CHAPTER II

REVIEW OF RELATED LITERATURE

A. Some Pertinent Ideas

1. English Learning

English is a tool for verbal and written communication. Hari Sudrajat explained that communication is understanding and expressing information, thoughts, feelings, developing science, technology and culture.[1] Mohammad Uzer Usman also explained that lately, English learning has grown, which generally uses communicative teaching. This means that in English lessons the ability to communicate in oral and written forms is the main basis for learning. Mohammad also added that if the target of language teaching is oriented towards communication skills, language learning and curriculum includes the ability to communicate in the target language, and the approach needs to reflect and facilitate targets. In other words, the classroom atmosphere in teaching syllabus, exercises, and teaching equipment and facilities, and activities must be matched towards full communication or interaction in accordance with the achievement of the target results.[2]

Mohammad Uzer Usman explains that at the risk of simplification, the introduction of a communicative approach to secondary school English learning involves change at different levels. Applying a communicative approach with a defined textbook and syllabus makes the teacher's role more critical in increasing the chances of successful teaching, because both the

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[1] Hari Sudrajat. *Implementasi Kurikulum Berbasis Kompetensi (KBK)*. (Bandung: Cipta Cekas Grafika. 2004)

[2] Mohammad Uzer Usman. *Menjadi Guru Profesional*. (Bandung: Remaja Rosdakarya. 2003)

syllabus and the textbook to accompany it are, in fact, incompatible in approach. Mohammad also explained that there are five parts in each learning unit, namely:

1. Structure / structure which includes a certain scope of grammar;

2. Vocabulary / vocabulary which includes material related to reading;

3. Reading which includes a topic related to the category of knowledge in order to increase awareness and nationalism concerning problems in national development;

4. Conversations / conversations on topics selected according to language and situation function; and

5. Writing / writing, it defines various writing activities ranging from writing to language to communication writing.

Mohammad again added that the main textbooks specified by the Department matched the syllabus. The structure and material in each learning unit are similar to those described in the syllabus. What is interesting is all the learning materials that are introduced in Indonesian (Bahasa Indonesia), perhaps to avoid misunderstandings. Mohammad's explanation above, is also in accordance with the ability in communication described by Hari Sudrajat that the ability to communicate in a complete sense is the ability of discourse, namely the ability to understand and / or produce oral and / or written texts which are realized in four language skills, namely listening, speaking, reading

and writing. These four skills are used to respond or create discourse in social life. Therefore, the English subject is directed to develop these skills so that graduates are able to communicate and discourse in English at a certain literacy level.

Based on the description above, it is concluded that learning English requires the ability to communicate in a complete sense, namely the ability to speak, namely the ability to understand and / or produce spoken and / or written text which is realized in four language skills, such as listening, speaking, reading and writing. . For students at the junior high school (SMP) level, learning English is targeted at the functional level, namely communicating orally and in writing to solve daily problems

2. **Parental Support in English Learning**

In the large Indonesian dictionary, it is explained that "Parents are the father of the biological mother".[3] Furthermore, A. H. Hasanuddin stated that "Parents are mothers and fathers who are known first to their sons and daughters."[4] And H.M Arifin also revealed that "Parents become the head of the family".[5]

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[3] Departemen Pendidikan dan Kebudayaan, *Kamus Besar Bahasa Indonesia*, (Balai Pustaka, Jakarta 1990)

[4] A.H. Hasanuddin, *Cakrawala Kuliah Agama, Al-Ikhlas*, (Surabaya, 1984)

[5] H.M Arifin, *Hubungan Timbal Balik Pendidikan Agama di Lingkungan Sekolah dan Keluarga*, (Bulan Bintang, Jakarta, 1987)

Parents are the primary and first educators for their children because it is from them that the first children receive an education. Thus the first form of education is in the family. In general, education in the household does not originate from awareness and understanding born of educational knowledge, but because naturally the atmosphere and structure provide natural possibilities for building educational situations. The educational situation is realized thanks to the association and the relationship of influence mutually influencing parents and children. The definition of parents cannot be separated from the family, because parents are the nuclear family consisting of father, mother, and children.

