

**PARENTAL PARTICIPATION IN THE EDUCATION OF ENGLISH
LANGUAGE LEARNERS IN A FOREIGN CONTEXT: OBSTACLES AND
RESOLUTIONS IN A POST-PANDEMIC PERIOD**

ARTICLE

*Submitted In Partial Fulfillment of the Requirements
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English Education Program*

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**PARENTAL PARTICIPATION IN THE EDUCATION
OF ENGLISH LANGUAGE LEARNERS IN
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RESOLUTIONS IN A POST- PANDEMIC PERIOD**

Abstract

Based on the findings of this study, it is known that parents need to assist their children in learning English post covid-19. Children experience problems when they do English assignments. The findings of this study state that some parents encounter problems in assisting children to learn English. This study used a qualitative approach. There were 11 respondents who participated in this study. Data was collected through interviews. The results of this study indicate that the assistance to children is carried out by parents themselves but there are also those who ask for help from others in assisting children. The factors of this assistance are due to problems in the child and also in the parents. Problems with children are due to children's inability to focus and problems with parents are related to time and different abilities. This assistance has implications for English learning and learning outcomes. They are more enthusiastic and their grades are also getting better.

Keywords: *Post Covid-19, Elementary School Age Children, English Learning, Mentoring*

Abstract

Based on the result of the current study, it is known that parents need to accompany their children in learning English post-covid-19. The children had problems when they did English assignments. The findings of this study state that some parents encounter problems in accompanying their children to learn English. This study uses a qualitative approach. There were 11 respondents who participated in this study. Data collection is done by interview. The results of the study indicate that the self parents provide assistance to children, but there are also those who ask for help from other

people in accompanying children. The facilitation factors are due to problems in the child and also in the parents. Problems with children because children cannot focus and problems with parents are related to time and different abilities. This assistance has implications for learning English and learning outcomes. They are more enthusiastic and their grades are also getting better.

Keywords: *Post-Covid 19, Elementary School Age, English Learning, Student Assistance*

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1. INTRODUCTION

The covid-19 pandemic is over and the learning process from online to offline has changed. However, there are still various problems related to learning at school, especially for parents of elementary school children. English lessons at the elementary school level are a burden on parents. Children have not been able to do English assignments. English lessons for most parents and students are one of the most confusing lessons (Hastuti & Roviati, 2021). The majority of parents are unable to accompany their children to learn English, although some are able to. The inability of these parents requires them to find ways to facilitate their children when they encounter obstacles in learning English (Deliati, 2022). Many parents enroll their children in tutoring or English lessons. There are various local, national and international English

tutors to choose from. Parents' strategy in helping their children learn English is one of the concerns in the success of children's education.

Research related to parents' strategies in assisting children to learn has been conducted. However, the focus of these studies is on online learning assistance during the Covid-19 period (Barkah, 2021; Ratih Krisnani & Fauziah, 2022). During the Covid-19 period, parents need to accompany their children to study because teachers give a lot of tasks in a limited time and interaction with teachers is also limited. They accompany and supervise children in learning, teach children at home, provide motivation, provide the facilities needed and help children's learning difficulties (Siddiqi et al., 2021). The role of parents is also a facilitator in helping children when they encounter difficulties in using online learning media such as google classroom (Barkah, 2021). In addition, parents also play a role as providers of everything children need in online learning (Mustika, 2021). Learning during the pandemic also causes parents to experience various kinds of difficulties in assisting children. Parents cannot explain the lessons given by teachers at school (Sukmawati et al., 2022).

Parents' strategy in helping children learn English is one of the most important things in the teaching and learning process at school (Aulia et al., 2022). Parents as school partners must assist school programs in the success of educational programs for children as future generations. For this reason, this study aims to complement the shortcomings of previous research related to parental assistance in learning English. This research aims to find out (1) the forms of strategies carried out by parents in

assisting children to learn English, (2) the factors that influence the assistance, (3) the implications for children's learning motivation on the process and results of children's English learning (Gusma Lesmana, 2023).

This research departs from the argument that English is not only a benefit for children but also a burden for parents at home. Parents feel confused when children are given school assignments, especially English lessons. Parents have to work hard so that their children can do English assignments. This is due to various factors both from the teacher and from the children themselves. Many parents think that education or learning, especially English, is only left to teachers at school. It is evident that many parents are indifferent to the development of the learning process at school (Wajdi, 2021). Some parents even think that English is not very important (Sanusi, 2022). In fact, learning is not only the responsibility of schools (Budiman et al., 2021). Parents have a very important role in helping children's learning process (Iftitah & Anawaty, 2020) and also learning outcomes (Mahmudi et al., 2020). Children have more time with their parents at home (Sabiq, 2020). Limited learning time at school requires parents to pay more attention to children's development in learning. This causes children to have less time to digest and understand the material delivered by the teacher. Children feel confused when they do assignments that must be done at home. The majority of children sometimes do not care about what the teacher explains in class. This is due to the long duration of learning time so they are engrossed in their toys (Bujuri, 2018).

