

## **CHAPTER 1**

### **INTRODUCTION**

#### **1.1 Background of The Study**

Novel coronavirus disease 2019, also known as COVID-19 has spread around the world after for the first time broke out in Wuhan, China in December 2019 (Kandola, 2020). It has influenced almost all aspects of life such as economy, health, psychology, education, etc., (Demuyakor, 2020; Rasmitadila, Aliyyah, Rachmadtullah, Samsudin, Syaodih, Nurtanto & Tambunan, 2020). World Health Organization (WHO) in 2020 has recommended some standards, such as social and physical distancing to be implemented by infected countries in aspects of the economy, health, psychology, including education. Indonesia is one of the countries infected by the virus. Based on that, the government of Indonesia decided to create a program of large-scale social restrictions in education named School From Home for students (Regulation of Indonesian Government No. 21, 2020). The program had been adopted in March 2020 (Rasmitadila et al., 2020) and brought a sudden shift impacting Indonesia's routine learning activities.

The large impact is also faced by many students in Indonesia because approximately 68,8 million students (Faqir, 2020) change their learning system from face-to-face learning to online learning due to School From Home implementation. School From Home (hereafter, SFH) is a system that changes the learning system from face-to-face learning to online learning or e-learning as a solution for education during the COVID-19 period (Rasmitadila et al., 2020) to support social distancing regulation (Viner, Russell, Croker, Packer, Ward, Stansfield & Booy, 2020). Also, it has been implemented for students ranging from education of early childhood level to higher level (Regulation of Indonesian Government No. 21, 2020; UNESCO, 2020). The implementation of School From Home brings many obstacles for all elements of education (i.e. students, teachers, parents or guardians, and stakeholders), especially parents of elementary school students or guardians who suddenly become the facilitators, pseudo-teachers, and coaches without any preparedness and teaching experiences (Cohen & Kupferschmidt, 2020) in the English language online learning.

The preliminary interview results of this study toward two mothers support that statement. The first participant who worked as a nurse claimed facing a hard time assisting her son because he needed more motivation to learn, so she should more motivate her son. Her son was only interested in the subjects he liked. In addition, the second participant who works as a kindergarten teacher claimed that it was difficult to guide her son during School From Home since his teacher's explanation was not clear enough. In this case, she did not have enough time to teach her son. Moreover, facilitating tool such as smartphone was also another difficulty since there was only a smartphone. However, she should be able to share the use of a smartphone both for herself and her son (to work and to learn). To overcome those challenges, she tried to manage her time well between working and teaching her son and understand the lessons on her own.

Moreover, parents who have more responsibility to online learning and their experiences (skills, struggles, and needs) are really important to be investigated in deciding regulations because they are "one of the major stakeholders in the education process" (Garbe, Ogurlu, Logan & Cook, 2020, p. 45). Furthermore, Makrooni (2019) and Woofter (2019) stated that parents' involvement contributes to learners' success in online learning. So, students can be successful in learning because of their parents' involvement.

Unfortunately, studies that have carried out about online learning from parents' perspectives are still under-researched largely (Dong et al., 2020). Moreover, Liu et al. (2010) stated that there is limited research about parents' involvement during online learning instead of during face-to-face learning. In this case, the research about the impact of school closure during COVID-19 on parents is also still limited (Garbe et al., 2020), especially elementary students' parents' experiences in the English online learning process during School From Home program in Indonesia. Given these facts, the present study aims at portraying the experiences of parents accompanying their children during online English language learning activities.

## **1.2 Formulation of The Problem**

A question of the research are formulated as follows;

- 1) What are the experiences of mothers accompanying their elementary school children during online English language learning activities?

### **1.3 Operational Definitions**

To avoid misunderstanding about the terms set out in this study, the researcher provides two definitions related to this study as follows:

- 3.1 Indonesian Elementary School : Students of private primary schools in Indonesia that range from 7 until 12 years.  
Students
- 3.2 Online English Learning : English Language learning activities performed by elementary school students and facilitated by their parents during School From Home program such as learning through WhatsApp or Zoom  
Activities
- 3.3 Mothers' Accompanying : Several events experienced by private Elementary school students' mothers in English online learning during School From Home program  
Experiences

### **1.4 Aim of The Research**

This study intends to portray the experiences of mothers accompanying their elementary children during online English language learning activities.

### **1.5 Significances of The Study**

This research is expected to generate beneficial results in three ways, which are;

#### **5.1 Theoretical uses**

This research can be useful data to develop the program and regulations related to parental needs in an online learning environment (Garbe et al., 2020).

#### **5.2 Practical uses**

This research is expected to be a consideration for teachers in selecting the method and system of learning that do not burden parents of elementary students in

online learning during School From Home period in this pandemic situation and is expected to be a consideration for stakeholders or policymakers in deciding regulation or policy that consider parents' capability and opinion in assisting children during School From Home for the betterment of education.

### 5.3 Empirical uses

This research can be complementary information to the previous studies. It also functions to fill the gap between this study and the previous studies about parents' experiences in assisting their children to study English subject during School From Home in Indonesia.