

**PARENTS' DIFFICULTIES OF ASSISTING CHILDREN IN LEARNING
ENGLISH AT HOME DURING THE COVID-19 PANDEMIC**
(Explanatory Survey in SDIT AL-QISWAH Bengkulu City)

THESIS

Submitted as a Partial Requirement for the degree of Sarjana Pendidikan (S.Pd)
In English Departement of IAIN Bengkulu



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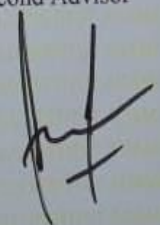
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MOTTO

**“Percayalah setiap orang ada masanya dan
setiap masapun ada orangnya, maka dari itu jalani sesuatunya sesuai
porsimu saja”**

(Novriyani)

DEDICATION

With gratitude and all of my love, this thesis is dedicated to:

- ❖ Allah SWT, as the only one God, the researcher would like to say Alhamdulillahillobbil'alamin, there is no word which can describe how grateful I am for every mercy, healthy, and happiness on my way to finish this thesis.
- ❖ Prophet Muhammad SAW, who has given a lot of influence on this world, without him we would not feel the pleasure of knowledge as it is today, *Allahumma solli 'alaa sayyidinaa muhammad, wa 'alaa aali sayyidinaa Muhammad*, hopefully with the blessings of prayer we are among the people of the prophet Muhammad SAW.
- ❖ my beloved parents, my father (Mr. Supriyadi) and my mother (Mrs. Sri Mulyani) two people who are very influential and contributed to the process of making this thesis. Thank you for all the support, whether material support or prayer support. there are no words that I can give other than sorry and thank you for everything you have given, may you be given the blessing of long life and abundant sustenance.
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4. Feny Martina, M.Pd as the Head of English Education Study Program of IAIN Bengkulu.
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7. All of my family members.
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The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and the readers in general.

Bengkulu, 2021
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ABSTRACT

Novriyani, 2021. Parents' Difficulties of Assisting Children in Learning English At Home During The Covid-19 Pandemic. Thesis, English Education Study Program, Tarbiyah and Tadris Faculty, State Institute of Islamic Studies (IAIN) Bengkulu.

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Difficulty of assisting learning are a certain condition characterized by obstacles and obstacles to achieving goals to assist, direct, motivate and help children while they are learning. The purpose of this study was to find out the difficulties of parents in accompanying children to learn English at home during the Covid-19 pandemic and to find out the dominant indicators between physical difficulties and non-physical difficulties. This study uses a quantitative approach. The populations in this study were parents of students at SDIT Al-Qiswah totaling 238 parents of students. Samples were taken using random sampling technique consisting of 100 parents. The techniques used in data collection are questionnaires, interviews and documentation. The questionnaire consists of 32 questions which are divided into two, namely physical and non-physical difficulties. The data are presented statistically using percentage, frequency, arithmetic mean, and standard deviation division. The results showed that the mean score of physical difficulties (3.47) was lower than that of non-physical difficulties (3.68). The results of this study indicate that the majority of parents experience non-physical difficulties.

Keywords: *Difficulty of assisting learning, learning English, Covid-19 pandemic.*

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Skripsi, Program Studi Tadris Bahasa Inggris, Fakultas Tarbiyah dan Tadris.

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kesulitan mendampingi belajar merupakan suatu kondisi tertentu yang ditandai dengan adanya hambatan serta rintangan untuk mencapai tujuan untuk mendampingi, mengarahkan, memotivasi serta membantu anak ketika sedang belajar. tujuan dari penelitian ini adalah untuk mengetahui kesulitan orang tua dalam mendampingi anak belajar bahasa Inggris dirumah selama pandemi Covid-19 dan untuk mengetahui indikator yang dominan antara kesulitan fisik dan kesulitan non-fisik. penelitian ini menggunakan pendekatan kuantitatif. Populasi dalam penelitian ini adalah orang tua siswa di SDIT Al-Qiswah yang berjumlah 238 orang tua. Sampel diambil dengan menggunakan teknik random sampling yang terdiri dari 100 orang tua. Teknik yang digunakan dalam pengumpulan data adalah angket dan wawancara dan dokumentasi. Kuesioner terdiri dari 32 pertanyaan yang terbagi menjadi dua yaitu kesulitan fisik dan non-fisik. Data disajikan secara statistik menggunakan persentase, frekuensi, mean aritmatika, dan pembagian standar deviasi. Hasil penelitian menunjukkan bahwa rerata skor kesulitan fisik (3,47) lebih rendah dari kesulitan non-fisik (3,68). Hasil penelitian ini menunjukkan bahwa mayoritas orang tua mengalami kesulitan non-fisik.

Kata Kunci : *Kesulitan mendampingi belajar, pembelajaran bahasa Inggris, pandemic Covid-19.*

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CHAPTER I

INTRODUCTION

H. Background of the Research

This research attempts to survey the difficulties of parents in assisting children to learn English at home during the COVID-19 pandemic at elementary schools in the city of Bengkulu. In general, it is known that Covid-19 is a highly contagious disease or disease that originated in the city of Wuhan in China. According to the WHO (World Health Organization), the corona virus or COVID-19 is a virus that causes diseases ranging from the common cold to more severe ones such as acute respiratory syndrome (SARS) and MERS-CoV.

To address the problem of the Covid-19 pandemic, the Indonesian government took a policy, namely by imposing social distancing to all levels of Indonesian society. This policy was implemented to break the chain of spreading Covid19. This turned out to have an impact on various activities including teaching and learning activities. The government has established a policy of learning from home or commonly abbreviated as BDR through the Minister of Education and Culture Circular Number 36962 / MPK.A / HK / 2020 which states that learning must be carried out online so that Corona Virus Disease (Covid-19) can be prevented from spreading (Anita Wardani & Yulia Ayriza,2021:773). Online learning established by the government is aimed at all levels of education from kindergarten to tertiary institutions.

Distance learning actually has been applied interchangeably by many different researchers for many variations program, provider, audience, and

media. Characteristics of distant learning is the separation of teachers and students in space and / or time (Perraton, 1988), control of the willingness to learn by students rather than distant instructors. Distance learning has actually been practiced since the 1950s, but at that time, distance learning efforts could not be done optimally, because many teachers could not use technology properly (Lorraine Sherry, 1995:339). However, at this time distance learning seems to be one of the alternatives used by every school and college to carry out the teaching and learning process, although not face-to-face. however, at this time distance learning seems to be one of the alternatives used by every school and college to carry out the teaching and learning process, although not face-to-face. There are applications that we can use in distance learning such as WhatsApp group, Zoom Meeting, Quizizz, Skype, Edmodo, Google Classroom and Telegram.

The process of changing learning from face to face to distance learning is relatively short making this distance learning a challenge for every teacher, student and does not deny the parents of students. In learning that is carried out online there are several obstacles such as network difficulties, difficulties in selecting the right learning media and difficulties in using applications used in the distance learning process.

This distance learning process certainly does not only involve teachers and students, but families and especially parents play an important role in realizing a conducive and effective distance learning process during the

pandemic. Because education is a shared responsibility not only of the government, but also schools (teachers), and families (parents).

The role of parents in the distance learning process is very influential on children's learning outcomes. Nika Cahyani & Rita Kusumah (2020:155) stated in distance learning parents have four important roles in assisting children to learn at home, including: (1) Parents have a role as teachers at home, that is where parents can guide their children in learning remotely from home, (2) Parents as facilitators , namely parents as means and pre-facilities for their children in carrying out distance learning, (3) Parents as motivators, namely parents can provide encouragement and support to their children in implementing learning, so that children have the enthusiasm to learn and get good achievements, (4) Parents act as directors or directors of children while they are studying.

Many of the demands of the role that parents must undertake, not a few who have difficulty maximizing their role. The difficulties may be caused by a variety of factors. In the research, Anita Wardani and Yulia Ayriza (2021:775-779), mentioned some of the difficulties experienced by parents when accompanying children to study at home during the pandemic including Lack of understanding of the material by parents, Difficulty in Fostering Children's Learning Interest, Difficulty Operating Gadgets, No. have sufficient time to accompany children to study at home, Parents are impatient in assisting children to study at home, Constraints Related to Internet Service Coverage. in additions, parents difficulties of assisting children can be : (1)Lack of parents' competence,

(2)Lack of Parents' time, (3)Lack of Parents' motivation, (4)The internet network is not smooth , (5)Inadequate facilities.

Based on the observations made by researcher of several parents of SDIT Al-Qiswah students in Bengkulu City, on April 26, 2021. When they were accompanying children to learn English at home during the Covid-19 pandemic they experienced difficulties such as limited time to accompany children, lack of the ability to understand the material that is being studied by children, an increased internet quota purchase budget. However, based on the observations made by the researchers, the researcher also knows that there are parents who are able to carry out the role of learning assistance to their children well. Therefore, based on the preliminary observations of researchers with some parents of SDIT Al-Qiswah students in Bengkulu City, several related problems were found, for the difficulties or obstacles of parents in accompanying children to learn English at home during the Covid-19 pandemic.

There are two studies that related to parents difficulties of assisting children in learning English at home during the pandemic. Firstly, Anita Wardani & Yulia Ayryza in 2021 with the aim of analyzing Parental Constraints in Accompanying Children to Study at Home During the Covid-19 Pandemic. aims to find out what obstacles are experienced by people parents while accompanying children to study at home during the Covid-19 pandemic. Which method used in this research is a case study through interviews with analysis thematic on 12 parents with children who are currently attending kindergarten. The results of this study indicate that in general the parental constraints are in

accompanying children to study at home during the Covid-19 pandemic is a lack understanding of the material by parents, the difficulty of parents in fostering interest in learning children, do not have enough time to accompany children because they have to work, people parents are impatient in accompanying children while studying at home, the difficulties parents have in operating gadgets, and obstacles related to internet service coverage.

Secondly, Tri Handayani, Hariyani Nur Khasanah & Rolisda Yosintha in 2020, This study aims to identify the obstacles faced by elementary students in Kedungrengit Hamlet, Tegalarum Village, Borobudur District during online learning during the Covid-19 pandemic, and knowing the role of the program home study assistance to students' understanding of learning. Approach that used in this research is a case study research with a descriptive method qualitative. The sample in this study were 9 grade 4 elementary school students in the hamlet Kedungrengit, Tegalarum Village, Borobudur which carries out online learning. Data collection in this study was carried out by triangulation method through three ways namely active participatory observation, structured interviews, and documentation. Data collected then analyzed using qualitative data analysis techniques. Research result shows that there are several obstacles in implementing online learning, among others, the limitations of teacher interaction in explaining the material so that there are many students who do not understand, the unpreparedness of parents in guiding their children to study, and costs the internet spent during online learning is becoming more and more.

This study also examines the same problems as the two researchers above, including the same analysis of the obstacles faced by parents when assisting children with distance learning during the Covid-19 pandemic, because of the many challenges parents face in this pandemic. The difference in terms of the object of research is, in this study the object of research is the parents of elementary school students at SDIT Al-Qiswah Bengkulu City. So that the results of this study are expected to provide a newer understanding of the problem.

Therefore, based on research that has been conducted by previous researchers, the researcher wants to find out the difficulties of the parents of SDIT Al-Qiswah students in Bengkulu city in accompanying children to learn English online due to the impact of the Covid-19 pandemic.

Based on the findings above, the researcher is interested in the survey the difficulties experienced by parents of grade one to grade 6 SDIT Al-Qiswah Bengkulu city in accompanying children to learn English remotely during the Covid-19 pandemic. Based on the description above, the researcher decided to conduct a study entitled "**Parents' Difficulties of Assisting Children in Learning English at Home During The Covid-19 Pandemic (Explanatory Survey in SDIT Al-Qiswah Bengkulu City)**".

I. Identification of the Problems

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

1. The Parents' less time to assisting children in learning English during Covid-19 pandemic
2. The Parents' less competence in understanding the child's material
3. The internet connection is not stable
4. The parents' are less able to facilitate their children's needs to online learning

J. Limitation of the Problem

This study only focuses on survey what difficulties parents have in assisting children in learning English at home during the Covid-19 pandemic in SDIT Al-Qiswah Bengkulu City”.

K. Research Question

This study intends to answer the following research questions:

1. What is the level of parents' difficulties of assisting children in learning English during covid-19 pandemic in SDIT Al-Qiswah Bengkulu city in academic year 2021/2022?
2. What difficulties are more dominant between physical and non-physical difficulties for parents in accompanying children to learn English at home during the covid-19 pandemic at SDIT Al-Qiswah Bengkulu City in academic year 2021/2022?

L. Objectives of The Research

Based on the formulation of the problem above, the objectives of this study are:

1. To find out what are the parents' difficulties of assisting children in learning English at during the Covid-19 pandemic in SDIT Al-Qiswah Bengkulu City.
2. To understand how far the parents' difficulties of assisting children in learning English at during the Covid-19 pandemic in SDIT Al-Qiswah Bengkulu City.

M. Significances of the Research

This research, there will be many benefits that can be taken from various parties, including:

- a. For teachers

This research can be used as material for the teacher's consideration (English) in coordinating with the parents of students, in terms of giving school assignments so that learning objectives can be achieved during the pandemic.

- b. For governance

This research can be used as material for consideration in making policies regarding the learning system carried out during a pandemic, so that learning objectives can be achieved during a pandemic.

- c. For researchers

add insight to researchers about the analysis of parents difficulties of assisting children in learning English at home during the Covid-19 pandemic in SDIT Al-Qiswah Bengkulu City.

N. Definitions of the Key Term

- 1. Parent difficulties** certain conditions characterized by obstacles and barriers to achieving a goal experienced by parents.
- 2. Distance learning** is a learning method that is carried out without face to face between teachers and students. This learning process usually uses the internet network.
- 3. Pandemic** according to the Big Indonesian Dictionary (KBBI), a pandemic is an epidemic that occurs simultaneously everywhere or covers a wide geography. WHO itself defines a pandemic as a situation when the entire world population is likely to be exposed to this infection and potentially some of them fall ill.

CHAPTER II

LITERATURE RIVIEW

E. Assisting Children in Learning English

4. Concept of Assisting children Learning English

BPKB Jawa Timur in Ahmad Abtokhi (2009:170) stated that *Pendampingan merupakan suatu aktivitas yang dilakukan dan dapat bermakna pembinaan, pengajaran, pengarahan dalam individu atau kelompok yang lebih berkonotasi pada menguasai, mengendalikan, dan mengontrol.* In other words, Assistance is an activity that is carried out and can control, direct, direct within an individual or group which has the connotation of controlling, monitoring and control.

In the other hand Wayan Tantra (2016: 123) stated that *Pendampingan adalah upaya terus menerus dan sistematis dalam mendampingi (memfasilitasi) individu, kelompok maupun komunitas dalam mengatasi permasalahan dan menyesuaikan diri dengan kesulitan hidup yang dialami sehingga mereka dapat mengatasi permasalahan tersebut dan mencapai perubahan hidup ke arah yang lebih baik.*

Assistance is a continuous and systematic effort to assist (facilitate) individuals, groups and communities in overcoming problems and adjusting to life's difficulties so that they can overcome these problems and achieve life change for the better.