The success of education or children's learning must be supported by three pillars, namely family, school and environment (Jamilah, 2019). Education in the family environment is the first and main education for children (Latifa, 2020; Sunarti et al., 2021). Fathers, mothers and other family members are teachers for children at home. The behaviors carried out by family members will affect the growth and development of children's behavior. Family members are learning partners for teachers at school. Teachers provide material in the classroom and must continue with parental control at home. This is done so that learning can be achieved optimally. Education in schools, communities and at home must support each other so that educational goals can be achieved optimally (Jamilah, 2019).

English in Indonesia is categorized as a foreign language (Alrajafi, 2021; Ananda & Al Baqi, 2021) because English is not a first language as it is used in the United States which is an inner circle (Kachru & Nelson, 2011). English is not used as a basic language of daily communication for Indonesians (Brown, 2014). English lessons for elementary school children have not been included in compulsory subjects (Rahmat & Fauzi, 2022; Umar, 2022). Schools have their own authority in incorporating English lessons. Some schools include English lessons in the curriculum as local content and some schools do not include it in the school curriculum. Whether or not English is included in the curriculum is related to the availability of personnel and funding (Harlina & Yusuf, 2020). Yet English is very important. Providing English

lessons is one way to equip children to recognize international languages so that they do not feel strange to enter junior high school education (Mutmainnah et al., 2022).

2. RESEARCH METHODOLOGY

This study uses a qualitative approach in analyzing parents' strategies in guiding children to learn English. Qualitative research was chosen on the basis of curiosity about the strategies used by parents when their children learn English having difficulty in doing English assignments. The data sources in this study were parents of primary school-aged children. There were 11 parents who participated in this study. Consisting of 11 women. The 11 respondents were interviewed related to what assistance strategies the parents did when their children could not do English assignments. The data in the study are the parents' expressions related to their strategies in guiding their children in completing English assignments. The data were analyzed in the following stages: Data reduction, data classification and data presentation. The collected data were sorted according to the problem formulation. After the data is sorted out, the data is categorized based on its domain. After being categorized, the data is presented in accordance with the formulation of the research problem.

3. RESULTS AND DISCUSSION

Parents have different strategies in accompanying their children learn. Some parents teach their children themselves when they encounter difficulties, but many parents are unable to assist their children. Those who are unable to assist their children choose to enroll their children in tutoring or private lessons. This can be seen in the interview results listed in the following tables.

FORMS OF STRATEGIES USED BY PARENTS

Table 1. Forms of mentoring strategies

Respondents	Form of Strategy	Indicator
1	I can't speak English, so I put my child in English lessons at the next door neighbour who happened to have a neighbor's son who opened English lessons. Yes, it's a good coincidence that it's not far away.	Entrusted to other experts
2	English can ... I used to study until junior high school because I wanted to find a job quickly. I could but I lacked confidence. Many have forgotten. That's why I left it at the English course institution.	Entrusted to other experts
3	Alhamdulillah, her brother is studying in the English Department. If there is homework, I ask her to explain that she is doing English. But sometimes her brother can't do it. I sit beside him and I accompany his sister with her brother.	Entrusted to family experts

4	When my son in elementary school he has English homework, his father teaches him in English. He can do it a little bit...	Accompanied by his father
5	I try to open YouTube when my little one has English homework. I really pay attention and finally I can do it.	Accompanied by parents
6	I just enrolled him in an English tutoring center. When taught by the father, he kept fussing ... he didn't even finish ..., even though the father could but couldn't take his son seriously ... playing here and there ... finally the father got angry	Entrusted to other experts
7	If you ask me to help with English I give up, I don't understand...I ask my friend's daughter named Ayu to help explain English...	Entrusted to family experts

Based on the results of interviews with parents of elementary school-age children can be seen that there are several strategies used by parents in assisting their children in learning English. From table 1, it can be mapped that there are 3 (three) parents as respondents (R) (R1, R2, R6, and R7) put their children into tutoring because of various backgrounds. Respondent 1 felt that parents did not have the ability to learn English, respondent 2 had learned English, but felt less confident in guiding her child, respondent 7 also felt that she was unable to assist her child in learning English.

While the other parents have a different strategy where they prefer to assist their children in learning English. This is what respondents (R3, R4 and R5) did. R3 prefers to assist her child in learning English by asking for help from her brother who majored in English.

There is also assistance carried out by his parents directly, namely by his own father as was done by R4. However, there are also those who are handled by their mothers even though they have to learn while opening internet network applications such as Youtube by R5.

FACTORS THAT INFLUENCE ENGLISH LEARNING ASSISTANCE

There are various factors that influence children's assistance in learning English.

