at schedule, however no longer to educate or do the homework.

Based at the preliminary research on December, 13th 2020 at first grade students of MTs Negeri 1 Seluma, the researcher found some problem related to the English learning process during Covid-19 pandemic. The most problem was related to the parents' support toward the students' online learning at home. The reason why the researcher chooses the first grade of MTs Negeri 1 Seluma was the students' parents are comes from diverse varieties of parents' educational and socioeconomic background. A few parents do not give their great contribution upon their student schooling in this Covid-19 pandemic. Most of them do now not care approximately their student's education due to motives, which include: parents' educational history and parents'

socioeconomic. Most of them are busy parent who have no longer more instances to reveal their student's academic development. Additionally the researcher discovered that they do no longer understand properly approximately the importance of English, consequently they may be not simply concerned approximately their student's English mastering improvement.

However, resulting from Covid-19 outbreak, some parent still have an excessive attention about their student's English studying development and the significance of English. They go to the English teacher to know whether or now not there are a few improvements of their student's English mastering. Moreover, there are some of them requested the English trainer to provide more steering to their kids as a way to have better English talent. Due to the fact they may be conscious that English will certainly be beneficial for their student.

Based on the background above, the researcher will observe and investigate this study entitled: "An Analysis of Parents' Support on Students' English Achievement during Covid-19 Outbreak (A Study at First Grade of MTs Negeri 1 Seluma)"

B. Identification of the Problems

Based on the background above, the problems can be identified as follows:

1. Some parents do not give their great contribution upon their student schooling in this Covid-19 pandemic.

2. Some of parents still have an excessive attention about their student's English studying development and the significance of English.
3. Additionally, the researcher discovered that they do no longer understand properly approximately the importance of English subject; consequently they may be not simply concerned approximately to their student's English mastering improvement.

C. Limitations of Problems

Based on the identification of the problem above, it is necessary to focusing in the topic of the study. The researcher limits and states the problem as follows:

1. The parents' support is the parents' responsibilities towards their student's' education.
2. The English achievement is the students score on the first semester test from the documentation on the school. The reason why the researcher used the semester scores because the scores cover all of skills in English i.e.: listening, reading, writing, and speaking.

D. Research Questions

Based on the limitation of the problems above, the researcher state the research question are:

1. What are kinds of parents' supports on students' English learning process during Covid-19 outbreak?
2. To what extent does the parents support contribute to the improvement of the students' English achievement during Covid-19 outbreak?

E. The Objectives of the Study

Based on the research questions above, the objectives of this study are:

1. To identify the kinds of parents' support on students' English learning process during Covid-19 outbreak.
2. To investigate the parents support contributes to the improvement of the students' English achievement during Covid-19 outbreak.

F. Significances of the Research

Theoretically, it is far used to practice the author knowledge in area of the studies. Nearly, the finding of the presents observe is predicted to give a few scientific contribution for the author and the reader of this studies.

For the author also, it is able to add the author understands about extrinsic motivation and the impact to the student English success inside the lecture room. This research may be evidence that parental fabric guide in mastering English bring significance end result for the English learner. It is also might be a worth experience for the researcher who also might be a parent in the destiny.

Finally, for other researchers, it is the one of critical thesis to locate beneficial experiences in finding the records approximately the parental assist to the pupil gaining knowledge of English. The researcher also does hopes that this study might be useful for the researcher herself and the folks who conduct further similar studies.

G. Definition of Key Term

To avoid misunderstanding and misinterpretation of the research, definition of some key terms is provided in the present research. The key terms used in this study are defined as follows:

1. Parents' Support

Froyen (2013, p. 321-322) says that parents' support is parental apathy, or lively resistance to responsible involvement of their child's schooling. In different phrase, it is how their parent gives contribution to their kids schooling specifically for English situation. Parents' support right here is a part of motivation coming from the outside of the man or woman of students.

2. English Achievement

According to Anderson, Krathwohl, & Bloom (2011, p. 26) mastering achievements can be described as a manner of hobby to finish whether or not the instructional targets of a program completed. In this study, the scholars' English success is the scholars' scores on the first semester test from the documentation on the school. The reason why the researcher used the semester scores because the scores cover all of skills in English i.e. listening, reading, writing, and speaking.

3. Covid-19 Outbreak

According to World Health Organization (WHO), Covid-19 is an infectious sickness caused by the most currently determined corona virus.

This new virus and disease had been unknown earlier than the outbreak began in Wuhan, China, in December 2019 (WHO, 2020, p. 1).

CHAPTER II

LITERATURE REVIEW

A. Parents' Support

1. Definition of Parent

Parent is own family element consists of Parent, and it is miles a end result of a legal marriage certain. Parent have duty to hold, teach and manual their student to attain the sure tiers to be equipped in the social context. Parent additionally means own family, because Parent is primary part of the circle of relatives that representative a large family, father, mother and the kids.

Generally, circle of relatives is meant as two or extra individual's related in blood due to marriage and that they stay collectively. In Oxford Dictionary (2008, p. 160), "circle of relatives is a group consisting of one or two parent and their kids, close relation, or the humans descended from the some ancestor". It involves very massive area. Family is not always simplest restrained to the Parent and their kids but additionally, anyone who has the same ancestor although they live one after the other in long distance.

Based on Bridgeman (2007, p. 9), a family consists of father, mother and the kids in a blood relation or due to the regulation. It is a method that an adoption infant is a prison member of family in a law. Circle of relatives in relation with the kids is a place for the kids to get

complete love, interest, and the area to get the entire youngster's right and needs. circle of relatives is likewise the primary schooling group for the kids, vicinity for the youngsters to get first training that have an effect on the student's character in the future as an man or woman creature, social creature, and as a religious creature.

Consistent with Darojat referred to in Patoni,

“Orang tua adalah pembangun kepribadian anak. Kepribadian, sikap, dan gaya hidup orang tua akan ditiru oleh anak secara otomatis (Patoni, 2004, p. 114). Parent is builder of the kid's character. Parents' personality, mind-set and their lifestyles style may be imitated with the aid of the student mechanically.”

It is able to be concluded that by having the personality at domestic someday Parent and kids have the same recurring. In educating student every Parent has extraordinary ways to deal with their student. It depends at the heritage of the circle of relatives, schooling history, or the schooling treatment inside the parents' own family. It makes the experts divide the type of Parent into some kinds. These sorts of Parent in keeping with Bridgeman as follows:

a. Pause Parent

The pause parent consistent with Bridgeman is the form of calm and not panicky Parent in facing the hassle. The Parent do not supply greater interest to the hassle or perhaps they underestimate it. It is not best when they face their youngsters' problem, however also the trouble of them. Whilst they may be mocked by means of the student, or doing debate, the parent tend to be silent and quiet, looking forward

to the normal state of affairs, than provide the response. The reactions of Parent can be assumed such as they talk very slowly and do not reply fast in face any hassle. The pause Parent regularly assumed as an uncared parent, they're considered "cool" does no longer care approximately their toddler's situation. Even every so often they're dominated / managed by way of their baby for you decide within the circle of relatives. Pause parent do not supply a whole lot contribution to the student (Bridgeman, 2007, p. 43). Pause parent above, are assumed as uncared Parent, due to the fact the Parent give no longer a lot contribution to the youngsters.

b. Cheerleader Parent

The following form of parent is cheerleader parent. These styles of parent like to give praise to their youngsters than provide a vital. It method that the entirety performed through the youngsters is good for the parent even though it is not the actual. Giving praising for them is a fine method in motivating their youngsters constantly to live in a great way and hold increasing their success. The kids minds are stored in getting reward, due to the fact they assume that the whole lot they have got carried out are best. Cheerleader parent also keep away from no longer admitting and now not praising their student, despite the fact that sincerely in a truth no longer all the student continually capable of attain their fulfillment. The failure is possible for them. So, cheerleader Parent is the Parent who handiest need to look their student

success, due to the fact it is miles tough to simply accept the kid's failure. (Bridgeman, 2007, p. 44)

c. Turned in Parent

The following kind of parent is become in Parent. Parent on this type use sensation approach. They tend to be a loyal hearer. The parent delivers motivation to their student by using the sensible phrases to have their student come up from the trouble. This kind of parent regularly attempts to shift their feeling state of affairs by way of telling something or change the subject that may trade the state of affairs. Parent as like this are frequently assumed as passive parent, and not able to make the kids ready to stand terrible reality as a revel in. (Bridgeman, 2007, p. 45)

d. Physical Parent

It is far appropriate that this kind of parent is given a name as bodily parent, due to the fact the parent use physical method to kid's attitude. It is not always only whilst the child does a proper aspect however additionally the incorrect one. The parent often embodies their child. Even, the kid sense bored in doing their activities. The Parent will invite their student to have outdoor interest. For instance take a walk, do sport, or invite them to be worried within the domestic pastime which includes gardening, cooking, etc. Bodily parent ought to have not only fine side but additionally bad, because the parent is

brave to provide punishment while their kids do a mistake.

(Bridgeman, 2007, p. 46)

e. Sorted Parent

Sorted parent is the kind of parent who frequently asks their youngsters to continually stay in a positive manner. The parent completes all of the infant's wishes. If they have a few students they may fulfill the wishes for every toddler. The parent educates the youngsters to respect their privacy each other. The parent frequently introduces their youngsters about the family subculture and custom that need to be respected. Sometime, this kind of parent is believed because the authority and uninteresting parent. (Bridgeman, 2007, p. 46)

f. Commando Parent

As its name commando, commando parent is styles of controlling parent. They control the entire infant's interest. They frequently provide regulations that the youngsters need to obey. Besides that, they will never allow their youngsters do mistakes. The main reason of the commando parent is with the intention to make their student grow to be an accountable people. That is the kind of the real authority who limits their youngster's freedom no longer most effective in engaging in an action but additionally in turning in opinion. The commando parent regularly expects that their opinion is

the proper opinion. So, the kids must pay attention to their parent and do as what their parent need to. (Bridgeman, 2007, p. 47)

g. Laid-Back Parent

Laid returned parent may be said as liberal parent, they may be contradiction by means of commando parent. Laid-back parent free their kids to do something and allow the child select the future. The child is also loose to provide opinion. At glance, a figure in this kind is right parent for each baby. They do not manipulate and force the student in facing the destiny, but for some other who positioned extra attention allow the student in the freed from life is chance, because the figure's interest is needed to have a great function of the child. (Bridgeman, 2007, p. 48)

The all of styles of parent is based on Bridgeman's opinion, the extraordinary of parents's treatment in all likelihood makes extraordinary characteristic of the kid.

