

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presented the findings as to the result of analyzing the data. Findings are divided into two points which explain the percentage of the mean score of the data about parents' support in student learning at MtsN 8 Blitar.

A. The Description of Data

In this subchapter, the researcher presented the results of the first data that has been collected from 90 students, and the scores from the questionnaire were analyzed using percentages.

Table 4.1 Parent Support in Emotional Support

Item	Frequency		Mean	Category
	Yes	No		
1	83	7	0.92	Very High
	92.20%	7.80%		
2	78	12	0.86	Very High
	86.70%	13.30%		
3	77	13	0.85	Very High
	86.60%	14.40%		

The table above shows that the existence of parent support in the form of emotional support is very high. Judging from item number 1, it shows that 92.20% of parents give confidence to students in carrying out learning activities every day. In addition, parents also always pay attention to the activities that have been carried out by students. From table number 2 shows that 86.70% of parents are very concerned about student activities,

from this percentage it can be interpreted that every student activity is always under the supervision of parents. In addition, parents will also scold students if students do not study when school hours have started, this is shown in number 3 with a percentage of 86.60% parents will scold students if they do not study when school hours have started.

In addition to emotional support, there is support in the form of instrumental support. As follows:

Table 4.2 Parent Support in Instrumental Support

Item	Frequency		Mean	Category
	Yes	No		
4	11	79	0.12	Very Low
	12.20%	87.80%		
5	79	11	0.87	Very High
	87.80%	12.20%		
6	40	50	0.44	Low
	44.40%	55.60%		
7	88	2	0.97	Very High
	97.80%	2.20%		
8	10	80	0.11	Very Low
	11.10%	88.90%		

The table above shows that parent support in the form of instrumental is still in the low category. This can be seen in statement number 4 that only 12.20% of parents are willing to assist students in learning during the online learning process. In addition, many parents do not provide accompanying teachers to accompany students to study. This can be seen in item number 8

which shows that only 11.10% of parents provide private tutors for their children.

Never being accompanied by learning and not being given private tutoring does not mean that parents do not provide support for student learning activities. In this case, almost all parents have provided facilities in the form of smartphones and data packages for the continuity of the student learning process through online mode. This can be seen in numbers 5 and 7 showing that 87.80% of parents provide data packages to students when their data packages have run out and 97.80% of parents have bought students' smartphones for the continues learning process of students.

In addition to instrumental support, parents also provide informational support. The following data have been obtained by researchers on informational support:

Table 4.3 Parent Support in Informational Support

Item	Frequency		Mean	Category
	Yes	No		
9	28	62	0.31	Low
	31.10%	68.90%		
10	77	13	0.85	Very High
	85.60%	14.40%		
11	62	28	0.68	High
	68.90%	31.10%		
12	74	16	0.82	Very High
	82.20%	17.80%		
13	65	25	0.72	High
	72.20%	27.80%		

The table above shows that support in the form of providing the information is included in the high category, there is only 1 item that shows low results. This can be seen in the percentage contained in number 9, at number 9 the percentage results show that only 31.10% of parents play an important role in completing student assignments.

The absence of an important role in completing school assignments does not mean that parents do not care about student education as long as learning activities are carried out online. This can be seen in item number 10 showing that 85.60% of parents always advise students so that students remain enthusiastic in the learning process even though it is still done online. Not only that, but parents also give a little free time to students just to talk about what activities have been done by students. This is shown in item number 11 with a total percentage of 68.90%. In addition, parents are also a reminder for students, ranging from reminding students' homework to reminding students' school hours. This is shown in items number 12 and 13 that 82.20% and 72.20% of parents always remind students' homework and always remind that school hours have started.

The last parent support is appraisal support. Appraisal support given by parents to students aims to give appreciation to student learning outcomes, along with the results of the data that has been obtained by the researcher:

Table 4.4 Parent Support in Appraisal Support

Item	Frequency		Mean	Category
	Yes	No		
14	63	27	0.7	High
	70.00%	30.00%		
15	35	55	0.38	Low
	38.90%	61.10%		
16	81	9	0.9	Very High
	90.00%	10.00%		

The table above shows that parent support in the form of appraisal support is in the high category. This can be seen in items number 14 and 16 that 70.00% and 90.00% of parents always give appreciation to student learning outcomes, besides that parents also provide input and motivation so that students are more enthusiastic in carrying out learning activities.

From the explanation of the results of the data above, it can be concluded that there are 16 questionnaire items given by the researcher to the respondents, 8 items are in the very high category, 3 items are in the high category, 3 are in a low category, and 2 items are in the very low category. It can be seen that the 11 items can show that almost all parents of students at MTsN 8 Blitar provide full support for the student's learning process as long as learning activities are carried out through online mode. This support greatly influences student learning outcomes in all lessons being studied by students, especially in English lessons. By providing instrumental support in the form of smartphones and data packages, students can search for English materials that they still don't understand.