Table 2. Factors that influence mentoring

Respondents	Expressions	Indicator
1	My son took the course because he couldn't focus when doing English homework. I can't and his father is also tired of working.	Retrieved because children cannot focus on learning
2	Yeah, I have to accompany him when he is learning English. He is very shy with other people. He only has homework if he's not asked, he doesn't say	Accompanied alone because the child is shy

3	<p>My child wants to play all the time. If there is an English assignment, they are confused. To avoid playing, I put them in English lessons in the afternoon.</p>	<p>Delivered so that you don't keep playing with your friends.</p>
4	<p>My child is very lazy when told to learn English. This reason is the reason that finally ... not learning. If they already hold their cellphones, they don't stop If told to end and tell them to study ... first ... first ... that's why I put them in tutoring.</p>	<p>Delivered because the child is lazy.</p>
5	<p>Instead of playing games that have no clear results, it's better to be trained. His English was also destroyed. If in the tutoring place, the time is still controlled</p>	<p>Get kicked out so you don't keep playing</p>
6	<p>I can't direct my child to learn English, so I just tell him to choose where he wants to learn. There are</p>	<p>Delivered because parents can't direct them</p>

	several options for tutoring..... other than with the teacher in class.	
7	My son is diligent in his studies. So that he can increase his knowledge in English, I put him in tutoring. His father also supports him to be tutored so that his grades will improve. He is lacking in English if not supplemented outside the classroom.	Retrieved let me add knowledge
8	For me, it is to increase his knowledge in English. The diles are more focused and also more accommodating and detailed in their explanations.	Retrieved to increase knowledge
9	Mychild is in a tutor. Children need assistance in learning English because they do not have stable emotions. They can't focus and digest the material.	Delivered so you can focus
10	Myson takes lessons following his	Delivered so that theydon't

	friend ... yeah ... his friend takes lessons so he do ... but it's okay cause he is not onlyplaycellphones at home	keep playing cellphones
11	Today's society is horrible To reduce bad associations ... I just teach my children English All in all.	Delivered to reduce the association of naughty children

Based on table 2 above, it can be seen that parents have different reasons for providing assistance to their primary school-age children. Factors that influence the assistance such as those conveyed by respondent 1 who said that his child could not focus on learning so needed the assistance of others. His father was exhausted after a long day of earning a living. There are also parents who feel the need to provide assistance in learning English because it reduces children's play time (R3, R5). On the other hand, parents entrust their children's English learning to a place of learning because their children are shy so they don't want to be tutored outside (R2). Respondent 2 said that her child was lazy to learn English so the only way to do English homework was to tutor.

Some parents also have reasons for accompanying their children on their own or enrolling them in tutoring or English lessons. The reason or factor that parents provide assistance to their children in learning English is due to concerns about uneducated struggles (R11). There are also parents who put their children in English lessons because parents are not able to assist English lessons (R6). Another factor given by respondent (10) who said that her child should not play cellphone at home. Respondent number (9) argued that his child needs to be accompanied by someone else in learning English so that he gets additional knowledge in the field of English (R7 and R8). But there are also those whose parents enroll them in English lessons because their children lack enthusiasm in learning (R4).

Based on the data in table 2 above, it can be concluded that the factors that underlie parents assisting children in learning English are due to various factors other than the child's inability to learn English. There are internal factors and external factors. Internal factors are related to the child's psychology while external factors are related to the use of time. The child's psychological factor involves fear and also difficulty in focusing on learning. With these factors, parents need to provide assistance to children in learning English. Moreover, children feel difficulties in doing various English assignments given by teachers in elementary school.

IMPLICATIONS FOR ENGLISH LANGUAGE LEARNING

Table 3. Implications of mentoring on children's English

Respondents	Expressions	Indicator
1	<p>After tutoring ... my son has increased his enthusiasm for learning English ... often asks but his grades are still like that but his enthusiasm has increased for learning because the tutoring place is good ...</p>	<p>Increased learning spirit</p>
2	<p>Alhamdulillah, he understands English better. At first he was ... able but not like now .. he is more active in learning at home..coincidentally his brother also speaks English so yes his brother knows ..</p>	<p>Understanding, improved grades and more active</p>
3	<p>My child is still the same, before and after being assisted in learning English. Still not connecting taught. But it's okay, the important thing is that he wants to learn.</p>	<p>Motivated to learn</p>

4	I asked the teacher at the tutoring center. My child is really excited to learn English. Your child is really enthusiastic in learning..., and also the results are better.	Rate good and Increased enthusiasm for learning
5	He often asks now if there is an English homework assignment ... previously he was just silent At first I saw how the English results ... it turned out that the scores were really small finally I guided him to study thank God the results are not bad although not too great in class but there has been an increase in grades ...	English grades improved
6	He is now at school often told by his teacher to help his friends who cannot speak English in his class. My son is in 5th grade so he can already...	Better grades, knowledge and courage increased
7	Thank God her grades have improved in English now...	Grades improved

8	Mychild's grades have not improved ..., maybe the questions are more difficult or what but it's still ... but the enthusiasm for learning ...	Value increased
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From table (3) above, it can be seen that children's assistance in learning English has good implications for their English. This assistance increases the enthusiasm of children in learning English as stated by parents (R1, R3, and R4). The same thing is also said by parents that children also not only have an increase in English grades but also their enthusiasm and activeness in the classroom (R2). Not only did their enthusiasm get better but also their grades at school got better (R8, R7, R5, R2).