2. The Role of Parent

Parent means father and mother (Oxford, 2008, p. 317). They are the folks who cope with the student. Worrying of the kids is not restricted in giving love, but ethical and legal obligations, on the subject of physical, emotional and highbrow boom (Bridgeman, 2007, p. 1). Each kids are born, has ability to be advanced. That ability relies upon on the facts that they get from their surroundings, it is far in circle of relatives. How the parent does interplay, determines the kids can be. Semiawan says:

“Pertumbuhan manusia dalam keluarga sebagai unit terkecil dalam kehidupan bermasyarakat merupakan sumber daya manusia yang esensial bagi pembangunan bangsa (Semiawan, 2009, p. 4). The human increase in a own family because the smallest unit in social existence is crucial human resources for the country improvement”.

It method that precise interaction in family is wanted for the kids because in an own family any varieties of traits are shaped. The Indonesian’s education regulation at section seventh in object one states that parent have authority in selecting the school for their student and also have information approximately their kids schooling development. The young youngsters are having not any understanding to select the college, so that during this example the function of parent may be very beneficial for the youngsters.

Own family is not handiest the vicinity in which the youngsters do interaction within the first time however also wherein the kids get the education from. Semiawan argued,

“Sebaiknya pembangunan bangsa dimulai dari rumah (Semiawan, 2009, p. 62). It is miles better that the nation improvement beginning from the residence.”

So, in the early age of the kid’s parent take a role within the manner of student schooling. At home the interaction, caring, focus, and the environment totality are discovered. Jindrich (2005, p. 14), says that “the folks who train and train the youngsters to do accountable toward kid’s improvement in the future”. It is far clear that those who take care and have duty to educate and train the youngsters are the parent.

Basically, the relation of schooling in a circle of relatives is based on the natural relation between parent and the youngsters. Pure love of the parent will be robust electricity for the parents to maintain giving steering and assist which can be wanted by the student. Giving steering and helping are the one of the parents' obligation in the direction of their youngsters. Patoni (2004, p. 114) states that basic duties of the parent closer to their kids are as follows:

a. Help or love motivation of the parents and the student dating

This love gets the parent to have mindset and willingness to just accept their obligations in the direction of their toddler. The parent also serves their existence for taking care of the kids.

b. Morality duty support

Morality obligation assist is the outcome of the parent toward their generation. This morality responsibility involves the spiritual cost that is attentive by way of "*Ketuhanan yang Maha Esa*" (notion in the one and best God) and for every religion; beside they may be commanded to store the own family dignity and the reputation.

c. Social duty as the part of the society, nation, state, and the humanism.

In Islam schooling is self aims to:

- 1) Introduce his function amongst his fellow people and obligation in this life.
- 2) Introduce the human social interactions and obligations.

- 3) Invite human beings to understand the know-how of this natural creation, and enjoy the herbal. (Patoni, 2004, p. 115)

Those responsibilities are the proper of each baby. the affection given to the kid makes the child feels safe and comfortable as a individual, after which the ethical and religion education from the parent will make the student have positive popularity inside the environment. It is additionally vital to make a feel of belonging of the kid closer to the surroundings by way of introducing the kid about the society, kingdom, states, and something related to the kid's surroundings.

3. Parents's Support

As said above, parent plays very big position for the improvement of the kids. It is not most effective within the social interaction however also in schooling. Parental assist is part of parental motivation coming from the parent. Parental motivation is the parental apathy or energetic resistance to responsible involvement in their baby's schooling. (Froyen, 2010, p. 321)

It has the equal meaning with parental guide, which motivates the student in reaching the success in training. Each discerns needs their student to have a perfect growth inside the lifestyles. They are courageous to give the whole thing wished with the aid of the youngsters to have precise health of body and soul, have precise skill, and to be smart. Below are the varieties of parental being concerned to the kids in education in step with Bridgeman:

a. Monitor the student's studying agenda and the way they learn

Inside the gift global of enjoyment is very appealing to kids or kids are scattered anywhere. TV shows, VCD, play station and different video games can be without difficulty located and enjoyed with the aid of kids and kids. Therefore, parent have to power their youngsters to be smart approximately the timing, while to be gambling, and whilst to research. Kids need to be instilled early gaining knowledge of on an ordinary foundation, not simply when there's homework or a test only. Occasionally, parent need to check their kid's books, data or books each exercises and assignments. Often encountered via teachers in schools of students who do no longer have a pocket book, although there blindly used to file the numerous training in the some books are. If parent are diligent in checking their student's college books, of course such things as this do now not appear because the parents can right now find out if their kids observe difficult in school or not, and do the best movement to cope by myself. (Bridgeman, 2007, p. 325)

b. Monitor the improvement of academic skills of youngsters

This will be carried out by means of checking the values of day by day assessments and duties the kid. If there are oddities, like now not go back test consequences or a lesson there is by no means repeated every day with the aid of the popularity of the child, parents are entitled to ask the instructor at college. Similarly, if there may be a

singularity price issues, parent are entitled to ask the trainer at college to get an exact image of the talents and attitudes of youngsters in those instructions. (Bridgeman, 2007, p. 326)

c. Reveal the development of character (attitudes, morals, conduct)

It could be achieved via visits to colleges and communicate with the homeroom trainer or instructors to invite the share of attendance, if ever absent at sure subjects, along with whether or not his conduct had violated faculty guidelines, how his attitude towards the instructor, how activeness inside the classroom, and so forth. With the liveliness of parent like this then the student is having hassle in faculty may be addressed with the assist of parent, so the trouble does now not drag on that would be terrible for the mental development of student and their destiny. (Bridgeman, 2007, p. 327)

d. Display the effectiveness of look at hours in school

It is able to be achieved with student regularly ask approximately coaching and studying in colleges, which include whether the instructions of the day is complete or no clock is empty, if no clock is empty due to the fact the teacher turned into unable to attend if there are assigned responsibilities, is there any topics which are frequently completely empty, or only facts kept, whether or not instructors in and out of sophistication on time, and so forth. If the descriptions of kids there who increases a question mark or dissatisfaction, then the parent are entitled to ask without delay to the

college about it, and discuss with the college to be looking for a solution to the trouble. As the events are obligated to pay the value of educational help, parent is entitled to assurance that their student are educated in earnest on the college. Also can be carried out thru school committees, parent can communicate the troubles that arise at school with the other components, so the college can subsequently clearly perform its feature in conserving they believe of parent to teach our student to do their exceptional to put together future front. (Bridgeman, 2007, p. 328)

However, the entire parent interface in education is vital for the youngsters in the future. Controlling the student inside the age of youth is needed to form the kids' personalities. To speak about the kid's school, parent also has important position in last the kids about their responsibility. Brunner studies (in Suyanto) states that parent can help and aid duties correctly, amongst others, by doing the following:

- 1) Make the kids become inquisitive about the task;
- 2) Simplify the responsibilities;
- 3) Always remind the reason and motive of the mission;
- 4) Show the kids about the important element to do and try to provide how different ways to do part of the undertaking; and
- 5) Demonstrating an excellent form of mission. (Suyanto, 2010, p. 11)

B. English Achievement

1. Definition

Consistent with Anderson, Krathwohl, & Bloom (2011, p. 26), learning achievements may be defined as a process of hobby to finish whether the instructional goals of an application finished. In addition, according to Slameto, the learning achievements in cognitive skills have a multilevel hierarchy. Slameto says that the levels were as follows:

“(a) *informasi nonverbal*, (b) *informasi faktual dan pengetahuan verbal*, (c) *konsep dan prinsip*, dan (d) *pemecahan masalah dan kreativitas* (Slameto, 2010, p. 23). (a) nonverbal information, (b) factual information and verbal knowledge, (c) concepts and principles, and (d) problem solving and creativity.”

Meanwhile, according to Syah, learning achievement is:

“*Pola perbuatan, nilai, pemahaman, sikap, penghargaan dan keterampilan* (Syah, 2003, p. 20). It means learning achievement as the pattern of deeds, values, understandings, attitudes, appreciation and skills.”

Consequently, training and coaching have been said to be successful if the modifications that seem inside the scholar have to be the end result of the learning procedure they skilled. At a minimum, what is achieved by students is the result of the process through which programs and activities were designed and implemented by teachers in the teaching process.

Thus, it is able to be concluded that the gaining knowledge of success is the result acquired via the students after attending a certain gaining knowledge of application and as a form of attainment of educational objectives either within the shape of conduct alternate,

mindset, know-how and ability. Then again, the researcher standing out those English achievements could be measured by the scholars' score in standardized check, i.e. the semester takes a look at.

