

**PARENTAL PARTICIPATION TO MOTIVATE STUDENTS IN LEARNING ENGLISH
DURING COVID-19 PANDEMIC: THE CASE OF INDONESIAN
SECONDARY SCHOOL STUDENTS**

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Abstract

This research seeks to investigate the role of parents in the success of children's education. It is intended to evaluate parents' role and evaluate the participation of parents in the success of elementary school students in learning English. The qualitative approach was used in this study to derive the findings by using a questionnaire and documentation from the research subject. In this report, there are 28 students and parents involved. Furthermore, the data processing method is used to accumulate the data, reduce the data, show the data, and make a conclusion. The outcome of this research is a perfect reflection of the standards of English learning success by parents. In learning vocabulary, parents understand the limitations and challenges of their children. Parents' role is also excellent; 91 percent of parents help children learn English provides benefits, and positively affect children. Then, 23 percent of parents are only interested in getting support at home with children's education; therefore, the family or siblings can help unless the child has problems.

Keywords: Parental Participation, Students, Achievement.

INTRODUCTION

The World Health Organisation (WHO) proclaimed COVID-19 a global emergency on January 30th, 2020 and a global pandemic on March 11th, 2020. Actively, COVID-19 is affecting two hundred and thirty countries and territories (Sohrabi et al., 2020) In reaction to COVID-19, some countries have applied stringent social distancing mechanisms and a lockdown strategy. Obviously, this pandemic has had a huge effect on colleges, students and teachers. As of 12 March 2020, Forty-six countries in five different continents have declared school closures and 26 of these countries have fully closed schools nationwide. (Mailizar et al., 2020). In Indonesia, the Government has limited population mobilization in an effort to deter the spread of the disease and continues pushing an agenda of: work from home, research from home and worship at home. Schools and Higher Education Institutions (HEIs) in Indonesia have been temporarily closed since March 14th, 2020. (Fachriansyah, 2020; Mailizar et al., 2020).

Panattoni et al., (2018); Singh et al., (2020); Niemzeier et al., (2012) argued that In a pandemic situation such as today, parent participation has many beneficial effects for students, The most significant of them is increased academic performance.

Kpolovie et al., (2014) analyzed a variety of experiments in which parental participation culminated in measurable improvements in student academic achievement. Other research (Ingram et al., 2007) found that the academic performance of low-income children, in particular, tends to be closely linked to the degree of parent participation. Efficient parent engagement correlates with higher grade pupil earnings and test scores (Hamlin & Flessa, 2018; Jeynes, 2007) as well as improved good behavior and emotional development (Jeynes, 2007; Schonert-Reichl et al., 2015)

Many beneficial effects from expanded parent participation There is also for the school. Schools that allow parents to engage outperform schools with no parental participation (González & Jackson, 2013). On the basis of children's success and the general standard of the classroom, those schools with long-term and robust parenting programs are more successful than those without such programs (Webster-Stratton et al., 2008)). Parent participation offers important opportunities in terms of volunteering time and leads to greater enthusiasm for the school (El Nokali et al., 2010; (Sanders & Sheldon, 2009), in particular by engaging parents in the planning of school programs (Underwood, 2010).

Parent participation has had a positive impact on both classrooms learning and the school environment. Researchers found that increased parental participation leads to the overall school-community partnership (Sanders, 2001; Sheldon, 2007) and affects the effectiveness of teachers (Hornby, 2011). Teachers and principals are more supportive to families that engage in school events (Epstein, 2007), which tend to improve teacher support and community support for school services.

Parents who become the nearest students have a vital responsibility to make their children understand that English is an important language. Any students are fortunate enough to have parents who are worried about their education and want their children to be able to master English. In order to accomplish this aim, many parents are sending their children to private classrooms to take additional English classes. However, they do need support from their parents and expect their parents to help them learn English. on the other hand, others students do not have the kind of guardians, for instance, since both of their parents are employed. Consequently, they don't have time to be interested in their children's education. Also, they don't pay much focus to the other side of their kin. As one of the variables that influence academic success, parents have a necessary role to play in impacting student learning achievement.