From the results in table (3), it can be concluded that English learning assistance has implications for motivation, improvement of English grades and also children's enthusiasm in learning English.

4. DISCUSSION

The findings of this study state that the assistance strategy carried out by parents for children in learning English is carried out in various ways, namely being included in tutoring, being guided by parents themselves or also entrusted to families who are considered capable of accompanying children in learning English. In addition to this,

there are factors that underlie the need for children's assistance. These factors can be mapped into internal factors and external factors for children. This assistance also has implications for learning of patterns English children. They are more motivated, enthusiastic and their learning outcomes have improved. Furthermore, so that the results of this study can be understood conceptually, it will be discussed one by one in depth related to parents' strategies in assisting children to learn English.

FORMS OF STRATEGIES USED BY PARENTS

The results show that parents have different strategies in helping children deal with problems in learning English. In assisting their children, some parents use the help of others and some are assisted by themselves. Parents who assist their children in learning by themselves state that parents are fully responsible for their children's development. Parents realize that education or learning is not only the responsibility of schools but also parents. They as parents become partners in learning. After children learn at school, it is the parents' job to accompany and guide the children in understanding the children's lessons at school. And parents also have to learn.

MENTORING IS DONE BY THE PARENTS THEMSELVES

Parents' own assistance in the learning process has a very important meaning for children. Parental assistance to children in learning is also a means to further familiarize the relationship between parents and children. Children feel nurtured or protected by their parents when they experience problems in learning. This relationship will bring children closer to their parents. This is also one of the bases for children to be brave enough to express their hearts to their parents. So that they think their parents are everything to them.

Parents become the first and main model for children. (Kurniati, 2020). The role of parents as protectors is not only in earning a living but also in education or learning issues. This is the importance of parental attention to children.

Parents who take their time for their children have a tremendous impact on children. Children feel that parents really pay attention to the needs of children both physically and mentally. Forms of attention makes children more motivated in learning, especially English. Moreover, parents are very persistent in learning for the success of their children. Parents' hard work in finding out what their children complain about is an important note for children that learning knows no age limit. Seeking knowledge must be done at any time. Parents' enthusiasm in learning inspires children's awareness to continue learning more actively. Also, children must be monitored and guarded for their development both mentally and spiritually. The action like this is done by parents so that parents are not disappointed by their children.

ASSISTANCE IS ENTRUSTED TO EXPERTS

Good parents are parents who understand how children develop in learning, especially elementary school-age children. The form of parental responsibility to children does not always have to be carried out by the parents themselves. Parents who are full of activities outside the home in order to fulfill the needs of the family can be represented to other people who have the appropriate expertise. When children have problems in English lessons, parents' concern and responsibility can be channeled to tutoring places or private lessons to institutions or English teachers (Agusna et al., 2022). This is done as evidence that parents care and understand the needs of children academically. Moreover, English is a subject that not everyone is able to master. Parents also experience obstacles in mastering the material (Mulyawan, 2021; Wardani & Ayriza, 2020) so they entrust it to others.

English course institutions are one alternative that can be used to facilitate parents who are less able to assist children in learning English (Simanjuntak et al., 2022; Widad et al., 2022). This assistance is also intended to encourage children's motivation in learning (Widad et al., 2022).

In choosing an English tutoring center, parents should also pay attention to the competency of the teaching staff. This aspect is very important because elementary school children are a very good age to learn anything including learning English.

Language nerves are still flexible so that when taught English, their pronunciation can still be coached to be similar to the British. Their brains are still clean because they have not been polluted with various burdens like adults.

FACTORS THAT INFLUENCE CHILDREN'S LEARNING ASSISTANCE

Parents need to provide assistance in learning English due to several factors. The factor that encourages parents to provide assistance is because children cannot focus or concentrate on learning. Children still like to play and cannot focus when learning English. With this assistance, children become more controlled when accompanied in learning and also do not experience boredom (Fauziah & Nadlifah, 2021). Elementary school-age children are motorically unstable. Their age is still at the age of play, so they must be directed to things that are more useful. In learning, you should also use a lot of games or games. Because learning that uses games makes children happy to learn but they do not feel that they are learning (Furqon et al., 2022; Lina & Hidayati, 2022; Prastyaningrum et al., 2022).

Another factor that makes elementary school children need assistance is so that they get additional knowledge in English lessons. In schools with more than 30 children

in one class, they are not able to maximize their understanding of the subject matter. This is different from the number of children who take tutoring at the tutoring center. The number of children in the tutoring center is more representative because the goal is to provide maximum service. More time allocation is one of the factors that children have more opportunities to learn English.