2. The Form of Achievements

According to Syah (2003, p. 20), the forms of learning achievements could be grouped as follows:

a. Cognitive Aspects

The levels of learning aspects of cognitive in detail as knowledge, comprehensive, application, analysis, synthesize, and evaluation. (Syah, 2003, p. 21)

b. Affective Aspects

According to Anderson, Krathwohl, & Bloom (2011,p. 324), affective aspects were the process of receiving, responding, valuing, organizing, and characterizing. The affective aspect is the aspect concerned with the students' mental attitude, feelings and awareness. Learning achievements of this aspect is obtained through the process of internalization, that is a process toward the inner or spiritual growth of the students, the growth occurs when a value is contained in the teachings of religion and then the values were made into a system of self-value, thus guiding all statements of attitude, behavior and moral deeds in living this life.

c. Psychomotor Aspects

According to Anderson, Krathwohl, & Bloom (2011,p. 325), this aspect is concerned with more concrete abilities. The psychomotor domain includes physical motion, coordination, and use of the motor-talent is. Simpson (2012,p. 66) argued that the improvement of those abilities calls for exercise and is measured in phrases of speed, precision, distance, tactics, or strategies in execution. As a consequence, psychomotor skills range from guide responsibilities, which include digging a ditch or washing an automobile, to more complicated responsibilities, consisting of running a complex piece of equipment or dancing.

From the above description could be concluded that, these three aspects must be instilled to students maximally and should be given in a balanced manner. Because the existence of the three is a unified whole, if one aspect is given and ignore the other two aspects then the goal of education would not be achieved, where the goal can only be achieved with the existence of the three, so that students could believe, understand, live and practice in everyday life.

3. The Factors in Affecting Achievement

To gain pupil achievement, as anticipated, it needs to be cited two factors that have an effect on mastering achievements consist of:

a. Internal Factors

According to Slameto,

“faktor internal ini berasal dari dalam diri siswa, faktor ini terdiri dari dua faktor yaitu faktor fisiologis (fisik), dan faktor psikis

(*spiritual*) (Slameto, 2010, p. 60-65). It can translate as “this internal factor comes from within students, this factor consists of two aspects, namely physiological aspects (physical), and psychological factors (spiritual)”.

For more details as follows:

1) Physical

This factor is the conditions that students who experience health problems and disabilities, would not be able to learn optimally

2) Psychological

a) Intelligence

Intelligence is the capability to study as well as to modify to the instances it faces. This potential is largely determined by the low stage of everyday intelligence always demonstrating talent in step with peer development stage. on occasion these developments were marked by way of exclusive advances between one another. Excessive ranges of intelligence could be more a hit than those with low tiers of intelligence.

b) Interest

Interest is a constant tendency to be aware of and recollect some activities. Activities that were in demand by students would be observed constantly accompanied by pleasure. Big interest in the affect of mastering due to the fact if the lesson discovered is not always according with pupil hobbies students might no longer research as well as feasible.

c) Motivation

Motivation is the support given to a person through a passion or morale. Motivations in learning were an important factor in the learning process because it is the beginning of the emergence of learning achievements.

d) Caution

Caution is the activeness of the soul is more desirable; the soul become certainly constant to an object (issue) or a set of gadgets. if you want to guarantee an excellent learning achievement, then the scholar have to have interest to the cloth he learned, if the lesson material is not always the eye of students, then the boredom arises, so that they now not likes to research.. (Simpson, 2012, p. 67)

e) Talent

Talent is the ability to learn. The ability will only be realized into real skills after learning or practicing. It can affect greatly the students' English achievements.

f) Maturity and readiness

Maturity and readiness is also very big influence on student achievements where maturity is a level or phase in a person's growth including biological maturity to perform new skills. For example, already able to walk, is ready to write. Maturity here is

also able to give response and reaction to the symptoms around it.

(Simpson, 2012, p. 68)

b. External Factors

According to Syah (2003, p. 27),

“Faktor eksternal yaitu faktor yang dapat mempengaruhi prestasi belajar yang berada di luar diri siswa. Faktor eksternal yang mempengaruhi prestasi belajar dapat digolongkan menjadi dua kelompok, yaitu faktor lingkungan sosial dan faktor lingkungan nonsosial (Syah, 2003, p. 27). external factors have been elements which can have an effect on getting to know achievements that were outside the self-scholar. Outside elements that affect studying achievements can be categorized into two organizations, namely social environmental factors and environmental elements nonsocial”.

1) Social environment

a) School environment

This environment together with instructors, administration, and classmates can have an impact on a student’s learning manner. Sympathetic conduct and may be a trainer or management instance could be a driver for students to analyze.

b) Society environment

Slum pupil environments, many unemployed and ignored student can also affect pupil achievements.

c) Family environment

This environment substantially influences scholar achievements. Circle of relative’s tensions, parental attributes, family demography (residence area), circle of relatives

management, all can impact scholar achievements. (Syah, 2003, p. 27)

2) Non-social environment

a) The natural environment

Natural environment like clean air conditions, not warm and not bloodless, mild that is not always too glare/robust, or not too susceptible/darkish, a cool and calm surroundings. those conditions can have an effect on students' achievements.

b) The instrumental environment

The instrumental environment is a learning device that could be classified into two types, hardware and software. The facilities and infrastructures like buildings, sports equipment, libraries and others can affect students' achievements. (Simpson, 2012, p. 71)

C. Covid-19 Outbreak

Zu, et.al (2020, p. 19) stated that in December 2019, a virus of corona virus 2 (SARS-CoV-2) infections turned into a severe acute breathing infection that happened in Wuhan, Hubei Province, China and spread throughout China and beyond. On February 12, 2020, WHO formally noted the ailment due to the radical corona virus as corona virus 2019 (Covid-19). Corona virus ailment (Covid-19) is a brand new sort of virus that has by no means been recognized in humans. Corona virus is a zoonosis (may be transmitted between animals or people). (Kemenkes, 2020, p. 11)

The Minister of education and culture, Nadiem Anwar Makarim, issued round number four of 2020 concerning the implementation of training in emergency corona virus (Covid-19), considered one of which emphasized that online learning (distance), was executed to offer meaningful mastering stories for students, without being harassed through the needs of finishing all curriculum achievements for class and commencement. on line/ distance studying is focused on increasing students' know-how of the corona virus and the Covid-19 outbreak. The studying sports and tasks can range among students according to their interests and situations, such as in terms of gaps in get admission to / getting to know centers at domestic. During the Covid-19 outbreak, all activities were carried out from home, including learning. Thus activities that causes direct contact to be reduced so that this virus does not develop rapidly. The government also urges everyone to do social distancing to minimize the spread of this virus. (Kemendikbud, 2020, p. 2)

D. Previous Studies

There were some studies which had conducted previously that prove the originality of this study. The researcher uses the previous study related to the teaching and learning within Covid-19 outbreak. Many researches had been conducted in order to analyze the same topic, such as, a journal by Bailey & Lee on 2020 which entitled: "Learning form Experience in the Midst of Covid-19; Benefits, Challenges, and strategies in Online Teaching". They discovered that the key variations between experience levels blanketed expected demanding situations for teachers and interest desire. those with on-

line teaching reveal in perceived fewer barriers and used a wider array of verbal exchange channels and sports whilst doing so. All agencies pronounced similar ranges of anticipated advantages for teachers and teachers and demanding situations for college kids. (Bailey & Lee, 2020, p. 14)

Second, a journal by Duraku & Hoxha on 2020, entitled: “The Impact of covid-19 on Education and on the Well-Being of Teachers, Parent, and Students: Challenges Related to Remote (Online) Learning and Opportunities for Advancing the Quality of Education”. The findings from the take a look at affirm the not unusual concerns of the two reporting corporations inside the examiner in terms of pupil evaluation, worries and overload, in addition to evaluations of the incompatibility of the gaining knowledge of performed so far. The findings of this examine verify the readiness and motivation of teachers to develop their expertise and talents, as well as to make a contribution with the intention of advancing the first-rate of education. Opportunities to boost the best of on line mastering, the help of instructors, parents, and households, coupled with practical hints for events concerned within the area of schooling, also are blanketed. (Duraku & Hoxha, 2020, p. 14)

Third, journal by Coppola, et.al on 2020, entitled: “Parent in Pandemic: parents’ perceptions of risks and psychological, relational, and pedagogical needs in childhood during the Covid-19 emergency in Italy”. The outcomes confirmed that Italian mother and father have main concerns: on the one hand, the emergency in phrases of health and health-related factors; on the

other, the coaching, education, and educational trajectories of student. They manifested mistrust and scepticism towards establishments and the college international, in terms of both management competence and structural and infrastructural potential. (Coppola, et.al, 2020, p. 103-122) Previous research is an attempt by researchers to find comparisons and to find new inspiration for further research. In addition, previous studies help researchers position the research and show the originality of the research.

Previous research conducted by Cappola (2020) in his research entitled “Parent in pandemic: parents' perceptions of risks and psychological, relational, and pedagogical needs in childhood during covid 19 emergency in Italy”. This type of research is descriptive, using a qualitative approach.

The similarities between previous research and this research are as follows:

1. The object under study is both parents
2. The types and methods of the research approach used both use descriptive qualitative methods

while the differences between previous research and this research are as follows:

1. The focus in previous research was parental perceptions, while in this study the focus was on parental support

The location in the previous study was in Italy while in this study it was located in Mts N Negeri 1 Seluma

CHAPTER III

RESEARCH METHOD

A. Research Design

Earlier than carrying out a study, it is better to recognize what the means of research is. In line with Ary, et.al, (2010, p. 1) studies is an application of the clinical approach to the study of the problem. It is a tool used for studying the problems scientifically in order to find a solution related to the phenomenon observed. According to Cresswell (2008, p. 12), research is a study method conducted through scientific and perfect survey toward the problem to get the solution of that problem. It means conducting research to solve the problems which are faced in the research process.

The researcher has to plan the steps taken in conducting research. This process is known as research design. In planning process of a research, the design is started by holding an investigation and evaluation toward the known research. In conducting process the design involves a process of making experiment or observation. The research design is categorized into four categories. They are sample design, instrument design, administration design, and analysis design (Ary, et.al, 2010, p. 86). The research design in this research is using sample design, because the researcher needs to find the sample as an object to be described in the descriptive study of the effect of parental support toward student's English achievement.

