ABSTRACT

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This study aims to investigate teachers' perception of parental involvement in the process of learning English of primary students. Participants in this study were three elementary school teachers who had experience in teaching for more than 15 years. Data were collected by conducting semi-structured interviews with each participant 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 are 1) students' language development 2) teachers feeling, and 3) cooperation carried out by teachers and parents.

Keywords: Parental Involvement, Teachers' Perception, English Language Education