According to Slameto "the family is the first and foremost educational institution". Parents (father and mother), become the primary and first educators for their children. Therefore, as parents, they must be able to help and support all efforts made by children in the learning process and provide informal education to support children's growth and development. Parents give an important role in the child's learning stage and children's learning achievement, namely in the form of support or support. Parents' attention can provide encouragement and motivation so that children can study diligently because children need time and place and conditions are good for learning.[6]

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[6] Slameto. *"Belajar dan Faktor-Faktor yang Mempengaruhinya"*. (Jakarta: Rineka Cipta, 2010)

According to Hurlock E.B, the support that is most expected by adolescents in facing this crisis in the academic field is support from their families, especially parents and siblings.[7] According to Zaenuddin Achmad, parental support is the existence, sadness, care, of people who can be relied on, respect, and love us. Parental support is a means of comfort, attention, appreciation, or helping people with an attitude of accepting their condition, family support is obtained from individuals or groups.[8] David E. Jacobson said that parental support includes emotional support, cognitive support, and material support.[9] Retelle et al said parental involvement and support are usually beneficial to student learning and achievement.[10]

Based on the explanation above, it can be concluded that parental support is the social interaction of parents received by their children in the form of love, motivation, attention or prayer, and material in the face of an important event in their child's life. Based on the explanation above, it can be concluded that support is the social interaction of loved ones received by individuals in the form of love, motivation, attention, or prayer and material in the face of an important event in the individual.

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[7] Hurlock, Elizabeth. B. *"Psikologi Perkembangan:Suatu Pendekatan Sepanjang Rentang Kehidupan"* (Jakarta: Erlangga, 1990)

[8] Zaenudin Achmad. *"Manajemen Sumber Daya Manusia"*. (Jakarta: Penerbit Fajar, 2002)

[9] David E. Jacobson, *"Types and Timing of social Support"*, Journal of Health and Social Behavior. 27.3,250.

[10] Ratelle, et al, *"Perception of Parental Involvement and Support as Predictors of College Students' Persistence in a Science Curriculum"*, Journal of Family Psychology. 19.2,286.

3. **Forms of Parental Support**

According to David E. Jacobson, parental support in English learning can be realized in three forms, namely:

1. Emotional support, includes: feeling comfortable, appreciated, loved, and cared for.

2. Cognitive support, including: information, knowledge, and advice.

3. Material support, including: assistance or service in the form of an item in overcoming a problem.

Based on the description above, emotional support is a form of support provided by parents through love and attention that makes students feel comfortable. Cognitive support is support that is rewarded with the availability of information related to decision making, knowledge related to material, and receiving advice from parents that can motivate students. And finally material support, which is one form of support in the form of assistance or service items or positive expressions of appreciation after students have successfully overcome problems students face in the learning process.

4. **Pandemic Covid-19**

In early March 2020, the world was shocked by the emergence of the Covid-19 pandemic which has changed almost the entire system of human life. The World Health Organization (WHO) has officially declared that

Covid-19 is becoming a global pandemic and asks all countries to do their utmost to limit the spread and number of Covid-19 cases.

Corona virus or severe acute respiratory syndrome coronavirus 2 (SARS-CoV-2) is a virus that attacks the respiratory system. This disease due to viral infection is called Covid-19. The Corona virus can cause minor disorders of the respiratory system, severe lung infections, and death.

Severe acute respiratory syndrome coronavirus 2 (SARS-CoV-2), better known as the Corona virus, is a new type of coronavirus that is transmitted to humans. This virus can attack anyone, such as the elderly (elderly), adults, children, and babies, including pregnant women and nursing mothers.

Corona virus infection is called Covid-19 (Corona Virus Disease 2019) and was first discovered in the city of Wuhan, China at the end of December 2019. This virus is spreading very quickly and has spread to almost all countries, including Indonesia, in just a few months.