Research design is important; it determines where the research will be driven, the research design in this research is qualitative. According to

Wiersma (2011, p. 82), qualitative research, for the most part, do research in natural setting. It means that the researcher do not manipulate or intervene the situation. Research design is also including in what method the research will be presented. Cresswell (2008, p. 47) divides the category of research method into five categories, they are historical method, descriptive, experimental, grounded, and classroom action research.

The research method will use by the researcher is descriptive research. This type of qualitative descriptive research is a research method that utilizes qualitative data and is described descriptively. This type of qualitative descriptive research is often used to analyze social events, phenomena, or circumstances. Ary (2010, p. 322) descriptive research have a look at is designed to achieve facts regarding the current reput of phenomena. In this situation, the researcher need to describe the object as element as feasible, it may be people, and certain circumstance, or would possibly phenomena. The principle purpose of this studies is defined what exist with recognize to variables or situation in a state of affairs. It is method that the responsibility of researcher does not only describe the item, however also the researcher has to discover the something hidden inside the studies. The researcher must describe as element as feasible about the item that is being defined.

There are numerous sorts of study that can be categorized as descriptive studies. Those are surveys, case studies, developmental studies, observe-up research, documentary evaluation, trend evaluation, and correlation research Ary, et.al, 2010, p. 322). As stated in the objective of study, the researcher will intend to investigate the descriptive study on the parents' support to the student English achievement during Covid-19 outbreak. This study is categorized as a case study.

B. Setting of the Research

The setting of this research was a study at first grade of MTs Negeri 1 Seluma in academic year 2021/2022. The researcher chooses this school because the students' parents are comes from diverse varieties of parents' educational and socioeconomic background. It means that they had different level of skill, especially in English. Therefore, the researcher considered that this is the most appropriate as the subject of the research.

C. Data and Data Source

1. Data

Due to Cresswell (2008, p. 3), research is a manner of steps used to gather and examine information to growth our know-how of a subject or issue. Therefore data or information collected has to be relevant with the problem faced. It means that, the data must be accurate, related, and appropriate. The writer assumes knowing what the data definition is necessary. According to Wiersma (2011, p. 118), data is the result of researcher note, it can be in form of fact or numbers. In other word, it can be stated that data is all information that is got from.

Ary, et.al (2010, p. 157) said that the main records in qualitative studies are phrases, movements, and additional information as like document. It means that during qualitative studies the facts will now not be in shape of numbers. Facts in this study are the outcomes of interview

performed by means of the researcher to the target, the notes of researcher's observation, and a few supported reports as like rappers of the scholars, and so on.

2. Source of Data

According to Wiersma (2011, p. 128), data source is subject in which data is gotten. The different ways for getting data probably make different kind of data source. In this research, the researcher uses interview, questionnaire, observation, and document to collect the data. The researcher takes effort to get data from respondents. Respondents are someone who responses or answers the researcher questions orally or written (Wiersma, 2011, p. 129). They are someone will interview by the researcher, and someone who answer the researcher's question. In this research the respondents are the parent, students, teachers, and perhaps the students peers or from other important relevant sides.

D. Technique of Collecting Data

In conducting research data is an important thing. In qualitative, the data are in form of words rather than numbers and statistics. It is necessary that the researcher has data collection. Data collection is standard and systematic procedure to get the available data (Cresswell, 2008, p. 174). It is about how the researcher obtains her data. The technique of collecting data in this research is interview.

Interview is of one technique to collect the data in conducting research. Interview is a conversation with certain purposes (Ary, et.al, 2010, p. 186). It

is conversation which is held by giving some questions, and the questions have to be answered by the interviewee. In this research also the interview is some way to collect information with some questions to someone orally or directly. To get the valid information the interviewer must make the good relationship to the informant.

The interview will be conducted to the parent, the student with a request of the researcher based on the result of the questionnaire given. Interview will be held in the place which the subjects have decided. The interview will be also conducted to the English teacher to know the students' action in the classroom. Interview is conducted in *Bahasa Indonesia* to make the researcher easier to get the points. The questions that are questioned to the interviewee are as follows:

1. The questions for the Student

The questions addressed to the students are involved the student's willingness in studying English. The researcher starts the interview by asking about daily activity of the student at home during Covid-19 outbreak. The researcher then asks about student's response toward English subject, student's reason why she/he likes or dislikes English, and student's daily and the semester English score. It does not stop until that point, in the next section of interview the researcher asks about the motivation given by the parent whom the students feel that they really have, and then ask how they respond to that motivation.

2. The question for the Parent

Interview will be also conducting to the parent. The parent can be father, mother or both of them. The questions addressed to the parent are:

- a. How do parent treat the student in general during Covid-19 outbreak?
- b. How do parent treat the student in their education during Covid-19 outbreak?
- c. How do parent respond an English subject as a foreign school material during Covid-19 outbreak?
- d. How do parent motivate the student related to English subject during Covid-19 outbreak?
- e. How is child's response toward it?
- f. What are parents' contributions toward English subject during Covid-19 outbreak?
- g. What facilitates is given to the student by the parent during Covid-19 outbreak?
- h. How do parent respond toward student's English score?
- i. How if the child are lazy to do his/her homework?

(Adapted from: Setyaningsih, 2011, p. 41-42)

These all are main points to be questioned in the interview. The developing question is allow to be questioned when it is needed to have the more appropriate data.

3. The Questions for the teacher

The teacher as the one who knows the students in the classroom is also need to be interviewed. In the first of interview process the researcher wants the teacher to tell about their students in English class and describe the students' spirit in learning English generally, and for the specific information about the students pointed by the researcher as the samples. The researcher then asks the teacher about the parent-teacher contact to know how the teachers give the information about the child's development in learning English. It is important to question the teacher about the English ability standard for the students.

E. Technique of Analyzing Data

The researcher must describe the approach taken inside the evaluation of the facts. Cresswell (2008, p. 145) said that data evaluation is the method of systematically looking and arranging the interview transcripts, discipline notes, and or substances that you acquire to growth your own information of them and to allow you to provide what you've got located. It is far the researcher manner to analyze and gift his or her facts in an effort to make reader realize the stairs taken inside the processing of arranging facts.

Data analysis used in this research is inductive. The researcher concerns to the students personally by seeing what the result of interview is like. For descriptive data analysis, the collected data have to be classified based on its form. Wiersma (2011, p. 239) stated that the qualitative data

could be written in a form of words or symbol. In this research also the researcher gives the symbol for the collected data.

Then the researcher uses the data taken from interview as a framework and develops it based on the theme determined. The researcher may identify the topics given by the interviewee when the process of interview is running.

CHAPTER IV

FINDINGS AND DISCUSSION

A. RESEARCH FINDINGS

The main findings of this research are form in interview transcript. Interview is a conversation with certain purposes. In this research, the researcher uses interview as a technique to obtain the data. Interview is conducted to the students, teacher, and the parents with any kinds of purposes. For the students the interview is conducted in order to know the students' intrinsic motivation, for the teacher interview is conducted to know the students' spirit in learning English in the covid-19 era, and for the parents the interview is conducted in order to know how contributions and facilitates given to their student are, and how the contribution influence the result of study.

1. Interview to the Students

Interviews are one of the techniques used by researchers, in addition researchers also used questionnaire. The researchers starts interview by asking about daily activity of the student at home during Covid 19 Outbreak . The researcher also asked how students think about English and what facilities are provided by parents to students. It does not stop until that point, in the next section of interviews the researchers asks about the motivation given by the parent whom the student feel that they really have and then ask how they respond to the motivation. The researchers asked the student :

” *apa saja kegiatan sehari hari dirumah selama covid-19?* ”.

(what are you daily activities at home during covid 19 outbreak)

The Respond of student :

“ *Biasanya bermain bersama teman , membaca buku dan belajar waktu
subuh* ”

(usually play with friends , read a books and study at dawn)

Based on the interview to the students, the researcher concludes that the students are interested in learning English and they have good contribution from their parents.

2. Interview to the Parents

Interview to the parents is conducted in order to know the parents' contribution toward the students' English achievement in Covid-19 pandemic. However parents could be extrinsic motivation for the student. The different kind of motivation probably brings different impact for the students itself. That way the information from the parents is also needed. Interview will be also conducting to the parents, the parents can be father, mother, or both of them. Below are the scripts of interview conducted to the parents:

“ Bagaimana cara ibu memotivasi anak ibu supaya bahasa inggris nya berkembang? ”.
(How do you motivate your child so that his English can develop?).

The responses and motivations of parent are :

” saya berusaha memberikan contoh untuk lagu lagu sederhana menggunakan bahasa inggris, menggunakan game yang ada bahasa inggris nya, dan saya juga menyuruh anak saya untuk menterjemahkan sendiri , jika dia kesulitan maka akan saya berikan kamus ”

(I always try to provide an example of songs using English, use the game that has in English, and i also ordered my child to translate English text if he has trouble i give a dictionary)

Based on the result of interview to the parents the researchers find many kind of answers about the parents' contribution. In a fact, the parent of student have different way in educating their student, including how they treat their student in order to be able English. Two samples above describe how the parents treat and facilitate the student to support their students English skill in

this covid 19 pandemic.

3. Interview to the Teachers

The teacher here means English teacher. The interview is conducted to the teacher in order to know the students daily activities when the teaching learning English in the Covid-19 era. It is considered as the support coming from the parents. The interview is conducted in the MTs Negeri 1 Seluma to some of English teachers. Below are the scripts of teacher interview:

“Bagaimana semangat parah siswa ketika mengikuti pelajaran saat pandemi covid 19 ini?”.

(how is the students spirit during covid 19?)