Assistance can also be interpreted as a possible relationship forms the process of sharing skills and experience both professional, as well

personal that drives the growth process and develop along that process happen. Assistance is a form interpersonal relationship between a person who are seen as more experienced or more professional and someone who positioned still less experienced or less professional. Process Assistance is based on giving encouragement, comments and suggestions are constructive, carried out in atmosphere of openness, mutual trust and mutual respect, as well as desires strong to share and learn from each other. The whole process and all aspects accompaniment happens because of relationship that exists between the parties involved in mentoring is relationship which has been awake long ago. In this case the means of assistance related to children. which will be described in a more specific understanding.

In general, a children is someone who is born from a marriage between a woman and a man without neglecting that someone who is born to a woman, even though he has never been married, is still said to be a child. someone is said to be a child when he is young. As stated by UNICEF in Faisal Amir (2017:07) that; “*anak-anak adalah penduduk berusia antara 0 sampai 18 tahun.*” Therefore, Children are humans who have an age of 0 to 18 years.

Moreover, According by Al-Ghozaly in Muhammad Isnaini (2021:04) “*Anak adalah karunia Tuhan kepada manusia yang, Harus dirawat, dipelihara dan di didik dengan baik, tidak dengan kekerasan dan*

menggulung.” The other hand children are a gift from God that we must teach to care for with tenderness and compassion.

Based on explanation above, Assisting children is activities that nurture, teach, direct and control human beings aged 0-18 years with tenderness and compassion to support the optimization of children's development. so it can be concluded that mentoring parents in children's learning is an effort made by the family especially both parents to optimize child development, guide, accompany, provide the best possible facilities, fulfill all the needs the child needs, provides a good understanding and help and guidance when children are experiencing difficulties and always provide motivation so that children are enthusiastic in learning.

5. Factors Affecting Children Assisting

According on KBBI, factors are the things (circumstances, events) that participate cause (influence) the occurrence of something. In achieving a child's learning success, there are factors that influence it. There are some factors that influence child accompaniment in the family, namely:

- a. The age of the parents 18 years to 35 years is considered the best age in the role of being a parent, because at this age the level of strength, health and time are at the optimum stage for family and parenting.
- b. Experience of being a parent. Previous experience in Raising children affects the way parents raise their children and the next way.

- c. Marriage relationship, the condition of the marriage can have an adverse effect directly into the way parents raise their children and how it follows.
- d. Involvement of fathers in parenting the latest approach used in the relationship between father and newborn, it is as important as the relationship between mother and child.

In other words that Factors Affecting Child Assistance include the age of the person, the experience of the parents, the condition of the marriage of the parents and the participation of the father in accompanying the child, these four factors are very influential in the success of their child's learning.

Additionally, Factors Affecting Child Assisting is parental characteristics in the form, the personality of each person's parents differ in level of energy, patience, intelligence, attitude and maturity. These characteristics will affect the ability of parents to meet the demands of the role of parents and how the level of sensitivity parents to the needs of their children (Nika Cahyani & Rita Kusumah,2020 :154).

6. The Roles of Parents in Assisting Children in Learning English

According on KBBI that the role is a device of behavior that is expected to be owned by people who are domicile in society. In other hands Soerjono & Soekanto in Agustin Lilawati (2021:551) stated that, *peran adalah aspek dinamis dari seseorang untuk mengimplementasikan seperangkat hak dan kewajiban yang dimiliki seseorang*. By way of explanation, role is a dynamic aspect of one's position to exercise a set of rights and obligations

that someone has. In this study, the means of the role in question is the role of parents in assisting children to learn English during the pandemic. Which will be explain in a more specific understanding.

The role of parents is very important in the development of children both from cognitive, effective and psychomotor aspects. A part from that the role of parents also very important in the family.

Basically, parents only played a role in guiding one's attitudes and skills fundamental, such as religious education to obey the rules, and for good habituation (Soerjono & Soekanto in Agustin Lilawati, 2021:551). However, since the COVID-19 outbreak and learning has been shift into distance learning, its role has become widespread.

In distance learning parents have four important roles in assisting children to learn at home, including:

- a) Parents have a role as teachers at home that is where parents can guide their children in learning remotely from home.
- b) Parents as facilitators, namely parents as means and pre-facilities for their children in carrying out distance learning.
- c) Parents as motivators, namely parents can provide encouragement and support to their children in implementing learning, so that children have the enthusiasm to learn and get good achievements.
- d) Parents act as directors or directors of children while they are studying (Nika Cahyati & Rita Kusumah, 2020:151).

In addition to the four roles above, parents also have a role to direct children according to the talents and interests of each child. This is because children have different talents. Children have the right to make their dreams come true. Children should always be reminded not to drown in the current situation of school vacations.

Based on the description above, it can be understood that the role of parents as a pattern of behavior of the father and mother in the form of the responsibility of educating, caring for, and guiding their children to reach certain levels that lead children to be ready to live in them. Social life.

In the context of this study, the roles of parents in distance learning are as follows:

- a) Parents as facilitators, what is meant here is that parents are required to provide everything students need to support the distance learning process.
- b) Parents as companions, in this case parents are required to direct and motivate children while doing distance learning.
- c) Parents as educators, in addition to facilitating and accompanying children, parents are also required to replace the teacher's position, namely teaching learning material at school if the child doesn't understand, so here parents are required to understand the material that is being studied by the child while doing learning long distance

From the explanation above, it can be concluded that Assisting Children in Learning English is activities in the form of coaching,

teaching, directing by parents in accompanying children to learn English at home. Indicators of Assisting Children in Learning English :

1. Facilitating
2. Educating
3. Motivating
4. Accompany
5. Directing
6. Coaching
7. Teaching

F. Parents Difficulties of Assisting Children in learning English during pandemic

Kesulitan merupakan suatu kondisi tertentu yang ditandai dengan adanya hambatan-hambatan dalam kegiatan mencapai suatu tujuan, sehingga memerlukan usaha yang lebih keras untuk dapat mengatasinya (Sugiyanto, 2021: 116). In other sentences are, difficulty is a certain condition marked by the existence of obstacles in activities to achieve a goal, so it requires a harder effort to be able to overcome it. In this context the difficulty in question are difficulties of assisting children in learning English during pandemic, which will be explain in a more specific understanding.

In specifically, parents' difficulties of assisting children in learning English during pandemic, among other:

- a) Lack of understanding of the material by parents

The obstacle of a lack of understanding of the material by parents is also called constraint pedagogy, the form of the obstacle includes, never received training, not yet experienced, and have not received assistance

b) Difficulties in Fostering Children's Learning Interest

Foster children's interest in learning plays a very important role in carrying out learning activities or learning activities. This is of course a significant obstacle, considering that building children's motivation is a powerful way of shaping good children's academic results

c) Difficulties in Operating the Gadgets

Difficulty operating gadgets is one of the obstacles faced by parents in accompanying children to study at home during the Covid-19 pandemic.

d) Do not have enough time to accompany children to study at home

Parents do not have enough time to accompany their children to study at home having to work is another problem during the Covid-19 pandemic

e) Constraints Related to Internet Service Coverage

The diverse location of the Indonesian archipelago causes not all regions affordable by internet services and the slow distribution of internet networks at times (Anita Wardani & Yulia Ayriza, 2021:775-780).

Parents' difficulties of assisting children in learning can be divided into two parts, namely:

a) Physically

These physical difficulties include the following:

1. Facilities,

This difficulty is indicated by the unavailability of special learning places, complete learning equipment, books to support children's learning, the unavailability of cellphones as a tool for online learning and the absence of a budget to buy internet quotas for children learning online.

2. Internet,

The difficulty faced by parents when assisting children to learn online is the unavailability of smooth internet access.

3. media

For parents, online learning media is quite difficult for parents because not all parents are able to understand the media used by the teacher while learning

b) Non-physical

These physical difficulties include the following:

1. Competence

This difficulty is in the form of a lack of understanding by parents about the material conveyed by their children, so that parents are unable to explain the material again when their child asks about the part of the lesson they do not understand.

2. Time

This difficulty in the form of less or no time for parents to accompany children to study at home, because of work, or other things.

3. Motivation

This difficulty is in the form of the inability of parents to foster children's interest and motivation to distance learning (Erwin Sawitri & Friends, 2019:211).

In others words, it can be understood that in the online learning process parents have the responsibility to assist children when they are learning online. In carrying out the responsibilities that carry it, parents experience obstacles or difficulties which can be divided into two parts, namely physical and non-physical. physical difficulties which include the inability of parents to provide the facilities needed by children while learning online, the lack of smooth internet networks in the area where they live, and the inability of parents to understand the media used by teachers when teaching their children to learn online. As for the non-physical constraints in the form of a lack of understanding of the material that the child is learning, the difficulty of dividing time between working and accompanying children to learn online and the difficulty of fostering children's motivation to participate in online learning with enthusiasm.

Based on the explanation above, parents difficulties of assisting children is a certain condition characterized by the obstacles experienced by parents in mentoring activities for children to learn English at home during the distance learning process in Covid-19 Pandemic. Indicators of parents difficulties of assisting children are:

1. Lack of parents' competence
2. Lack of Parents' time

3. Lack of Parents' motivation
4. The internet network is not smooth
5. Inadequate facilities

G. Learning English During Pandemic

The Covid-19 pandemic led to the closure of schools in an effort to stop the Covid-19 movement. In exchange, the government has implemented a Distance Learning system which is carried out by teachers and students online to achieve learning goals. The technology-based system requires educational institutions, teachers, students and even parents to use technology. This triggers the acceleration of the transformation of educational technology in this country. Of course this transformation will change the world of education with the use of technology, this is in line with the era of the Industrial Revolution 4.0 which continues to advance.

Learning at home or (distance learning) is a learning model in which teachers and students do not meet face to face directly. Distance learning model, educators and students are usually separated by distance and time. In this learning model, teaching activities are carried out via the internet so that face-to-face physical activities are not necessary. In distance learning, the internet is a major factor that greatly influences the teaching process. In other words, on the distance learning process the internet does not only act as a support for learning activities, but it is the most influential thing in the distance learning process.

Distance teaching via the internet, of course, must still involve the empathy of the teachers so as to create a close relationship between teacher and educator. Without empathy, teaching in the real sense cannot occur and what takes place is the process of transferring information. According by SR. Deni Darmawan (2014:4-9) that to realize a real learning situation, institutions that organize distance learning must pay attention to the following elements:

1. The center of student activities
2. Interaction in the group
3. Student administration system
4. Evaluation of the material
5. Digital library
6. Other supporting online materials

Distance learning or distance education is a field of education that focuses on pedagogy / andragogy, technology, and the design of learning systems that are effectively combined in the delivery of education to students, teachers and students can communicate asynchronously and synchronously. E-learning is naturally suitable for distance learning and flexible learning, but it can also be used in conjunction with face-to-face teaching, in which case the term Blended learning is generally used (Amani Mubarak Al-Khatir Al-Arimi, 2014:83).

In addition, According by DR. Deni Darmawan (2014:23) stated that distance learning is the physical separation between instructors and students and the use of multiple technology delivery systems. From this statement, it can be understood that distance learning is a learning activity that focuses on the use

of technology with the position of teachers and students in separate places when the learning process begins. Distance learning systems have the main characteristic of physical separation between students and educators. Measure of the direct interaction between students and educators, the instructor is the main indicator of this system.

Most of the communication between educators and students is through media such as letters or telephone. Distance learning in various worlds seeks to create interactive communication over a distance, for example by designing teaching materials (learning materials) in such a way that they can be used as interactive learning tools. Another effort, namely providing tutorial facilities for students and utilizing certain media that can be a means of interaction between educators and students. One of the most recent media is the Internet. This Internet facility then develops electronic-based distance learning models, or hereinafter known as electronic learning (e-Learning).

As previously, distance learning does not bind students in terms of learning time and length of education. Thus the manager of the implementation of distance learning must be able to create a control system that is the intensity and intensity of the learning process. Thus the regularity of student learning can be monitored. Besides that, the completeness of infrastructure and mastery of technology by students and educators are also other factors that need to be controlled because they are directly related to improving the learning process (DR.Deni Darmawan, 2014:24).

Distance learning systems have advantages and disadvantages namely:

2. The advantages of distance learning:

The e-learning has benefits over traditional classroom training, the obvious benefits are the flexibility and the cost saving (that spend in travel and be out of work). There are also benefits also that might not be obvious, for example:

- a) What e-learning the student don't have to travel to attend a course: attend your class in what time are stable for you day or night and that will be so flexible to many student.
- b) What e-learning the hard subject can be easier and interesting.
- c) Through e-learning the student will have more experiences can be achieved, because learn from the content as well learn from using online communities and networks. In this way, e-learning can support "learning through reflection and discussion".
- d) E-learning is so help full to the companies because it saves time and costs when the learner or the employees learn at job and it also improve their performance and help the organizations to be active.
- e) It's less expensive to produce x It's self – paced
- f) It provides a consistent message x It can work from any location and any time It can be updated easily and quickly
- g) It can be easily managed for large groups of students – Information (such as health and safety) can be kept current by updating the intranet site.
- h) Avoids timetabling constraints

i) Can avoid crowds during a pandemic

3. The disadvantages of distance learning :

Very dependent on the internet network

a) cannot interact directly with teachers and friends

b) Not all lessons can be explained by distance learning such as sports lessons.

The relationships between student and teacher and the imbalance of power in distance learning is an issue which trouble many educationalists, theoretically committed, to assisting learner take cares control of their own learning and became self-directed. On other hand, distance learning involves student in making sense of course materials for themselves, to structured learning situations and shaping their own learning experiences (Amani Al-Khatir Al-Arimi, 2014:83-85).

Based on the theories above learning English during pandemic Covid-19 is English learning activities carried out between teachers and students at a distance or not face to face, and the learning system is internet-based. Indicators of learning English during pandemic are :

2. Schools closed due to the outbreak

3. Home visit

2. Distance learning

3. Study at home

4. Virtual learning

5. E-learning

6. Internet based learning
7. comply with the covid-19 procedures

H. Previous Related Studies

There are some previous related studies with this research. Firstly, a study written by Anita Wardani & Yulia Ayriza, 2021 conducted a research entitled "*Analisis Kendala Orang Tua dalam Mendampingi Anak Belajar di Rumah Pada Masa Pandemi Covid-19*". This study aims to determine what constraints are experienced by people parents while accompanying children to study at home during the Covid-19 pandemic. The research method used in this research is descriptive qualitative, through interviews with thematic analysis on 12 parents with children who are sitting in kindergarten. The results of this study indicate that in general the parental constraints are in accompanying children to study at home during the Covid-19 pandemic is a lack understanding of the material by parents, the difficulty of parents in fostering interest in learning children, do not have enough time to accompany children because they have to work, people parents are impatient in accompanying children while studying at home, the difficulties parents have in operating gadgets, and obstacles related to internet service coverage.

The similarity between this thesis and this research is that they both refer to the difficulties or obstacles experienced by parents in accompanying children to study at home during the Covid-19 pandemic, meaning that researchers focus on parental difficulties.

The difference between this thesis and this research is that the type of research is that the thesis uses a qualitative method in the form of descriptive, while the researcher uses a qualitative research method in the form of a survey. The second difference also lies in the subject taken, in the thesis the subject is in the form of early childhood education students while the researcher takes the subject of elementary school students at SDIT Al-Qiswah, Bengkulu city.