Ahmad said Coronavirus disease 2019 or commonly known as covid-19 first appeared in the Chinese city of Wuhan. Where found as many as 50 cases infected with the respiratory tract. This happens because it is caused by people consuming animals that are sold in the market. More and more days are infected with the virus, the people around you stop consuming food, which results in many contracting the virus. Amid the rapid development of the corona virus, the entire community panicked. The symptoms that will be

caused by the virus include fever, cough, and shortness of breath. If someone has the virus, they must first be quarantined for 14 days.[11]

Coronavirus is a large family of viruses that cause illness ranging from mild to severe symptoms. There are at least two types of coronavirus that are known to cause diseases that can cause severe symptoms, such as Middle East Respiratory Syndrome (MERS) and Severe Acute Respiratory Syndrome (SARS). Corona virus disease 2019 (Covid-19) is a new type of disease that has never been previously identified in humans. Common signs and symptoms of Covid-19 infection include acute respiratory symptoms such as fever, cough, and shortness of breath. The average incubation period is 5-6 days with the longest incubation period of 14 days.

Initially, the spread of the corona virus had an impact on the world economy which began to weaken, but now the impact is also being felt by the world of education. The policies taken by many countries, including Indonesia, by closing all educational activities, make the government and related agencies have to think of alternative ways so that the education process runs well for students and students who cannot carry out the educational process in educational institutions.

Activities that involve many people are now starting to be limited, such as going to school, working, worshiping, and so on. The government

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[11] Ahmad. "*Pelatihan Pembelajaran Daring (Google Classroom) Bagi Guru MTs dan MI Nurul Yaqin Kelanjur*". 3 .1 (2020).

appeals to work, study and worship from home to prevent an increase in the number of patients exposed to Covid-19. Minister Nadiem Anwar Makarim issued Circular Number 3 of 2020 to the Education Unit and Number 36962 / MPK. A / HK / 2020 concerning the Implementation of Education in the Emergency Period for Corona Virus Disease (Covid-19) so that learning activities are carried out online to prevent the spread of disease coronavirus (Covid-19).[12]

5. **Impact of Covid-19 on Learning Dynamics**

Learning does not always go well according to the plan that has been prepared. Learning objectives are not always maximally achieved because the dynamics of learning are influenced by many factors. This situation certainly affects the cognitive, psychomotor, and affective aspects of learners developing slowly. Currently, the world that is hit by Covid-19 en masse has become a new external factor that affects the implementation of education in Indonesia.

The implementation of learning in every school has been stopped nationally by the Central Government due to the Covid-19 outbreak. The stopping of the learning process and all other educational services are carried out as an effort to prevent the transmission of Covid-19 based on the Minister of Education and Culture Circular Number 4 of 2020 concerning

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[12] Menteri Pendidikan. (2020). *Surat Edaran Nomor 3 Tahun 2020 Tentang Pelaksanaan Pendidikan dalam Masa Darurat CoronaVirus (COVID-19)*

Implementation of Education Policies in an Emergency Period for the Spread of Corona Virus Disease (Covid-19). The Covid-19 virus outbreak has had a major impact on learning in Indonesia, some factual impacts can be observed as follows.

a. School from Home

School from home is a term that can represent all learning activities carried out by teachers and students in their respective homes using available technological devices. Lessons previously carried out centrally in school buildings must be transferred to homes due to Covid-19. Learning during the School from Home uses an Online learning system or virtual learning.

Learning that is carried out from home is based on the Minister of Education and Culture Circular Letter Number 4 of 2020. In this circular, it is explained that learning from home is carried out with provisions; 1) Learning is done online or remotely to provide meaningful experiences for students. At this point, there is also an allowance for teachers and students who do not have to complete curriculum achievements, especially class advancement and graduation; 2) The main focus of learning from home, namely vocational education, is related to the Covid-19 epidemic, among others. Thus, teachers must have insight into Covid-19 education beyond the subject teaching materials that must be taught to students; 3) Learning activities and assignments are given varying according to the interests and conditions of each student, especially on the consideration of gaps in access or learning facilities at home; and 4) Learning products receive

qualitative and useful feedback from the teacher, without having to provide a score in the form of quantitative scores. Thus, the assessment is carried out authentically through teacher observations of students while participating in online learning.[13]