The teacher's response is :

“ saat pandemi covid 19 ini, awalnya dulu kami menggunakan aplikasi zoom, whatsapp,dll. Meskipun begitu, siswa dari kelas VII/IX sangat semangat seperti belajar tatap muka dulu . karena bahasa inggris itu emang dituntut menyenangkan jadi biasanya kalau murid kurang semangat guru menciptakan suasana yang menyenangkan seperti bernyanyi,permainan atau kadang kadang menonton film bahasa inggris”.

(during covid 19 outbreak , initially we used the zoom app,whatsapp,etc. Even so, the class VII/IX very excited like when studying offline first because English is indeed require to be given in a pleasant way, so usually if student are not enthusiastic about creating a pleasant like singing,games or sometimes watching English Movies).

According to the English teachers, most of students have good motivation in learning everything in the school including English in this Covid-19 pandemic. It is proved by the students' daily action in the classroom. The students who have motivation seem more enthusiasm than the students who don't have motivation. They are brave to up their hands to respond the questions or question about the material that they haven't understand. Based on the teacher the motivation can be intrinsic motivation or probably their parents' interference at home, such as one of students who has parents with good educational background, he gets parents contribution that makes his capability more than others. The teacher states that there is no main factor to influence the students' English development. Both intrinsic and extrinsic factors are supporting each other, even extrinsic motivation probably influences the intrinsic one.

Moreover, to talk about the standard of the students' capability, according to the teacher it refers to the four skills of English; they are speaking, reading, listening and writing. When the students have mastered these four skills, it can be said that they are students with good English

capability. Therefore, the KKM in MTs N 1 Seluma is also being consideration in determining the students' English capability. The KKM for English subject is 70. It can be said that when the students are able to reach the score 70 and up, the students are in criteria of good English capability.

B. DISCUSSION

Based on the findings of the research above, the researcher was interpreted the findings to discussion section. The discussion of this research is below:

1. The Parents' Support in Covid-19 Outbreak

Motivation of parents is a form of support and contribution of parents that are given to improve language skills of student that affect the English language skill. The form of contribution and support can be direct contributions from parents, by teaching the student at home. Form of support can also concern to improve student's English skill, for example by registering to a course or bring in a tutor at home. This applies when the parents have no understanding or adequate English language skills.

Parents in MTs Negeri 1 Seluma have different professions and different educational backgrounds as well. In fact it also affects the form of support that they give to their student. Parents who have a background in English language education for example, those stresses can be exceed the ability of student to parents, certainly with the support not only in the form of motivation, but also provide materials and facilities that can

improve English language skills of student. The facilitates that are given by the parents to support their student English skill are books, magazines, internet, dictionary, film, English song, games.

In general, the support of the parents in the MTs Negeri 1 Seluma is quite good. They concern with the development of their child's education at school very much. This is proved by the expression of a teacher who claims that the parents ask critically considering their son's education. Regarding English, the parents are very pleased to serve as English subjects, by reason of age development which really need English language skills, diverse technology with English Service. The specific support for the development of English student can be given by having a variety of ways. For example teach their student; enroll them the courses, some of them are less concerned about the value of the English language, although only a minority of parents only.

a. Parents' treatment

Due to the interview above the researcher concludes that the parents do care toward their student education. It is viewed from the respond of parents when the researcher question about education. The parents want their student have the best thing for the future. The parents agree that English becomes a subject for students of Elementary school by reason that English is important, because many things are delivering in English. It makes them have some ways for supporting their student to be able in English.

For the first parent, her son is her friend at home, the place to have discussion. She treats her son as an adult, because her son is a first child of her. She always tries to fulfill all of her student needs. When her child is being lazy to study, she always keeps motivating the child to study, but she doesn't force the child if the condition does not support.

b. The kind of support given by the parents

1) Motivation Support

The parents pay attention to the student studying schedule. They encourage their student to keep studying in the home; it doesn't mean that the parents force the student always to study all the time. They try to understand when the student are in a bad condition. They are much responsible in controlling their student in doing home activity, and it is needed for the parents to remind the student to finish the homework.

2) Facilities Support

Facilitate is important for everyone to have more comprehension in learning something, including English. For the student the studying facilitates also help them to support their learning process. To have the student to be good in English, the parents in this research supply some facilitates to support their student English ability. Based on the interview, there are some facilitates given by the parents to their student as follows:

a) Books

It is not only a kind of English story book which helps the student to enrich their English vocabularies, but also the book contents English exercises to train their English capability.

b) Magazine

Magazine means here is English contents the story in a form of narrative, science, many kinds of animals, and all about world.

c) Dictionary

It is used to help the student find the meaning of the unknown English words.

d) Internet

The students in this research, internet is used to chat with foreigner, the parents advise him to make a friend with foreigner in order to practice English.

e) English Song

By listening to the English song, the parents expect their student use the English word, and have good pronunciation.

f) Film

English movie, with Indonesian text in the television screen, Youtube etc, it may add the vocabulary of the students.

g) Games

Game not only bring negative effect for the student, educative game can make the student interested in it, while actually they are learning about something. English game can help the student mastering English.

h) Pictures

Pictures are given by the parents in the early age as the first introduction to the English word.

These all facilitates are given by the parents to support their student in learning English in this Covid-19 pandemic.

3) Material Support

Material support means here is an English material given by the parents. Based on the result of interview, the material support is given when the student get difficult in finishing the exercises. It can be done when the student try to finish the homework, or from the exercise book they have. There is no specific material given by the parents. It means that this is incidental material. Material support is also given in a form of conversation. The parents ask the student to speak English, by asking the simple thing based on the condition. Ask for help or ask their student about the simple thing that the student possible to answer.

2. Students' Respond toward Parents' Support in Covid-19 Outbreak

Student naturally characteristics are unstable and tend to like the thing that is fun things, like playing. The attitude which is so unstable makes a child still needs to be controlled by their parents. To face any child such parents generally do not have the heart to let them. Attention, affection and motivation in learning are needed by the student.

As already mentioned above, generally the parents in the MTs Negeri 1 Seluma pay proper attention to the education their student in school. In fact, parents and teacher may not forget the naturalism of a child. So there are various responses in responding the motivation given by the parents. As the reality encountered in the field, there are student who give good responses of motivation that is given by the parents. Usually he shows his great spirit by learning and tremendous enthusiasm. There is also a less response, until his parents find it difficult. Although they are facilitated with complete facilities, if the student do not give a good response, it also can not change his performance. It is needed much stimulus that can attract the child to learn English.

Below are extents that parents support give contributive to the student in learning English:

a. Having good English score

The student who have good support from their parents in this research often get good score both for daily exercises and the semester

score. Their score is always up to the KKM. It is stated by the teacher, the student are spirit in having English class.

b. Being active in the English class

Having good skill and comprehension in English make the student have more self-confidence in the classroom. The feed back is given by the student to the teacher by responding the stimulation for instance could be evidence that the student attempt to be active in the class. It describes that the students have both interinsic and extrinsic motivation. They show their capability in the class. The teacher says that AAF and NAP often try to raise their hand to show that they are able in English.

c. Be a winner in English competition

One of the students taken as a sample in this research often joins English competition and he become a winner, this is stated by the student himself and his parents. The competitions are speech contest and retelling story. In the school he also often represents his school to join the competition.

d. Brave to applicate English as daily conversation

It is admitted by the parents that the student ever practice their English skill in daily life. Although in a fact they still need to be stimulated by the parents.

3. The Effect of Parents' Support toward Students English Achievement in Covid-19 Outbreak

Based on the field experience, not all the motivation could be a guarantee of good skill of the student, but the motivations, whether in form of support, materials, facilities, or direct contributions from parents to be strong support for achieving good performance. It often happen that student's success in education can not be separated because of parental interference. In this case it must be remembered that every child has different tendency that can not be blamed. For a parent, beside to provide the motivation is conducted well, it also must be remembered the students' condition, the likelihood of a child.

In MTs Negeri 1 Seluma there are some excellent kids in English because the motivation in the form of direct contributions from their parents. Based on field data obtained from such student are often taught by parents, communicate with the English language, and since childhood often gets stimulations of the English language and story books in English. When school of English become a fun thing for him, and also become a mainstay of the school to follow the English competition. It is also important to understand the student intrinsic motivation, when intrinsic motivation is not owned by a child, this will be a very difficult thing for parents.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

After all the data are analyzed on the result, the writer can draw the conclusion as follows:

1. Supports given by the parents are motivation support; facilitate support and the material support in this Covid-19 outbreak.
 - a. Motivation support is given by encouraging the student to have responsibility to their obligation as a student. In other word it can be used an encouragement for the student to study in this Covid-19 outbreak.
 - b. Facilitates given by the parents to support the students are books, magazine, internet, dictionary, English song, film and games.
 - c. Material support is given in a form of incidental exercise and in a form of conversation.
2. The students have good English skill because their own motivation and supported by their parents.

B. Suggestions

Considering the result of this study, the writer would like to give some suggestions. They are as follows:

1. Parents

For parents, the researcher suggests to give better attention and motivation to the student especially in Covid-19 Outbreak. Because in Covid-19 Outbreak, students learned at home. Furthermore, students at junior high school age are still very necessary assisted parents in learning. Given the English language today is important. So even they are unable to teach, they can enroll student in course institution.

2. English Teacher

The researcher suggests to English teachers to provide motivation to students in the online class, and create English lessons into a fun lesson so that students seem more passion and intrinsic motivation in them.

3. Students

For the students the researcher advises to keep studying hard, both at school and at home in order to achieve what the students hope to be.

4. Other researcher

The result of this research can be used as input or a reference to conduct a further research dealing with a similar problem. Finally, the writer considers that this study still needs validation from the next researcher that has the same topic about Covid-19 with this study.

