CHAPTER IV
FINDING AND DISCUSSION

This chapter consists of the findings and discussion. The research findings are the answers to the problem formulations formulated in the first chapter. This section provides information about the results of the data collected through a questionnaire which is discussed in the section below.

A. Findings

To find out the results of this study, the researcher gave a questionnaire to class VIII students at SMPN 6 Model Parepare which consisted of sixty students from three classes.

After collecting the data, the researcher read and studied the students' answers. Then the researcher analyzed the students' answers to score each item chosen by the students, where there were 25 questionnaire items, consisting of 15 pleasant statements and 10 unpleasant statements. The researcher gave four alternative answers for students, namely always, often, sometimes and never. After calculating the data, the researcher wanted to describe the students' answers by explaining the choice of items for each student based on their category. Where each category is given a symbol as follows:

For emotional support items are given the symbol "E", Cognitive support is given the symbol "C", and Material Support items are given a symbol with "M" for each item. For example:

E18 = Respondent's answer no. 18 on the item Emotional support.

C11 = Respondent's answer number 11 on the Cognitive support item.

M8 = Respondent's answer number 8 on the Material support item.

For more details, we can see in the image below:
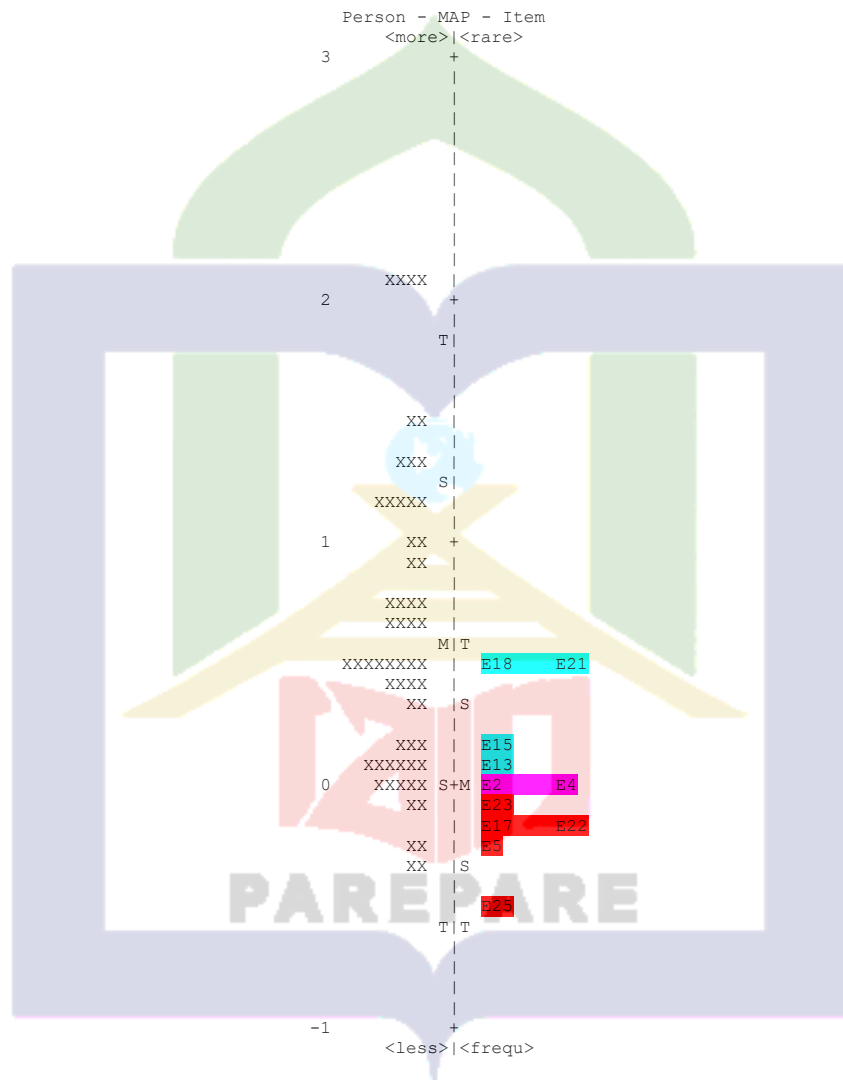
1. Emotional support in English learning

```
              Person - MAP - Item
                  <more>|<rare>
        3                 +
                          |
                          |
                          |
                          |
                          |
                          |
                          |
                          |
             XXXX  |
        2                 +
                          |
                        T |
                          |
                          |
                          |
              XX  |
             XXX  |
                        S |
           XXXXX  |
                          |
        1     XX  +
              XX  |
                          |
            XXXX  |
            XXXX  |
                        M | T
        XXXXXXX  |   E18        E21
            XXXX  |
              XX  | S
                          |
             XXX  |   E15
          XXXXXX  |   E13
        0   XXXXX S+M E2        E4
              XX  |   E23
                  |   E17    E22
                  |   E5
              XX  |
              XX  | S
                          |
                          |   E25
                        T | T
                          |
                          |
                          |
        -1                +
                  <less>|<frequ>
```