Based on this explanation, it can be concluded that online learning is the only channel for virtual classroom design for the implementation of School from Home. The results of the author's observations show that the implementation of this learning is not defined in other formal school rules such as students having to wear school uniforms, even so, the series of learning carried out is a formal process that must be followed by students with limits on modesty in dress during learning.

b. Transformation of Learning Media

Learning media are important instruments for delivering messages in the learning process. The teacher uses the media to facilitate the learning process carried out. Besides, the media will also make it easier for students to understand the subject matter given. As explained by Rusman, media is a tool for a job, so that a job can be completed properly with satisfactory results. Thus, the media is a vehicle for channeling learning or distributing messages during the learning process.[14]

The function of learning media can streamline the learning process because it generates interest and motivation of students to follow learning. The good stimulus can also be generated through the use of instructional

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[13] Mendikbud. 2020. *Surat Edaran Nomor Nomor 4 Tahun 2020 Tentang Pelaksanaan Kebijakan Pendidikan dalam Masa Darurat Penyebaran Corona Virus Disease (COVID-19).*

[14] Rusman. *Belajar dan Pembelajaran Berbasis Komputer*. (Bandung: Alfabeta, 2012).

media because it affects students psychologically. Media commonly used in learning are audiovisual, print media such as textbooks, especially the most classical media such as blackboards which are generally used by teachers in learning.

The existence of Covid-19 has an impact on shifting media use. Transformed learning media is more sophisticated using network technology devices. The results of the author's observations indicate that teachers and students must use new learning media with a new learning environment and atmosphere. Some of the transformations in the use of learning media include the use of the Wathshap Group for discussions and assignments, the use of the Zoom application, Google Classroom, WebEx for face-to-face online learning conferences, and the use of youtube for visual exploration of material and the use of television networks such as TVRI for deepening of the subject matter. All these types of media, although they seem to be solutions during the pandemic, have various drawbacks.

Some of the weaknesses are related to the network support capacity which is often disrupted so that face-to-face virtual learning is not optimal. Besides, not all students have Android-based cellphones and economic disparities are a serious obstacle to the use of various online-based learning media. Even some Zoom applications are advised not to be used as a learning medium because they endanger user data and drain expensive data costs. The use of television broadcasts such as TVRI also

does not mean that students are left alone to follow the broadcast subject matter, but they must receive parental supervision at home.

c. Adjustment of Learning Methods

The learning method cannot be separated from the learning media because it has an interrelated relationship. Good and sophisticated media without being supported by good and creative teaching methods will make learning not optimal. As explained by Ghofir et al, the teaching method is a means of achieving goals. If a teacher chooses a teaching method inappropriately, it will lead to a blurred purpose. An educator is also highly required to master a variety of learning methods, not only theoretical but also able to operationalize all the methods they master well.[15]

The Covid-19 pandemic has caused learning to be carried out from home as well as having an impact on adjusting learning methods carried out by teachers. The teacher must be able to choose a good method in a situation of short time during learning using online applications. The author's observations show that teachers rely more on the lecture and assignment methods.

The delivery of subject matter is also compressed to save time and costs in using the application. Thus, learning is felt to be less than optimal due to the cost of using applications in the network. The dynamics of using this method are not optimal because it is caused by the completeness of the facilities. In online learning, the most important facility is a good

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[15] Ghofir et.al. "*Metode Khusus Pendidikan Agama*". (Surabaya: Usaha Nasional, 1983).

telecommunication network and must be supported by affordable data costs. Meanwhile, not all students are at the economic level that can meet the demands of the cost of using the application.