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A P P E N D I C E S

Appendix 1

INTERVIEW GUIDELINE

Name : Ayu Mayang Sari

Title : An Analysis of Parents' Support on Students' English Achievement during Covid-19 Outbreak (A Study at First Grade of MTs Negeri 1 Seluma)

Advisors : 1) Riswanto, Ph.D 2) Reko Serasi, SS., MA

1. How do parents treat the children in general during Covid-19 outbreak?
(Bagaimanakah perlakuan orang tua kepada siswa secara keseluruhan selama pandemi Covid-19?)
2. How do parents treat the children in their education during Covid-19 outbreak?
(Bagaimanakah perlakuan orang tua kepada siswa mengenai pendidikan mereka selama pandemi Covid-19?)
3. How do parents respond toward English subject as a school material during Covid-19 outbreak?
(Bagaimanakah tanggapan orang tua mengenai pelajaran bahasa Inggris sebagai materi pelajaran sekolah selama pandemi Covid-19?)
4. How do parents motivate the children related to English subject during Covid-19 outbreak?
(Bagaimanakah orang tua memotivasi siswa untuk belajar bahasa Inggris selama pandemi Covid-19?)
5. How is child's response toward it?
(Bagaimanakah respon siswa atas motivasi dari orang tua tersebut?)
6. What are parents' contributions toward English subject during Covid-19 outbreak?
(Apa sajakah kontribusi orang tua bagi pembelajaran bahasa Inggris selama pandemi Covid-19?)
7. What facilitates is given to the children by the parents toward English subject during Covid-19 outbreak?

(Apa sajakah fasilitas yang diberikan orang tua kepada siswa mengenai pelajaran bahasa Inggris selama pademi Covid-19?)

8. How do parents respond toward student's English score?
(Bagaimanakah tanggapa orang tua terhadap nilai bahasa Inggris siswa?)
9. How if the child are lazy to do his/her homework?
(Bagaiamanakah tanggapan orang tua jika anak mereka malas untuk mengerjakan tugas sekolah?)

Appendix 2

INTERVIEW TRANSCRIPT

1. Student 1

- Interviewer : *"Dik, apa saja kegiatan sehari hari dirumah?"*
- Respondent : *"Main"*
- Interviewer : *"Terus belajarnya kapan?"*
- Respondent : *"Malam, setelah Magrib"*
- Interviewer : *"Ditemenin siapa?"*
- Respondent : *"Ibu"*
- Interviewer : *"Menurut adik, bahasa Inggris itu bagaimana?"*
- Respondent : *"Menyenangkan, karena mudah mudah"*
- Interviewer : *"Suka ndak dengan Bahasa Inggris?"*
- Respondent : *"Suka"*
- Interviewer : *"Biasanya Bahasa inggris dapat nilai berapa?"*
- Respondent : *"Diatas 80 an"*
- Interviewer : *"Selama belajar dari rumah akibat dari Covid-19, apa kah ada kontribusi langsung dari orang tua supaya nilai bahasa Inggris adik meningkat?"*
- Respondent : *"Ada, dari Ibu, soalnya Ibu kan guru juga di TK"*
- Interviewer : *"Terus ada ndak fasilitas yang diberikan ke adik?"*
- Respondent : *"Kamus, sama game Bahasa Inggris"*
- Interviewer : *"Kalau adik lagi malas belajar, orang tua gimana?"*
- Respondent : *"Marah, biasanya dijewer"*
- Interviewer : *"Menurut adik pengetahuan tentang Bahasa Inggris banyak didapat dari mana?"*
- Respondent : *"Ibu, di ajarin sama ibu"*
- Interviewer : *"Pernah ndak di beri motivasi oleh orang tua?"*
- Respondent : *"Pernah, sering"*
- Interviewer : *"Suka tidak kalau orang tua memberikan motivasi?"*
- Respondent : *"Ya suka .."*

Interviewer : *“Terimakasih ya dik ?”*

Respondent : *“Ya sama sama, kak”*

2. Student 2

Interviewer : *“Apa saja kegiatan sehari hari dirumah selama Covid-19?”*

Respondent : *“Sering main, baca buku, terus kalo belajar subuh”*

Interviewer : *“Kenapa kok pilih belajar di waktu subuh?”*

Respondent : *“Otak lebih fresh”*

Interviewer : *“Belajarnya kemauan sendiri atau orang tua?”*

Respondent : *“Kadang kemauan sendiri kadang juga kemauan orangtua”*

Interviewer : *“Menurut adik Bahasa Inggris itu bagaimana?”*

Respondent : *“Menyenangkan”*

Interviewer : *“Bagaimana nilai Bahasa Inggris adik di sekolah, baik nilai harian juga nilai rapor?”*

Respondent : *“Kalau nilai harian biasanya 90 sampe 100, kalo dirapor 80 atau 90”*

Interviewer : *“Kontribusi apa saja yang orang tua berikan untuk adik supaya nilainya bagus khususnya Bahasa Inggris?”*

Respondent : *“Di ajarin ibu, di kasih kamus, dulu pernah di leskan, tapi sekarang udah nggak, malah lebih sering belajar sama ibu, malah kadang-kadang juga di ajak conversation gitu”*

Interviewer : *“Fasilitas apa saja yang orang tua berikan untuk menunjang prestasi adik?”*

Respondent : *“Kamus, laptop, dulu juga waktu kecil sering di belikan kaset kaset Bahasa Inggris”*

Interviewer : *“Bagaimana adik memanfaatkan fasilitas tersebut?”*

Respondent : *“Ya kalo ga ngerti sesuatu ya buka kamus, trus kalo kaset kasetnya disetelkan”*

Interviewer : *“Dek, apa yang dilakukan oleh orang tua jika adik malas belajar selama masa Covid-19 ini?”*

Respondent : *“Diem aja, tapi lama lama ya nyuruh belajar”*

Interviewer : *“Suka ndak kalau belajarnya di suruh?”*
Respondent : *“Ndak terlalu suka, lebih suka kalau belajar karena kemauan sendiri”*
Interviewer : *“Suka tidak kalau orang tua memberikan motivasi?”*
Respondent : *“Ya seneng seneng aja”*
Interviewer : *“Awalnya bisa jadi suka bahasa inggris itu bagaimana?”*
Respondent : *“Ya karena orang tua sering ajarkan, saya jadi bisa, trus jadi suka”.*
Interviewer : *“Biasa adik di sekolah peringkat berapa?”*
Respondent : *“3”*
Interviewer : *“Oke, terimakasih ya dik”*
Respondent : *“Sama sama.”*

3. Parent 1

Interviewer : *“Bu, bagaimana ibu memperlakukan anak ibu dirumah?”*
Respondent : *“Karna Aji itu anak yang paling besar, saya anggap nanti dia jadi panutan adik adiknya, jadi saya anggap dia sebagai teman juga untuk bicara, saya berusaha untuk memenuhi kebutuhan dia maksudnya dalam hal-hal yang positif lah jadi berusaha untuk diajak bicara”.*
Interviewer : *“Terus, bagaimana dengan kaitannya dengan pendidikan selama Covid-19, seumpama kalau belajar dirumah itu biasanya anak ibu belajar sendiri atau bagaimana?”*
Respondent : *“Dia selalu berusaha untuk selalu belajar sendiri dulu, bila menemukan kesulitan baru saya turun tangan, saya bimbing”.*
Interviewer : *“Terus dari ibu, bagaimana ibu memotivasi anak ibu agar bahasa Inggrisnya berkembang?”*
Respondent : *“Saya berusaha memberikan, contohnya untuk lagu-lagu sederhana itu pake bahasa Inggris, untuk game, permainan yang juga ada bahasa Inggrisnya, saya berusaha anak saya itu menenjemahkan sendiri, kalau dia nggak menemukan arti kata*

itu, saya sodori dia kamus.”

Interviewer *“Dengan di perlakukan demikian itu, tanggapannya anak ibu bagaimana ?”*

Respondent : *“Enjoy, untuk belajar bahasa Inggrisnya, karena dia memang suka bahasa Inggrisnya, saya lihat pelajaran yang paling menonjol diantara pelajaran yang lainnya kelihatannya bahasa Inggris. Dia selalu tertarik, selalu Tanya pokoknya kalau ada kata-kata yang dia nggak tau, mesti tanya.”*

Interviewer : *“Ok, kalo dari sudut pandang ibu, apa Ibu merasa benar-benar telah berperan terhadap perkembangan bahasa Inggris anak ibu?”*

Respondent : *“Ya otomatis. Saya berusaha agar anak saya itu lebih baik dari Ibunya, hehehehehe, nanti kalo bisa saya ikut kan les-les, untuk jangka panjangnya.”*

Interviewer : *“Jadi peran Ibu begitu ?”*

Respondent : *“Ya itu, selalu mendampingi, memberikan dia apa yang dia perlukan untuk kaitannya dengan pelajaran bahasa Inggris, mungkin itu ya..., buku cerita, kebanyakan buku cerita dia..”*

Interviewer : *“Terus, selain buku cerita, fasilitas apa lagi yang ibu berikan ke dek Aji?”*

Respondent : *“Lagu-lagu sama kamus, dia paling suka liat kamus,hehehehe, kalo ada kata-kata nggak tau.”*

Interviewer : *“Nilai bahasa Inggris anak ibu sekarang di sekolah berapa bu?”*

Respondent : *“Kalau Ulangan harian kelihatannya sembilan keatas, tapi kemarin di rapot itu delapan koma berapa gitu, saya lupa, pokoknya kemarin paling baik sendiri ya bahasa Inggrisnya.”*

Interviewer : *“Kalo pas Anak ibu malas belajar atau malas ngerjakan tugas, ibu bagaimana?”*

Respondent : *“Anak kan punya banyak kegiatan mbak, kalo pas saya liat anak saya itu capek, keliatan males, ato pas laper, atau palah*

gitu ya saya biarkan dia, dia bermain pun saya biarkan dia. Karna namanya anak kan punya masa bermain gitu ya, kalo nati saya paksasana.....Belajar !, ya ndak akan masuk. Saya berusaha cari kesempatan yang memang anak saya itu lagi enjoy buat belajar. Itu saja.”