IMPLICATIONS OF MENTORING ON CHILDREN'S LEARNING OUTCOMES

Mentoring primary school-aged children has implications for learning outcomes and also the children's learning process. Based on the research results listed in table (3) above, English language learning assistance makes children more enthusiastic in learning. This learning enthusiasm is because there is a place to ask directly when children encounter problems or difficulties in do it the assignment. Also, there are children who encourage or invite them when they experience a decline in learning English. This invitation to learn is what causes children to be motivated and encouraged to learn. It is different when children are not assisted. They learn unmotivated and even feel lazy to learn. Moreover, English is a subject that most students do not like. For this reason, parents can provide direction on how important English is for their future. They need to be taught English earlier so that their language

becomes better (Diniyah, 2017; Nurjaman et al., 2020). Thus, there needs to be encouragement from parents to learn English.

With the assistance of learning English, their learning outcomes have also improved (Agustina et al., 2021; Santoso & Rusmawati, 2019). In accordance with the results of this study, children who are accompanied to learn English either by their own families or other people who are experts in the field of English score better when compared to no assistance. This shows that primary school-aged children are not yet able to understand and digest the lessons taught by teachers at their school. Their knowledge of English needs to be refined after they have been taught English at school.

5. CONCLUSIONS

It turns out that elementary school-age children need special attention in learning. Especially English subjects which are world languages. Children need encouragement and direction so that their learning is directed and controlled. This is so that their learning outcomes and enthusiasm for learning continue to develop well. The age of elementary school children is an early age for learning. They do not yet know what to do and how to do it. Children need to be directed as well as possible so that what they get is in accordance with the great expectations of their parents. The age of children is a golden age that must be well preserved. Learning as a child is like carving on water and learning as an adult is like carving on water. With the direction and good

mentoring, they will not be misguided. Thus the results of this study indicate that parents should provide the best service for children in learning.

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FORMS OF STRATEGIES USED BY PARENTS

Table 1. Forms of mentoring strategies

Respondents	Form of Strategy	Indicator
1	I can't speak English, so I put my child in English lessons at the next door neighbour who happened to have a neighbor's son who opened English lessons. Yes, it's a good coincidence that it's not far away.	Entrusted to other experts
2	English can ... I used to study until junior high school because I wanted to find a job quickly. I could but I lacked confidence. Many have forgotten. That's why I left it at the English course institution.	Entrusted to other experts
3	Alhamdulillah, her brother is studying in the English Department. If there is homework, I ask her to explain that she is doing English. But sometimes her brother can't do it. I sit beside him and I accompany his sister with her brother.	Entrusted to family experts
4	When my son in elementary school he has English homework, his father teaches him in English. He can do it a little bit...	Accompanied by his father
5	I try to open YouTube when my little one has English homework. I really pay attention and finally I can do it.	Accompanied by parents
6	I just enrolled him in an English tutoring center. When taught by the father, he kept fussing ... he didn't even finish ..., even though the father could but couldn't take his son seriously ... playing here and there ... finally the father got angry	Entrusted to other experts
7	If you ask me to help with English I give up, I don't understand...I ask my friend's daughter named Ayu to help explain English...	Entrusted to family experts

Based on the results of interviews with parents of elementary school-age children can be seen that there are several strategies used by parents in assisting their children in learning English. From table 1, it can be mapped that there are 3 (three) parents as respondents (R) (R1, R2, R6, and R7) put their children into tutoring because of various backgrounds. Respondent 1 felt that parents did not have the ability to learn English, respondent 2 had learned English, but felt less confident in guiding her child, respondent 7 also felt that she was unable to assist her child in learning English.

While the other parents have a different strategy where they prefer to assist their children in learning English. This is what respondents (R3, R4 and R5) did. R3 prefers to assist her child in learning English by asking for help from her brother who majored in English.

There is also assistance carried out by his parents directly, namely by his own father as was done by R4. However, there are also those who are handled by their mothers even though they have to learn while opening internet network applications such as Youtube by R5.

FACTORS THAT INFLUENCE ENGLISH LEARNING ASSISTANCE

There are various factors that influence children's assistance in learning English.

Table 2. Factors that influence mentoring

Respondents	Expressions	Indicator
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1	My son took the course because he couldn't focus when doing English homework. I can't and his father is also tired of working.	Retrieved because children cannot focus on learning
2	Yeah, I have to accompany him when he is learning English. He is very shy with other people. He only has homework if he's not asked, he doesn't say	Accompanied alone because the child is shy
3	My child wants to play all the time. If there is an English assignment, they are confused. To avoid playing, I put them in English lessons in the afternoon.	Delivered so that you don't keep playing with your friends.
4	My child is very lazy when told to learn English. This reason is the reason that finally ... not learning. If they already hold their cellphones, they don't stop If told to end and tell them to study ... first ... first ... that's why I put them in tutoring.	Delivered because the child is lazy.