For the second previous related studies with the research is the analysis written by Saripah Anum Harahap, Dimiyati & Edi Purwanta conducted a research entitled "*Problematika Pembelajaran Daring dan Luring Anak Usia Dini bagi Guru dan Orang tua di Masa Pandemi Covid 19*" This research aims to know the problems of learning in Early Childhood Education (PAUD) faced by teachers and parents during the covid pandemic 19. Using this type of research qualitative with a descriptive approach, data collection techniques use observation, interviews, and google form, for data analysis using triangulation methods, inter researchers, data sources and theories. The results showed that there were problems in the implementation of learning, namely in the network (online) and outside the network (offline).

The similarity between this thesis and this research is that they both refer to a problem faced when learning online and offline during the Covid-19 pandemic.

The difference between this thesis and this research is that the type of research is a thesis using qualitative methods in the form of descriptive with data collection techniques using observation, interviews, and google forms, while

researchers use quantitative research methods in the form of surveys with data collection techniques using questionnaires, interviews and documentation. The second difference also lies in the subject taken, in the thesis the subject is PAUD students while the researcher takes the subject of the parents of elementary school students at SDIT Al-Qiswah Bengkulu City. Besides that, the difference in this study also focuses on two subjects, namely parents and teachers, while the subject researchers are only the parents of students.

CHAPTER III

RESEARCH METHOD

This chapter presented about design of the research, subject of the research, instrument of data collection, technique of data collection, and technique of data analysis.

F. Research Design

Research design is a framework of research methods and techniques selected by a researcher. This design allows researchers to hone research methods appropriate to the subject matter and prepare their studies for success.

The design of this research is quantitative explanatory survey study. In which the purpose was only to explain the parents difficulties of assisting students in learning English at home during the pandemic at 1st grade high school majoring in language of SDIT Al-Qiswah Bengkulu city academic year 2021/2022 .

According to Sugiyono (2019: 16), quantitative methods can be interpreted as research methods based on the philosophy of positivism, used to examine certain populations or samples, data using research instruments, statistical data analysis, with the aim of testing predetermined hypotheses. This research method is also called the positivistic method because it is based on the philosophy of positivism. This method is also called the scientific method because it fulfills scientific principles, namely concrete / empirical, objective, measurable, rational, and systematic.

In this study, researchers used an explanatory survey method. According to Sugiyono (2017: 6), this states that explanatory research is research based on the variables studied and the influence between one variable and another. while the survey method is the survey research studies large and small population by selecting and studying sample chosen from the population to discover the relative incidents, distribution, and interrelations of sociological and psychological variables. According to Sugiyono (2017: 56-57) that Survey research is usually descriptive in nature, comparative settlement, associative, associative comparative and structural relationships and structural equation relationships. According by Donald Ary & Friends (2010) that There are two basic data-gathering techniques in survey research: interviews and questionnaires. Therefore the explanatory survey method is a research method that is carried out on large and small populations, but the data studied is a sample of that population, so that the descriptions and relationships between variables are found.

Data were analyzed through data acquisition based on research and based on the categories of parents who have difficulty assisting students' students in learning English at home during the pandemic. Data is presented statistically using percentages, frequencies, arithmetic averages, and standard division.

G. Population and Sample

3. Population

Sugiyono (2012: 117) stated that Population is a generalization area consisting of: objects / subjects that have certain qualities and characteristics

that are determined by the researcher for study and then draw conclusions. The population in this study were all parents of students of SDIT Al-Qiswah Bengkulu City for the 2021/2022 academic year, totaling 238 students consisting of 11 classes.

Table 3.1 population of the research

No	Class	Students
1.	I Salahudin Al-Ayubi	22
2.	I Khadijah Binti Khaulid	23
3.	II Abu Dzar Al Ghifari	22
4.	II Zaid bin Tsabit	21
5.	III Amru Bin Ash	29
6.	IV Abdullah bin Umar	23
7.	IV Zaid bin Haritsah	23
8.	V Ali bin Abi Thalib	20
9.	V Umar bin Khatab	20
10.	VI Abu Bakar Ash Siddik	17
11.	VI Utsman bin Affan	18
	Total of Population	238

4. Sample

In quantitative research, the sample is a part of the number and characteristics of the population. Arikunto stated that if the population is less than 100 people, we should take all of our population as a sample, but if the population is more than 100 people we take it from the population of 15% - 25% then it is used as a sample. Sampling is a process that includes taking a portion of the population, making observations or a group of samples, and then generalizing the findings to the population. In this study, researchers will

take a sample of 25%. The sample in this study was a random sample from the population. The number of samples taken is based on the Slovin formula:

$$n = \frac{N}{1+N.(e)^2}$$

Notes:

n = Number of Samples

N = Total Population

e = Error Rate

Population N = 238 assuming the error rate (e) = 10%, then the number of samples that must be used in this study are: n= 99,57 rounded to 100. So from the above calculations, to find out the sample size with an error rate of 10%, there were 100 parents of students.

$$N = \frac{N}{1+N.(e)^2} = \frac{2}{1+2 \cdot (0,1)^2} = 99,58 \text{ rounded to 100 parents}$$

Table 3.2 Sample of the research

Class	Students	Calculate	Sample
I Salahudin Al-Ayubi	22	100/238x22	9
I Khadijah Binti Khaulid	23	100/238x23	10
II Abu Dzar Al Ghifari	22	100/238x22	9
II Zaid bin Tsabit	21	100/238x21	9
III Amru bin Ash	29	100/238x29	12
IV Abdullah bin Umar	23	100/238x23	10
IV Zaid bin Haritsah	23	100/238x23	10
V Ali bin Abi Thalib	20	100/238x20	8
V Umar bin Khatab	20	100/238x20	8
VI Abu Bakar Ash Siddik	17	100/238x17	7
VI Ustman Bin Affan	18	100/238x18	8

Total Sample	100
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H. Research Instruments

In this research, the researcher used questionnaire, interview, observation, and documentation to collect the data. Data collection in this research can be done in a variety of sources, settings, and various ways. The collection of data used by researchers is based on the technique or method. The data collection techniques and instruments carried out by researchers were as follows:

4. Questionnaire

Questionnaire is a data collection technique that is done by giving a set of questions or written statements to the respondent to answer. The questionnaire is an efficient data collection technique if the researcher knows exactly what variables to measure and what is expected from the respondent. Several principles in writing a questionnaire as a data collection technique, namely: the principles of writing, measurement and physical appearance.

The questionnaire used in this study is a questionnaire with a Likert scale. the Likert scale is used to measure the attitudes, opinions and perceptions of a person or group of people about social phenomena.

In this research the researcher used a questionnaire totaling 32 questions described based on indicators of the theory of physical and non-physical E-learning barriers. The following of indicators of physical and non-physical E-learning barriers:

Physical	Non-physical
-----------------	---------------------

Facility	Competence
Internet	Time
Media	Motivation

Table 3.3 the Likert Scale Rating

Optional	Score	
	Physical	Non- Physical
Strongly agree	5	5
Agree	4	4
Sometimes	3	3
Disagree	2	2
Strongly disagree	1	1

5. Interview

The interview is used as a data collection technique if the researcher wants to conduct a preliminary study to find the problem that needs to be investigating and also if the researcher wants to know things from the respondent in more depth and the number of respondents is small. Interviews can be conducting in a structure way (researchers already know with certainty about what information will be obtain) or unstructured (researchers do not use interview guidelines that have been arrange systematically and completely as data collectors) and can be done directly (face to face) or not directly (through media such as telephone).

6. Documentation

Documentation is the collection, selection, processing and storage of information in the field of knowledge; giving or collecting evidence and information such as pictures, quotations, clippings, and other reference materials. In this study, the documentation using by the researcher was documentation in the form of photos.

I. Data Collection Techniques

The main data from this study was questionnaire. The questionnaire has 32 questions and consists of two main parts: physical E-learning barriers (items 1-16) and non-physical E-learning barriers (items 17-32). The questionnaire was distributed to the random sampling in SDIT Al-Qiswah Bengkulu City and then was collected to see the answer. In measuring parental difficulties, parents only need to select one option by putting a tick on the questionnaire. The source of additional data from this research is interviews. Researchers interviewed 5 parents randomly, after getting the questionnaire results. Interviews were conducted to find out more and more about the difficulties of parents in assisting children to learn English during the pandemic. There are ten questions related to difficulties in this interview. By using questionnaires and interview data, the final data can be obtained for analysis.

J. Data Analysis Techniques

The data obtained from the questionnaire will be analysed using the SPSS program. Data regarding the general background of the subjects as well as their comments will be calculated and presented as a percentage. A five-point Likert scale is used to measure the level of parent's difficulties of assisting student in

learning English during pandemic. The scale is used in the questionnaire to determine the level of agree or disagree based on the following criteria Mean Range Interpretation:

Table 3.4 the parents difficulties Level

Mean Range	Interpretation
3.68 – 5.00	High degree of difficulties
2.34 – 3.67	Moderate degree of difficulties
.00 – 2.33	Low degree of difficulties

After the data is collected, then calculate the score for the parent questionnaire. The data will be analyzed using an explanatory survey method. The results are given in quantitative data. In the first part of the questionnaire, the questions are divided into two parts, as follows; number one until sixteen quantifiable questions about the physical barriers to e-learning; Questions numbered seventeen until thirty-two were measured about non-physical barriers to E-learning. Five scales were used to measure the difficulty level of successful parents in the first section. (Strongly disagree; 1, disagree; 2, sometimes; 3, agree; 4, and strongly agree: 5. Data were analysed using a formula based on Sudijono as follows:

$$P = \frac{F}{N} \times 100 \%$$

Notes:

P: Percentage of Data

F: Data Frequency

N: Total Number of Samples

CHAPTER IV

RESULT AND DISCUSSION

This chapter presents research findings and discussions that provide answers for research questions. The results of research conducted on the difficulties of parents in accompanying children to learn English at home during the Covid-19 Pandemic for parents of SDIT Al- Qiswah students in Bengkulu city for the 2021/2022 school year.

A. Result

This chapter will find results and discussion of the types of parental difficulties and the dominant difficulties between physical and non-physical difficulties for parents in assisting their children to learn English at home during the Covid-19 pandemic. The research data was taken from a questionnaire in the form of a Google form.

1. General Information

This section shows the general demographic data of the respondents. the results are shown based on the following questionnaire:

Table 4.1

Gender of respondents

Gender	Frequency	Percent (%)
Male	8	8
Female	92	92
Total	100	100

The number of respondents is 100 people. The majority of respondents are female (92%) and a small proportion of respondents are male (8%).

2. Level of Parents' Difficulties of Assisting Children in Learning

English During Covid-19 Pandemic

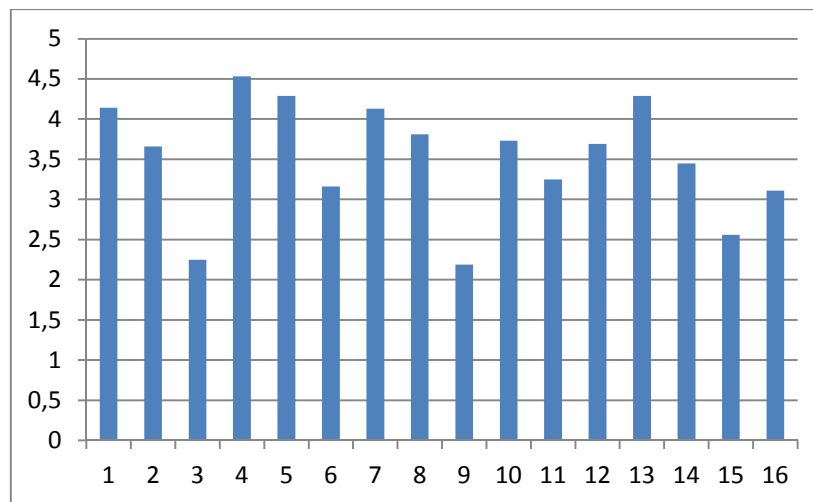
From the results of the data, it is known that the level of difficulty of parents in accompanying children to learn English at home during the Covid-19 pandemic at SDIT Al - Qiswah Bengkulu City for the 2021/2022 academic year has a moderate level of difficulty. To find out the result of details see the following table.

This section presents the overall research results. The following two tables (Tables 4.2 and 4.4) describe all items totaling 32 questionnaire items, the result is a detailed average score, which is calculated using descriptive statistics Mean Score and Standard Deviation (SD) with describe the level difficulty of parents. Table 4.2 below contains 16 questions about related physical difficulties.

a. Physical Difficulties

The findings of the research on physical difficulties for parents in assisting children to learning English at home during the Covid-19 pandemic at SDIT Al- Qiswah Bengkulu City in academic year 2021/2022 are depicted in the form of a diagram.

Chart 4.1 Parents Score of Physical Difficulties



Physical difficulties of parents in assisting children in learning English at home during the covid-19 pandemic at SDIT Al- Qiswah, Bengkulu City in the academic year 2021/2022 carried out based on data on. Respondents have high difficulty, scoring an average of 4.53 on one question item from the facility indicator. Then there is the medium level, which has the lowest average value of 3.11 on the media indicator. Then there are also low levels, with a low average of 2.19 on the internet indicator. The graph above illustrates the ranking of high data acquisition, data low and moderate data. Then to see more clearly the table 4.2 shows the results of data analysis of physical difficulties, which includes 16 question items related to physical difficulties.

Table 4.2
Parents Score of physical Difficulties

Indicator	Items	Mean	SD	Rating of difficulties level	
Facility	1	4,14	3,74	0,85	High
	2	3,66		1,18	Moderate
	3	2,25		0,99	Low
	4	4,53		0,76	High
	5	4,29		0,76	High
	6	3,16		1,25	Moderate
	7	4,13		0,85	High
Internet	8	3,81	3,33	1,13	High
	9	2,19		0,96	Low
	10	3,73		1,01	High
	11	3,25		1,19	Moderate
	12	3,69		1,01	High
Media	13	4,29	3,35	0,76	High
	14	3,45		1,23	Moderate
	15	2,56		0,99	Moderate
	16	3,11		1,10	Moderate
Total		3,47	0,35	Moderate	

Table 4.2 reveals that respondents have a moderate level of difficulty with the total Mean score of the questionnaire items (3.47) and Standard Deviation (S.D) is (0.35). Researchers will explain about the concept of parents as follows:

From the indicator of facility, there are four statements which state that parents difficulties is high, and then there are two statements which state that parents have a moderate level of difficulties. And then there is one statement which states that the parents' difficulty is low.

Highest score from the statement is number 4 (*I provide a hand phone as a supporting facility when online learning*) with mean score (4.53) and S.D (0.76) with a high level of difficulty. The lowest score from the statement is number 3 (*I buy textbooks and children's worksheets every semester*) with a total mean score (2.25) and a total S.D (0.99) the statement is of low difficulty. Then Statement number 2 (*I provide children's learning stationery/tools*) with a total mean score of (3.66) and total S.D (1.18) and statement number 6 (*I always prepare a nutritious breakfast so that children can concentrate on studying well*) with a total mean score (3.16) and a total S.D (1.25) these two statements are statements with moderate difficulty.

From the internet indicators there are three statements with high difficulty level and one statement with medium difficulty level and one statement with low difficulty level. Statement number 9 (*My house is very far from urban areas so that it causes poor internet access*) With a total mean score of (2.19) and a total S.D (0.96) is the statement of the lowest difficulty level among all items. The highest statement on this indicator is in statement number 8 (*At home I use Wi-Fi so internet*

access is very smooth) with a total average score of (3.81) and total of S.D (1.13) this statement is the highest level of difficulty score compared to statement number 10 (*My house is located in an urban area so internet access is very good*) with a total mean score (3.73) and a total of S.D(1.01) and statement number 12 (*Hand phone used by my child has a 3G network so internet access is not smooth*) with mean total score of (3.69) and total of S.D (1,01). Statement number 11 (*Internet access in my house is erratic or intermittent, this is because my house is located in the lowlands*) with a total mean score (3.25) and total S.D (1.19) this statement is included in the moderate difficulty level.