Interviewer : *“Pertanyaan penutupnya bu, Apa harapan ibu terhadap Bahasa Inggrisnya anak ibu kedepan?”*

Respondent : *“Saya pengen anak saya itu bisa dan tidak hanya untuk bisa bicara bahasa Inggris, tapi memang benar-benar menguasai bahasa Inggris di banding Ibunya lah minimal, pokoknya harus lebih baik, saya pengen anak-anak saya itu diatas saya, lebih baik nasibnya di atas ibunya dan ayahnya untuk kedepannya nati, karena dasarnya semua pakai bahasa Inggris itu tadi, jadi harus bisa, ya pokoknya harus bisa bahasa Inggris”*

Interviewer : *”Sepertinya itu saja bu, terimakasih banyak atas informasinya..”*

Respondent : *“Iya, sama-sama mbak...”*

4. Parent 2

Interviewer : *“Bu, bagaimana ibu memperlakukan anak ibu dirumah?”*

Respondent : *“Kalau memperlakukannya ya seperti kebanyakan orang tua, saya memang berusaha membebaskan tapi di satu sisi saya tetap mengontrol, contohnya kalau lihat tv tetap saya kontrol, mana yang boleh dilihat mana yang tidak.”*

Interviewer : *“Terus, bagaimana dengan kaitannya dengan pendidikan selama masa Covid-19 ini, kalau belajar dirumah itu biasanya anak ibu belajarnya bagaimana?”*

Respondent : *“Kalau itu saya termasuk orang tua yang los, saya hanya mengingatkan kalau ada jadwal Zoom, jadi ndak harus setiap hari belajar dengan pengang buku, karena sekolahnya juga sudah padat, apa lagi semester kemarin dia ambil les, jadi*

kalau memang tidak ada jadwal Zoom, trus dia gak mau belajar saya tidak memaksakan untuk belajar, karena sudah terpersir tenaganya”.

Interviewer : *“Bu, ada tidak kontribusi dari ibu yang sifatnya material?”*

Respondent : *“Yang rutin setiap sebulan sekali saya subscribe chanel youtube berbahasa Inggris itu..., saya suruh nonton dia, atau kadang saya membuat soal saya teskan dulu ke dia, alhamdulillah kebetulan dia sering bisa. Dan hari hari sering di rumah juga berbicara dengan bahasa Inggris, ya semampunya dia.”*

Interviewer : *“Biasanya kalau berbicara Bahasa Inggris, biasanya tentang apa bu?”*

Respondent : *“Biasanya tentang “what do you think about”, mengenai opini, karena menurut saya selain melatih bahasa Inggrisnya juga bisa mengeksplorasi pendapatnya, dua duanya dapat, atau juga yang ringan-ringan misalnya minta tolong apa gitu.”*

Interviewer : *“Nah itu kalau dengan ibu, pernah tidak anak ibu mengaplikasikan diluar, dengan temanya atau mungkin dengan siapa gitu ..?”*

Respondent : *“Agak kurang sih, mbak”*

Interviewer : *“Apakah Ibu merasa kontribusi-kontribusi yang ibu berikan itu benar-benar berdampak positif untuk anak ibu bu ?”*

Respondent : *“Saya fikir, karena anak ibuitu gemar membaca jadi itu support sekali.”*

Interviewer : *“Berbicara mengenai fasilitas bu, dari ibu sendiri fasilitas fasilitas apa saja yang ibu berikan untuk mendukung agar Bahasa Inggris anak ibu bagus?”*

Respondent : *“Ya youtube itu tadi, trus kalau nge-net ya saya juga memfasilitasi itu, saya sering menyarankan kalau chatangan mencari teman dari luar negeri, biar bisa chatangan pake Bahasa Inggris, untuk prakteknya begitu.”*

- Interviewer : *“Bagaimana dengan vcd, maksud saya film film yang berbahasa Inggris, atau mungkin juga game game dalam bahasa Inggris?”*
- Respondent : *“Kalau untuk film berbahasa Inggris ya yang biasa ada di TV, yang sudah ada textnya, cuma saya sarankan sekalipun ada text bahasa Indonesianya tetap harus mendengarkan, biar bisa di sinkronize antara apa yang di dengar dan dibaca, dengan begitu bisa menambah vocabnya. Kalau untuk game, dulu waktu kecil seperti Bobby Bola yang pernah saya berikan di komputernya, kalau sekarang game game online di internet, saya kontrol, boleh main asalkan yang berbahasa Inggris”*
- Interviewer : *“Biasanya permainan apa yang dimainkan bu?”*
- Respondent : *“Waduh, kalau soal nama nama game saya kok tidak update, ..”*
- Interviewer : *“Bagaimana dengan gambar gambar yang ada vocab Bahasa Inggrisnya bu?”*
- Respondent : *“Ya, kalau itu dulu waktu awal awalnya seperti itu, tapi sekarang sudah tidak lagi”*
- Interviewer : *“Mengenai prestasi anak ibu, mohon diceritakan.”*
- Respondent : *“Prestasi menonjolkan ibuyang saya amati, itu ya di Bahasa Inggris dan matematikanya”.*
- Interviewer : *“Terimakasih bu atas informasinya ..”*
- Respondent : *“Iya, terimakasih kembali, mbak”*

5. Teacher 1

- Interviewer : *“Bagaimana semangat anak anak ketika mengikuti pelajaran Bahasa Inggris saat pandemi Covid-19 ini?”*
- Respondent : *“Saat pandemic Covid-19 ini, awalnya dulu kami menggunakan aplikasi Zoom, Whatsapp, dll. Meskipun begitu, anak-anak dari kelas VII s/d kelas IX untuk semangatnya ya seperti saat belajar tatap muka sebelum Covid-19 dulu. Karena*

Bahasa Inggris itu memang di tuntut untuk diberikan dengan cara yang menyenangkan. Jadi biasanya kalau anak anak kurang semangat ya bagaimana seorang guru itu menciptakan suasana yang menyenangkan, seperti kita buat nyanyian, dengan game, atau kadang kadang di sela sela setelah ulangan itu di buat jadwal untuk menonton film khusus Bahasa Inggris. Begitu yang biasa saya praktekan”

Interviewer : *“Bagaimana respon anak-anak ketika diajak belajar dengan cara jarak jauh ini?”*

Respondent : *“Biasanya kalau di ajak nonton untuk anak-anak kelas bawah itu biasanya mereka masih belajar untuk adaptasi dengan bahasa, karena bagi mereka ini merupakan hal yang baru. Ketika mereka memahami alur cerita mereka ceria-ceria saja. Dan mereka sering minta nonton lagi kalau ketemu jam pelajaran saya”*

Interviewer : *“Di dalam kelas sering kita jumpai anak dengan motivasi yang berbeda-beda, bagaimana wujud anak yang memiliki motivasi bagus menunjuk kan antusias nya walaupun di dalam Zoom?”*

Respondent : *“Kalau anak anak nya memang sudah antusias, itu biasa karena orang tuanya mensupport, biasanya kalau diajak bicara mereka langsung faham, apalagi kalau memakai soal soal seperti writing test itu sangat terlihat dari nilai yang mereka peroleh”*

Interviewer : *“Bagaimana dengan yang memiliki motivasi yang kurang?”*

Respondent : *“Di dalam pembelajaran jarak jauh biasanya memang ada anak dengan motivasi yang kurang, itu kadang ya ramai sendiri. Itu wajar menurut saya, karena mereka masih anak-anak. Tapi kebanyakan mereka terbawa arus teman temanya yang serius dalam Bahasa Inggris. Biasa juga di beri punishment, tapi berupa punishment yang sifatnya educative. Misalnya saya minta untuk maju kedepan dan menyanyikan*

lagu bahasa inggris yang pernah saya ajarkan, atau untuk kelas atas biasa saya minta untuk menghafalkan vocab”

Interviewer : *“Adakah hubungan antara orang tua dan guru Bahasa Inggris, terkait perkembangan Bahasa Inggris anak saat pandemi Covid-19 ini?”*

Respondent : *“Selama Covid-19 ini di MTS N 1, untuk masalah perkembangan kemampuan anak tidak melalui guru Bahasa Inggris secara langsung, melainkan orang tua yang biasanya menyambung lidah. Tapi, juga ada orang tua yang secara langsung memberi masukan berupa kritik dan saran kepada saya mengenai pembelajaran Bahasa Inggris dengan perbandingan sekolah lain. Tapi itu juga teratasi karena sarana prasarana di sini juga cukup memadai”*

Interviewer : *“Sebagai guru Bahasa Inggris, menurut ibu faktor apa yang paling mempengaruhi prestasi anak?”*

Respondent : *“Memang semua faktor itu saling keterkaitan, tapi menurut saya faktor yang paling utama adalah faktor kemauan. Karena kalau itu tidak dimiliki oleh anak hanya di dukung oleh kemampuan orang tua, sarana prasarana, kalau anak anak tidak punya kemauan itu tidak bias jalan”*

Interviewer : *“Bagaimana dengan pendapat yang mengatakan factor dari luar juga mempengaruhi kemauan anak?”*

Respondent : *“Ya itu memang mendukung kemauan, tapi kalau dari dalam diri anak sudah ada kemauan maka jika lingkungan tidak mendukung itu masih bisa jalan”*

Interviewer : *“Anak yang bagaimana bu yang bisa dikatakan sebagai anak yang pandai dalam Bahasa Inggris?”*

Respondent : *“Kalau di MTs menurut saya sudah cukup baiklah jika anak sudah bias greeting secara simple, membuat kalimat, aplikasi. Saya rasa itu sudah cukup layak tinggal bagaimana nanti bias diasah di SMA/MA”*