Figure 4.1 Map Item Emosional Support

Based on figure 4.1 the item above shows that the item E18 (parents don't say that they are more concerned with the process than the result.),
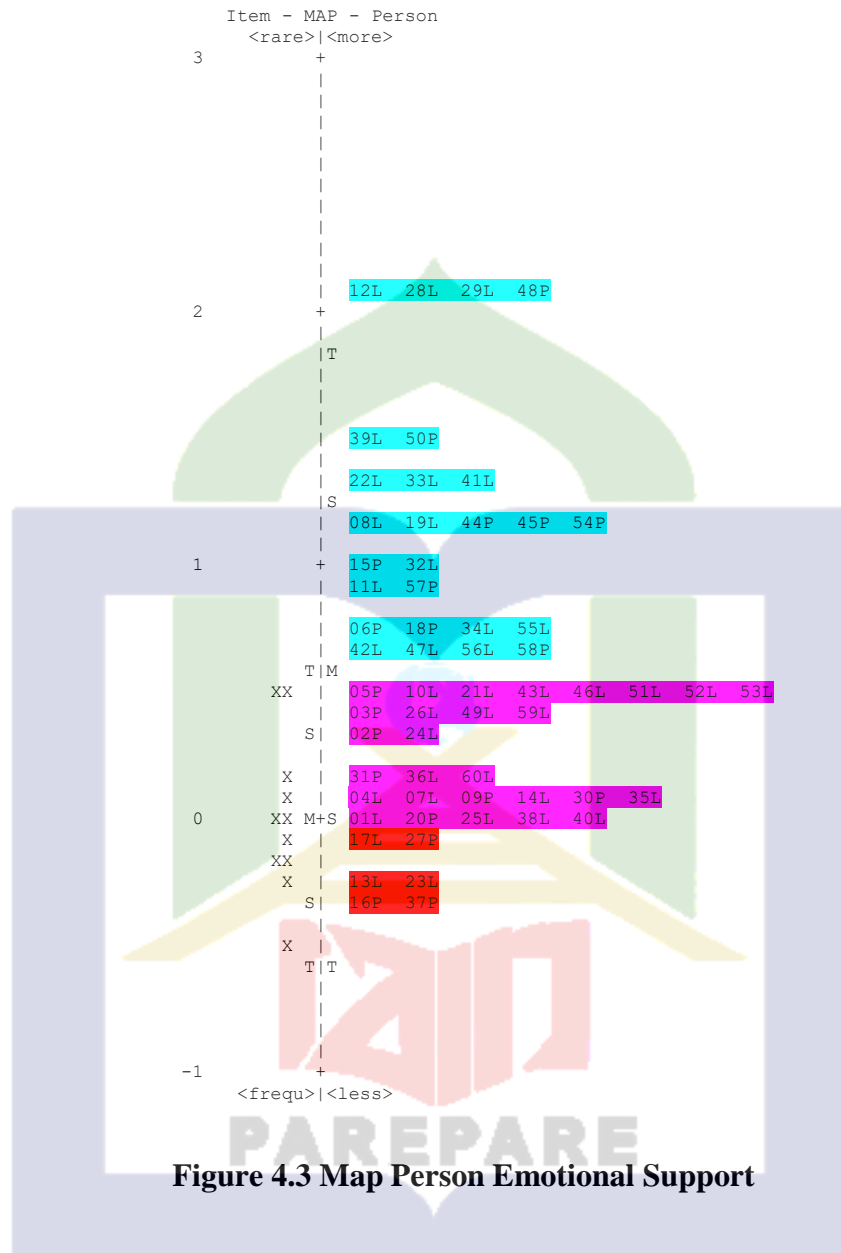
and E21 (parents invite to share experirnces or difficulties during the English learning process during the pandemic covid-19.) is something that is difficult or difficult for parents to do to students during the process of learning English. Then items E25 (parents give attention and affection in guiding and assisting in the learning process of English at home during the pandemic covid-19.) is something that is often done by parents of students to the learning process of students' English. The detailed description of the items is described in table 4.2 below.

```
Item STATISTICS:  MEASURE ORDER

-------------------------------------------------------------------------------------
|ENTRY   TOTAL  TOTAL              MODEL|   INFIT  |  OUTFIT  |PT-MEASURE |EXACT MATCH|        |
|NUMBER  SCORE  COUNT  MEASURE  S.E. |MNSQ  ZSTD|MNSQ  ZSTD|CORR.  EXP.| OBS%  EXP%| Item |
|-------------------------------------+----------+----------+-----------+-----------+------|
|    8    152     60     .52     .15| .83  -1.1| .84  -1.0| .52  .48| 51.7  40.4| E21  |
|    7    153     60     .50     .15|1.16   1.1|1.16   1.1| .27  .48| 43.3  40.3| E18  |
|    5    170     60     .13     .15|1.44   2.6|1.52   2.8| .20  .45| 23.3  39.8| E15  |
|    4    172     60     .09     .15|1.33   2.0|1.26   1.5| .50  .45| 40.0  39.7| E13  |
|    2    176     60     .00     .15| .79  -1.4| .74  -1.6| .60  .44| 51.7  39.1| E4   |
|    1    177     60    -.02     .15| .74  -1.8| .77  -1.4| .57  .44| 50.0  39.1| E2   |
|   10    181     60    -.12     .15|1.04    .3|1.06    .4| .34  .43| 35.0  40.4| E23  |
|    6    184     60    -.19     .15| .63  -2.7| .65  -2.1| .57  .42| 55.0  40.4| E17  |
|    9    184     60    -.19     .15| .93   -.4|1.11    .6| .35  .42| 43.3  40.4| E22  |
|    3    185     60    -.21     .16|1.04    .3| .94   -.3| .53  .42| 43.3  40.4| E5   |
|   11    197     60    -.52     .17|1.10    .6|1.03    .2| .39  .38| 45.0  46.0| E25  |
|-------------------------------------+----------+----------+-----------+-----------+------|
| MEAN  175.5   60.0     .00     .15|1.00    .0|1.01    .0|          | 43.8  40.6|      |
| S.D.   12.9     .0     .29     .01| .24   1.5| .24   1.4|          |  8.5   1.8|      |
-------------------------------------------------------------------------------------
```

Figure 4.2 Map Measure Emotional Support

Based on figure 4.2, the item that parents tend to be difficult to do is item E21 with a value of 0.52 logit. Meanwhile, the item that parents tend to do is item E25 with a value of -0.25 logit. The description of respondents in answering the questionnaire on emotional support is explained in the image below.

```
          Item - MAP - Person
            <rare>|<more>
    3         +
              |
              |
              |
              |
              |
              |
              |
              |
              |  12L  28L  29L  48P
    2         +
              |
              |T
              |
              |
              |  39L  50P
              |
              |  22L  33L  41L
              |S
              |  08L  19L  44P  45P  54P
              |
    1         +  15P  32L
              |  11L  57P
              |
              |  06P  18P  34L  55L
              |  42L  47L  56L  58P
           T|M
          XX  |  05P  10L  21L  43L  46L  51L  52L  53L
              |  03P  26L  49L  59L
           S|  02P  24L
              |
           X  |  31P  36L  60L
           X  |  04L  07L  09P  14L  30P  35L
    0     XX M+S  01L  20P  25L  38L  40L
           X  |  17L  27P
          XX  |
           X  |  13L  23L
           S|  16P  37P
              |
           X  |
           T|T
              |
              |
              |
              |
   -1         +
          <frequ>|<less>
```

