



TEACHERS' PERCEPTION OF PARENTAL INVOLVEMENT OF PRIMARY STUDENTS: A CASE STUDY IN EYL CONTEXT

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ABSTRACT

Parental involvement of primary students is essential since it can contribute on their educational outcomes and development. Especially for learning English as a foreign language, parents play the prime source in developing their engagement and responsibility to have positive academic achievement in their early development. As well as their teachers, parents need to connect with school activities and be responsible in providing services to the children in education delivery. In this study, teachers' perception of parental involvement in the process of learning English of primary students was investigated. It focuses on analyzing perception of three elementary school teachers who had experience in teaching English for more than 15 years. Data were collected by conducting semi-structured interviews and analyzed using thematic analysis (Braun & Clarke, 2006). Descriptive case study was used as the research design because of the phenomenon that occurs in the involvement of parents in learning English to primary students. The results of this study involve three major themes. They are; 1) students' language development 2) teachers feeling, and 3) cooperation carried out by teachers and parents. As a conclusion, relationship between parents and teachers can have a positive impact. It opens valuable opportunities for children to develop language skills (especially English), and allows brilliant English achievements.

Keywords : Parental Involvement, Teachers Perception, EYL

INTRODUCTION

Good or bad thing for a child is created by the environment such as school, family, etc. The environment will easily affect a child's development. According to Kaylacr and Oz (2018), the development process of children is undoubtedly influenced by social environments such as family, school, and community whose partnerships in education have recently become increasingly important. The first teacher for students is a parent or guardian, from childhood to school, the parent or guardian is the best teacher or instructor for children (Gulevska, 2017). Teaching children and educating them are not just the responsibility of the school; parents have a very important role in improving students' academic performance (Al-Sumaiti, 2012). Therefore, when children move to school, parents need to become collaborative partners with teachers to provide an environment that helps the performance of their children in school (LaRocque, Kleiman, & Darling, 2011). Al Mahrooqi, Denman & Maamari, (2016) show that parental involvement is very important in children's educational, social, and psychological progress. These advances include higher attendance rates, more communication with schools and teachers, and higher levels of academic achievement.

Building partnerships between parents and schools will be beneficial for children. Epstein (1995) said "The main reason for creating such partnership is to help all youngsters

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succeed in school and in later life". The establishment of parents and teachers establishing a good working relationship will have a positive impact on the child's development process (Bureau, 2011). The role of parents not only has an impact on student achievement at school but will have an impact on behavior and attitude. In learning English, the role of parents is very necessary. According Chen and Gregory (2010), there are several types of parental involvement these are: (a) parental participation in school-related activities, such as monitoring homework and attending parent–teacher association meetings; (b) parental encouragement of positive school behaviors; and (c) parental expectations for achievement and attainment.

Teaching English for children and adults is different. According to Harmer (2001: 38), young learners learn differently from adult because children get bored easily and lose interest after a short time. To keep them engaged, it is necessary to complete the activity with a lot of complete visuals, toys, or objects. A good teaching idea is to collect resources that are useful for toys, dolls, drawings, maps, calendars, and other supplies and store them for use in their respective classes. Likewise using gestures and body language is very effective for young students to get children's language understanding and focus.

Previous research was carried out by Kalayci Gulce and Oz (2018) who investigated parental perceptions of parental involvement in English education. Because the authors are aware of the importance of parental involvement in the achievement of children's learning in English. Participants from the previous study were parents of students from grades 1 to 4. Out of 180 parents, 123 of them (Male: 31; Female: 92, $M = 39$, $SD = 4.80$) voluntarily participated in the research. Their age ranged from 33 to 66 ($M = 1.78$, $SD = .43$). In the second phase of the study, 10 of the participants also volunteered to be interviewed for further investigation. Previous research was designed as a sequential explanatory study, which had two alternating stages; namely, a quantitative methodology followed by a qualitative methodology for data triangulation. The first phase was carried out by means of surveys and semi-structured interviews which was the second stage of the research. Data were analyzed using the IBM SPSS 23 statistical package for quantitative data, as well as for qualitative data analyzed by transcribing the data, then inductive coding, then reading back to provide supporting quotes and categorized for detailed investigation. The findings found that parents have a positive attitude towards parental involvement and they are generally aware of the academic and psychological aspects of education. Findings also indicated that such demographic characteristics as gender, age, occupation or level of education, generally, make no significant difference on parents' perceptions about parental involvement. Therefore, researchers take a gap, namely the teachers perception of the involvement of parents in learning English, which in Indonesia the position of English language lessons at the elementary level is not a compulsory subject. In sub-section point (J) Elements of Curriculum Change in 2013 (Prastowo, A., & Fitriyaningsih, F. (2020)) number (7), Extra-Curricular Activities in Elementary Schools, namely: Scouts (mandatory); UKS; PMR; English It can be concluded that English can be positioned as local or extracurricular content. This can be decided by the approval of each school.