In connection with the choice of this method as explained by Djamarah and Zain that several factors can be considered in choosing a learning method, namely; guided by the objectives, the situation of individual differences in students, the ability of teachers, the nature of teaching materials, classroom situations, completeness of facilities and the advantages and disadvantages of teaching methods. Thus, teachers who carry out learning from the midst of the Covid-19 pandemic must be able to simplify teaching materials to suit the online classroom situation with the main consideration of supporting the facilities used.[16]

d. Adjustment of Learning Evaluation

Evaluation is an effort to control the quality of learning that encourages accountability for the quality of the education process. The evaluation system is also an instrument for measuring the learning outcomes of students who have participated in the learning process. During pandemic times, learning evaluation systems such as; 1) Daily Assessment which is carried out after each KD, 2) Mid-Semester Assessment which is carried out every two months of study, and 3) End of Year Assessment before the class increase is felt to be less than optimal for several reasons including students at all levels of school education filling in exam questions online without strict teacher supervision.

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[16] Djamarah, et.al. "*Strategi Belajar Mengajar*". (Jakarta: Rineka Cipta, 2010).

The National Examination-based learning evaluation system was canceled based on the Minister of Education and Culture Circular Letter Number 4 of 2020. Thus, in 2020 the National Examination is not a graduation requirement for students to enter higher education (Higher Education). For School Exams, graduation also makes adjustments to the evaluation system in the form of portfolios, report cards, previous student achievements, assignment systems, online test implementation, or remote assessments. In particular, the Minister of Education and Culture's circular letter (2020) also regulates the provisions for schools that have not implemented School Examinations as follows:

First, for elementary school graduation/equivalent is determined based on the last five semester's grade 4, grade 5, and grade 6. Furthermore, the grade 6 even semester score is used as an addition to the graduation score. Second, for junior high and high school graduation, graduation is also determined based on the value of the last five semesters, and even semester scores for grade 9 and grade 12 are used as additional graduation scores, and third, for SMK graduation is determined based on three values, namely report cards, fieldwork practice scores, portfolio and practice scores for the last five semesters. Then the even semester score of the last year is used as an addition to the graduation score.

Based on this explanation, it can be concluded that Covid-19 has had an impact on the paradigm of measuring learning outcomes at every level of school education. The logical consequence during this crisis is that adjustments are made which, if analyzed, are felt to be less effective

in determining the standards for class promotion and school graduation of students because they rely on the grades that have been achieved by previous students. Thus, educational institutions do not get an authentic picture of the development of student learning outcomes during the pandemic.

e. The collaboration of Parents of Students

Schooling from home with a whole series of online learning brings the full collaboration of parents to life. Parents become substitutes for teachers while studying at home. Parents who previously devoted more time to earn a living have reactivated their total role in supervising their children at home. The critical situation of Covid-19 at least has an impact on the role of parents by collaborating to save the children themselves as well as children's learning time. Thus, there are two roles for parents who live at the same time, according to Arifin, namely, parents have a direct role in educating children and acting as child protectors. These two roles are very much in line with the current pandemic situation.[17]Collaboration between parents at home greatly determines the achievement of learning objectives. During this collaborative task, parents need to pay attention to several factors in providing education to children, as Slameto, which the authors explain as follows.[18]

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[17] Arifin. "*Hubungan Timbal Balik Pendidikan Agama Islam di Lingkungan Sekolah dan Keluarga*". (Jakarta: Bulan Bintang, 2007).
[18] Slameto. "*Belajar dan Faktor-Faktor yang Mempengaruhinya*". (Jakarta: Rineka Cipta, 2000).

1. Relationships between families

   The relationship between parents and children in the family is very important. A good relationship will help children complete their learning tasks. However, strict parental control while studying at home is sometimes a problem for children. So that sometimes there are fighting problems between children and parents which can be caused by boredom and so on. Therefore, parents must be able to provide a comfortable atmosphere in the family that can ensure children's learning during a pandemic.

2. Home and family atmosphere

   A comfortable home and family atmosphere will help children learn independently at home. For this reason, parents must be flexible in providing control over children's learning. Everyone must have the same burnout during the quarantine at home. Therefore, a household and family atmosphere must be created by parents to support children's learning psychology while studying at home.