Figure 4.3 Map Person Emotional Support

In figure 4.3 it is explained that there are 26 (43.3%) of 60 respondents who tend to find it difficult to get support from their parents during the learning process of English, and 6 (10%) of the 60 respondents who most often get support from their parents at the time English learning process.
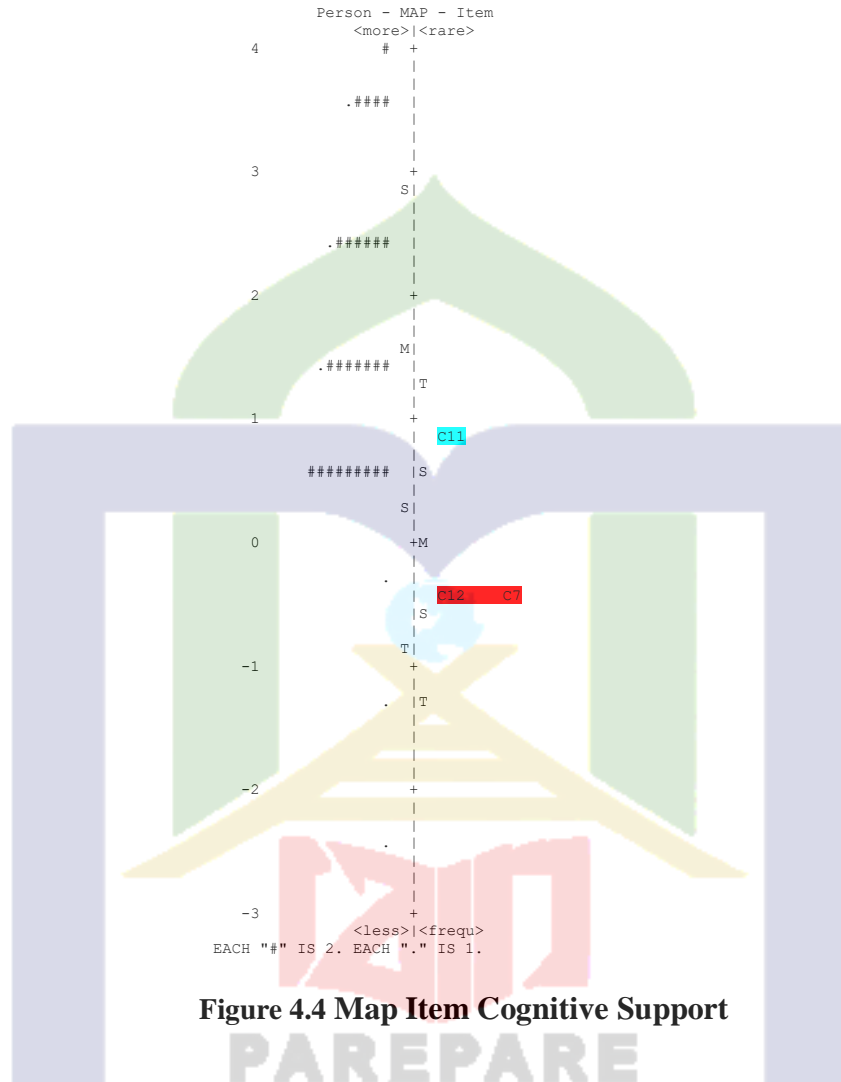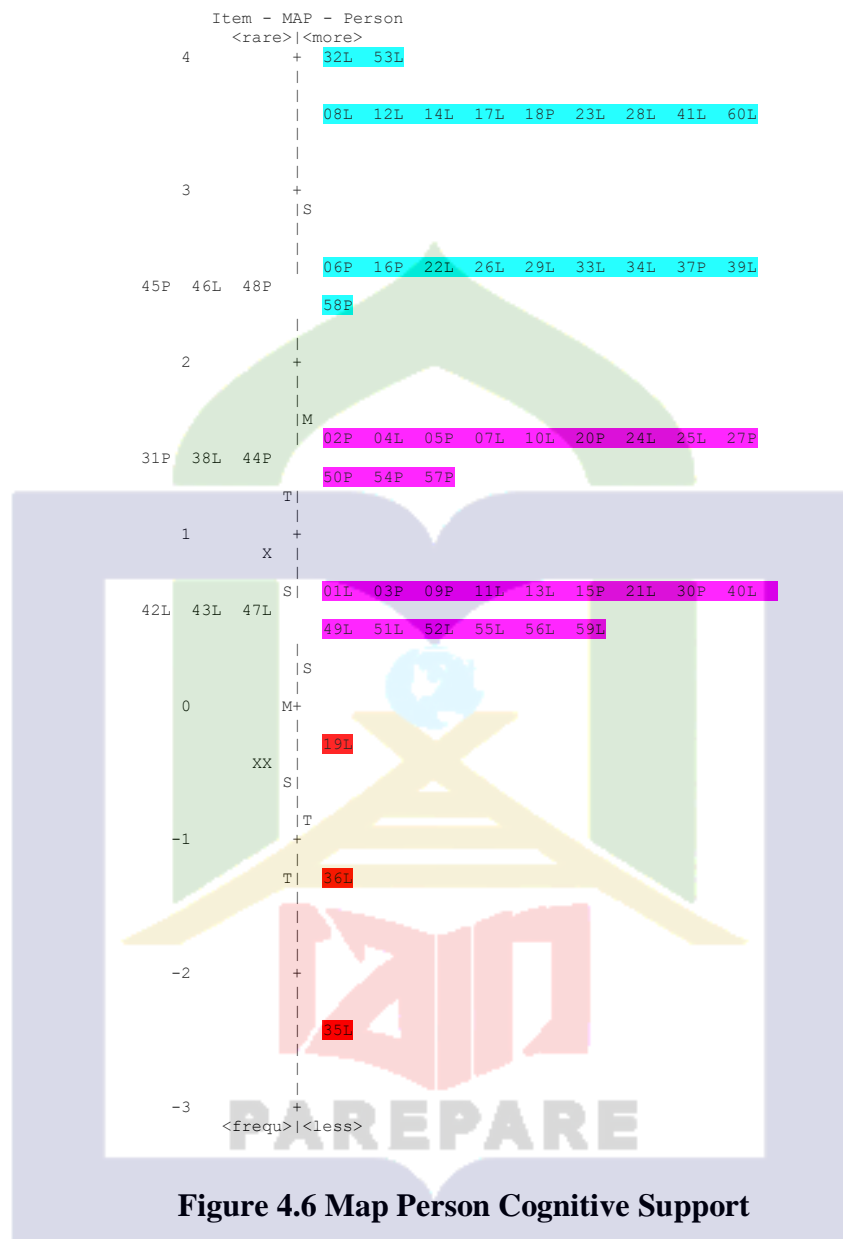
2. Cognitive support in English learning

```
                    Person - MAP - Item
                      <more>|<rare>
        4              #  +
                          |
                   .####  |
                          |
                          |
        3                 +
                         S|
                          |
                  .###### |
                          |
        2                 +
                          |
                         M|
                 .####### |
                          |T
        1                 +
                          |        C11
                          |
          ######### |S
                         S|
        0                 +M
                        . |
                          |  C12      C7
                          |S
                          |
                         T|
       -1                 +
                        . |T
                          |
                          |
       -2                 +
                          |
                        . |
                          |
       -3                 +
                      <less>|<frequ>
         EACH "#" IS 2. EACH "." IS 1.
```