From The variety of family backgrounds, parents' educational backgrounds, and different environmental backgrounds, those discrepancies could even make students different from their parents; the different forms of encouragement can affect how students learn. By

seeing students with high potential and great encouragement from their parents, it is interesting to understand the parents' care of pupils. Based on the context description, the researcher is interested in examining parental Participation of their children in recognizing English for their daily academic activity. The significance of this study is intended to provide information for teachers, parents, and other scholars. By recognizing and considering the existence of parental involvement that could impair the academic success of students in learning English. Teachers can inform and tell parents about the needs of students and parents can also make sound recommendations by offering further encouragement.

This study attempts to provide guidance to teachers, parents, and students recognizing the possibility of parental intervention that can affect students' learning of English. Teachers can educate and tell parents about the circumstances of school students and parents can also make positive recommendations by offering more support and treatment in children's academic life. Thus, some research questions are conjectured as follows:

1. What do parents think about how their children perform in English?
2. How does the presence of the parents affect the elementary student's English achievement?

RESEARCH METHOD

A case study was occupied in this study. For this reason, qualitative data was necessary to gain understanding of the issue. The case of this study was parental participation in inspiring students to use English. The reason for the approach selected, and how it is supported by the study questions. In this case, the issue answered the elements that determine parental participation in students' English learning were obtained from seven opened questionnaire and documentation from students' English daily exam score.

Participants

The subjects of this study were the parents of the students and the seventh-grade students of SMP N 1 Cilegon. The study discovered 22 students and parents were selected to be the subject of this study.

Instruments

The researchers used a questionnaire as the instrument of the research. The questions in this questionnaire refer to the Hoover-Dempsey and Sandler statement then taken from the following indicators. Table 1 shows the detail.

Table 1. Specifications of Parent's Questionnaire

No	Aspect	Indicators
1.	Parental role construction.	To investigate parents' involvement in their children's education at home, especially in English achievement through participating in school activities or helping children homework.
2.	Parents' senses of efficacy for helping their children succeed in school.	To investigate parents' involvement and belief in influencing their children's school functioning, and also to increase their children's English achievement at school.
3.	Parents' perceptions of the general invitations, demands, and opportunities for involvement presented by children and their school.	To investigate parents' involvement in children's activity at their school.

Procedure

In this phase, first, researchers were already gathering data from the subject and, secondly, the instructor must be familiar with the daily test score. The data obtained by the researcher in the study, such as the questionnaire and the daily test evaluation. It has used to give deeper and more accurate details. Then, Reducing Data, the researcher reduces data that was used as a form of analysis that classifies, directs, disposes of unnecessary and organizing data. Besides, the analysis of the results, after data reduction, shows the data to the researchers. It may provide the ability to infer since it was a collection of organized facts. Such qualitative data presentation is used in field notes and used in narrative language, maps, matrix, graphics, and networking. Finally, concluding, drawing a conclusion was the final step. Formulate the researcher's observations and interpret those results.

RESULTS AND DISCUSSION

Results

The Parental Participation in Students' Academic Education shows three reports. Those are *specifications of parent's role construction, Parents' Sense of Efficacy for Helping Children Succeed in School, and Parents' perceptions of the general invitations, demands, and opportunities for involvement presented by children and their school.*

a. Specifications of Parent's Role Construction

Table 2. Parent's Sense of Efficacy for Helping Children Succeed in School.