From the media indicators, there is only one a statement stating that the level of difficulty of parents is high. There are three a statement stating that parents have a moderate level of difficulty. The highest score on this indicator is statement number 13 (*For me online learning media is very confusing*) with a total mean of (4.29) and S.D (0.76) this statement shows that the parents have a high level of difficulty. The statement that shows the lowest score is the number 15 (*Online learning media used by educators are very effective and creative so that I as a parent can easily understand the material my child is learning*) with a total mean (2.56) and total of S.D (0.99) at the moderate level of difficulty. Then statement number 14 (*Media used in online learning makes it difficult for me to understand the material my child is studying*) with total mean (3.45) and total of S.D (1.23) and statement number 16 (*The media used by educators sometimes does not match the material being delivered*) with total mean (3.11) and a total of SD (1,10) at the

moderate level of difficulty indicates the level of difficulty of the parents is higher than statement number 15.

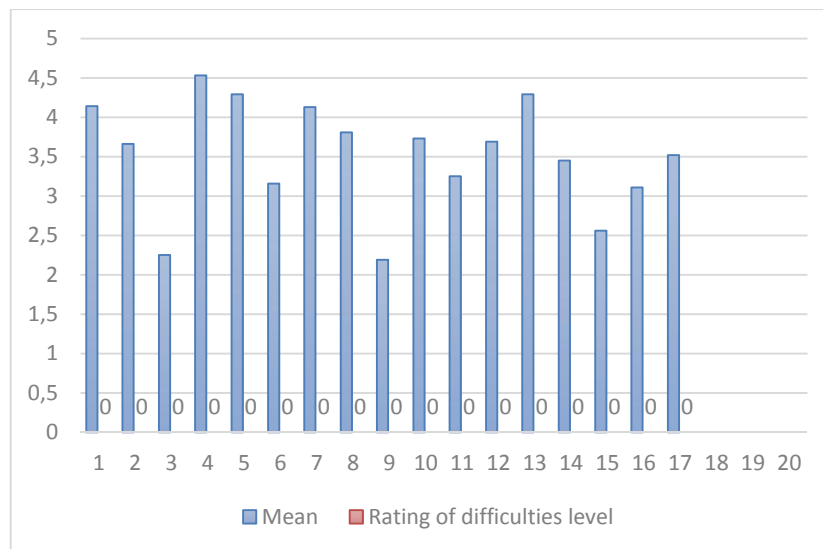
Table 4.3
Average Physical Difficulties

No	Indicator	Mean
1	Facility	3,74
2	Internet	3,33
3	Media	3,35
	Total	3,47

The table above shows that of the 3 indicators of physical difficulty, the most dominant physical difficulty possessed by parents of assisting children in learning English at home during the covid-19 pandemic is an indicator of facilities with an average value of 3.74. Then the next most dominant indicator is the media with an average value of 3.35. While the lowest indicator is owned by parents, is the internet indicator with an average value of 3.33. So it can be concluded that parents have difficulty providing a good internet network. This affects the use of media that has been provided by the school.

b. Non-Physical Difficulties

The findings of the research on non-physical difficulties for parents in assisting children to learning English at home during the Covid-19 pandemic at SDIT Al- Qiswah Bengkulu City in academic year 2021/2022 are depicted in the form of a diagram.

Chart 4.2 Parents Score of Non-Physical Difficulties

Non-physical difficulties of parents in accompanying children to learn English at home during the covid-19 pandemic at SDIT Al- Qiswah Bengkulu City for the 2021/2022 academic year were carried out based on data on. Respondents have a high level of difficulty, with an average score of 4.51 on one question item from the competence indicator. Then there is a medium level with the lowest average value of 2.34 on the motivation indicator. Then there are also lows, with an average low of 2.31 on the time indicator. The graph above depicts the ranking of high data acquisition, low data and medium data. Then to see more clearly, table 4.4 shows the results of data analysis on non-physical difficulties which includes 16 items related to non-physical difficulties.

Table 4.4**Parents Score of Non-Physical Difficulties**

Indicator	Items	Mean		SD	Rating of difficulties level
Competence	17	3,83	4,09	0,84	High
	18	4,51		0,75	High
	19	3,83		0,92	High
	20	4,31		0,81	High
	21	3,96		0,93	High
Time	22	3,82	3,59	0,95	High
	23	2,31		1,04	Low
	24	4,27		0,68	High
	25	3,88		0,87	High
	26	3,66		1,12	Moderate
Motivation	27	4,21	3,37	0,77	High
	28	2,34		0,98	Moderate
	29	3,03		1,26	Moderate
	30	4,17		0,75	High
	31	2,14		0,94	Low
	32	4,33		0,83	High
TOTAL		3,68		0,33	High

Table 4.4 shows that respondents have a high level of difficulty with the average value of the total questionnaire items (3.68) and the Standard Deviation (S.D) is (0.33). Researchers will explain the concept of parents as follows:

From the competence indicator, the five statements listed in the table indicate a high level of parents' difficulty. The highest score from the statement is number 18 (*I was able to re-explain the material when he did not understand the material presented by the teacher*) with total mean (4.51) and S.D (0.75) with a high level of difficulty. then there are two statements that have the same average value, namely statement number 17 (*I understand the lesson that is being studied by my child*) with a total mean (3.83) with a total SD (0.84) and statement number 19 (*I try to understand the material that my child is studying by reading and understanding the material on Google*) with a total mean (3.83) and a total SD (0.92), both statements are of high difficulty. Then statement number 20 (*I am not able to understand the material that my child is studying comprehensively (completely)*) with a total mean (4.31) and a total S.D (0.81) this statement is included in the statement of high difficulty level. And statement number 21 (*I am able to understand the material being studied by the child, but not completely*) with a total mean (3.93) and a total S.D (0.93) also included in the statement with a high level of difficulty.

From the time indicator, there are three statements with a high level of difficulty and one statement with a moderate level of difficulty and one statement with a low level of difficulty.

Statement number 23 (*I always take my time to help my child with the assignments given by the teacher*) With the total mean (2.31) and total SD (1.04) is the statement of the lowest difficulty level among the five items on the indicator this. The highest statement on this indicator is in statement number 24 (*I have difficulty in dividing time between working and assisting children to study online*) with a total average score (4.27) and a total SD (0.68) This statement is the highest level of difficulty between statement number 25 (*I have a lot of free time to accompany my child to study online because I am a parent who is always at home*) with a total mean (3.88) and a total SD (0.87) and statement number 22 (*I always take the time to time to ask the task given by the teacher*) with a total mean (3.82) and a total SD (0.95) the three statements represent a high level of difficulty. Then statement number 26 (*I never have time to accompany children online learning because I work from morning to evening*) with an average score (3.66) and a total S.D (1.12) this statement is included in the moderate difficulty level.

From the motivation indicator, there are three statements which state that the difficulty level of parents is high. And there are two statements which state that parents have a moderate level of difficulty. Then there is one statement that indicates a low level of difficulty.

The highest score on this indicator is in statement number 32 (*I praise my child when he can complete his English assignment well*) with total mean (4.33) and total of SD (0.83) this statement shows that parents have a high level of difficulty. The statement that shows the lowest score is on statement number 31 (*I always give appreciation when my child completes his schoolwork well*) with an average score (2.14) and a total SD (0.94) at a low level of difficulty. Then statement number 28 (*I always give gifts when my child gets a rank in his online class*) with an average number (2.34) and Total of S.D (0.98) and statement number 29 (*I always motivate my children in the form of advice about how important it is to learn English*) with a total average (3.03) and total of S.D (1.26) is a statement at a moderate level of difficulty. Then statement number 30 (*I always encourage my child by always accompanying me while studying*) with an average value (4.17) and a total S.D (0.75) included in the statement with a high level of difficulty.

Table 4.5

Average Non-Physical Difficulties

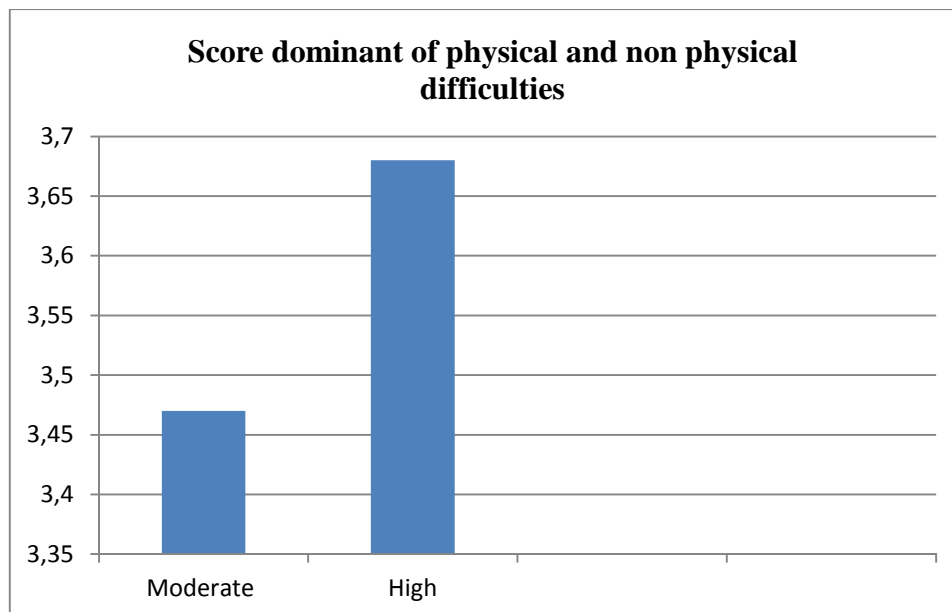
No	Indicator	Mean
1	Competence	4,09
2	Time	3,59
3	Motivation	3,37
	Total	11,5

Indicators or factor of non-physical difficulties in the form of competence, time, and motivation of parents. Among the three indicators, the most dominant

indicator is the competence of parents in mastering the English subject matter being studied by children. This shows that in this aspect of non-physical difficulties, respondents have a higher difficulty understanding the English subject matter being studied by their children, so they cannot re-explain the material when their children ask questions and help complete the English tasks given by the teacher. So that this competency indicator is the highest difficulty indicator among time indicators and motivation indicators.

3. Dominant Physical or Non-Physical Difficulties of Assisting Children in Learning English During The Pandemic Covid-19

The following table and charts illustrates the more dominant difficulties between physical and non-physical difficulties that parents have in assisting children to learn English at home during the COVID-19 pandemic at SDIT Al-Qiswah Bengkulu city. Researchers make comparison chart against comparisons score between physical and non-physical difficulties which can be seen in chart below:

Chart 4.3 Comparison between Physical and Non-physical Difficulties

The chart above shows that the difficulties of parents in accompanying children to learn English at home during the Covid-19 pandemic at SDIT Al-Qiswah Bengkulu city are more dominant in non-physical difficulties, namely difficulties in understanding the material, difficulty in dividing time to accompany children and difficulties in motivate children. Non-physical difficulties have an average total score of 3.68 with a high category while physical difficulties have an average total score of 3.47.

Table 4.6
Comparison between Physical and Non-Physical Difficulties

Aspects	Mean	S.D	Meaning
Physical Difficulties	3,47	0,35	Moderate
Non-Physical Difficulties	3,68	0,33	High

The table above presents a comparison between physical and non-physical difficulties. Physical difficulty got an average score of 3.47 and S.D (0.35) at

the moderate level of difficulty. While the non-physical difficulties got an average score of 3.68 and S.D (0.33) at the high level of difficulty. So it can be seen that the average score of non-physical difficulties (3.68) is higher than the average score of physical difficulties (3.47).

4. Result of Interview

Researcher conducted interviews to validate and support the data from the questionnaire. Interviews were conducted with 5 parents of students at SDIT Al-Qiswah Bengkulu City. There are 10 questions in the interview section that ask parents to explain their responses and difficulties in accompanying children to learn English at home during the Covid-19 pandemic.

Based on their answers to the interview questionnaire, the majority of those interviewed experienced more non-physical difficulties. This non-physical difficulty is in the form of not being able to understand the English material that the children is studying and not being able to divide the time to assisting the children to study and also being unable to motivate the child to take part in learning English at home. The following are the results of the answers to interviews with several Parents:

Parent 1:

Based on several questions that the researcher asked about what difficulties are most often experienced by parents in assisting children in learning English. The parents of this student answered "the difficulty that I often experience is that I don't understand English lessons so when my children ask about what they don't understand in their English lessons I find it difficult to answer because I

don't understand or can't interpret English lessons. Besides that, I have difficulty in motivating to raising the spirit of children's learning when taking English lessons at home.”

Parent 2:

Based on several questions that the researcher asked about what difficulties are most often experienced by parents in assisting children in learning English. The parents of this student answered “I think English lessons should be done face-to-face because English is a lesson that must be learned correctly and precisely both in pronunciation, writing and meaning. But because of the pandemic conditions that require children to study at home this is making it difficult for me to carry out the role of an English teacher at school because I do not master English lessons”.

Parents 3:

Based on several questions that the researcher asked about what difficulties are most often experienced by parents in assisting children in learning English. The parents of this student answered “the most frequent difficulty I experience when accompanying children to study at home during a pandemic is motivating children to keep the spirit of learning English at home.”

Parent 4:

Based on several questions that the researcher asked about what difficulties are most often experienced by parents in assisting children in learning English.

The parents of this student answered “for me, for the problem of learning English material, I can understand it even though sometimes I have a little difficulty in pronouncing it, but the difficulties that I often experience when accompanying my child to learn English at home are bad Internet signals and make children not bored and keep the spirit of learning at home.”

Parent 5:

Based on several questions that the researcher asked about what difficulties are most often experienced by parents in assisting children in learning English. The parents of this student answered “I am a parent who has a job from morning to evening so learning English at home is very difficult for me, because I have difficulty in dividing time between accompanying children to study at home and work, so I often let my children do learning English alone without my assistance, and of course this becomes a burden on my mind if I have to let my children learn on their own without my assistance.”

The description of the interview data above is as supporting data. Parents have different levels of difficulty. On the physical side, parents' difficulties in learning English are based more on their inability to prepare supporting facilities for children's learning, not mastering the media used by teachers to teach and poor internet access. As for non-physical difficulties, it is more based on not having competence in understanding English material, difficulties in dividing time to assist children in learning and not being able to motivate children during English learning at home. Based on the results of interviews that

have been conducted on parents at SDIT Al-Qiswah they are more dominant in experiencing non-physical difficulties.

B. DISCUSSION

1. School Conditions and Situations During The Covid-19 Pandemic

The Covid-19 outbreak has become a global epidemic that has hit the world, as well as what happened in Indonesia, so the stay at home program is implemented as an effort to suppress the expansion of COVID-19. The Indonesian government has established a policy of learning from home or commonly abbreviated as (BDR) through the Minister of Education and Culture Circular Number 36962 / MPK.A / HK / 2020 which states that learning must be carried out online so that Corona Virus Disease (Covid-19) can be prevented from spreading.