5	Instead of playing games that have no clear results, it's better to be trained. His English was also destroyed. If in the tutoring place, the time is still controlled ...	Get kicked out so you don't keep playing
6	I can't direct my child to learn English, so I just tell him to choose where he wants to learn. There are several options for tutoring...other than with the teacher in class.	Delivered because parents can't direct them
7	My son is diligent in his studies. So that he can increase his knowledge in English, I put him in tutoring. His father also supports him to be tutored so that his grades will improve. He is lacking in English if not supplemented outside the classroom.	Retrieved let me add knowledge
8	For me, it is to increase his knowledge in English. The diles are more focused and also more accommodating and detailed in their explanations.	Retrieved to increase knowledge

9	My child is in a tutor. Children need assistance in learning English because they do not have stable emotions. They can't focus and digest the material.	Delivered so you can focus
10	My son takes lessons following his friend ... yeah ... his friend takes lessons so he do ... but it's okay cause he is not only play cellphones at home	Delivered so that they don't keep playing cellphones
11	Today's society is horrible To reduce bad associations ... I just teach my children English All in all.	Delivered to reduce the association of naughty children

Based on table 2 above, it can be seen that parents have different reasons for providing assistance to their primary school-age children. Factors that influence the assistance such as those conveyed by respondent 1 who said that his child could not focus on learning so needed the assistance of others. His father was exhausted after a long day of earning a living. There are also parents who feel the need to provide assistance in learning English because it reduces children's play time (R3, R5). On the other hand, parents entrust their children's English learning to a place of learning because their children are shy so they don't want to be tutored outside (R2). Respondent 2 said that her child was lazy to learn English so the only way to do English homework was to tutor.

Some parents also have reasons for accompanying their children on their own or enrolling them in tutoring or English lessons. The reason or factor that parents provide assistance to their children in learning English is due to concerns about uneducated struggles (R11). There are also parents who put their children in English lessons because parents are not able to assist English lessons (R6). Another factor given by respondent (10) who said that her child should not play cellphone at home. Respondent number (9) argued that his child needs to be accompanied by someone else in learning English so that he gets additional knowledge in the field of English (R7 and R8). But there are also those whose parents enroll them in English lessons because their children lack enthusiasm in learning (R4).

Based on the data in table 2 above, it can be concluded that the factors that underlie parents assisting children in learning English are due to various factors other than the child's inability to learn English. There are internal factors and external factors. Internal factors are related to the child's psychology while external factors are related to the use of time. The child's psychological factor involves fear and also difficulty in focusing on learning. With these factors, parents need to provide assistance to children in learning English. Moreover, children feel difficulties in doing various English assignments given by teachers in elementary school.

IMPLICATIONS FOR ENGLISH LANGUAGE LEARNING

Table 3. Implications of mentoring on children's English

Respondents	Expressions	Indicator
1	<p>After tutoring ... my son has increased his enthusiasm for learning English ... often asks but his grades are still like that but his enthusiasm has increased for learning because the tutoring place is good ...</p>	<p>Increased learning spirit</p>
2	<p>Alhamdulillah, he understands English better. At first he was ... able but not like now .. he is more active in learning at home..coincidentally his brother also speaks English so yes his brother knows ..</p>	<p>Understanding, improved grades and more active</p>
3	<p>My child is still the same, before and after being assisted in learning English. Still not connecting taught. But it's okay, the important thing is that he wants to learn.</p>	<p>Motivated to learn</p>

4	I asked the teacher at the tutoring center. My child is really excited to learn English. Your child is really enthusiastic in learning..., and also the results are better.	Rate good and Increased enthusiasm for learning
5	He often asks now if there is an English homework assignment ... previously he was just silent At first I saw how the English results ... it turned out that the scores were really small finally I guided him to study thank God the results are not bad although not too great in class but there has been an increase in grades ...	English grades improved
6	He is now at school often told by his teacher to help his friends who cannot speak English in his class. My son is in 5th grade so he can already...	Better grades, knowledge and courage increased
7	Thank God her grades have improved in English now...	Grades improved
8	My child's grades have not improved ..., maybe the questions are more difficult or what but it's still ... but the enthusiasm for learning ...	Value increased

From table (3) above, it can be seen that children's assistance in learning English has good implications for their English. This assistance increases the enthusiasm of children in learning English as stated by parents (R1, R3, and R4). The same thing is also said by parents that children also not only have an increase in English grades but also their enthusiasm and activeness in the classroom (R2). Not only did their enthusiasm get better but also their grades at school got better (R8, R7, R5, R2).

From the results in table (3), it can be concluded that English learning assistance has implications for motivation, improvement of English grades and also children's enthusiasm in learning English.