Figure 4.4 Map Item Cognitive Support

Based on figure 4.4 the item above shows that the item C11 (Parents assisted when studying and doing homework / tasks at home be it tasks related to speaking, writing, reading, and listening in English learning which was carried out online during the pandemic Covid-19.), is something that is difficult or difficult for parents to do to students during the process of learning English. Then items C12 (Parents don't contact the school / teacher of English

language learning, English learning is available, whether it is speaking, writing, reading, and listening or other English learning there are things that don't work during online learning during the pandemic Covid-19) dan item C7 (Parents don't buy books and / or tapes / VCD / DVD / songs or films in English to support the learning process of English at home, be it speaking, writing, reading and listening or other English learning during the pandemic Covid-19) is something that is often done by parents of students to the learning process of students' English. The detailed description of the items is described in table 4.5 below.

```
Item STATISTICS:  MEASURE ORDER
```

ENTRY NUMBER	TOTAL SCORE	TOTAL COUNT	MEASURE	MODEL S.E.	INFIT MNSQ	INFIT ZSTD	OUTFIT MNSQ	OUTFIT ZSTD	PT-MEASURE CORR.	PT-MEASURE EXP.	EXACT MATCH OBS%	EXACT MATCH EXP%	Item
2	165	60	.90	.22	1.22	1.3	1.20	1.1	.66	.64	43.1	57.1	C11
1	192	60	-.42	.23	.74	-1.6	.90	-.5	.47	.61	62.1	59.5	C7
3	193	60	-.47	.23	.93	-.3	.93	-.4	.71	.60	65.5	61.6	C12
MEAN	183.3	60.0	.00	.22	.97	-.2	1.01	.1			56.9	59.4	
S.D.	13.0	.0	.63	.00	.20	1.2	.13	.8			9.9	1.8	

Figure 4.5 Map Measure Cognitive Support

Based on figure 4.5 the item that parents tend to be difficult to do is item C11 with a value of 0.90 logit. While the item that students' parents tend to do is item C12 with a value of -0.47 logit. The description of respondents in answering the questionnaire on cognitive support is explained in the figure below.

```
         Item - MAP - Person
           <rare>|<more>
    4          +  32L  53L
               |
               |
               |  08L  12L  14L  17L  18P  23L  28L  41L  60L
               |
               |
    3          +
               |S
               |
               |
               |  06P  16P  22L  26L  29L  33L  34L  37P  39L
 45P  46L  48P
               58P
               |
               |
    2          +
               |
               |
               |M
               |  02P  04L  05P  07L  10L  20P  24L  25L  27P
 31P  38L  44P
               50P  54P  57P
             T |
               |
    1          +
           X   |
               |
             S |  01L  03P  09P  11L  13L  15P  21L  30P  40L
 42L  43L  47L
               49L  51L  52L  55L  56L  59L
               |
               |S
               |
    0        M +
               |
               |  19L
          XX   |
             S |
               |T
   -1          +
               |
             T |  36L
               |
               |
   -2          +
               |
               |
               |  35L
               |
   -3          +
           <frequ>|<less>
```

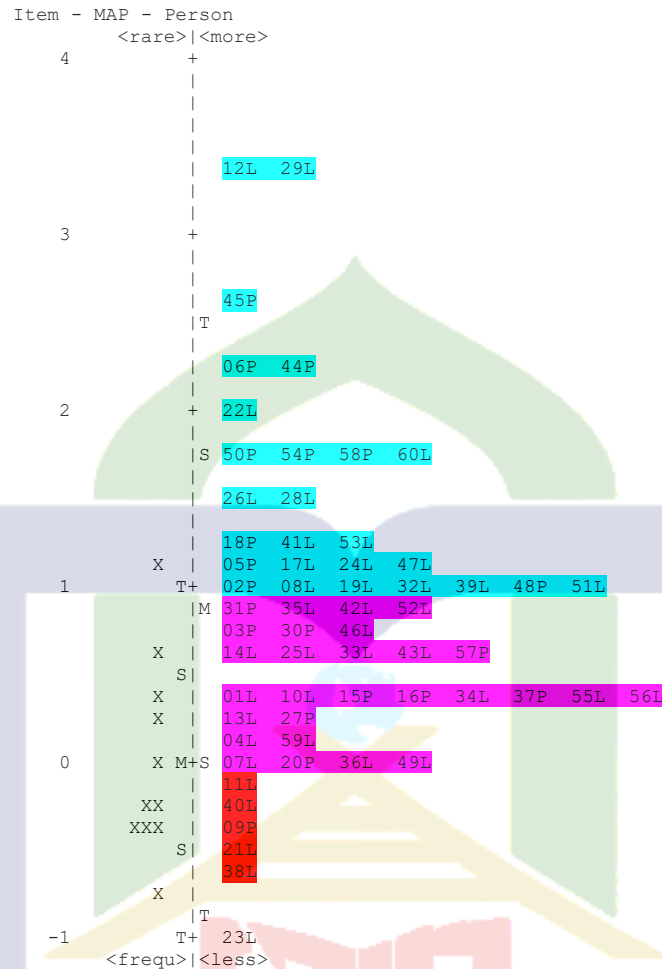**Figure 4.6 Map Person Cognitive Support**

Figure 4.6 explains that there are 21 (35%) of 60 respondents who tend to find it difficult to get support from their parents during the learning process of English, and 3 (5%) of the 60 respondents who most often get support from their parents during the learning process English.