With the government policy above, the Bengkulu City Education Office, Dra. Rosmayeti. MM has taken a policy that in 2021 elementary and junior high school students are still learning online or online, because currently the Covid-19 pandemic case in the Bengkulu city area is still high and continues to grow, therefore for the safety of children, students will be better off learning online, until the pandemic situation becomes safe.

Then with the government policy and national education of Bengkulu city, the head of SDIT Al-Qiswah took the policy that teaching and learning activities at SDIT Al-Qiswah were carried out online, this policy was taken to support the government's efforts to reduce the number of Covid-19 patients in Indonesia and especially in Bengkulu city. But in addition to learning activities during this school principal also takes a policy with a home

visit program to evaluate the results of children's learning achievements. This program is conducted once a month. Then to achieve the ideal learning objectives, the principal also takes a policy to carry out a study club where the activity is to divide two study groups per class. Then if one group conducts face-to-face learning at the agreed parental home, the other group conducts online learning using What Sapp Group (WAG) and video as learning media in carrying out the process of learning activities.

2. Level of Parents' Difficulties of Assisting Children in Learning English During Covid-19 Pandemic

Difficulty is a certain condition marked by the existence of obstacles in activities to achieve a goal, so it requires a harder effort to be able to overcome it. In this context the difficulty in question are difficulties of assisting children in learning English during pandemic. Difficulty is divided into two parts, namely physical and non-physical difficulties. physical difficulties are divided into three indicators, namely: 1) facilities, 2) internet, 3) media, and non-physical difficulties include three indicators, namely, 1) competence, 2) time, 3) motivation. Some of these indicators can be used to see how difficult it is for parents to accompany their children to learn English at home during the Covid-19 pandemic.

Based on the data from the questionnaires and interviews as explained above, the process of learning English during the Covid-19 pandemic is provided remotely or online. The material is delivered through the what Sapp group.

However, for parents online learning is considered less effective. Because when compared to the e-learning you get During the Covid-19 pandemic, direct learning in the classroom is considered more effective and easier to understand the material presented by the teacher. Even though e-learning is considered less effective, this learning must still be applied due to the Covid-19 pandemic emergency, this makes parents have to adapt to new learning methods. This is because some parents to find it difficult to carry out their role as teachers who accompany and direct their children when they are doing the process of learning English at home.

From the data presented above, it can be seen that the difficulties of parents in assisting their children to learn English at home during the Covid-19 pandemic at SDIT Al-Qiswah Bengkulu city have a high level of physical difficulty. Based on discussion, difficulties are divided into two, namely physical and non-physical difficulties.

Based on the results of this study, it was found that physical difficulties were categorized at a moderate level of difficulty, meaning that parents were able to prepare their children's facilities and infrastructure to take part in learning English at home during the Covid-19 pandemic. Then the non-physical difficulty indicators are categorized as high difficulty based on the average value obtained from the overall results of the questions from each indicator, meaning that parents have difficulties in understanding children's material and parents cannot always accompany children while studying and this of course affects the motivation to learn in children.

3. Dominant Physical or Non-Physical Difficulties of Assisting Children in Learning English During The Pandemic Covid-19

The overall average score of all items is of moderate and high degree level of difficulty. So it can be concluded that parents of students at SDIT Al-Qiswah Bengkulu city have a non-physical difficulty level that is more dominant than physical difficulty.

Based on the results of calculating the score between physical difficulties and non-physical difficulties, it was found that the total mean for physical difficulties was (3.47) and the average score for non-physical difficulties was (3.68). The results of this study indicate that parents of SDIT Al-Qiswah students in Bengkulu city have higher non-physical difficulties compared to physical difficulties in accompanying children to learn English at home during the Covid-19 pandemic.

CHAPTER V

CONCLUTION AND SUGGESTION

C. Conclusion

Based on research that has been carried out regarding the difficulties of parents in accompanying children to learn English at home during the Covid-19 pandemic, from exposure to data and data analysis that has been presented, it can be concluded that concluded based on the research focus as follows:

1. Based on the results of the percentage data, on the indicator of physical difficulty, from 100 samples there were 64% (64 parents) with moderate difficulty and 36% (36 parents) with high difficulty level. Then on the non-physical difficulty indicator, from 100 samples there were 52% (52 parents) with high difficulty level and 48% (48 parents) with medium difficulty level. it means that the percentage results above show that the indicators of non-physical difficulties are more dominantly felt by parents at SDIT Al-Qiswah Bengkulu City compared to indicators of physical difficulties.
2. Non-physical difficulty factors felt by parents in assisting their children to learn English at home during the pandemic were Lack of parents' competence, Lack of Parents' time, Lack of Parents' motivation

D. Suggestion

Based on the results of research at SDIT Al-Qiswah Bengkulu city, the researchers gave the following suggestions:

1. For Teachers

Should be able to optimize the implementation of the strategy learning methods used, looking for new references regarding strategies effective learning to be applied in learning English online and implement a learning process that fun so that students can understand the material presented and reduce the level of student boredom in learning.

2. for the principal

It is better for the principal to reconsider his policy regarding the study club program whose activities involve face-to-face, because seeing the conditions of the spread of Covid-19 which is very easy, face-to-face learning should not be carried out in any form. Especially considering that students who are still children, the application of health protocols is difficult to implement in an orderly manner.

3. For Parents

Parents should be able to provide online learning facilities such as Android phones and internet packages, can guide, monitor, supervise children's learning process at home, provide motivation, create a comfortable and enjoyable learning environment. As well as parents should also improve their ability to understand the material their children are

studying and learn to use an android phone and operate the application to assist students in learning independently online.

4. For Students

Students should be more enthusiastic in participating in learning English at home, in order to get optimal learning outcomes.

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APPENDIX
DOCUMENTATION



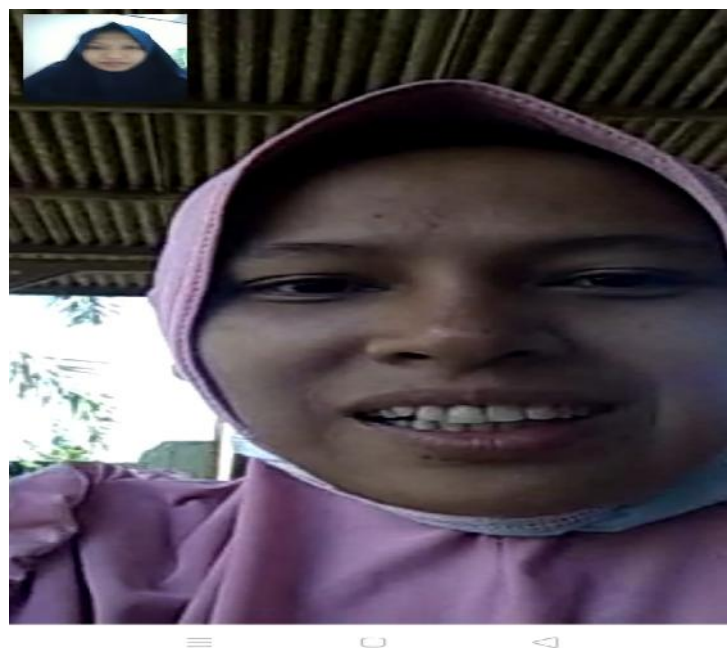
(Gambar 1. Dokumentasi dengan kepala sekolah untuk meminta izin penelitian)



(Gambar 2. Dokumentasi dengan guru pengampu mata pelajaran bahasa Inggris untuk membicarakan teknis penelitian)



(Gambar 3.dokumentasi saat interview dengan orang tua siswa)



(Gambar 4.dokumentasi saat interview dengan orang tua siswa)

INTERVIEW TRANSCRIPT

1. IM (3th September 2021)

Q :Bagaimana respon anda ketika mengetahui bahwa pembelajaran di sekolah digantikan dengan pembelajaran di rumah?

A: awalnya saya sedikit keberatan, namun jika melihat kondisi pandemic Covid-19 yang semakin parah seiring berjalannya waktu saya bisa beradaptasi terhadap sitem pembelajaran dirumah.

Q: Seperti apa kesulitan yang anda alami dalam mendampingi anak selama belajar di rumah?

A: kesulitan yang saya alami berupa kurangnya kemampuan saya dalam memahami materi anak. Selain itu sinyal atau jaringan internet juga kendala karena di dalam rumah saya ini agak sulit sinyal internetnya.

Q: Apakah anda selalu membantu anaknya ketika diberi tugas oleh gurunya disekolah?

A: iya, saya membantu mengarahkan atau menunjukkan caranya, namun untuk jawabannya saya serahkan sepenuhnya kepada anak saya agar anak saya mandiri.

Q: Apa kesulitan yang anda alami dalam memahami materi anak terkhusus pada pembelajaran bahasa Inggris?

A: kesulitannya yaitu saya kurang mengerti arti dan cara membacanya dengan benar.

Q: Apakah kuota internet menjadi salah satu hambatan dalam proses pembelajaran online ini?

A: kalau kuota internet Alhamdulillah tidak menjadi kendala bagi anak saya, karena saya selalu memberikan anggaran untuk membeli kuota.

Q:Apakah anda mampu mengoperasikan aplikasi yang disediakan oleh pihak sekolah dalam pembelajaran online ini?

A: awalnya saya sedikit kesulitan, namun seiring dengan berjalannya waktu saya bisa mengoprasikannya.

Q: Sebagai orang tua apa anda sudah menyiapkan segala fasilitas yang di perlukan anak pada pembelajaran online?

A: iya, saya menyediakan segala fasilitas yang dibutuhkan oleh anak saya untuk keperluan belajar onlinenya, seperti saya menyediakan tempat yang nyaman, memberikan anggaran kuota internet dan yang lainnya.

Q: Disela-sela kesibukan sebagai orang tua, apakah anda tetap meluangkan waktu untuk selalu mendampingi dan mengawasi anak belajar dirumah?

A: saya merupakan seorang ibu rumah tangga, jadi saya selalu mendampingi dan mengawasi anak saya ketika sedang melakukan pembelajaran online.

Q: Bagaimana cara anda membuat anak tetap semangat belajar walaupun belajar dari rumah?

A: nah, hal ini lah yang menjadi salah satu hambatan bagi saya, saya merasa kurang mampu untuk membuat anak saya tetap semangat belajar.

Q: Apa kendala yang paling sering di alami selama pembelajaran online di terapkan pada anak?

A: kendala atau kesulitan yang sering saya alami yakni kurang mampunya saya dalam memahami materi dan saya juga kurang bisa memotivasi anak saya agar tetap semangat belajar.

2. RA (3th September 2021)

Q :Bagaimana respon anda ketika mengetahui bahwa pembelajaran di sekolah digantikan dengan pembelajaran di rumah?

A: Saat pertama saya mengetahui adanya penerapan kebijakan belajar dirumah saya merasa bingung karena saya merupakan orang tua yang memiliki pekerjaan dari pagi hingga sore.

Q: Seperti apa kesulitan yang anda alami dalam mendampingi anak selama belajar di rumah?

A: kesulitan nya yaitu saya kurang bisa membagi waktu antara bekerja dan mendampingi anak belajar dirumah, sehingga hal ini menjadi beban fikiran buat saya.

Q: Apakah anda selalu membantu anaknya ketika diberi tugas oleh gurunya disekolah?

A: karena pekerjaan yang mengharuskan saya tidak berada dirumah hal itu membuat saya jarang sekali membantu anak saya mengerjakan tugasnya.

Q: Apa kesulitan yang anda alami dalam memahami materi anak terkhusus pada pembelajaran bahasa Inggris?

A: untuk kesulitan dalam memahami materi sebenarnya saya tidak begitu mengalami kesulitan karena saya juga merupakan orang tua lulusan bahasa Inggris dulunya.

Q: Apakah kuota internet menjadi salah satu hambatan dalam proses pembelajaran online ini?

A: tentu nya tidak, karena dirumah saya menggunakan wifi, sehingga akses internet sangatlah lancar dan tidak ada kendala.

Q:Apakah anda mampu mengoperasikan aplikasi yang disediakan oleh pihak sekolah dalam pembelajaran online ini?

A: ya saya mampu mengoperasikan aplikasi yang disediakan pihak sekolah.

Q: Sebagai orang tua apa anda sudah menyiapkan segala fasilitas yang di perlukan anak pada pembelajaran online?

A: kalau untuk fasilitas, Alhamdulillah segala fasilitas yang dibutuhkan anak saya untuk belajar online sudah saya sediakan semua.

Q: Disela-sela kesibukan sebagai orang tua, apakah anda tetap meluangkan waktu untuk selalu mendampingi dan mengawasi anak belajar dirumah?

A: saya sadari saya tidak bisa meluangkan waktu intuk mendampingi anak saya belajar dirumah karena tuntutan pekerjaan saya.

Q: Bagaimana cara anda membuat anak tetap semangat belajar walaupun belajar dari rumah?

A: cara saya membuat anak tetap semangat belajar adalah memberikan hadiah dan memberikan apa yang dia mau selagi itu bersifat positif.

Q: Apa kendala yang paling sering di alami selama pembelajaran online di terapkan pada anak?

A: kendala yang paling sering saya alami adalah sulitnya membagi waktu antara bekerja dan mendampingi anak belajar dirumah selama pandemic Covid-19.

3. RPS (3th September 2021)

Q :Bagaimana respon anda ketika mengetahui bahwa pembelajaran di sekolah digantikan dengan pembelajaran di rumah?

A: saya merasa senang dan sangat setuju dengan adanya kebijakan belajar dirumah, karena jika melihat keadaan pandemic Covid-19 yang semakin hari semakin meningkat saya malah khawatir jika pembelajarn tetap dilakukan secara tatap muka atau disekolah.

Q: Seperti apa kesulitan yang anda alami dalam mendampingi anak selama belajar di rumah?

A: kesulitan saya adalah memahami materi yang diberikan oleh guru nya disekolah, pendidikan saya yang minim membuat saya tidak mampu memahami materi yang sedang dipelajari oleh anak saya.

Q: Apakah anda selalu membantu anaknya ketika diberi tugas oleh gurunya disekolah?

A: saya selalu mendampingi namun kalau membantu anak saya mengerjakan tugasnya,saya merasa kurang mampu karena saya saja tidak memahami materinya.

Q: Apa kesulitan yang anda alami dalam memahami materi anak terkhusus pada pembelajaran bahasa Inggris?

A: saya mengalami kesulitan dalam membacanya secara tepat dan juga saya tidak memahami arti dari kosa kata tersebut.

Q: Apakah kuota internet menjadi salah satu hambatan dalam proses pembelajaran online ini?

A:iya, bagi saya kuota internet juga merupakan masalah atau hambatan yang saya rasakan, karena minimnya penghasilan membuat saya terkadang agak keberatan bila harus membeli kuota internet terus.

Q:Apakah anda mampu mengoperasikan aplikasi yang disediakan oleh pihak sekolah dalam pembelajaran online ini?

A: Alhamdulillah kalau untuk mengoprasikan aplikasi saya mampu dan bisa.

Q: Sebagai orang tua apa anda sudah menyiapkan segala fasilitas yang di perlukan anak pada pembelajaran online?

A: iya saya sudah menyiapkan fasilitas yang diperlukan anak saya untuk belajar online dirumah

Q: Disela-sela kesibukan sebagai orang tua, apakah anda tetap meluangkan waktu untuk selalu mendampingi dan mengawasi anak belajar dirumah?

A: Saya merupakan seorang ibu rumah tangga jadi saya selalu meluangkan waktu untuk mendampingi dan mengawasi anak saya belajar dirumah.