Appendix 2. Permohonan Judul Artikel



MAJELIS PENDIDIKAN TINGGI
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FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website <http://www.fkip.umma.ac.id> E-mail fkip@umma.ac.id

PERMOHONAN PERSETUJUAN JUDUL SKRIPSI

Dengan ini saya:

Nama Mahasiswa : Anisa Pebrianti P
NPM : 2002050086
Prog. Studi : Pendidikan Bahasa Inggris

Judul	Diterima
Parental Participation in the Education of English Language Learners in A Foreign Context: Obstacles and Resolutions in A Post-Pandemic Period	

Bermohon kepada Dosen Pembimbing untuk mengesahkan Judul yang telah diajukan kepada Prodi Pendidikan Bahasa Inggris.

Disetujui oleh
Dosen Pembimbing

Rita Harisma, S.Pd., M.Hum.

Medan, 15 Januari 2024
Hormat Pemohon,

Anisa Pebrianti P

Appendix 3. Format K-1



MAJELIS PENDIDIKAN TINGGI
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 Website: <http://www.fkip.umma.ac.id> E-mail: fkip@umma.ac.id

Form : K - 1

Kepada Yth: Bapak Ketua & Sekretaris
 Program Studi Pendidikan Bahasa Inggris
 FKIP UMSU

Perihal : PERMOHONAN PERSETUJUAN JUDUL SKRIPSI

Dengan hormat yang bertanda tangan di bawah ini:

Nama Mahasiswa : Anisa Pebrianti P
 NPM : 2002050086
 Prog. Studi : Pendidikan Bahasa Inggris
 Kredit Kumulatif : 115 SKS
 IPK = 3.63

Persetujuan Ket./Sekret. Prog. Studi	Judul yang Diajukan	Disahkan oleh Dekan Fakultas
65701/2024 PA RHE	Parental Participation in the Education of English Language Learners in A Foreign Context: Obstacles and Resolutions in A Post-Pandemic Period	13/1/24 Dekan
	Uncovering the dark side of AI-based decision-making	
	Fostering Students Vocabulary Mastery Through Online Video Game	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak saya ucapkan terima kasih.

Medan, 15 Januari 2024
 Hormat Pemohon,

Anisa Pebrianti P

Keterangan:

- Dibuat rangkap 3 :- Untuk Dekan/Fakultas
 - Untuk Ketua/Sekretaris Program Studi
 - Untuk Mahasiswa yang bersangkutan



MAJELIS PENDIDIKAN TINGGI
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Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

Form K-2

Kepada : Yth. Bapak Ketua/Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Assalamu'alaikum Wr, Wb

Dengan hormat, yang bertanda tangan dibawah ini:

Nama Mahasiswa : Anisa Pebrianti P
NPM : 2002050086
Prog. Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/risalah/makalah/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut:

Parental Participation in the Education of English Language Learners in A Foreign Context: Obstacles and Resolutions in A Post-Pandemic Period

Sekaligus saya mengusulkan/ menunjuk Bapak/ Ibu:

Rita Harisma, S.Pd., M.Hum.

Sebagai Dosen Pembimbing Proposal/Risalah/Makalah/Skripsi saya.

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/ Ibu saya ucapkan terima kasih.

Medan, 15 Januari 2024
Hormat Pemohon,

Anisa Pebrianti P

Keterangan
Dibuat rangkap 3 :
- Untuk Dekan / Fakultas
- Untuk Ketua / Sekretaris Prog. Studi
- Untuk Mahasiswa yang Bersangkutan

**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
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Nomor : 0188 /IL3/UMSU-02/F/2024
Lamp : ---
Hal : Pengesahan Proyek Proposal
Dan Dosen Pembimbing

Bismillahirrahmanirrahim
Assalamu'alaikum Wr. Wb

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan Perpanjangan proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini :

Nama : Anisa Pebrianti P
N P M : 2002050086
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : Parental Participation in the Education of English Language Learners in A Foreign Context: Obstacles and Resolutions in A Post-Pandemic Period.

Pembimbing : Rita Harisma, S.Pd., M. Hum.

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :

1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan BATAL apabila tidak selesai pada waktu yang telah ditentukan.
3. Masa kadaluwarsa tanggal : 19 Januari 2025

Medan 08 Rajab 1445 H
19 Januari 2024 M



Wassalam
Dekan

Dra. Hj. Syahrivurnita, MPd.
NIDN : 0004066701

Dibuat rangkap 5 (lima) :

1. Fakultas (Dekan)
 2. Ketua Program Studi
 3. Pembimbing Materi dan Teknis
 4. Pembimbing Riset
 5. Mahasiswa yang bersangkutan :
- WAJIB MENGIKUTI SEMINAR**





MAJELIS PENDIDIKAN TINGGI
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 Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

BERITA ACARA SEMINAR ARTIKEL

Pada hari ini Rabu Tanggal 29 Bulan Mei Tahun 2024 diselenggarakan seminar prodi Pendidikan Bahasa Inggris menerangkan bahwa :