3. Material support in English learning

```
                 Person - MAP - Item
                   <more>|<rare>
        4              +
                       |
                       |
                       |
                       |
              XX       |
                       |
                       |
        3              +
                       |
                       |
              X       |
                    T|
                       |
              XX       |
                       |
        2           X  +
                       |
             XXXX  S|
                       |
              XX       |
                       |
             XXX       |
            XXXX       |  M8
        1  XXXXXXX    +T
            XXXX  M|
             XXX       |
           XXXXX       |  M9
                      |S
        XXXXXXXX       |  M14
              XX       |  M16
              XX       |
        0     XXXX  S+M  M3
               X       |
               X       |  M19      M24
               X       |  M1   M20      M6
               X      |S
               X       |
                       |  M10
                     T|
       -1          X  +T
               <less>|<frequ>
```
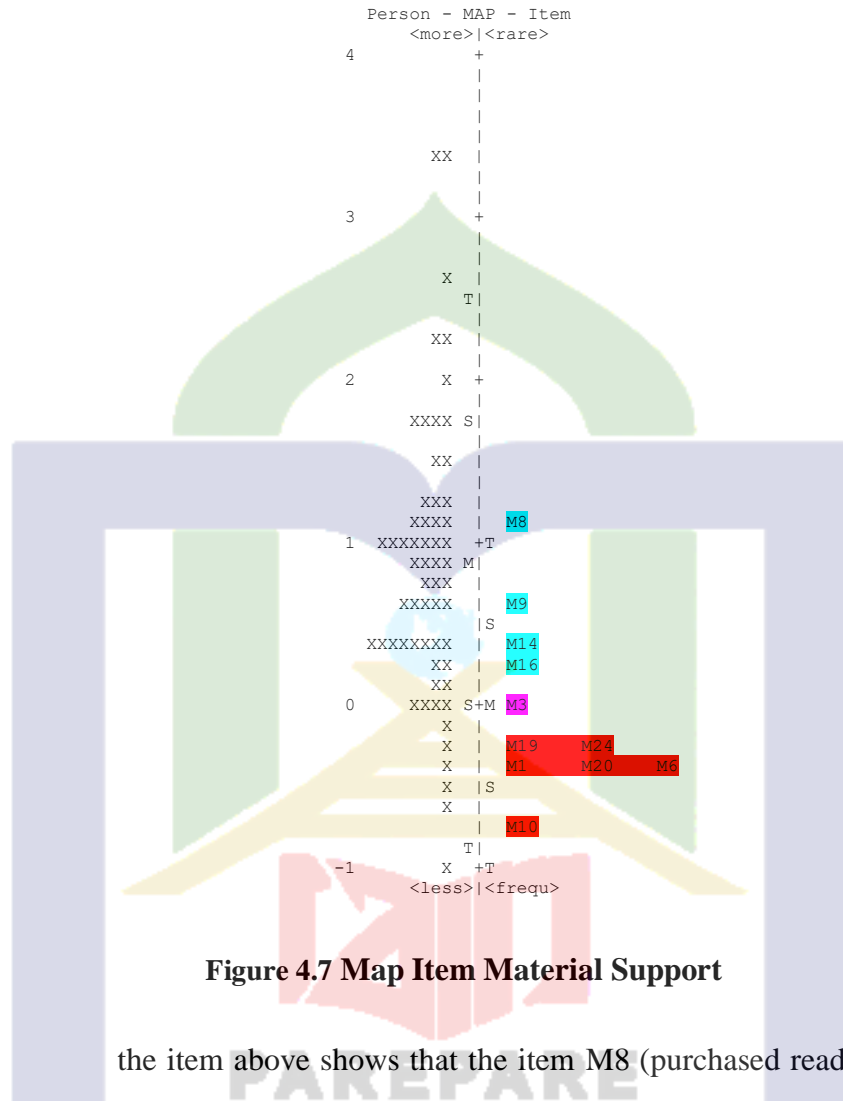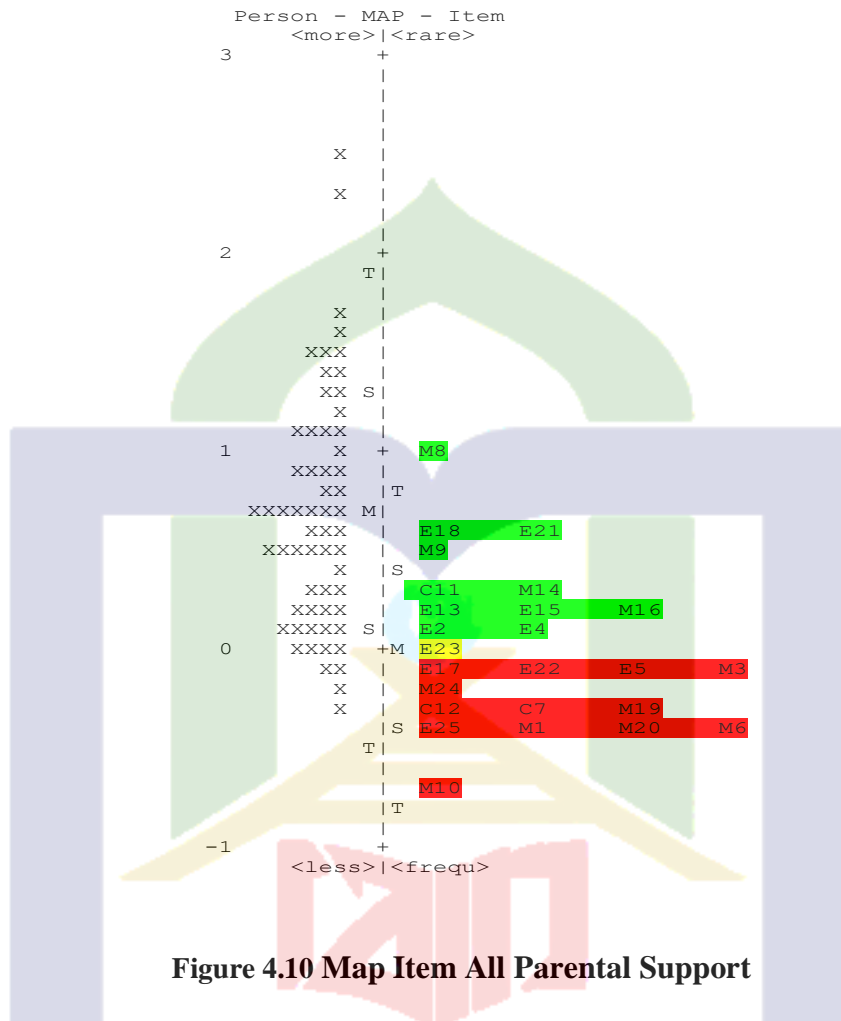
<div align="center">Figure 4.7 Map Item Material Support</div>

the item above shows that the item M8 (purchased reading books by parents such as comics, novels, encyclopedias or other types of books that use English to support the English learning process or as a gift for getting good grades in English lessons, be it speaking, writing, reading, and listening or other English language learning during online learning during the pandemic Covid-19.), is something that is difficult or difficult for parents to do to students during the process of learning English. Then items M10 (Parents

reminded and ordered to do English learning tasks, be it tasks related to speaking, writing, reading, and listening or other English learning which was carried out online during the pandemic Covid-19.) is something that is often done by parents of students to the learning process of students' English. The detailed description of the items is described in table 4.8 below.