3. The economic situation of the family

   Collaboration between parents must be able to meet children's learning needs at home such as desk facilities, books, writing instruments. The most important requirement is the availability of cellphones or gadgets that can be used to connect to the network in online learning. Thus, in collaboration with parents, they must have the finance to support children's learning at home.

4. Parents attention

Parents' attention must be given to children in addition to evaluating children's learning as well as providing motivation for children to be enthusiastic about participating in online learning. This form of attention is also a form of protection and education for children against the dangers of Covid-19. Attention will make children feel comfortable in the home environment because they find an outpouring of love from parents. However, it must be underlined that this form of attention must sometimes be carried out persuasively with a relaxed dialogical atmosphere with the child so that the child does not feel pressured by the situation at home.

Based on this explanation, it can be concluded that Covid-19 has a general impact on learning in Indonesia. Some of the impacts include; 1) schools are transferred to homes through an online learning process; 2) there is a transformation of technology-based learning media through the use of Wathshap Group, Zoom, Google Classroom, WebEx, Youtube, and TV channels; 3) adjustment of learning methods; 4) adjusting the learning evaluation to determine the standards for class promotion and graduation; and 5) demands collaboration between parents of students at home as a substitute for teachers to control children's learning.

6. The impact of Covid-19 on students

The Covid-19 pandemic requires students to study remotely and study at home with guidance from parents. Due to this pandemic, students are lacking in preparing themselves. Such as the motivation of students who are lacking in participating in online learning. Students who usually participate in learning in class with friends must be faced with studying at home so that students feel bored. Then long holidays that are too long make students bored and bored, making them want to leave the house.

Inadequate facilities are one of the reasons why students are less motivated to participate in online learning. Students must be faced with an online system where learning is in the form of theory. What usually students do practice for subjects that require practice because of the Covid-19 pandemic, making the delivery of this material is only with theory. This causes students to be slow in absorbing learning, especially when viewed from the absorption capacity of different students. Some students are quick to pick up on learning but there are also some who are slow to absorb learning so that these students will be left behind in the learning.

Zapalska said that the covid-19 pandemic made students like it or not, like it or not, they had to face technology to support learning. Schools must prepare tools and materials to prepare teaching materials in distance learning. To become an effective online learner requires a certain way, that is, students must be exposed to various learning experiences.[19]

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[19] Zapalska, A., & Brozik, D. "*Learning Styles and Online Education*". (Campus-Wide Information Systems, 2006)

B. Previous Research Findings

In this research, there are some reviews of related literature finding from the previous researcher, they are:

The first previous research findings came from Gopala Krishnan Sekharan Nair et al with the research title "Attitude, Parental Encouragement and Perception of the Importance of English in English Language Learning". Correlation analysis shows that there is a significant and positive relationship between students' perceptions of the importance of English and their attitude towards language learning. Since student attitudes and parental encouragement and support it seems satisfactory, further researchers should investigate whether the offered curriculum is suitable for rural areas students.[20]

The second research finding was previously conducted by Yuko Guto Butler in his research entitled "Parental factors in children's motivation for learning English: a case in China" This study uses self-determination theory, this study examines how the socio-economic status (SES) of parents and the behavior and beliefs about their children's English education influence children's motivation to learn English in China. The students were 198 fourth grade students, 191 sixth grade students, and 183 eighth grade students and their parents. Data were collected using a series of surveys that were distributed to all students and their parents, as well as interviews with 96 focus group students. Parents have a substantial but varying effect on their

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[20] Gopala Krishnan Sekharan. *"Attitude, Parental Encouragement and Perception of the Importance of English in English Language Learning"*. Published by Canadian Center of Science and Education, 10.3. Accessed on, 22 January 2021

children's motivation, depending on their SES background and children's grade level. While parents with higher SES adjusted their behavior according to the changing needs of their children, parents with lower SES tend to remain in control and often fail to develop the self-competence and motivation determined by their children. The higher ability of SES parents to provide their children with greater opportunities to use English outside of school the more favorable the development of self-determined motivation of children as their grade level increases.[21]