No	Initial name	Response	Interpretation
1.	Mr. YDH	Saya memberikan support terus dengan berkomunikasi secara intens, kesukaan maupun hobinya dengan pelajaran bahasa inggris. Di rumah ada private bahasa inggris, buku-buku bahasa inggris serta media pendukung untuk melancarkan tugas-tugas sekolahnya.	Parents give support to their children and also involve what their children like and hobby. Their children like especially in English subjects and the parents give more facilities like private English learning, book, and other media.
2.	Mr. AS	Saya memasukan ke tempat kursus Bahasa Inggris (BBC).	The parents give involvement for their children followed an English course.
3.	Mrs. SS	Saya memberikan lingkungan yang menggunakan bahasa inggris lebih sering. Dan fasilitas di rumah saya berikan agar anak bisa terbiasa seperti, TV, buku, internet dan saya juga sudah memasukan ke tempat kursus sejak SD.	The parents give their involvement through participate a lot in children's activities, especially in English subjects.
4.	Mr. BY	Anak saya mengikuti les tambahan di luar jam sekolah di bimbel atau tempat les.	The parents give involvement for their children followed an English course.
5.	Mr. TD	Anak saya, saya turut sertakan les bahasa inggris di luar jam sekolah.	The parents give involvement for their children followed an English course.
6.	Mr. DE	Saya memasukan anak ke bimbel bahasa inggris	The parents give involvement for their children followed an English course.
7.	Mrs. DM	Usaha yang saya lakukan adalah dengan mengikuti les tambahan pelajaran bahasa inggris diluar jam sekolah, dan di rumah anak saya suruh mendengarkan lagu-lagu bahasa inggris dan mengartikannya. Di sekolah saya suruh anak-anak membiasakan untuk berbicara bahasa inggris dengan teman-temannya.	The parents also care for their children. The parents give more involved at home or their children's school.

8.	Mrs. KW	Saya membelikan buku,novel atau majalah atau lagu/ musik yang berbahasa Inggris.	The parents give involvement and facilitate their children, for example, buy some English books, magazines and download English songs.
9.	Mrs. MWT	Saya ikutkan anak saya kursus Bahasa inggris dan di rumah juga saya biasakan dia menggunakan bahasa Inggris.	The parents give involvement for their children using an English course. Then, their children practice at home with their family.
10.	Mr. H	Saya memberi motivasi lebih untuk mempelajari Bahasa Inggris misalnya, untuk memperbanyak perbendaharaan kata/kosa kata bahasa inggris saya kasih dia kamus untuk sering-sering dibaca.	The parents give support to their children and give a dictionary to increase vocabulary.
11.	Mr. D	Sebagai orang tua, saya selalu membimbing anak saya dan selalu mengingatkan untuk terus belajar. Usaha saya misalnya seperti memberikannya les private.	The parents always guide their children and contribute to English subjects like give English privately to their children.
12.	Mrs. SF	Saya sudah memasukan anak saya ke tempat les (LIA)	The parents give involvement for their children using an English course.
13.	Mrs. TT	Usaha saya sebagai orang tua adalah, anak saya, saya ikutkan les di bimbingan belajar. Dan kalau di rumah kadang saya tanya dengan Bahasa Inggris.	The parents give involvement for their children using an English course. Then, their children practice at home with their family.
14.	Mr. LR	Berhubung putra kami menyukai pelajaran bahasa inggris , kami hanya mendukung secara moril. Contohnya mendukung putra kami mengikuti klub bahasa inggris.	The parents know their children interesting with English subject, then they always support. for example, support in the English club at their children's school.
15.	Mr. H	Diajari sendiri.	The parents only teach their children's English development at home.
16.	Mr. DS	Saat SD saya meminta guru adain Les bahasa inggris kalau ada PR jadi sekalian bisa nanya ke gurunya. Kalau sekarang sudah SMP saya masukin ke tempat les bahasa inggris.	The parents only give their involvement especially in English subject to the English course.