Q: Bagaimana cara anda membuat anak tetap semangat belajar walaupun belajar dari rumah?

A: cara saya yaitu saya selalu berada disampingnya dan selalu mengawasi ia belajar dan sesekali saya memberikannya hadiah jika dia mampu menyelesaikan tugas nya dengan baik.

Q: Apa kendala yang paling sering di alami selama pembelajaran online di terapkan pada anak?

A: kendala atau kesulitan yang sering saya alami itu ketika anak saya bertanya mengenai materi yang belum ia pahami, disitu saya merasa kesulitan karena saya tidak bisa menjawabnya.

4. LW (3th September 2021)

Q :Bagaimana respon anda ketika mengetahui bahwa pembelajaran di sekolah digantikan dengan pembelajaran di rumah?

A: saya merasa setuju karena memang hal itulah yang semestinya dilakukan disaat pandemic seperti ini.

Q: Seperti apa kesulitan yang anda alami dalam mendampingi anak selama belajar di rumah?

A: kesulitan yang saya alami yaitu menumbuhkan semangat belajar anak, karena pembelajaran dilakukan dirumah mereka jadi senang bersantai-santai dan malas belajar.

Q: Apakah anda selalu membantu anaknya ketika diberi tugas oleh gurunya disekolah?

A: iya saya selalu membantu dengan cara berusaha memahami materinya lewat google, sehingga ketika anak saya mengalami kesulitan saya dapat membantunya.

Q: Apa kesulitan yang anda alami dalam memahami materi anak terkhusus pada pembelajaran bahasa Inggris?

A: saya mengalami kesulitan dalam mengartikan dan membancanya, karena seperti yang kita ketahui bahwa diindonesia bahasa inggris bukan merupakan bahasa utama.

Q: Apakah kuota internet menjadi salah satu hambatan dalam proses pembelajaran online ini?

A: tidak, karena dirumah saya menggunakan wifi sehingga anak saya dapat menggunakan akses internet dengan lancar.

Q:Apakah anda mampu mengoperasikan aplikasi yang disediakan oleh pihak sekolah dalam pembelajaran online ini?

A: saya mampu mengoprasikan aplikasi yang disediakan oleh pihak sekolah.

Q: Sebagai orang tua apa anda sudah menyiapkan segala fasilitas yang di perlukan anak pada pembelajaran online?

A: untuk fasilitas penunjang anak belajar semuanya sudah saya sediakan karena saya tidak mau anak saya mengalami hambatan belajar online hanya karena kurangnya fasilitas yang saya sediakan.

Q: Disela-sela kesibukan sebagai orang tua, apakah anda tetap meluangkan waktu untuk selalu mendampingi dan mengawasi anak belajar dirumah?

A: ya tentu, karena bagi saya anak merupakan hal utama dibandingkan pekerjaan, jadi terkadang saya lebih memilih menunda pekerjaan rumah saya untuk tetap bisa mendampingi anak saya belajar dirumah.

Q: Bagaimana cara anda membuat anak tetap semangat belajar walaupun belajar dari rumah?

A: cara saya yaitu dengan membuat suasana belajar yang asik, misalnya saya tetap membiarkan anak saya bermain sembari belajar tujuannya agar ia tidak jenu dan tidak bosan.

Q: Apa kendala yang paling sering di alami selama pembelajaran online di terapkan pada anak?

A: kendala nya yaitu kurang mampu nya saya dalam memahami materi yang sedeang anak saya pelajari.

5. SPA (3th September 2021)

Q :Bagaimana respon anda ketika mengetahui bahwa pembelajaran di sekolah digantikan dengan pembelajaran di rumah?

A: awal nya saya sedikit terkejut dan bingung namun melihat keadaan pandemic yang semakin menjadi saya bisa menerima nya.

Q: Seperti apa kesulitan yang anda alami dalam mendampingi anak selama belajar di rumah?

A:kesulitan yang saya alami yakni saya kurangnya akses internet yang baik di daerah rumah saya sehingga menyebabkan anak saya tidak bisa mengikuti pembelajaran online dengan lancer.

Q: Apakah anda selalu membantu anaknya ketika diberi tugas oleh gurunya disekolah?

A: ya selalu membantu anak saya mengerjakan tugasnya, dengan mengarahkan dan menjelaskan maksud dari tugasnya.

Q: Apa kesulitan yang anda alami dalam memahami materi anak terkhusus pada pembelajaran bahasa Inggris?

A: say tidak bisa memahami arti dari sebuah teks atau percakapan bahasa Inggrisnya, karena bahasa Inggris bahasanya agak terbalik-balik gitu jadi saya sulit untuk mengartikannya.

Q: Apakah kuota internet menjadi salah satu hambatan dalam proses pembelajaran online ini?

A: tidak, karena saya selalu membelikan kuota internet untuk anak saya.

Q:Apakah anda mampu mengoperasikan aplikasi yang disediakan oleh pihak sekolah dalam pembelajaran online ini?

A: ya saya mampu mengoprasikan apliksi yang disediakan oleh pihak sekolah.

Q: Sebagai orang tua apa anda sudah menyiapkan segala fasilitas yang di perlukan anak pada pembelajaran online?

A: saya sangat mengutamakan keperluan sekolah anak, jadi kalau untu fasilitas Alhamdulillah semuanya sudah terpenuhi.

Q: Disela-sela kesibukan sebagai orang tua, apakah anda tetap meluangkan waktu untuk selalu mendampingi dan mengawasi anak belajar dirumah?

A: saya sedikit kesulitan untu meluangkan waktu secara penuh Karena saya memiliki anak batita juga yang harus saya damping dan awasi setiap saat.

Q: Bagaimana cara anda membuat anak tetap semangat belajar walaupun belajar dari rumah?

A: dengan cara menjanjikan hadiah jika dia berhasil mendapatkan nilai yang bagus dari gurunya

Q: Apa kendala yang paling sering di alami selama pembelajaran online di terapkan pada anak?

A: kendalanya yaitu sulitnya membagi waktu untuk mengawasi dan mendampingi anak saya belajar karena adanya anak saya yang masih kecil.

KISI-KISI KUESIONER

Aspect	Indicator	Items Number	Description
Physical	Facility	1,6,9,13,18,24,30	Positive : 1,6,9,13,18,24,30 Negative: -
	Internet	2,10,14,19,25	Positive :2,14,19 Negative:10,25
	Media	3,15,20,26	Positive : 20 Negative:3,15,26
Non-Physical	Competence	4,7,21,27,31	Positive : 4,7,21 Negative: 27, 31
	Time	8,11,16, 22,28.	Positive :8,22,11 Negative:16,28
	Motivation	5,12,17,23,29,32	Positive :5,12,17,23,29,32 Negative:-

Table Form Of The Difficulties of Assisting Children in Learning English at Home During Pandemic

Aspects	Indicators	Statement	pilihan				
			SS	S	N	TS	STS
Physical	Facility	1. saya menyiapkan ruangan khusus untuk belajar anak. 2. Saya menyediakan peralatan/alat-alat tulis belajar anak. 3. Saya membelikan buku paket dan LKS anak setiap semester. 4. Saya menyediakan <i>hand phone</i> sebagai fasilitas pendukung ketika pembelajaran during.. 5. saya memberikan anggaran untuk membeli kuota internet kepada anak. 6. Saya selalu menyiapkan sarapan yang bergizi agar anak dapat berkonsentrasi belajar dengan baik. 7. Saya mengundang guru les privat bahasa Inggris untuk membantu anak saya mengerjakan tugas-tugas bahasa Inggrisnya.					
	Internet	8. Di rumah saya menggunakan <i>wifi</i> sehingga akses internet sangat lancar. 9. Rumah saya sangat jauh dari perkotaan sehingga menyebabkan akses internet yang kurang baik.					

		<p>10. Rumah saya terletak di perkotaan sehingga akses internet sangat baik.</p> <p>11. Akses internet di rumah saya tidak menentu atau sering hilang timbul, hal itu disebabkan karena rumah saya terletak di dataran rendah.</p> <p>12. Handphone yang digunakan anak saya jaringannya masih 3G sehingga akses internetnya tidak lancar.</p>					
	Media	<p>13. Bagi saya media pembelajaran online sangat membingungkan.</p> <p>14. Media yang digunakan pada pembelajaran online menyulitkan saya untuk memahami materi yang sedang dipelajari anak saya.</p> <p>15. Media pembelajaran online yang digunakan oleh pendidik sangat efektif dan kreatif sehingga saya sebagai orang tua bisa dengan mudah memahami materi yang dipelajari anak saya.</p> <p>16. Media yang digunakan oleh pendidik terkadang tidak pas dengan materi yang sedang disampaikan.</p>					
Non-physical	Competence	<p>17. Saya memahami pelajaran yang sedang di pelajari oleh anak saya.</p>					

		<p>18. saya mampu menjelaskan ulang materi ketika ia belum paham dengan materi yang disampaikan oleh gurunya.</p> <p>19. Saya mencoba memahami materi yang sedang anak saya pelajari dengan membaca dan memahami materi di google.</p> <p>20. Saya tidak mampu memahami materi yang sedang dipelajari anak saya secara komprehensif (menyeluruh)</p> <p>21. Saya mampu memahami materi yang sedang dipelajari anak, namun tidak secara menyeluruh</p>				
	Time	<p>22. Saya selalu menyempatkan waktu untuk menanyakan tugas yang diberikan oleh guru</p> <p>23. Saya selalu menyempatkan waktu saya untuk membantu anak saya mengerjakan tugas-tugas yang diberikan oleh gurunya</p> <p>24. Saya memiliki kesulitan dalam membagi waktu antara bekerja dan mendampingi anak belajar online</p> <p>25. Saya mempunyai banyak waktu luang untuk mendampingi anak saya belajar online</p>				

		<p>karena saya merupakan orang tua yang selalu di rumah.</p> <p>26. Saya tidak pernah ada waktu untuk mendampingi anak belajar online karena saya bekerja dari pagi hingga sore.</p>				
	Motivation	<p>27. Saya selalu memberikan semangat kepada anak saya untuk selalu optimis dan tidak mudah menyerah dalam belajar.</p> <p>28. Saya selalu memberikan hadiah ketika anak saya ketika anak saya mendapatkan rangking di kelas online nya.</p> <p>29. Saya selalu memberikan motivasi kepada anak saya berupa nasehat tentang betapa pentingnya belajar bahasa inggris.</p> <p>30. Saya selalu menyemangati anak saya dengan cara selalu mendampingi ketika sedang belajar.</p> <p>31. Saya selalu memberikan apresiasi ketika anak saya menyelesaikan tugas sekolahnya dengan baik.</p> <p>32. Saya memuji anak saya ketika bisa menyelesaikan tugas bahasa inggrisnya dengan baik.</p>				

Uji Validitas Physical

		tot_x_p
x.1	Pearson Correlation	.423**
	Sig. (2-tailed)	.002
	N	50
x.2	Pearson Correlation	.475**
	Sig. (2-tailed)	.000
	N	50
x.3	Pearson Correlation	.723**
	Sig. (2-tailed)	.000
	N	50
x.7	Pearson Correlation	.414**
	Sig. (2-tailed)	.003
	N	50
x.8	Pearson Correlation	.227
	Sig. (2-tailed)	.113
	N	50
x.9	Pearson Correlation	-.040
	Sig. (2-tailed)	.785
	N	50
x.13	Pearson Correlation	.449**
	Sig. (2-tailed)	.001
	N	50
x.14	Pearson Correlation	.604**
	Sig. (2-tailed)	.000
	N	50
x.15	Pearson Correlation	.088
	Sig. (2-tailed)	.544
	N	50
x.19	Pearson Correlation	.457**
	Sig. (2-tailed)	.001
	N	50
x.20	Pearson Correlation	.507**
	Sig. (2-tailed)	.000
	N	50
x.21	Pearson Correlation	.723**
	Sig. (2-tailed)	.000

	N	50
x.25	Pearson Correlation	.503**
	Sig. (2-tailed)	.000
	N	50
x.26	Pearson Correlation	.360*
	Sig. (2-tailed)	.010
	N	50
x.27	Pearson Correlation	.533**
	Sig. (2-tailed)	.000
	N	50
x.31	Pearson Correlation	.388**
	Sig. (2-tailed)	.005
	N	50
x.32	Pearson Correlation	.656**
	Sig. (2-tailed)	.000
	N	50
x.33	Pearson Correlation	.506**
	Sig. (2-tailed)	.000
	N	50
x.37	Pearson Correlation	.381**
	Sig. (2-tailed)	.006
	N	50

** Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed).

Tabel diatas menggambarkan hasil uji validitas physical dengan menggunakan Uji *Korelasi Pearson Product Moment (r)*. Untuk mengetahui item pertanyaan valid atau tidak valid dengan cara membandingkan nilai r-hitung masing-masing item pertanyaan dengan nilai r-tabel. Dari tabel di atas diperoleh nilai r-hitung dan r-tabel masing-masing item pertanyaan physical sebagai berikut :

Item Pertanyaan	r-hitung	r-tabel	Keterangan
Nomor 1	0,423	0,279	Valid
Nomor 2	0,475	0,279	Valid
Nomor 3	0,723	0,279	Valid
Nomor 7	0,414	0,279	Valid
Nomor 8	0,227	0,279	Tidak Valid
Nomor 9	-0,040	0,279	Tidak Valid
Nomor 13	0,449	0,279	Valid
Nomor 14	0,604	0,279	Valid

Nomor 15	0,088	0,279	Tidak Valid
Nomor 19	0,457	0,279	Valid
Nomor 20	0,507	0,279	Valid
Nomor 21	0,723	0,279	Valid
Nomor 25	0,503	0,279	Valid
Nomor 26	0,360	0,279	Valid
Nomor 27	0,533	0,279	Valid
Nomor 31	0,388	0,279	Valid
Nomor 32	0,656	0,279	Valid
Nomor 33	0,506	0,279	Valid
Nomor 37	0,381	0,279	Valid

Dari tabel tersebut diketahui bahwa item pertanyaan physical diperoleh nilai $r\text{-hitung} < r\text{-tabel}$ untuk item pertanyaan nomor 8, 9 dan 15 maka 3 item pertanyaan tersebut dikatakan Tidak Valid, sedangkan 16 item pertanyaan yang lain diperoleh nilai $r\text{-hitung} > r\text{-tabel}$ maka dikatakan Valid.

Uji Reliabilitas Physical

Reliability

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	50	100.0
	Excluded ^a	0	.0
	Total	50	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.820	16

Tabel diatas menggambarkan hasil uji reliabilitas physical dengan menggunakan Uji *Cronbach's Alpha*. Dari tabel tersebut diperoleh nilai Uji *Cronbach Alpha* sebesar 0,820. Karena nilai *Cronbach's Alpha* sebesar $0,820 > 0,6$ maka 16 item pertanyaan physical yang valid dikatakan reliabel.

