

CHAPTER 1

INTRODUCTION

1.1. Background

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, p.134). 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 succeed in school and in later life" (p. 701). 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 based on several studies these are: (a) parental participation in school-related activities, such as monitoring homework and attending parent–teacher association meetings (Desimone, 1999; Keith et al., 1993; Steinberg, Lamborn, Dornbusch & Darling, 1992); (b) parental encouragement of positive school behaviors (Atkinson & Forehand, 1979; Barth, 1979; Kelley, 1952; Schumaker, Hovell, & Sherman, 1977; Seginer, 1983); and (c) parental expectations for achievement and attainment (Ainley, Foreman, & Sheret, 1991; Fan & Chen, 2001; Scott-Jones, 1995; Seginer) (p. 54).

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 Huseyin (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 (Hidayat, 2013 :) 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.

1.2. Formulation of Problem

What are teachers' perception on parental involvement in learning English to primary students?

1.3. Operational Definition

The researcher had provided a definition of a few words, so there are no misunderstandings:

1.3.1. Teachers' perception: The impression made by teachers about the professionalism of work, which they do with their students. This can affect professionalism in the workplace. Teachers' perceptions are images and thoughts that can be influenced based on knowledge and experience in teaching. It focuses on investigating the

impact of parental involvement in learning English of primary student.

1.3.2. English Learning:

Activities undertaken to explore English in order to be able to use it well and communicatively. English can be learned by students early on.

1.3.3. Parental Involvemental:

Parental involvement means participating parents in academic learning and school activities. Parental involvement in teaching English to children which aims to improve the ability and even achievement of children

1.4.Aim of The Research

This study aims to investigate teachers' perception of parental involvement in the process of learning English of primary students.

1.5. Uses of Research

1.5.1. Theoretical Uses

Theoretically, this research is expected to be useful for teachers and parents, in establishing work relationships in order to be optimal in guiding students in the process of learning English.

1.5.2. Empirical Uses

This study provides insight into the importance of the involvement of parents in the learning process of students in English and the importance of building working relationships between parents and teachers.

1.5.3. Practical Uses

This research provides important points regarding the involvement of parents and teachers