17.	Mr. E	Membimbingnya di rumah.	The parents only teach their children's English development at home.
18.	Mr. AS	Saya leskan anak saya di luar sekolah untuk meningkatkan kemampuan Bahasa Inggrisnya.	The parents give involvement for their children using an English course.
19.	Mrs. SNN	Saya masukin les anak saya, ke tempat kursus.	The parents give involvement for their children using an English course.
20.	Mrs. TS	Saya ajarkan anak belajar dirumah dan mendampinginya.	The parents only teach and give support to their children's English development at home.
21.	Mr. APU	Ikut les bahasa inggris.	The parents give involvement for their children using an English course.
22.	Mrs. YK	Anak saya ikut English Club disekolahnya, karena, dia suka dengan bahasa inggris.	The parents know their children interesting with English subject, then they always support. for example, support in the English club at their children's school.

The data above indicates that the higher response of parents has participation in their children's accomplishments in English by providing courses to their children. Parents need to provide the highest quality for their children's achievements. Likewise, their children still a curiosity in English. Parents became involved, which offered further support by their participation. When at home, relatives and friends will help if the child has trouble learning and expressing English. Parents also support the children by giving them books, dictionaries, magazines, and access to the Internet. Furthermore, parents support their children's school activities.

b. Parents' Sense of Efficacy for Helping Children Succeed in School.

Table 3. Parent's Sense of Efficacy for Helping Children Succeed in School

No	Initial name	Response	Interpretation
1.	Mr. YDH	Dengan usaha yang saya berikan anak-anak menjadi lebih bisa belajar secara mandiri.	The parents believe that their support makes their children independent and confident.
2.	Mr. AS	Manfaatnya anak saya bisa	The parents' support, give benefits

		berbicara/berkomunikasi dengan Bahasa Inggris.	to their children because their children can speak English.
3.	Mrs. SS	Anak saya menyukai Bahasa Inggris dan menjuarai banyak kompetisi Bahasa Inggris. Dan menjadi sarana belajar utama dalam mencari ilmu seni yang menjadi cita- citanya. (Anak saya ingin menjadi animator, jadi dia belajar sendiri dengan banyak menggunakan Bahasa Inggris).	The parents know their children interested in English subjects and their children always win the competition. Their children also learn individually.
4.	Mr. BY	Dengan usaha yang telah saya berikan, saya yakin itu sangat bermanfaat. Karena anak jadi lebih kaya akan kosa kata Bahasa Inggris, begitupun dengan membaca dan berkomunikasi dengan Bahasa Inggris.	The parents believe that their support always useful for their children, especially in vocabulary, speaking, and other communication.
5.	Mr. TD	Dengan usaha yang saya berikan saya yakin karena Bahasa Inggris sangat penting untuk jenjang ke depan,dengan menguasai bahasa inggris apapun kemenapun tidak menjadi berat dan membuat percaya diri tinggi.	The parents believe in the efforts that have been given to their children to achieve good results, especially in English subject.
6.	Mr. DE	Anak jadi lebih mengerti cara mengucapkan Bahasa Inggris yang benar.	The parents support, give benefits to their children because their children can speak English.
7.	Mrs. DM	nfaat dari usaha yang telah diberikan, anak lebih memahami dan bisa mengaplikasikan dalam sehari-harinya.	The parents' support can give their children can apply and understand English in daily life.
8.	Mrs. KW	Anak jadi mengikuti saran yang diberikan dengan cara mempraktekan.	The parents' support can give their children can apply and understand English in daily life.
9.	Mrs. MWT	Anak jadi berlatih, untuk memperlancar.	The parents' support makes their children always trying or practice.
10.	Mr. H	Saya yakin, dengan usaha yang telah saya berikan hal tersebut sedikit banyak membantu putra kami untuk dapat menyelesaikan soal-soal latihan yang ditugaskan oleh gurunya.	The parents are confident that they give the best involvement for their children.
11.	Mr. D	nfaatnya dari usaha tersebut adalah	The parents' support can increase