METHODS

This Research used descriptive case study as a research method. According to Zaidah (2007) descriptive case studies set to describe the natural phenomena which occur within the data in question, for instance, what different strategies are used by a reader and how the reader use them. The goal set by the researcher had to described the data as they occurred. The phenomenon in this research is the existence of a school that involves parents in the student learning process, especially in learning English. Therefore, the researchers decided to investigate this phenomenon based on the perspective of teachers' perception.

The research was conducted in one of the primary schools in Tasikmalaya. In this study, the participants are recruited since English subject is still learnt by the students in the school. The participants are graduated from English education department and have many

experiences in teaching English for young learners. There are three participants in this study; one male and two female. Teacher A is male. He has a degree in English education. He has had any teaching experiences in different places since 2002 until now. At present, he teaches at the private full-day school and has 335 students. It has been going on for 15 years. Teacher B is a female. She has a degree in English education. She has teaching experience for 24 years. She teaches 120 students for now at the private full-day school. Teacher C is a woman. She graduated from English education. She has taught at a learning institution for one year, then teaching at the foundation's private full-day school for 18 years till now. She teaches 320 students.

Semi-structured interviews were used as data collection, assisted by media in the form of recording and recording devices. The semi-structured interview is a more flexible version of the structured interview. According to Rubin & Rubin (2005) it is said that it allows depth to be achieved by giving the interviewer the opportunity to investigate and broaden the interviewee's responses (p. 88). Data collection was carried out in two days. The first day started from 8 a.m. to 10 a.m. There was a sequence of the first participants, namely Teacher C who was interviewed for 24 minutes 34 seconds. Then, Teacher B was interviewed for 30 minutes 56 seconds. Finally, Teacher A conducted an interview for 22 minutes 59 seconds. During the interview, the researcher was used voice notes and recordings. Meanwhile, on the second day, participants A and B conducted an interview via chat according to the participant's suggestion and Teacher C only conducted interview only once.

According to Braun & Clarke (2006), the thematic approach is a method for identifying, analysing and reporting themes contained in a phenomenon. Using thematic analysis can make active choices about the particular form of analysis they are engaged in (Braun & Clarke, 2006, p.5). Therefore thematic analysis was used as data analysis. This data used thematic analysis, since the results of the data obtained has been adjusted to the theme by the results of the interview.

FINDINGS AND DISCUSSION

After conducting interviews to obtain data, they were analysed in accordance with the stages of the research. The purpose of this study was describing teachers perceptions of parent involvement in learning English to elementary students. It was found three themes 1) students' language development, 2) teachers feeling, and 3) cooperation carried out by teacher and parents. The following are the results of the findings that have gone through the analysis process.

1. Students' Language Development

Teachers and parents are the important supporting factors in students' language development. According to Kaylacr and Oz (2018), the development process of children is undoubtedly influenced by social environments such as family, school, and community whose partnerships in education have recently become increasingly important. Students will find it helpful if parents and teachers take part in the learning process.

Based on the interview results, it is found that parents who pay more attention to children will help to develop children's abilities, especially in language. When parents involve in the learning process, the children's language skills will be better, especially in the mastery of listening, speaking, reading, and writing. It means, children will easily learn languages due to the help of teachers at school and encouragement and guidance from parents at home. It is proven by excerpt 1.

Excerpt 1

Participants	Extract
Teacher A	It (Parental Involvement) is very beneficial and useful, especially in the child's ability to speak English and it helps me gain insight,

	especially for me (1 st interview). Can add insights such as mastery of 4 skills such as speaking, listening, reading, and writing . And children are always directed to participate in competitions. Like singing contest or storytelling. This can add insight for students (2 nd Interview).
Teacher B	(Because) if parents take part in paying attention to the child's development process , there will be significant development of the child (1 st interview), such as changes in children's attitudes, better grades (1 st interview) such as daily test scores or end-semester tests (2 nd interview)) and when entering high school the children already have provisions. (1 st interview)

In addition, Teacher C received reports from parents regarding students' experiences while abroad.

Teacher C	I feel satisfied when the child's achievement is found from the home environment because I often get reports that when the end of semester holidays are always used for holidays abroad, there are children who get lost and these children dare to ask questions with people around in English. This proves that parents directly support their children. (1 st interview)
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(Interview transcript. Translated by the researcher, November 1st, 2020)

Liou, Wang, & Lin (2019) elucidate that parental involvement mainly has indirect effects on academic achievement. As well as children will have provisions when entering high school, thus it will not make them difficult to absorb knowledge or materials in the next future. Harper as quoted in Hashim, et.al (2018) said that parental involvement is very important because these aspects provide a form of motivation with a profound impact on the social development aspect and the academic success of their children. It can indicate that parental involvement is very important to support children's academic development.

2. Teachers Positive Feeling

Support from parents and the surrounding environment is very helpful in student learning opportunities. So the importance of parental involvement in learning, especially English so that students get optimal learning opportunities. According to Jordan et al., cited in Jafar (2015), Family and community involvement frequently means helping reach goal defined by the schools (administrators and teachers) that reflect only school values and priorities. On the other hand, the impact of parental involvement in learning English is also felt by the teacher.