The findings of the third research previously came from Han Jianxiong in a study entitled "Relationships Between Parental Support and Learners' English Learning Motivation: A Case of Students in the Northeast of Thailand ". Where the research results show that students in this area have a high level of intrinsic motivation and moderate level of extrinsic motivation. For parental support, students reported highly high level of parental structure, high level of parental warmth, and moderate level of parental control. When analyzing the relationship between two factors, the data show a positive relationship between students' motivation to learn English and the structure of parents and parental controls. Parents structure was found to have the strongest association with intrinsic and extrinsic motivation. Past was also found to have a negative relationship with motivation. The warmth of the

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[21] Yuko Guto Butler. *"Parental factors in children's motivation for learning English: a case in China"*, Journal Homepage, 30.2. Accessed on, 22 January 2021

parents was found to have the weakest relationship with students' motivation to learn English.[22]

The research similarity between the three previous researchers and the current research is that the first lies in the topic that both raise the topic of parental support for students' English learning, as for the difference, the three previous studies with the current research are the objects of each study. Different, some focus on junior high school, high school, even college students.

The findings of the fourth study previously conducted by Varida Waty Rahayu and Bambang Sugeng in a study entitled "Pengaruh Menonton Acara Berbahasa Inggris, Lingkungan Tempat Tinggal, dan Dukungan Orang Tua Terhadap Hasil Belajar Bahasa Inggris Siswa". Where this research aims to describe the effect of watching television in English on the learning outcomes of class VIII SMP / MTs students in Satui District. This research is a quantitative study using the ex post facto method. The population of this study were all students of class VIII of Junior High School (SMP) and the equivalent in Satui District which consisted of 671 students. The sampling technique used was simple proportional random sampling. The research findings are as follows. (1) There is a positive effect watching English television on students' English learning outcomes with a regression F value of 17.154 and a significance of 0.000 ($p < 0.05$). (2) There is a positive influence of the living environment on students' English learning outcomes with a

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[22] Han Jianxiong. *"Relationships Between Parental Support and Learners' English Learning Motivation: A Case of Students in the Northeast of Thailand "* Journal Information, 13.4. Accessed on, 22 January 2021.

regression F value of 19.331 and a significance of 0.000 (p <0.05). (3) There is a positive effect of parental support on students' English learning outcomes with a regression F value of 24.651 and a significance of 0.000 (p <0.05). (4) There is a positive effect watching English-language television shows, living environment, and parental support on students' English learning outcomes together with a regression F value of 12.606 and a significance of 0.000 (p <0.05).[23]

The findings of the fifth research previously carried out by Inarotul Ulya in his research entitled "Peran Orang Tua Dalam Menumbuhkan Minat Belajar Anak Pada Mata Pelajaran Bahasa Inggris Pada Masa Pandemi Covid-19 Pada Peserta Didik Kelas Iii Min 2 Pringsewu". Based on the results of the study, it can be concluded that the role of parents in fostering student interest in learning during the Covid-19 pandemic is very influential as a major factor in the success of student achievement. In fostering interest in learning for children, parents provide motivation, advice, praise, and give gifts to their children in order to foster interest in learning.[24]

The similarity between the two previous researchers and the current research is that the first equation lies on the same topic discussing parental support for students' English learning process, the second equation refers to

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[23] Varida Waty Rahayu and Bambang Sugeng. "*Pengaruh Menonton Acara Berbahasa Inggris, Lingkungan Tempat Tinggal, Dan Dukungan Orang Tua Terhadap Hasil Belajar Bahasa Inggris Siswa*" Journal Content, 1.1,1.Accessed on, 22 January 2021

[24] Inarotul Ulya. *"Peran Orang Tua Dalam Menumbuhkan Minat Belajar Anak Pada Mata Pelajaran Bahasa Inggris Pada Masa Pandemi Covid-19 Pada Peserta Didik Kelas III Min 2 Pringsewu"*. Journal UIN Raden Intan Lampung. Accessed on, 22 January 2021

the object of research, namely students, and the third equation lies in the research method using both types of quantitative research.