		meningkatkan kemampuan anak dalam mata pelajaran tersebut, anak jadi lebih fokus, konsentrasi, dan pendekatan yang lebih fleksibel.	their children's progress in English subjects and also can focus.
12.	Mrs. SF	Anak jadi lebih banyak mengetahui kosa kata.	The parents' support, give benefits to their children because they increase some vocabulary.
13.	Mrs. TT	Anak saya setidaknya paham dengan sebagian besar materi Bahasa Inggris, sedikit demi sedikit mengerti apabila ada orang yang berbicara Bahasa Inggris, dan kadang juga dia berbicara Bahasa Inggris sesekali.	The parents have given the best support and it can influence their children in learning English.
14.	Mr. LR	Putra kami senang dengan Bahasa Inggris.	The parents' support, make their children interested in English subject.
15.	Mr. H	Anak sudah mengerti Bahasa Inggris.	The parents' support can give their children an understanding of English subjects.
16.	Mr. DS	Dengan usaha yang telah diberikan, dan saat ini era globalisasi anak harus paham Bahasa Inggris, dan Alhamdulillah anak saya mengerti. Jadi tidak sia-sia usaha saya.	The parents believe in the efforts that have been given to their children to achieve good results, especially in English subject.
17.	Mr. E	Anak saya mendapatkan nilai yang lebih baik dan lebih mudah untuk mempelajari dan memahaminya.	The parents' support, makes their children get a better score in English subject and easier to understand.
18.	Mr. AS	Nilai ulangan harian/UTS/dan UAS memuaskan.	The parents' support, makes their children get a better score in English subject for example in the middle test or final test.
19.	Mrs. SNN	Anak saya jadi mengerti.	The parents' support can give their children an understanding of English subjects.
20.	Mrs. TS	Anak jadi paham Bahasa Inggris.	The parents' support can give their children an understanding of English subjects.

21.	Mr. APU	Anak saya bisa Bahasa Inggris dengan percaya diri.	The parents' support can give their children more confidence in learning English.
22.	Mrs. YK	Jadi banyak kosa kata yang dipahami, dan anak jadi mandiri dan percaya diri.	The parents believe that their support makes their children independent and confident because their children can get a lot of vocabulary.

The report indicates that 91% of parents agree that children who study English can improve literacy, academic, and social skills. Often, parents claim that the countless extra measures and ways of involvement that they have given to their children will boost their children's English learning outcomes. Furthermore, 9% of parents suggested that they are not or do not know the challenges children experience in learning English, since children are not believed to know and understand the language on their own. Parents indeed have modest support for their children's interests and endeavors.

c. Parents' perceptions of the general invitations, demands, and opportunities for involvement presented by children and their school.

Table 4. Parents' perceptions of the general invitations, demands, and opportunities for involvement presented by children and their school.

No	Initial name	Response	Interpretation
1.	Mr. YDH	Alhamdulillah bagi anak saya pelajaran yang mudah untuk diikuti. Karena dalam keseharian sejak kecil udah terbiasa juga komunikasi dengan bahasa inggris dan ditambah lagi saat ini banyak sesuatu yang berkaitan dengan bahasa inggris.	Parents must involve themselves in the learning process of children, especially in English subjects.
2.	Mr. AS	Mudah, karena anaknya enjoy dan bisa mempelajarinya.	The parents do not know the weaknesses and difficulties of their children in English subjects or their children do not feel difficulty in learning English.
3.	Mrs. SS	Mudah, banyak media belajar dan selalu ditemui dikeseharian anak.	The parents know the weaknesses and difficulties of children in English subject. So, parents and