After knowing the results of the questionnaire data collection, the researcher also presented the results of the data taken through interviews with students. In collecting data by interview, the researcher chose 5 students who had the highest score on the results of the questionnaire. This data collection was carried out by the researcher to find out more about what contributions and assistance have been given by parents to students, along with answers from some students:

Table 4.5 The result of the interview

No	Question	Name of students				
		S1	S2	S3	S4	S5
1.	How do your parents give confidence in every activity you do every day during a pandemic like this time?	Given the trust in the form of independent learning. Like when students learn English. Students always do their English assignments.	Parents give trust in the form of permission to do any activity every day.	Parents give confidence in the form of completing school assignments independently.	Parents give trust in the form of permission to bring their smartphones when studying. Students are also given the freedom to find answers to English questions on the internet.	Parents give confidence in the form of self-study when there is no companion at home

2.	How can your parents fulfill every need for English learning during pandemics such as those currently happening?	By providing every need that students ask to study English	fulfilled the school tools that students need for English learning.	Provide school equipment in the form of English books, dictionaries, stationery, as well as additional needs in the form of smartphones and data packages	Parents have bought smartphones, data packages, and have installed wifi at home	Parents have bought student needs in the form of English books, stationery, and other additional needs
3.	What are the things your parents often talk to you about learning activities that occur during a pandemic like this?	Always talk about what lessons have been learned every day	Always asking about unfinished schoolwork	Always ask about subjects that students like and lessons that students do not like	Always ask about uncollected and unfinished assignments	Always ask about what activities students have done
4.	What did your parents usually do when they found out that your grades were good?	Parents always give students what they ask for	Parents give gifts in the form of bags and shoes	Parents always give small gifts in the form of school tools	Parents of students once gave a new bag when students got the best grades in class	Parents of students buy new smartphones
5.	What contributions or assistance have your parents given to support you during the online learning process?	Sometimes parents accompany students to study when they are not busy at work. In addition, parents also provide advice and motivation to students when	Parents have given students private tutors to accompany student learning activities	Sometimes parents accompany students for study and help students in completing difficult assignments	parents always give free time to help complete school assignments and provide advice and motivation when students get lazy	Parents always pay attention to what activities students have done every day. In addition, parents have also fulfilled the needs of students who have

		students are lazy to study				not been fulfilled
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Table 4.2 above is the result of data collection that has been carried out by the researcher with conducting the students' interviews who get full support from parents. In the table above, it can be seen that students who get full support from their parents have received a lot of help from their parents. Starting from the needs of schools in general to the additional needs of students in the form of learning tools needed to carry out learning activities through online mode.

B. Findings

In this study, the researcher found that almost all parents of students at MTsN 8 Blitar gave full support to the process of student learning activities carried out online mode. The support that has been given by parents includes the provision of trust, attention, facilities for learning, student needs, free time, motivation, advice, and appreciation. With this online activity, the researcher also found that the relationship between parents and students became closer. In addition, the researcher also found that their contributions have provided various kinds of needs for students to learn. Such as providing school tools, smartphones, data packages, English books, textbooks, and other school needs. From some of the assistance that has been given by parents, this assistance can contribute to student learning activities, especially in learning English. With smartphones and data

packages, students are greatly helped in finding information about English subject matter such as looking for the meaning of a word in English and looking for examples of texts in English lessons. In addition, the English book is also a very important aid for students to find out information about the English material being studied by students.

C. Discussion

Parents' support does have a very high influence on the success of students in carrying out learning activities, especially during a pandemic like what is happening at this time. As stated by Malecki and Demaray (2003) in the previous chapter, there are four types of parent support, including emotional support, appraisal support, instrumental support, and informational support. These forms of support greatly affect the continuity of student learning activities. This can be seen in the results of the presentation obtained by the researcher which shows that parent support for students at MTsN 8 Blitar is in the high category.

Starting with the provision of support in the form of emotional support. Emotional support is one of the supports given by parents to students in the form of self-emotion like giving trust and love. Giving trust given by parents to students is one form that parents believe the students can be responsible for something that has been given, especially responsibility while studying. The results of research that has been found by the researcher show that parents of students at MTsN 8 Blitar almost entirely give this belief. Not only by giving trust, but in this case, parents also often pay attention to what

activities have been carried out by students. This is done by parents to know that students carry out these responsibilities well. The sense of responsibility that has been embedded in students has a good influence on the learning process, especially in English lessons. Students can complete tasks in English lessons such as making questions about asking and giving information well. In addition, giving love from parents to students also has a positive impact on student growth. Students will easily accept advice from parents when their parents do it using love and affection. Giving trust, love, and affection is the most important element in providing support in the form of emotional support.