Nama Lengkap : Anisa Pebrianti. P
 NPM : 2002050086
 Program Studi : Pendidikan Bahasa Inggris
 Judul Artikel : Parental Participation in The Education of English Language Learners in A Foreign Context: Obstacles and Resolutions in A Post-Pandemic Period

No	Masukan dan Saran
Title	Pay attention the writing use of the capital letter .
Introduction	Clarify the problem in the introduction .
Method	Clarify the theory of research of method and the collecting of data .
Result & Discussion	complete the result of the research and the discussion by referring the research .
Conclusion	<input checked="" type="checkbox"/> Disetujui <input type="checkbox"/> Ditolak <input type="checkbox"/> Disetujui Dengan Adanya Perbaikan

Dosen Pembimbing

(Rita Harisma, S.Pd., M.Hum.)

Panitia Pelaksana

Ketua

(Dr. Pirman Ginting, S.Pd., M.Hum)

Sekretaris

(Rita Harisma, S.Pd., M.Hum)



**MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

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SURAT KETERANGAN

Ketua Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Sumatera Utara, menerangkan di bawah ini:

Nama Lengkap : Anisa Pebrianti. P
NPM : 2002050086
Program Studi : Pendidikan Bahasa Inggris
Judul Artikel : Parental Participation in The Education of English Language Learners
in A Foreign Context: Obstacles and Resolutions in A Post-Pandemic
Period

benar telah melakukan seminar Artikel proposal pada hari Rabu, tanggal 29, Bulan Mei, Tahun 2024.

Demikianlah surat keterangan ini dibuat untuk memperoleh surat izin riset dari Dekan Fakultas. Atas kesediaan dan kerjasama yang baik, kami ucapkan terima kasih.

Medan, 12 November 2024

Ketua,

Dr. Pirman Ginting, S.Pd., M.Hum



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
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LEMBAR PENGESAHAN ARTIKEL

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

Artikel ini diajukan oleh mahasiswa di bawah ini:

Nama : Anisa Pebrianti P
NPM : 2002050086
Program Studi : Pendidikan Bahasa Inggris
Judul Artikel : Parental Participation in The Education of English Language Learners
In a Foreign Context: Obstacles and Resolutions in a Post-Pandemic
Period.

sudah layak disidangkan.

Medan, 05 Agustus 2024

Disetujui oleh:

Pembimbing

Rita Harisma, S.Pd., M.Hum.

Diketahui oleh:

Dekan

Ketua Program Studi

Dra. Hj. Syamsuyurmita, M.Pd.

Dr. Pirman Ginting, S.Pd., M.Hum.



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BERITA ACARA BIMBINGAN PENULISAN ARTIKEL

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
 Fakultas : Keguruan dan Ilmu Pendidikan
 Jurusan/Prog. Studi : Pendidikan Bahasa Inggris
 Nama : Anisa Pebrianti.P
 NPM : 2002050086
 Program Studi : Pendidikan Bahasa Inggris
 Judul Artikel : Parental Participation in The Education of English Language Learners in A Foreign Context: Obstacles and Resolutions in A Post-Pandemic Period.

Tanggal	Deskripsi Hasil Bimbingan Artikel	Tanda Tangan
20 Mei 2024	Discuss about result and discussion	
06 Juni 2024	Discuss about the factor that influence English learning Assistance .	
20 Juni 2024	Discuss about the table of data .	
12 Juli 2024	Discuss about conclusion	
16 Juli 2024	Discuss about inserting citations written by Fkip UMSU English Language Education lecturers that match the Author's article .	
24 Juli 2024	Discuss about how to make bibliography from the article	
30 Juli 2024	Acc to have Green Table	

Diketahui oleh:
 Ketua Prodi

(Dr. Pirman Ginting, S.Pd., M.Hum.)

Medan, 30 Juli 2024

Dosen Pembimbing

(Rita Harisma, S.Pd., M.Hum.)

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ANISA PEBRIANTI. P

 081361987737

 anisaperangin@gmail.com

 Komplek Griya Bestari B-O No.5 Lk-X

About Me

I am a new graduate majoring in English at Muhammadiyah University, North Sumatra. with my enthusiasm and persistence in the field of education, I have a communicative, friendly and curious personality. My experience in the field of education includes teaching junior high school students during real work college programs, apart from that I have also developed skills in Microsoft office applications including Word, Excel and Powerpoint.

Skill

- Team work
- Problem-Solving
- Respectful
- Collaboration

Education

Universitas Muhammadiyah Sumatera Utara | 2024
S1 Pendidikan Bahasa Inggris

experience

Al-Amjad High School Medan

2022

Assist teachers in planning and preparing learning materials, as well as facilitating English learning in the classroom. Collaborate with teachers to establish an active and positive learning environment

Muslim Suksa School, Thailand

2023

Develop and apply English language learning by emphasizing skills such as listening, speaking, reading and writing. Implement innovative and interesting learning plans to increase understanding of learning in the classroom