			teachers must be involved.
4.	Mr. BY	Mudah, karena putrid saya menyukai dan serius mempelajarinya.	The parents know their children's weaknesses in communication or speak in English, therefore always motivate to confident in communicating in English.
5.	Mr. TD	Mudah, karena terbiasa latihan dan belajar bahasa inggrisnya secara intensif.	The parents always guide their children.
6.	Mr. DE	Mudah, kalau mau belajar dengan sungguh-sungguh.	The parents always guide their children about their mistakes and give the solution.
7.	Mrs. DM	Pelajaran yang mudah untuk dipelajari jika dibuat enjoy dalam mengajarkan grammar	The parents know the weaknesses and difficulties of children in English subject. So, parents should be more involved in their children's grammar.
8.	Mrs. KW	Pelajaran yang mudah, yang penting sering mengucapkan, mendengarkan dan diulangi.	The parents know the weaknesses and difficulties of children in English subject. Parents also give more support at home as daily habit
9.	Mrs. MWT	Mudah karena praktek.	The parents know the weaknesses and difficulties of children in English subject. So, parents and teachers must be involved.
10.	Mr. H	Pelajaran yang sulit, kata-katanya sulit.	The parents always guide their children about their mistakes and give the solution.
11.	Mr. D	Menurut pernyataan dari putra saya, dia menjawab bahwa pelajaran bahasa inggris adalah pelajaran yang mudah dimengerti dan dipahami karena putra saya mengikuti les bahasa inggris.	The parents provide solutions to their children about the difficulties.
12.	Mrs. SF	Bagi anak saya, bahasa inggris bukanlah pelajaran yang mudah atau sulit. Karena baru ini saja saya masukan ke kursus bahasa inggris.	The parents know the weaknesses and difficulties of children in English subject. Parents also give more support at home.

13.	Mrs. TT	Sulit karena ada beberapa materi yang kurang dipahami anak saya.	The parents know the weaknesses and difficulties of children in English subject. So, parents and teachers must be involved.
14.	Mr. LR	Mudah, karena putra kami menyukai bahasa inggris. Ada beberapa yang sulit tapi dengan senang hati belajar.	The parents know the weaknesses and difficulties of children in English subject. Parents also give more support at home.
15.	Mr. H	Mudah,vmereka senang.	The parents know the weaknesses and difficulties of children in English subject.
16.	Mr. DS	Menurut saya,sejak ikut les bahasa inggris dari kelas 4 SD anak saya bisa mengikuti dan saya lihat nilainya diatas kkm.	The parents know the weaknesses and difficulties of children in English subject. So, parents and teachers must be involved.
17.	Mr. E	Bagi putra saya Bahasa Inggris merupakan pelajaran yang cukup sulit, itu mungkin karena harus mempelajari bahasa Negara lain dan dalam bahasa inggris juga banyak bagian yang harus dipelajari.	The parents know the weaknesses and difficulties of children in English subject. So, parents should be more involved in their children's pronounciation.
18.	Mr. AS	Mudah,karena sudah diajarkan dari kelas 1 SD.	The parents know the weaknesses and difficulties of children in English subject. So, parents should be more involved in their children's grammar.
19.	Mrs. SNN	Mudah, anak saya suka bahasa inggris.	The parent know her children interest in English.
20.	Mrs. TS	Sulit,karena kosa katanya rumit.	The parents know the weaknesses and difficulties of children in English subject. So, parents and teachers must be involved.
21.	Mr. APU	Mudah,anaknya suka dan gampang untuk dipelajari.	The parents know the weaknesses and difficulties of children in English subject. Parents also give more support at home and should be more involved in their children's grammar.

22.	Mrs. YK	Mudah, karena anak saya sering berbicara dengan bahasa Inggris dan juga latihan.	The parents know the weaknesses and difficulties of children in English subject. They practice at home
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The evidence above indicates that parents have sufficient knowledge about their children's limitations and problems learning English. Parents also encourage trust and keep their children learning. Then, parents frequently guide their children about their errors and provide a solution. Thus, the participation of parents in the learning of English is necessary. Parents are not sure of their children's shortcomings and limitations, but the children themselves do not believe that English is too complicated or straightforward. Parents only have the assistance they can.

Discussion

The researchers utilized evidence to support the proposed explanations for the findings.