Judging from the results of the interview, with the participation of parents in learning English to children, the teacher feels the impact. As Teacher A and B said, with the rapidity of learning in children, the teacher was greatly helped, such as the ability of students to be seen in the language field, for example the students were proficient in speaking so that it was easy for the teacher to direct students to take part in the speech contest competition. Furthermore, when students excel in speaking English in class, they will be asked by the teacher to help their friends who have difficulty learning English. As stated on excerpt 2.

Excerpt 2

Participants	Extract
Teacher A	The impact that is felt when parents are involved in children's learning, such as the child's progress is seen, the child is more active, the language skills are better, can help their friends, and this can lighten and help me. (1 st interview)

Teacher B Yes, because it is very helpful. Because several factors are the main point. One, parents' free time for their children, even though they are busy, parents are obliged to provide free time, even if only a little. Then, there **must be a will** from the parents. (1st interview)

On the other hand, Teacher C expressed his own satisfaction when children's success was not only achieved from the school environment but also appeared in the home environment.

Teacher C **I feel satisfied** when children's achievements are found from the home environment (1st interview)
(Interview transcript. Translated by the researcher, November 1st, 2020)

Therefore, when parents are involved in learning English to children, teachers will also feel the impact. As according to Gulevska (2017), there are also many advantages for the teachers coming from the strong parent-teacher relationship in addition to those enjoyed by the students: "When teachers have positive relationships with students' parents, understanding of and support for classroom curriculum and activities rises.

3. Cooperation Carried Out by Teachers and Parents

The cooperation between parents and teachers can create opportunities for children to learn faster, especially in learning English. According to Gulevska (2017) mention that, it has long been recognized by education experts that the quality of home-school relationships is associated with many benefits for children, families and schools: enhancing children learning opportunities, accessing to the knowledge that parents have of their children, making better decisions, building support for schools and so on. It means, that the parent-school relationship can give a positive impact on students, especially in improving children's abilities in learning English.

Based on the results of the interview, the teacher was aware of the students' language development. Therefore, the teacher always maintains good communication with each parent and invites them to work together to achieve student success, such as when the teacher assigns students to speak English at home, the teacher asks parents to help their children. Every teacher always communicates with parents in various ways, one of which is through a connecting book. Many things are always discussed when teachers and parents communicate, such as discussions about language programs that are routinely implemented to support student learning, discussing children's language development, etc. There was also a discussion about the division of tasks in educating children, one of which means that teachers always ask parents to continue guiding their children in learning at home. This is evidenced by excerpt 3.

Excerpt 3

Participants	Extract
Teacher A	In fact, we always have a program every year and it is always held by the English coordinator, it is always delivered to inform parents about the program to be implemented. (1 st interview)
Teacher B	There is a division of duties between parents and teachers too. In this school there is such a thing as a contact book , we always contact parents. (1 st interview)
Teacher C	For example, once a child asks "mom, what is this?" So the mother was surprised "Oh, my child is starting to speak English?" From there there was more attention from parents so parents contacted the teacher to explain about children's activities at home and felt interested (1 st interview)

(Interview transcript. Translated by the researcher, November 1st, 2020)

According to Mahmoud Salameh (2018), the parent-teacher relationship is very important for children's success. It can keep both of them aware of what's going on inside and outside the school (p. 107). Griffin and Galasi as quoted in Eaford (2018), argue that students' opportunities to excel academically increase when there is a collaboration between parents and school staff in academics. Therefore, success in children is easy to achieve if there is support from parents and teachers, especially very supportive in students' language development. It will help and make it easier for children to learn English. It means, building good cooperation will have an impact on several things such as increasing children's grades, training children's language skills, and others. As the English teacher especially for those teaching English for young learners, teachers need to consider parents as partners to create a good relationship and help students to enhance their English language development. Since the role of parents for their children is indispensable, parental involvements of primary students need to become the essential factor considered by the teachers.

CONCLUSION

This study aims to identify and describe the teachers' perception on parental involvement in the English learning process of elementary school students. Based on the findings, there are three findings regarding the teacher's perception on parental involvement. Those are 1) students' language development 2) teachers feeling and 3) cooperation carried out by teacher and parents. Therefore, by knowing the teachers' perception on parental involvement, parents are expected to pay more attention and support their children. It means, children can achieve learning goals. This means that children will know the skills they have and be able to make achievements. Also, teachers always support and nurture parents to take part in achieving children's goals in learning, so that the relationship between parents and teachers can have a positive impact, open up valuable opportunities for children to develop language skills (especially English), and score brilliant English achievements.

The finding indicate that parental involvement has the effect not only on the students' achievement but also on the teachers' feeling by creating a good cooperation between teachers and parents. Teachers may share the students' learning progress in the classroom especially the development on the students' language skills; listening, reading, speaking and writing, In this study, there are some limitation that needs to improve on the future research. Since semi-structured interview become the only technique used for collecting the data, the future studies may add various data collection techniques as a manifestation of triangulation such as observation, test or document analysis. Future studies also could investigate the effect on parental involvement on students' language development by using experimental research or analyze the parents' or students' perception through parental involvement of primary students. Finally, the wider data also can be obtained by giving questionnaire and analyzed using survey study.

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