Item STATISTICS: MEASURE ORDER

ENTRY NUMBER	TOTAL SCORE	TOTAL COUNT	MEASURE	MODEL S.E.	INFIT MNSQ	ZSTD	OUTFIT MNSQ	ZSTD	PT-MEASURE CORR.	EXP.	EXACT MATCH OBS%	EXP%	Item
3	135	60	1.14	.16	1.14	.9	1.12	.7	.52	.57	48.3	44.0	M8
8	156	60	.63	.15	1.84	4.3	1.92	4.3	.24	.55	36.7	42.7	M9
4	166	60	.39	.16	.72	-1.9	.88	-.7	.50	.54	55.0	42.1	M14
10	173	60	.22	.16	1.48	2.7	1.67	3.1	.26	.52	43.3	42.4	M16
2	184	60	-.06	.16	.63	-2.5	.59	-2.4	.72	.50	56.7	45.4	M3
11	189	60	-.20	.17	.89	-.6	.92	-.3	.56	.49	48.3	46.8	M24
5	191	60	-.25	.17	.67	-2.1	.66	-1.7	.64	.48	55.0	46.9	M19
7	194	60	-.34	.17	.82	-1.0	1.02	.2	.47	.47	58.3	46.9	M6
1	196	60	-.40	.17	.93	-.3	.81	-.8	.58	.46	51.7	49.0	M1
6	196	60	-.40	.17	.86	-.8	.83	-.7	.55	.46	58.3	49.0	M20
9	206	60	-.73	.19	.90	-.4	.78	-.8	.55	.43	58.3	55.6	M10
MEAN	180.5	60.0	.00	.17	.99	-.2	1.02	.1			51.8	46.4	
S.D.	20.1	.0	.52	.01	.35	2.0	.40	1.9			6.7	3.7	

Figure 4.8 Map Measure Material Support

Based on figure 4.8 the item that parents tend to be difficult to do is the M8 item with a value of 1.14 logit. While the item that students' parents tend to do is item M10 with a value of -0.73 logit. The description of respondents in answering the questionnaire on support material is explained in the image below.

```
Item - MAP - Person
        <rare>|<more>
  4        +
           |
           |
           |
           |
           | 12L  29L
           |
           |
  3        +
           |
           |
           | 45P
           |T
           |
           | 06P  44P
           |
  2        + 22L
           |
           |S 50P  54P  58P  60L
           |
           | 26L  28L
           |
           | 18P  41L  53L
         X |  05P  17L  24L  47L
  1      T+ 02P  08L  19L  32L  39L  48P  51L
          |M 31P  35L  42L  52L
          | 03P  30P  46L
         X |  14L  25L  33L  43L  57P
         S|
         X |  01L  10L  15P  16P  34L  37P  55L  56L
         X |  13L  27P
          | 04L  59L
  0    X M+S 07L  20P  36L  49L
          | 11L
       XX  |  40L
      XXX  |  09P
         S|  21L
          | 38L
         X |
          |T
 -1      T+ 23L
       <frequ>|<less>
```
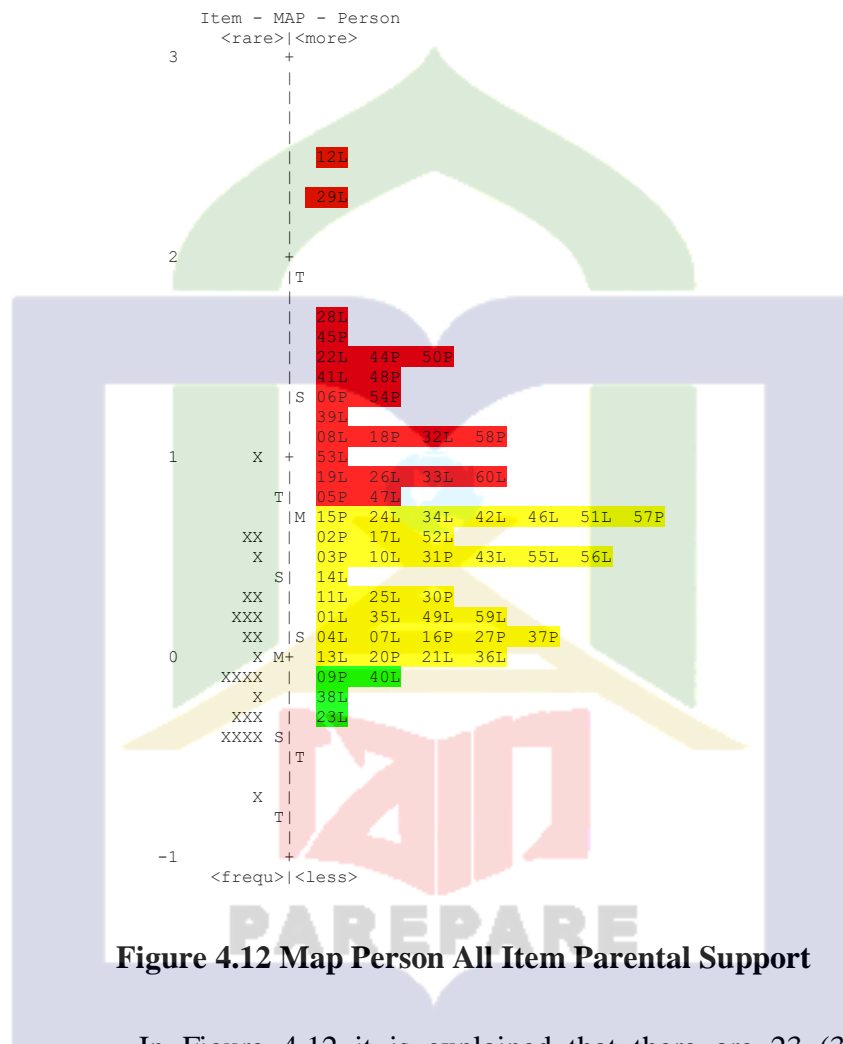
Figure 4.9 Map Person Material Support

In Figure 4.9 it is explained that there are 26 (43.3%) of 60 respondents who tend to find it difficult to get support from their parents materially during the learning process of English, and 5 (8.3%) of the 60 respondents who most often get support from parents materially during the process of learning English.