Uji Validitas Non-Physical

		tot_x_np
x.4	Pearson Correlation	.405**
	Sig. (2-tailed)	.004
	N	50
x.5	Pearson Correlation	.237
	Sig. (2-tailed)	.097
	N	50
x.6	Pearson Correlation	.517**
	Sig. (2-tailed)	.000
	N	50
x.10	Pearson Correlation	.408**
	Sig. (2-tailed)	.003
	N	50
x.11	Pearson Correlation	.482**
	Sig. (2-tailed)	.000
	N	50
x.12	Pearson Correlation	-.198
	Sig. (2-tailed)	.168
	N	50
x.16	Pearson Correlation	.055
	Sig. (2-tailed)	.705
	N	50
x.17	Pearson Correlation	.433**
	Sig. (2-tailed)	.002
	N	50
x.18	Pearson Correlation	.434**
	Sig. (2-tailed)	.002
	N	50
x.22	Pearson Correlation	.035
	Sig. (2-tailed)	.811
	N	50
x.23	Pearson Correlation	.569**
	Sig. (2-tailed)	.000
	N	50
x.24	Pearson Correlation	.457**
	Sig. (2-tailed)	.001

	N	50
x.28	Pearson Correlation	.456**
	Sig. (2-tailed)	.001
	N	50
x.29	Pearson Correlation	.463**
	Sig. (2-tailed)	.001
	N	50
x.30	Pearson Correlation	.416**
	Sig. (2-tailed)	.003
	N	50
x.34	Pearson Correlation	.591**
	Sig. (2-tailed)	.000
	N	50
x.35	Pearson Correlation	.688**
	Sig. (2-tailed)	.000
	N	50
x.36	Pearson Correlation	.474**
	Sig. (2-tailed)	.001
	N	50
x.38	Pearson Correlation	.516**
	Sig. (2-tailed)	.000
	N	50
x.39	Pearson Correlation	.037
	Sig. (2-tailed)	.797
	N	50
x.40	Pearson Correlation	.416**
	Sig. (2-tailed)	.003
	N	50

** Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed).

Tabel diatas menggambarkan hasil uji validitas non-physical dengan menggunakan Uji *Korelasi Pearson Product Moment (r)*. Untuk mengetahui item pertanyaan valid atau tidak valid dengan cara membandingkan nilai r-hitung masing-masing item pertanyaan dengan nilai r-tabel. Dari tabel di atas diperoleh nilai r-hitung dan r-tabel masing-masing item pertanyaan non-physical sebagai berikut :

Item Pertanyaan	r-hitung	r-tabel	Keterangan
Nomor 4	0,405	0,279	Valid
Nomor 5	0,237	0,279	Tidak Valid
Nomor 6	0,517	0,279	Valid
Nomor 10	0,408	0,279	Valid
Nomor 11	0,482	0,279	Valid
Nomor 12	-0,198	0,279	Tidak Valid
Nomor 16	0,055	0,279	Tidak Valid
Nomor 17	0,433	0,279	Valid
Nomor 18	0,434	0,279	Valid
Nomor 22	0,035	0,279	Tidak Valid
Nomor 23	0,569	0,279	Valid
Nomor 24	0,457	0,279	Valid
Nomor 28	0,456	0,279	Valid
Nomor 29	0,463	0,279	Valid
Nomor 30	0,416	0,279	Valid
Nomor 34	0,591	0,279	Valid
Nomor 35	0,688	0,279	Valid
Nomor 36	0,474	0,279	Valid
Nomor 38	0,516	0,279	Valid
Nomor 39	0,037	0,279	Tidak Valid
Nomor 40	0,416	0,279	Valid

Dari tabel tersebut diketahui bahwa item pertanyaan physical diperoleh nilai $r\text{-hitung} < r\text{-tabel}$ untuk item pertanyaan nomor 5, 12, 16, 22 dan 39 maka 5 item pertanyaan tersebut dikatakan Tidak Valid, sedangkan 16 item pertanyaan yang lain diperoleh nilai $r\text{-hitung} > r\text{-tabel}$ maka dikatakan Valid.

Uji Reliabilitas Non-Physical

Reliability

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	50	100.0
	Excluded ^a	0	.0
	Total	50	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.800	16

Tabel diatas menggambarkan hasil uji reliabilitas non-physical dengan menggunakan Uji *Cronbach's Alpha*. Dari tabel tersebut diperoleh nilai Uji *Cronbach Alpha* sebesar 0,800. Karena nilai *Cronbach's Alpha* sebesar $0,800 > 0,6$ maka 16 item pertanyaan non-physical yang valid dikatakan reliabel.

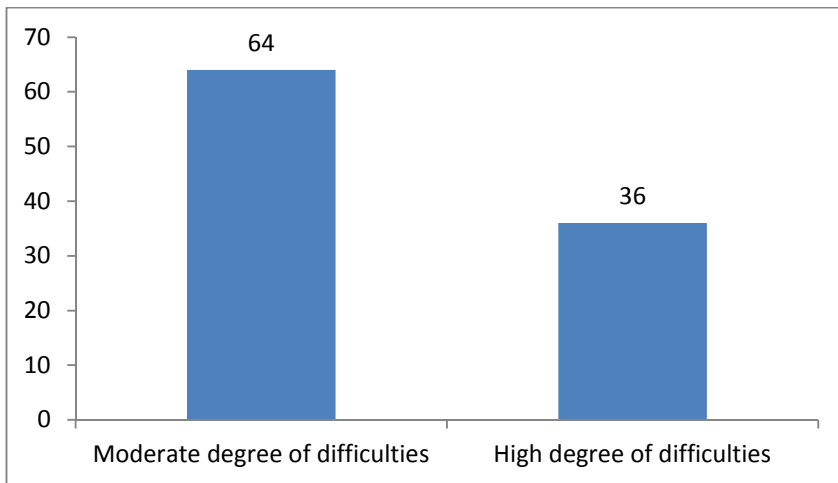
Frequencies

		Statistics	
		Physical	Non-Physical
N	Valid	100	100
	Missing	0	0
Mean		3.5162	3.6641
Median		3.5000	3.6900
Mode		3.25	3.63 ^a
Std. Deviation		.34792	.33023
Variance		.121	.109
Range		1.56	1.69
Minimum		2.63	2.81
Maximum		4.19	4.50

a. Multiple modes exist. The smallest value is shown

Frequency Table

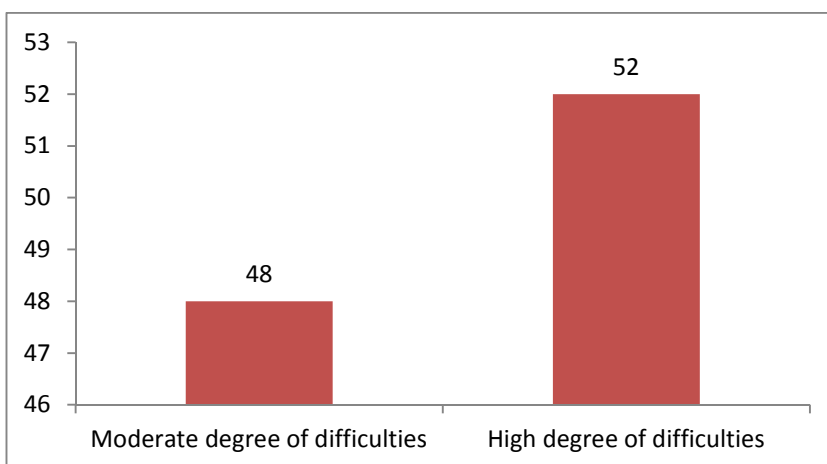
		Physical			Cumulative
		Frequency	Percent	Valid Percent	Percent
Valid	Moderate degree of difficulties	64	64.0	64.0	64.0
	High degree of difficulties	36	36.0	36.0	100.0
	Total	100	100.0	100.0	



Berdasarkan tabel diatas dapat diketahui bahwa dari 100 orang responden terdapat 64 orang (64,0%%) dengan moderate degree of difficulties dan 36 orang (36,0%) dengan high degree of difficulties.

Non-Physical

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Moderate degree of difficulties	48	48.0	48.0	48.0
	High degree of difficulties	52	52.0	52.0	100.0
Total		100	100.0	100.0	



Berdasarkan tabel diatas dapat diketahui bahwa dari 100 orang responden terdapat 48 orang (48,0%%) dengan moderate degree of difficulties dan 52 orang (52,0%) dengan high degree of difficulties.



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SURAT PENUNJUKAN PEMBIMBING SKRIPSI

Nomor: 0737 /In.11/F.II/PP.009/ 02/2021

Dalam rangka membantu penyelesaian tugas akhir mahasiswa, Dekan Fakultas Tarbiyah dan Tadris Institut Agama Islam Negeri (IAIN) Bengkulu dengan ini menunjuk Bapak/Ibu dosen:

No	Nama-NIP	Jabatan	Mahasiswa/NIM	Prodi	Judul
1	Dr. H. Ali Akbarjono, M.Pd. 19750925200112	P I	Novriyani 1711230041	TBI	The Analysis of Parents Difficulties of Assisting Children in Learning English at Home During the Pandemic (A Case Study in Gang Pahlawan, Selebar District Bengkulu City)
2	Feny Martina, M.Pd. 19870324201503	P II			

Untuk membimbing, menuntun, mengarahkan, dan mempersiapkan hal-hal yang berkaitan dengan penyusunan draf skripsi, penelitian, hingga persiapan sidang munaqasyah bagi mahasiswa yang nama yang tertera di atas.

Demikianlah surat penunjukan ini dibuat untuk diketahui dan dilaksanakan sebagaimana mestinya.

Ditetapkan di : Bengkulu

Pada Tanggal : 3 Februari 2021

Dekan,



ZUBAEDI

Tembusan:

1. Wakil Rektor
2. Dosen yang bersangkutan
3. Mahasiswa yang bersangkutan
4. Arsip



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Website: www.iainbengkulu.ac.id

SURAT PERMOHONAN PERUBAHAN JUDUL SKRIPSI

Hal : Permohonan Perubahan Judul Skripsi
Lamp : -

Kepada Yth. Ketua Prodi
Tadris Bahasa Inggris
IAIN Bengkulu

Dengan hormat,

Saya yang bertanda tangan di bawah ini:

Nama : Novriyani
NIM : 1711230041
Jurusan/Prodi : Tadris/Bahasa Inggris
Fakultas : Tarbiyah dan Tadris

Ingin mengajukan perubahan judul skripsi dikarenakan saran dari pembimbing saya dan atas persetujuan pembimbing saya.

Adapun judul saya sebelumnya adalah: **Parents Difficulties Os Assisting Children In Learning English At Home During The Covid-19 Pandemic (Explanatory survey in SDIT AL-Qiswah Bengkulu City)**

Demikianlah surat permohonan ini saya buat dengan sebenarnya. Atas kesediaan Bapak/Ibu saya ucapkan terimakasih.

Bengkulu, Mey 2021
Dibuat oleh,

Novriyani
NIM.1711230041

Disetujui oleh,

Pembimbing 2,

Feny Martina, M.Pd
NIP. 198703242015032002

Pembimbing 1,

Dr. H. An Akbariono, M. Pd
NIP.197509252001121004

Diketahui oleh,
Ketua Prodi TBI

Feny Martina, M.Pd
NIP. 198703242015032002



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No. 234 /In.11/F.II/PP.009/ 06/2021

Bengkulu, 8 Juni 2021

Tentang: Penyeminar Proposal Skripsi

Kepada Yth.

1. Riswanto, Ph.D. (Penyeminar I)
2. Andriadi, M.A. (Penyeminar II)

di -
Bengkulu

Assalamu 'alaikum Wr. Wb.

Dengan Hormat,

Bersama ini kami mohon bantuan Bapak/Ibu untuk menjadi Penyeminar Proposal Skripsi Mahasiswa Fakultas Tarbiyah dan Tadris IAIN Bengkulu pada:

Hari/Tanggal : Selasa, 8 Juni 2021

Waktu : 08.00 sampai selesai

Tempat : Gedung C4.1 (Ruang Munaqosah)

NAMA/NIM	JUDUL
Meilani Almira Putri 1711230094	The Usage of VOA (Voiced of America) Learning English Materials and World News Metro TV to Investigate Students' Listening Skill (A Quasi Experimental Research at the Tenth Grade Students of SMA Negeri 1 Bengkulu in the Academic Year of 2020/2021)
Ovel Romando 1711230083	"I Don't Know What My Child Recognises It." Exploring Today's Children in Acquiring the Foreign Language-English Through Technology
Ela Putri Yanti 1711230056	Investigating Students' Self-Directed Learning in Learning English During Covid-19 Pandemic (A Focus Description Study at the Fifth Year Students of TBI IAIN Bengkulu in Academic Year 2020/2021)
Aniza putri 1711230089	The Effect of Metacognitive Strategy Integrated with the Use of Animaker APP in Increasing Students' Speaking Skills (A Quasi Experimental Study at the Eighth Grade of SMPN 5 Bengkulu City in Academic Year 2020/2021)
Novriyani 1711230041	Explanatory Survey of Parents Difficulties of Assisting Children in Learning English at Home during the Pandemic in SDIT AL-Qiswah Bengkulu City

Demikian surat permohonan ini disampaikan, atas perhatian dan kerjasamanya diucapkan terima kasih.

Wassalamu 'alaikum Wr. Wb.

Dekan,





KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI (IAIN) BENGKULU
FAKULTAS TARBIYAH DAN TADRIS

Alamat : JL. Raden Fatah Pagar Dewa Telp. (0736)15276, 51171 Fax (0736)51171 Bengkulu

PENGESAHAN PENYEMINAR PROPOSAL SKRIPSI

Proposal skripsi atas nama : Novriyani, NIM : 1711230041 yang berjudul
"PARENTS DIFFICULTIES OF ASSISTING CHILDREN IN LEARNING
ENGLISH AT HOME DURING THE COVID-19
PANDEMIC" (*Explanatory Survey in SDIT AL-QISWAH Bengkulu City*)

Telah diseminarkan oleh tim penyeminar pada:

Hari/Tanggal : Selasa 08 juni 2021

Pukul : 08.00 s/d selesai

Dari proposal skripsi tersebut telah diberikan sesuai saran-saran tim penyeminar dan pembimbing skripsi, oleh karena itu sudah layak untuk diberikan surat penelitian (SK Penelitian)

Bengkulu, 08 Juni 2021

Penyeminar II

Penyeminar I

Riswanto, Ph.D
NIP. 19720410199903

Andriadi, M.A.
NIP. 198402212019031001



SURAT TUGAS KOMPRHENSIF BAHASA INGGRIS
 DEKAN FAKULTAS TARBİYAH DAN TADRIS INSTITUT AGAMA ISLAM NEGERI (IAIN)
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Nomor: 2302 /In. 11/F.II/PP.009/06/2021
 Tentang

Penetapan Dosen Penguji Komprehensif Mahasiswa Fakultas Tarbiyah dan Tadris
 Atas nama Mhs : Novriyani
 NIM : 1711230041
 Program Studi : Tadris Bahasa Inggris

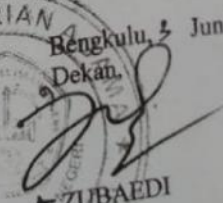
Dalam rangka untuk memenuhi persyaratan tugas akhir mahasiswa, Dekan Fakultas Tarbiyah dan Tadris IAIN Bengkulu menugaskan kepada Bapak/Ibu dosen yang namanya tercantum untuk menjadi penguji komprehensif mahasiswa yang tercantum namanya di atas.