The difference between the two previous researchers and this research is that the previous researchers used two or more variables in their research, while the current research only used one variable.

C. Conceptual Framework

The researcher designs the conceptual framework of this research by the following diagram;
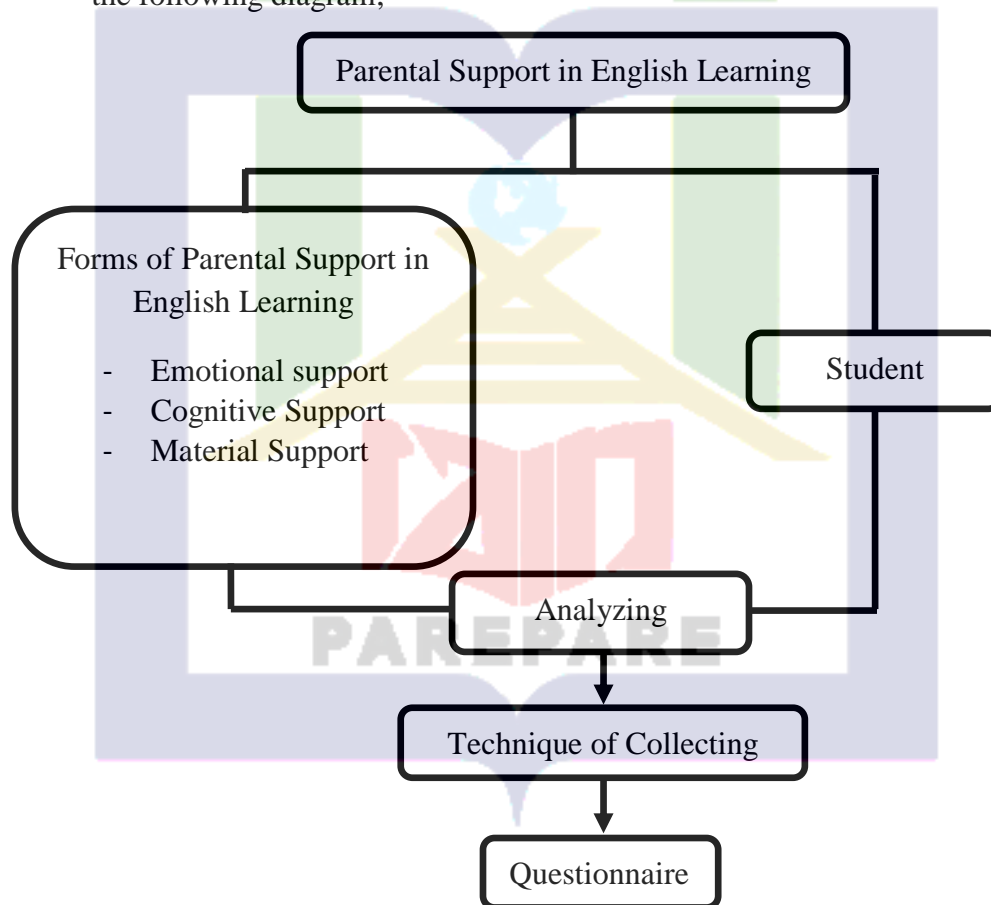
2.1 Figure Conceptual Framework

Explanation:

This diagram illustrates the parental support of students' in the process of learning English during the Covid-19 pandemic, where parental support is the social interaction of parents received by their children in the form of love, motivation, attention or prayer, and material in dealing with an important event in the life of his son. The parental support in English learning can be realized in three forms, namely:

1. Emotional support, includes: feeling comfortable, appreciated, loved, and cared for.
2. Cognitive support, including: information, knowledge, and advice.
3. Material support, including: assistance or service in the form of an item in overcoming a problem.

The form of parental support is analyzed through the perspective of students, then for data collection in this study using a research instrument, namely a questionnaire.