2. Description of all item parental support

```
         Person - MAP - Item
            <more>|<rare>
   3              +
                  |
                  |
                  |
              X   |
              X   |
                  |
   2              +
             T|
                  |
              X   |
              X   |
            XXX   |
             XX   |
             XX  S|
              X   |
            XXXX  |
   1          X   +  M8
            XXXX  |
             XX   |T
          XXXXXXX M|
            XXX   |  E18      E21
           XXXXXX |  M9
              X   |S
            XXX   |  C11      M14
            XXXX  |  E13      E15     M16
          XXXXX  S|  E2       E4
   0      XXXX   +M  E23
             XX   |  E17      E22     E5      M3
              X   |  M24
              X   |  C12      C7      M19
                 |S  E25      M1      M20     M6
             T|
                  |
                  |  M10
                 |T
                  |
  -1              +
            <less>|<frequ>
```

Figure 4.10 Map Item All Parental Support

Based on figure 4.10 the item above shows that the item M8 (purchased reading books by parents such as comics, novels, encyclopedias or other types of books that use English to support the English learning process or as a gift for getting good grades in English lessons, be it speaking, writing, reading, and listening or other English language learning during online learning during the pandemic Covid-19) is something that is difficult or difficult for parents to do to students during the process of

learning English. Then items M10 (Parents reminded and ordered to do English learning tasks, be it tasks related to speaking, writing, reading, and listening or other English learning which was carried out online during the pandemic Covid-19) is something that parents often do to students during the student's English learning process. The detailed description of the items is described in table 4.11 below.

Item STATISTICS: MEASURE ORDER

ENTRY NUMBER	TOTAL SCORE	TOTAL COUNT	MEASURE	MODEL S.E.	INFIT MNSQ	INFIT ZSTD	OUTFIT MNSQ	OUTFIT ZSTD	PT-MEASURE CORR.	PT-MEASURE EXP.	EXACT MATCH OBS%	EXACT MATCH EXP%	Item
8	135	60	.98	.15	1.12	.8	1.12	.8	.46	.46	43.3	40.3	M8
21	152	60	.61	.15	.87	-.9	.87	-.9	.49	.45	43.3	39.7	E21
18	153	60	.59	.15	1.10	.7	1.10	.7	.31	.45	46.7	39.7	E18
9	156	60	.52	.15	1.67	3.8	1.68	3.7	.16	.45	33.3	39.5	M9
11	165	60	.33	.15	.89	-.7	.92	-.5	.35	.44	38.3	38.8	C11
14	166	60	.31	.15	.75	-1.8	.77	-1.5	.38	.43	48.3	39.2	M14
15	170	60	.22	.15	1.60	3.4	1.76	3.9	.05	.43	21.7	39.0	E15
13	172	60	.17	.15	1.56	3.2	1.52	2.8	.36	.42	35.0	39.3	E13
16	173	60	.15	.15	1.24	1.5	1.30	1.8	.27	.42	43.3	39.1	M16
4	176	60	.08	.15	1.02	.2	.98	-.1	.44	.42	41.7	39.4	E4
2	177	60	.06	.15	.97	-.2	.98	-.1	.40	.41	35.0	39.3	E2
23	181	60	-.03	.15	1.01	.1	1.02	.2	.36	.41	36.7	40.1	E23
3	184	60	-.11	.16	.73	-1.8	.71	-1.8	.69	.40	48.3	41.3	M3
17	184	60	-.11	.16	.55	-3.3	.58	-2.8	.67	.40	50.0	41.3	E17
22	184	60	-.11	.16	.91	-.5	.96	-.2	.39	.40	38.3	41.3	E22
5	185	60	-.13	.16	1.32	1.9	1.24	1.3	.33	.40	38.3	41.2	E5
24	189	60	-.23	.16	.93	-.4	.91	-.5	.54	.39	45.0	42.9	M24
19	191	60	-.28	.16	.75	-1.6	.74	-1.5	.61	.38	43.3	43.1	M19
7	192	60	-.31	.16	.38	-4.8	.54	-2.9	.35	.38	71.7	44.2	C7
12	193	60	-.34	.16	.98	.0	.96	-.2	.22	.37	50.0	44.2	C12
6	194	60	-.36	.16	.81	-1.1	.81	-1.0	.45	.37	50.0	45.3	M6
1	196	60	-.42	.17	.94	-.3	.88	-.5	.56	.37	50.0	46.0	M1
20	196	60	-.42	.17	.92	-.4	.88	-.6	.49	.37	56.7	46.0	M20
25	197	60	-.45	.17	1.02	.2	.95	-.2	.46	.36	38.3	46.1	E25
10	206	60	-.72	.18	.96	-.1	.83	-.7	.51	.33	58.3	50.4	M10
MEAN	178.7	60.0	.00	.16	1.00	-.1	1.00	.0			44.2	41.9	
S.D.	16.7	.0	.39	.01	.30	1.9	.30	1.7			9.6	3.0	

Figure 4.11 Map Measure All Item Parental Support

Based on figure 4.11 items that tend to be difficult for parents to do to students during the learning process of English are items M8 with a value of 0.98 logit. While the item that parents tend to do towards students during the learning process of English is the M10 item with a value of -