- Interviewer : *“Standar nilai apa yang di gunakan bu?”*
- Respondent : *“Kalau nilai ya pakai KKM (Kreteria Ketuntasan Maksimal) kalau untuk Bahasa Inggris di sekolah ini KKM nya 70. Dan juga untuk Bahasa Inggris Standarnya empat skill, meliputi writing, reading, speaking dan juga listening”*
- Interviewer : *“Bagaimana cara memotivasi anak bu? Apakah juga dengan memberikan apresiasi?”*
- Respondent : *“Iya, memang untuk apresiasinya harus sedikit mengeluarkan biaya. Biasanya berupa hadiah., tapi bagi saya itu tidak menjadi masalah selama anak-anak enjoy denga pelajaran saya”*
- Interviewer : *“Terimakasih banyak ya bu ...”*
- Respondent : *“Ya, sama-sama...”*

6. Teacher 2

- Interviewer : *“Bu, bagaimana semangat siswa-siwi ketika mereka itu menerima materi pelajaran bahasa Inggris di saat pandemi Covid-19 ini?”*
- Respondent : *“Ya alhamdulillah siswa-siswi saya selama saya belajar daring (online) ini selalu menerima materi- materi yang saya ajarkan dengan penuh semangat. Contoh nya kalo siswa-siswi yang mempunyai semangat untuk menerima pelajaran saya itu setiap kali memulai zoom, mereka langsung antusias dan siap untuk menerima pelajaran saya. Tapi ya ada juga, kan kelihatan antara anak yang semangat sama yang tidak,itu ya berapa persenlah, pokoknya tidak banyak, yang lain itu ya pokoknya kalo saya masuk zoom sudah siap dan selalu antusias setiap kali saya memberikan materi yang saya ajarkan mereka selalu memperhatikan dan semangat untuk menjawab pertannyaan itu. Contoh kecil nya saja salam, saya memerikan salam itu mereka selalu siap memberikan jawaban salam saya selain*

salam-salam mungkin dalam pelajaran saya dengan materi colour atau warna selalu ada timbal baliknya.

Interviewer : *“Kemampuan anak satu dan anak yang lain dalam menerima pelajaran itu kan berbeda, bagaimana ibu melihat antara anak yang semangat dengan yang tidak semangat ?”*

Respondent : *“Nah itu...yang tidak semangat itu kelihatan banget, waktu saya masuk itu biasanya cuma diam, cuma memperhatikan saya dan jarang sekali bisa menjawab pertanyaan saya. Dia mau menjawab karena dengan bukan terpaksa tetapi memang mungkin ndak mengerti dengan pertanyaan saya, kan mereka itu yang nggak punya semangat itu otomatis biasanya nggak bisa, kenapa kok nggak semangat itu memang karena nggak bisa kalo saya lihat, mungkin itu juga kurang motivasi dari orang tua atau dari dirinya sendiri. Kalau mereka mempunyai motivasi entah dari orang tua entah dari dirinya sendiri, mereka pasti mau bertanggung jawab maksudnya itu mereka bisa mengikuti pelajaran dengan baik karena mereka sudah mempunyai motivasi dari diri sendiri atau dari luar . Dengan begitu kalau sudah memiliki motivasi dia kan mau berusaha untuk bisa kalo ndak yo biasanya itu nggak semangat itu tadi, jadi karena nggak bisa”.*

Interviewer : *“Bagaimana cara ibu mengatasi anak-anak yang di dalam kelas itu mereka kurang bersemangat dalam belajar?”*

Respondent : *“Ya karena tanggung jawab saya selain saya sebagai guru ini harus menuntaskan anak-anak yang kurang semangat atau yang kurang bisa mengikuti pelajaran ya antara lain kita dari sekolah sendiri, kalo jam pulang atau istirahat gitu selalu memanggil nak tersebut untuk di berikan tambahan , tambahan materi. Selain itu, kita harus konsultasi dengan orang tua untuk bagaimana mengatasi anak tersebut. Apakah mungkin anaknya, biasanya gini, kita menciba untuk memberikan*

pelajaran tambahan di sekolah, entah pada jam istirahat atau pulang, kalo ndak gitu orang tua mungkin memilih untuk mengeleskan anak-anaknya, memberikan pelajaran tambahan di luar, contohnya seperti di masukkan di les privat yang dirumah itu, pokoknya kita selalu berusaha untuk memberikan motivasi tersebut agar bisa sejajar dengan teman-temannya. Jadi ya biasanya orang tua ya memilih memberikan diluar karena kalo di sekolah kasihan, nanti temannya waktu istirahat dia nggak bis istirahat, nanti waktunya temannya pulang nggak bisa pulang, jdi kebanyakan di berikan les diluar, bagi yang kurang motivasi atau yang ketinggalan. ”

Interviewer *“Menurut Ibu, adakah anak yang mendapatkan kontribusi langsung dari orang tua maksudnya anak yang pintar bahasa Inggrisnya karena da kontribusi dari orang tuanya?”*

Respondent : *“Saya rasa bahasa Inggris itu memang harus dari diri kita sendiri, dari orang tua atau dari luar itu cuma penunjang, kelihatan lo, anak yang memang nggak suka bahasa inggris itu biasanya orang tua mati-matian memberikan tambahan diluar ataupun semangat dari keluarga dan lingkungannya ini ya tetap aja nggak bisa kalo menurut saya, itu memang dari kita sendiri. Tapi ada solusi agar dia itu terbuka dari dirinya sendirinya, kalo sejak lahir dia itu tidak suka bahasa inggris ya bagaimanapun diberi apapun kalo saya rasa nggak bisa. Mungkin gini solusinya, guru bahasa Inggrisnya itu agak ramah sedikit dan pelajaran bahasa Inggris itu kebanyakan lebih cepat mengena itu dengan permainan-biasanya seperti itu, namanya anak-anak kalo ada temannya yang semangat biasanya dia pasti ikut-ikutan semangat, jadi nggak mungkinlah kalo dari lahir nggak bisa terus nggak bisa, tetep ada trik-trik nya agar mau mempunyai semangat agar bisa bahasa Inggris itu banyak sekali langkahnya atau solusinya*

banyak, ya salah satu nya itu, dengan puzzle atau game atau permainan atau nyanyi biasanya itu anak-anak semangat. Saya sudah pernah kok mencoba itu waktu ada anak yang kelihatannya sejak awal itu entah dari SD nya atau dari mananya itu atau dari kelas satu nya udah nggak suka itu saya ajak game atau sering kita ajak ngomong itu biasanya malah seneng soalnya dia nggak suka itu karena dia nggak bisa, kalo dia sudah bisa, biasanya dia jadi suka.

Interviewer : *“Selanjutnya bu, adakah hubungan antara orang tua dengan guru bahasa Inggris mengenai perkembangan kemampuan bahasa Inggrisnya anak khususnya selama masa Covid-19 ini?”*

Respondent : *Para orang tua itu menyekolahkan anak-anak mereka disini kan karena mereka percaya kalo nanti hubungannya itu akan bisa bagus antara orang tua dengan guru. Dan tidak hanya pelajaran bahasa Inggris saja, tapi semua pelajaran juga begitu, mereka selalu mengikuti perkembangan, nanti kalo bahasa Inggris malah orang tua itu kebanyakan menyekolahkan karena tau kalo bahasa Inggrisnya satu minggu itu kan ada dua kali pertemuan jadi frekuensinya ketemu guru bahasa Inggris dan menerima pelajaran itu agak sering. Disitu orang tua memang suka menyekolahkan anak disini karena berharap bahasa Inggrisnya bisa lancar waktu practice Inggris itu ya, jadi kalo disini selalu, guru tu ada dering ananda disini jadi ada hubungan sama guru, utamanya guru bahasa Inggris untuk menanyakan perkembangan anaknya. Contohnya nanti kan diberi materi bahasa Inggris, itu dirumah faktanya orang tua itu selalu membuka catatan putra-putrinya karena apa nnti kalo nilainya jelek, langsung ditanyakan kok bisa jelek apa anak saya ketinggalan anak saya, pasti tanya gitu, kita bisa menyampaikan kenyatannya putra-putrinya kalo*

di kelas gini-gini, kalo nilai bagus mereka juga berkomentar, anak saya nilainya bagus bu, ini dari anak saya sendiri atau nyontek, itu selalu di pertanyakan jadi selalu ada hubungan antara orang tua dan anak sangat di perhatikan oleh wali murid

Interviewer : *“Anak seperti apa yang bisa dikatakan sebagai anak yang pintar bu?”*

Respondent : *“Ya, dia selalu aktif menjawab pertanyaan, bahasa Inggris kan ada menulis, mendengarkan, berbicara dan membaca, nanti anak itu di beri materi membaca, membacanya juga lancar, dengan benar dan artinya juga tau, kalo listening kita ngomong apa saja mereka mengerti apa yang di bicarakan dan mampu menjawabnya, itu berarti bisa. Kalo speakingnya kita tanya Tanya kita kasih pertanyaan apapun mereka menjawabnya menggunakan bahasa Inggris berarti bisa, tapi kalo menjawab pertanyaan bahasa Inggris menggunakan bahasa Indonesia berarti mereka masih dikatakan belum bisa lah, terakhir menulis , biasanya kita memberikan soal dikte kemudian mereka suruh menjawab pake tulisan itu, berarti kalo dia tulisannya sudah benar berarti mereka bisa, saya kira empat itu. Empat skill itu harus bisa, kalo nggak berate masih belum bisa dikatakan bisa.*

Interviewer : *“Kalo secara nilai siswa bagaimana bu, standar yang digunakan berapa?”*

Respondent : *“Kalo disini KKM , KKM nya tujuh, jadi kalo belum bisa memenuhi standar KKM itu jadi ya belum dikatakan bisa, jadi itu tadi kita harus komunikasi dengan orang tuanya itu, soalnya standarnya tujuh..”*

Interviewer : *“Makasih bu..?”*

Respondent : *“Ya, sama-sama.”*