NO	PENGUJI	ASPEK	INDIKATOR
1	Ixsir Eliya, M.Pd.	Kompetensi IAIN	1. Kemampuan membaca Al Quran 2. Kemampuan menulis Arab 3. Hafalan Surat (Ad Dhuha s/d An Naas)
2	Reko Serasi, M.A.	Kompetensi Jurusan/Prodi	1. Hapalan ayat dan hadits yang berhubungan dengan pendidikan (tarbiyah) 2. Language Skill, Vocabulaty, grammar, Speaking, Writing, Reading 3. Linguistics: Psycholinguistics, Sociolinguistics, Phology, Semantics 4. Teaching skill, TEFL< LTR, ESP, CMD
3	Zelvia Liska Afriani, M.Pd.	Kompetensi Keguruan	1. Kemampuan memahami UU/PP yang berhubungan dengan SISDIKNAS 2. Kemampuan memahami Kurikulum, Silabus, RPP dan Desain Pembelajaran 3. Kemampuan memahami Metodologi, Media, dan Sistem evaluasi Pembelajaran.

Adapun pelaksanaan ujian komprehensif dimaksud dilaksanakan dengan ketentuan sbb :

1. Waktu dan tempat ujian diserahkan sepenuhnya kepada dosen penguji .
2. Pelaksanaan ujian dimulai pelaksanaannya paling lambat setelah 1 minggu setelah diterimanya SK Pembimbing Skripsi dan Surat Tugas Penguji Komprehensif dan nilai diserahkan kepada Ketua Prodi selambat lambatnya satu minggu sebelum ujian munaqosah
3. Skor nilai kelulusan ujian komprehensif, adalah 60 s/d 100.
4. Dosen penguji berhak untuk menentukan Lulus atau Tidak lulusnya mahasiswa, dan jika belum dinyatakan lulus, dosen diberikan wewenang dan berhak untuk melakukan ujian ulang setelah mahasiswa melakukan perbaikan, sehingga mahasiswa dapat dinyatakan lulus.
5. Angka kelulusan ujian komprehensif adalah kelulusan per-aspek

Demikianlah Surat Tugas ini dikeluarkan, dan disampaikan kepada yang bersangkutan untuk dilaksanakan.
 Terima kasih.

Bengkulu, 3 Juni 2021
 Dekan,

 ZUBAEDI



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INSTITUT AGAMA ISLAM NEGERI (IAIN) BENGKULU

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Website: www.iainbengkulu.ac.id

Nomor : 2998/ In.11/F.II/TL.00/08/2021

6 Agustus 2021

Lampiran : 1 (satu) Exp Proposal

Perihal : **Mohon izin penelitian**

Kepada Yth,
Kepala SDIT Al Qiswah
Di -
Bengkulu

Assalamu'alaikum Warahmatullah Wabarakatuh.

Untuk keperluan skripsi mahasiswa, bersama ini kami mohon bantuan Bapak/ibu untuk mengizinkan nama di bawah ini untuk melakukan penelitian guna melengkapi data penulisan skripsi yang berjudul "*Parents Difficulties of Assisting Children in Learning English at Home During the Covid-19 Pandemic*"

Nama : Novriyani
NIM : 1711230041
Prodi : Tadris Bahasa Inggris
Tempat Penelitian : SDIT Al Qiswah
Waktu Penelitian : 05 Agustus s/d 16 September 2021

Demikian permohonan ini kami sampaikan, atas bantuan dan kerjasamanya diucapkan terima kasih.

Wassalamu'alaikum Warahmatullah Wabarakatuh.

Kabag Tata Usaha,

Joyo



YAYASAN NURAINI NAJAMUDIN
SEKOLAH DASAR ISLAM TERPADU (SDIT) AL - QISWAH KOTA BENGKULU
Jl. Terminal Regional NO. 01 RT. 01 RW. 01 Kel. Pekan Sabtu Kec Selebar
Telpon. (0736) 52659 Email : Sditalqiswah.ynn@gmail.com



SURAT KETERANGAN REKOMENDASI PENELITIAN

NOMOR : 052/ SKet/ SDITAQ/ VI/ 2021

Yang bertanda tangan di bawah ini Kepala SDIT AL QISWAH Kecamatan Selebar Kota Bengkulu memberikan rekomendasi kepada :

Nama : Novriyani
NIM : 1711230041
Status : Mahasiswa IAIN Bengkulu
Jurusan : Tadris
Fakultas : Tarbiyah dan Tadris

Untuk dapat melakukan Penelitian/ Observasi di SDIT AL QISWAH Kota Bengkulu dalam rangka penyusunan skripsi mahasiswa atas nama tersebut diatas, dengan judul penelitian "*Parents Difficulties of Assisting Children in Learning English at Home During the Pandemic (Explanatory Survey in SDIT Al Qiswah Bengkulu City)*"

Kami tidak keberatan dan dapat mengizinkan pelaksanaan penelitian tersebut di SDIT AL QISWAH. Izin melakukan penelitian/observasi ini diberikan semata-mata untuk keperluan akademik.

Demikian surat rekomendasi Penelitian/ Observasi ini kami buat, agar bisa digunakan sebagaimana mestinya.

Bengkulu, 19 Juni 2021

Kepala SDIT Al Qiswah


AL QISWAH, S.Pd.
NIPY. 19920225 201507 02 2 002



YAYASAN NURAINI NAJAMUDIN
SEKOLAH DASAR ISLAM TERPADU (SDIT) AL - QISWAH KOTA BENGKULU
Jl. Terminal Regional NO. 01 RT. 01 RW. 01 Kel. Pekan Sabtu Kec Selebar
Telpon. (0736) 52659 Email : Sditalqiswah.ynn@gmail.com



SURAT KETERANGAN

NOMOR : 106 / SKet/ SDITAQ/ IX/ 2021

Yang bertanda tangan di bawah ini Kepala SDIT AL QISWAH Kecamatan Selebar Kota Bengkulu menerangkan bahwa :

Nama : Novriyani
NIM : 1711230041
Status : Mahasiswa IAIN Bengkulu
Jurusan : Tadris
Fakultas : Tarbiyah dan Tadris

Telah selesai melakukan penelitian dalam rangka penyusunan skripsi dengan judul "*Parents Difficulties of Assisting Children in Learning English at Home During the Covid-19 Pandemic (Explanatory Survey in SDIT Al Qiswah Bengkulu City)*" dari 05 Agustus s.d. 18 September 2021

Demikian surat keterangan ini dibuat dengan sebenarnya untuk digunakan sebagaimana mestinya.

Bengkulu, 19 September 2021
Kepala SDIT Al Qiswah

Fuji Astuti, S.Pd.

NIPY. 19920225 201907 02 2 002

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539/In.11/F.II/PP.0.09/12/2021

Bengkulu, 15 Desember 2021

Ujian Skripsi

Kepada Yth.

1. Dr. Kasmantoni, M.Si. (Ketua)
2. Nurlia Latipah, M.Pd.Si. (Sekretaris)
3. Dr. Syamsul Rizal, M.Pd. (Penguji
Utama)
4. Andri Saputra, M.Sc. (Penguji II)

di -

Bengkulu

Wassalamu'alaikum Wr. Wb.

Hormat,

Surat ini kami mengharapkan Bapak/Ibu untuk menjadi Penguji Skripsi Mahasiswa pada:

Hari/Tanggal : Kamis, 16 Desember 2021

Waktu : 08.00 sampai selesai

Tempat : C.4.1

Nama/Nim	Judul
Veza Liana Herlensi 1711230114	An Analysis of Translanguaging as a Pedagogical Strategy Used by the English Teacher in EFL Classroom Setting (A Qualitative Research towards the English Teacher at SMAN 3 Bengkulu Selatan)
Viona Rosalita 1711230075	The Effect of the Blended Learning Implementation on Students' Learning Achievement in Reading Skill (An Associative Study at SMKN 5 Bengkulu)
Zeni Wulandari 1711230101	Rural Teacher's Strategies in Facilitating Students' English Interactional Communication at SMPN 04 Lebong
Novriyani 1711230041	Parents Difficulties of Assisting Children in Learning English at Home during the Covid-19 Pandemic (Explanatory Survey in SDIT Al-Qiswah Bengkulu City)
Jumike Aprea Shela 1711230086	An Analysis of Culinary Students' Needs in Learning English at SMKN 3 Kota Bengkulu (A Qualitative Study at SMKN 3 Kota Bengkulu Class XI in the Academic Year 2020/2021)

Surat permohonan ini disampaikan, atas perhatian dan kerjasamanya diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Wassalamu'alaikum Wr. Wb.

Plt. Dekan

Zubaedi

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Hovriyani




1711236041

Bahasa

Bahasa Inggris

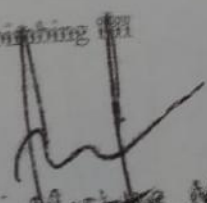
Pembimbing III Feni Martina, M.Pd

Judul Skripsi The Analysis of
 Parents Difficulties of Assisting
 Children in Learning English at home during
 The Pandemic

Hari/Tanggal	Materi Bimbingan	Sarana Pembimbing I/II	Paraf Pembimbing
5 Februari	Koreksi tentang Penambahan teori dan mencari 5 jurnal	- Masukkan teori the Parents role in distance learning dan the concept of distance learning	
9 Februari	Bab 2	Perbaiki teori serta menambahkan teori lag di bab 2	
23 Februari	Fokus ke bab 2	<ul style="list-style-type: none"> - perbaiki format penulisan - tambahkan di antara Pado poin, parent role in distance learning process - tambahkan explanatory up survey di bab 3 - judul diperbaiki 	

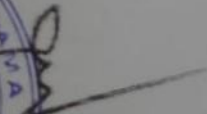
Bengkulu, 23 Februari 2021

Pembimbing III


 Feni Martina, M.Pd

NIP. 198703248015032002




 M. Ag. M. Pd

3081996031005



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Mahasiswa : Mouriyani
 : 1711230001
 : Bahasa
 : Bahasa Inggris

Pembimbing I/II : Feni Martina, M.Pd
 Judul Skripsi : Explanatory Survey
 of Assisting @ Student in Learning
 English At Home During the Pandemic
 in Learning in BDI A: Siswa Kota Bengt

Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I/II	Paraf Pembimbing
Rabu 03 Maret 2021	Revisi 3	- Populasi kelapadanan - item questioner aspek berdasarkan teori	
Rabu 10 Maret 2021	Cek plagiasi	- tambahkan instrumen kisi 3 wawancara	
Kamis 18 Maret 2021	ACC	Ace Sempit	

Bengkulu, 18 maret 2021

Pembimbing I/II

Feni Martina, M.Pd
 NIP. 198703292615032002



Feni Martina, M.Pd
 NIP. 198703292615032002



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Nama Mahasiswa : Novriyani
NIM : 1711230041
Jurusan : Tadris Bahasa
Program Studi : Tadris Bahasa Inggris

Pembimbing II : Feny Martina, M.Pd
Judul Skripsi : Parents Difficulties of
Assisting Children in Learning English
During The Covid-19 Pandemic (Expanatory
survey in SDIT Al-Qiswah Bengkulu City)

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing	Paraf Pembimbing
1.	01/2021 /11	Revisi bab 4	Perbaiki format penulisan	
		Revisi bab 4 & 5	Tambahkan lampiran transkrip wawancara	
2.	03/2021 /11	Revisi bab 4 & 5	tambahkan program untuk memperjelas hasil	
3.	08/2021 /11	Revisi bab 4 & 5	tambahkan lampiran angket google form yang sudah dan yang belum di try out kan	
4.	10/2021 /11	Ace Muragayah	Ace Muragayah	

Mengetahui
Dekan

Dr. Zubaidi, M.Ag, M.Pd
NIP. 196903081996031001

Bengkulu, 10 November 2021
Pembimbing II

Feny Martina, M.Pd
NIP. 198703242015032002





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Nama Mahasiswa : Novriyani
NIM : 1711230041
Jurusan : Tadris Bahasa
Program Studi : Tadris Bahasa Inggris

Pembimbing I : Dr. H. Ali Akbarjono, M.Pd
Judul Skripsi :

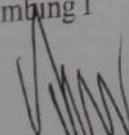
No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing	Paraf Pembimbing
1	26 April 2021	Chapter 1 & 2.	<ul style="list-style-type: none">Perbaiki pada bagian indikator dan SintesaTambahkan empiris pada tatar belakang <p>Perbaiki kata Terdapat 3 Monopis dan itu dan Membuat = Indikator.</p>	 

Mengetahui



Dr. Zubaedi, M.Ag, M.Pd
NIP. 196903081996031001

Bengkulu, 26 April 2021
Pembimbing I


Dr. H. Ali Akbarjono, M.Pd
NIP. 19750925200112






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Nama Mahasiswa : Novriyani
NIM : 1711230041
Jurusan : Tadris Bahasa
Program Studi : Tadris Bahasa Inggris

Pembimbing I : Dr. H. Ali Akbarjono, M.Pd
Judul Skripsi :

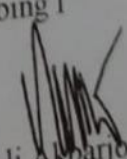
No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing	Paraf Pembimbing
	Jum'at 17-03-2021	Proposal	A. Pelajari secara komprehensif tentang teori yang menopang obyek kajian (variabel) yang diangkat dalam penelitian ini B. pahami akurasi teori ini diwujudkan dengan membuat sintesa dan menguraikan indikator masing-masingnya. C. indikator ini dijadikan landasan operasional untuk mengungkapkan fenomena di lapangan d. Baca buku yang mengungkap teori yang relevan e. Baca buku metode penelitian ysborkalan	  

Mengetahui
Dekan



Dr. Zubaedi M.Ag. M.Pd

Bengkulu, 4 May 2021
Pembimbing I


Dr. H. Ali Akbarjono, M.Pd
NIP.19750925200112



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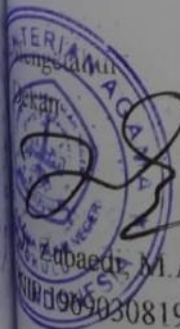
Nama Mahasiswa : Novriyani
NIM : 1711230041
Jurusan : Tadris Bahasa
Program Studi : Tadris Bahasa Inggris

Pembimbing I : Dr. H. Ali Akbarjono, M.Pd
Judul Skripsi : Explanatory Survey of
Parents Difficulties of Assisting
Children in Learning English
At home During the Pandemic
Covid-19 in SDIT Al-Qiswah Bengkulu City

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing	Paraf Pembimbing
	4 May 2021	Proposal	Understand the matter by making systematic research that is correct and complete	A.
			Read book & research as much as possible	A.
	6 May 2021		Be so precise for the matter	A.

Bengkulu, 4 May 2021
Pembimbing I

Dr. H. Ali Akbarjono, M.Pd
NIP. 19750925200112



Zubaidi, M.Ag, M.Pd
NIP. 196903081996031001



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Website: www.iainbengkulu.ac.id

Nama Mahasiswa : Novriyani
NIM : 1711230041
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Pembimbing I : Dr. H. Ali Akbarjono, M.Pd
Judul Skripsi : Parents Difficulties of
Assisting Children in Learning English During
The Covid-19 Pandemic (Explanatory survey in
SDIT Al-Qiswah Bengkulu City)

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing	Paraf Pembimbing
1	12/2021 11	Bab 9	<p>A. Kondisi Sekolah Grafik Sekolah, • Mengetahui Pembelajaran saat pandemi • Kondisi / hambatan selama pembelajaran Bahasa Inggris</p> <p>B. Kelelahan Rumus masukan Potensi</p> <p>C. temuan Rumus Masuk keura</p> <p>D. Revisi Revisi • pendekatan filosofi — u — Kawala teori dan praktek</p>	

Mengetahui
Dekan

Dr. Zubaedi, M.Ag, M.Pd
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Bengkulu, 12 November 2021
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