0.72 logit. The description of respondents in answering the questionnaire on emotional support is explained in the image below.

```
        Item - MAP - Person
         <rare>|<more>
    3         +
              |
              |
              |
              |
              | 12L
              |
              | 29L
              |
              |
    2         +
              |T
              |
              | 28L
              | 45P
              | 22L  44P  50P
              | 41L  48P
              |S 06P  54P
              | 39L
              | 08L  18P  32L  58P
    1    X    + 53L
              | 19L  26L  33L  60L
            T| 05P  47L
              |M 15P  24L  34L  42L  46L  51L  57P
        XX    | 02P  17L  52L
        X     | 03P  10L  31P  43L  55L  56L
            S| 14L
        XX    | 11L  25L  30P
        XXX   | 01L  35L  49L  59L
        XX   |S 04L  07L  16P  27P  37P
    0    X   M+ 13L  20P  21L  36L
        XXXX  | 09P  40L
        X     | 38L
        XXX   | 23L
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              |T
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Figure 4.12 Map Person All Item Parental Support

In Figure 4.12 it is explained that there are 23 (38.3%) of 60 respondents who tend to find it difficult to get support from their parents during the process of learning English from all items on parental support, and only 4 (6.6%) of 60 respondents who most often get support from

parents during the process of learning English from all the items contained in parental support

B. Discussion

In this section, researchers explain the support of parents of students for the learning process of English during the Covid-19 pandemic. 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.[1] David E. Jacobson said that parental support includes emotional support, cognitive support, and material support.[2] Retelle et al said parental involvement and support are usually beneficial to student learning and achievement.[3] Based on the underlying theory that parental support is very important because parental support is a social interaction that parents receive by their children in the form of love, motivation, attention or prayer, and material in dealing with an important event in their child. Parental support for students when learning English at home is very important because this can help English teachers in teaching English subjects that are conducted online where students need direct assistance from their respective parents. So the researchers conducted this research at SMPN 6 Parepare Model for class VIII students. Researchers took 60 students as a sample from 60 populations. Researchers want to find out how the support of students'

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

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

[3] 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.

parents in the process of learning English during the Covid-19 pandemic. This research was started on March 10, 2021. In this study, researchers used a quantitative approach using a questionnaire as an instrument to answer research questions.

In this study, researchers used a questionnaire as an instrument in this study. Questionnaire is a way of collecting data using a list of questions designed to obtain information. The researcher made a questionnaire on Google form then the researcher shared the link from the questionnaire via WhatsApp to each class VII group. Then the procedure for filling out a questionnaire where students must first fill in their identities such as name, class, and gender. There are four alternative answers to the questionnaire, namely always, often, sometimes, and never. Researchers encountered several obstacles when sharing the questionnaire. Some students did not reply to the researcher's message, they only read the message, but the researcher always contacted the student until the student had actually filled out the questionnaire. Another problem is that students usually run out of quotas, so researchers allow a few days to allow students to fill out a questionnaire.

It took researchers more than two weeks to collect data. After the data was collected, the researcher then gave a score on each student's answer item. Based on the assessment using the Rasch model, the researcher found that emotional support items (which include feeling comfortable, valued, loved, and cared for) found that 26 (43.3%) out of 60 respondents tended to find it difficult to get support from parents during the learning process. English, and 6 (10%) of the 60 respondents who most often received support from their parents during the

process of learning English. Then on the item of cognitive support (including information, knowledge, and advice) the researcher found that there were 21 (35%) of 60 respondents who tended to find it difficult to get support from their parents during the learning process of English, and 3 (5%) of 60 respondents who receive the most support from them. parents during the process of learning English. And on material support items (including assistance or service in the form of an item in overcoming a problem) the researcher found that there were 26 (43.3%) of 60 respondents who tended to find it difficult to get material support from their parents during the learning process of English. and 5 (8.3%) of the 60 respondents who most often received material support from parents during the learning process of English. As for the overall calculation of all items, the researcher found that 23 (38.3%) of the 60 respondents who tend to find it difficult to get support from their parents during the process of learning English from all items on parental support, and only 4 (6.6%) from them. The 60 respondents who most often received support from parents during the process of learning English from all the items contained in parental support.

The results of the research found by the researcher can be interpreted or concluded that of the 60 students who became respondents in this study, there were many students who still felt they did not get enough attention from their parents in the process of learning English during the pandemic Covid-19. Lack of support from both parents during the process of learning English because parents carry out two roles at the same time, first being parents and second being teachers at home. The difficulty of parents in providing support during the learning process of English which is carried out online is that the educational

background of parents affects the level of ease and difficulty of parents in educating children, the economic level of parents affects the learning process online, especially in terms of facilitating children's online learning , difficulty dividing time between children and work, the number of family members also affects parents in providing guidance to children in studying at home. This resulted in most students of class VIII at SMP Negeri 6 Parepare Model still feeling that they lacked support from their parents during the learning process of English which was carried out online during the Covid-19 pandemic.

Therefore, parents are expected to be able to help and support all efforts made by children in the learning process and provide the best possible informal education to help children in the learning process of students' English which is carried out online during the Covid-19 pandemic. The existence of social support, especially from parents, will provide physical and psychological comfort for children. Because with him the child will feel loved, cared for, appreciated by others, in this case their parents. A child who has good attention and relationships with parents tends to have a greater ability to adapt to his environment, solve problems faced quickly and accurately, including problems in order to achieve optimal performance. This is reinforced by the statement from Slameto, where 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.[4] Therefore, parents must be able to help and support all efforts made by children in the learning process and provide the best possible informal

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

education to support children in achieving their main achievements in learning English. Parents provide an important role in the child's learning stage and children's learning achievement, namely in the form of support and attention. The support and attention of parents can provide encouragement and motivation so that children can study hard because children need time and place and good conditions for learning.

In a previous study found 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 study aims to describe the effect of watching television in English on the learning outcomes of class VIII SMP/MTs students in Satui Regency. This research is a quantitative research using ex post facto method. The population of this study was all students of class VIII Junior High School (SMP) and equivalent in Satui District which collected 671 students. The sampling technique used is simple proportional random sampling. The results showed that there was a positive influence of parental support on students' English learning outcomes.[5]

Furthermore, the findings of a previous study conducted 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

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[5] 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

during the Covid-19 pandemic is very influential as a major factor in the success of student achievement. In fostering interest in learning in children, parents provide motivation, advice, praise, and give gifts to their children in order to foster interest in learning.

From several previous studies with current research, there are similarities and differences. Where the similarities between previous researchers and current research are that they both want to know how students' parents support the English learning process. As for the differences between previous researchers and current researchers, we can see from the results of the study, where previous research found that there was a positive influence between parental support and students' English learning outcomes. While the current research, researchers found that there are still many students who feel they do not get support from people during the English learning process, both emotional support, cognitive support, and material support. In addition, the difference between previous research and current research lies in the method of data analysis, where the two previous studies used SPSS in managing data, while the current study uses a more modern method, namely the Rasch Model using software, namely Winsteps.

The correlation between the findings of the researchers and previous research, namely the importance of parents 'support for students' English learning process, where this can help English teachers find parental support such as what students are lacking in the English learning process to further become a reference or future benchmarks for teachers in providing support to students who feel they do not receive this support from their parents.

Compared with the results of this study where there are still many students who are still lacking in terms of support and attention from parents during the learning process, especially in learning English. There are only a few students who really get full support from students' parents, be it emotional support, cognitive support, and material support.

Thus it can be concluded that class VIII students of SMPN 6 Parepare Model have differences in receiving support from their respective parents during the learning process, especially in learning English which is done online or at their respective homes during the Covid-19 pandemic.

As a conclusion in this discussion, researchers found that there are still many students who lack support and attention from their parents during the online learning process during the Covid-19 pandemic. There are only a few students who really get full parental support from various aspects of parental support such as emotional support, cognitive support, and material support in the process of learning English which was carried out online during the Covid-19 pandemic.