1. Parental participation in Students' Academic Education

Parental participation creates an awareness of the aims, priorities, and sense of academic performance; expresses perceptions regarding participation; and includes successful usage methods that have the most beneficial relationship with achievement. Besides, Hoover-Dempsey and Sandler revealed that the three most important factors influencing parental involvement are: the first parental role creation can be described as parents' responsibility for how they can be engaged with their children's schooling, by engaging in school events or assisting children with homework. Parents play an important part in their children's English accomplishments, and they want to give the best for their children's achievements. Also, their children still have the same interest in English and busy parents (parents work). Parents are not interested in studying English at home, so they cannot support them if they have trouble learning English. Moreover, parents can see the progress in their child's education at home as well. Parents endorse their children's participation in events at school, such as English clubs. There are several ways that a child can develop their English abilities. By motivating children in the classroom, parents trust that children will complete their studies well and receive high scores.

The second, parents' sense of effectiveness for helping children progress in school, was described as their confidence that they can affect their children's school performance, such as being knowledgeable while helping children with their learning. The study showed that 91% of parents think that learning English is beneficial to children. Much more so, parents believe that the efforts and ways of participation in their children's English lessons will boost their

children's English lessons. Furthermore, 9 percent of parents indicated that parents have not or do not know the difficulty of children learning English because children are assumed to understand and have understood English through learning independently. Oftentimes, parents give only small support to their offspring.

The last segment reflects parents', teachers' engagement levels in their children's school and how interested they believe they are in the school. The study results do not support the claim since some parents do not communicate with their children's English teachers daily.

2. Parental Participation in Students' English as Foreign Language Learning

Based on the knowledge given by Nutbrown et al., (2005), parents can support their children's literacy growth by adopting four separate approaches. Opportunities, Recognition, Interaction and model.

First, parents must provide more opportunities, especially in the English subject and their learning process. Also, the parents should support children's passion or curiosity and grow their ability. This is also a chance for parents to evaluate the English learning result of their children. Therefore, offer support and inspiration to enhance their performance. It also allows parents to evaluate the learning consequences of choices in English. Then parents are confident that English is easy to learn for their children.

Second, parents must be familiar with children's shortcomings and challenges in English. Know their children's limitations and challenges in learning English. Parents should inspire children with faith to continue to learn. On the other hand, it can resolve children's deficiencies Parents must also be interested in their child's English learning process. Finally, parents don't know their children's limitations and challenges or believe English isn't that hard or simple. The parents accommodating as possible.

Third, Parents should be active, connect with their kids, and be affected by their parents having more support. In addition to this observation, whether parents are involved or communicate with their children positively impacts. It also affects that they deserve more parents' love. In comparison, parents don't communicate or direct their learning way because parents already feel that they have learned a lot.

Fourth, Parents are a model of learning English for their children. Parents find the dictionary simpler, read English newspapers, or introduce new vocabulary to the children.

CONCLUSION AND SUGGESTION

Conclusion

The understanding of English learning success by parents demonstrates quite well. The gains and beneficial influence on children of 91 percent of parents assist children in studying

English. Parents inspire children to believe and want to learn.

Parents do not recognize their children's shortcomings, challenges, or believe that it is not too challenging or straightforward to talk English. Parents promote programs of importance to children in schools, such as English clubs. Parents agree that children will achieve English well by promoting what is of importance to children in education. A study by SMP N 1 Cilegon can be found in a questionnaire that 91% of parents help children to learn English, which gives advantages, beneficial outcomes and rewards to the results that they learn in English.

Suggestion

Parents should pay attention to the success of their children by offering constructive suggestions about a good way of learning. And for teachers, they should be mindful of offering students a task to maximize the participation of their parents. For students, students should study at home more diligently, especially in learning English, since the presence of the parent often offers help at all times. Parents and teachers ought to consult regarding the success of learners.

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