In addition to emotional support, parents must also provide their support in the form of instrumental support. This support is one of the supports given by parents to help and facilitate learning activities that will be carried out by students, especially in the English learning process. The results of the data that have been found by the researcher show that all parents, especially parents of students at MTsN 8 Blitar, have provided support in the form of providing smartphones facilities, data packages, wifi, English books, and other school needs. The learning process carried out during the pandemic does require a lot of money and time. Compared to parental expenses for students' school fees before the pandemic, school fees after the arrival of this pandemic are indeed high. It can be seen that the needs of students' schools which are carried out in offline mode only require a few objects in the form of books, stationery, and textbooks from school. It is very different

when the learning system is carried out online mode, in this learning system parents must fulfill the additional needs of students in the form of smartphones and data packages at quite expensive prices. In the process of students' English learning activities, especially in this online mode, the use of smartphones is also very helpful in collecting English assignments that have been given by the teacher. The existence of giving students smartphones is also easier to find some materials in the form of descriptive text and writing text.

The next form of instrumental support is the provision of free time for students. In the learning activities carried out through online mode, parents' homework increases. Parents must accompany students in completing their schoolwork. Some parents agree to this even though it is just to accompany the study, but some parents do not, so some parents provide additional facilities in the form of private teachers. This is done by parents with the aim that students continue to complete their English assignments with the help of private tutors. This is also done by parents so that the English tasks given by the teacher can be completed properly so that students also give their best results even though their learning activities are far from the reach of the teacher. Giving free time by parents to students will also have a good impact on the student learning process. Students will feel that they get the full attention of their parents through parental assistance.

The next parent support is informational. Where this support is one type of support that has been given by parents by providing advice, motivation,

and reminding students to keep doing learning activities even though these activities are carried out through online mode. In this study, the researcher has found that almost all parents of students at MTsN 8 Blitar have done this. Many students say that their parents always provide advice and motivation when they feel bored with the online learning system. Not only discussing the process of learning activities, but students also said that their parents also discussed what activities they had done every day. This is done by parents with the aim that they stay aware of what activities have been carried out by students. In addition to providing advice and motivation, students said that their parents always reminded them when school hours had started. This is also often done by parents with the aim that students do not fall behind in receiving subject matter every day. Providing any information to students can make students more disciplined in managing their time in the study. In addition, it can also help students in developing one of their English skills in the form of writing exercises. The amount of information, advice, and motivation given by parents can build good ideas for students' writing development.

The last type of support is appraisal support. Appraisal support is a form of support given by parents by giving appreciation to student learning outcomes. In the research that has been conducted by the researcher, the researcher found that many parents often give appreciation in the form of gifts to students when these students get the best results. Some parents voluntarily give the gift directly, but some parents give the gift when the

student has asked for it with a mutually agreed promise. Giving gifts is also a form of support that can arouse students' enthusiasm for learning, especially in English learning through online mode.

From all the explanations regarding the types of parent support above, it can be seen that some of the contributions and assistance have been given by parents to students. Based on the theory that has been put forward by Nel Noddings (in Santrock, 2010:534) in the previous chapter, it says that students or children can develop optimally and competently if they get support from their closest and dearest people. This has been proven by the researcher that students who get full support from their parents look more enthusiastic in carrying out each learning process. They will carry out regular and scheduled learning activities, not only that they will also complete their school assignments within the time limit given by the teachers.

In the process of online learning activities, parents are indeed required to always fulfill the needs of students, especially the need for English learning. Starting from intrinsic needs to extrinsic needs. Some forms of extrinsic needs that have been fulfilled by parents include providing school tools in the form of books, pencils, erasers, etc. In addition, parents also provide student learning support facilities during the pandemic in the form of smartphones and data packages. Some parents also provide additional facilities in the form of wifi intending to save students' school fees during the pandemic. In addition to the basic needs that have been provided by

parents, some parents also often give gifts like shoes, bags, English books, and other school equipment when they know that the students are getting the best result, especially in English learning.

In addition to fulfilling the extrinsic needs of students, parents are also required to fulfill the intrinsic needs of students. This is done by providing assistance, input, advice, and motivation to students. As long as the learning process is still done through online mode, parents still have an important role in it. Parents as substitute teachers for students in their respective homes. Giving advice, motivation, and giving warnings to students which are usually done by teachers at school must be replaced by parents when students study at home. These are some forms of contributions and assistance that can be done by parents to students during the learning process through online mode.

All the assistance that has been given by parents also contributes well to the development of students' knowledge and skills in English lessons. Like giving a smartphone, students can find information about English material that they do not know on the internet. Apart from smartphones, giving advice and motivation also has an important influence in developing students' ideas. That way students' writing skills in English lessons will also develop.

Some research results also say that parent support is one element that influences child development. This is based on the results of research collected by Rahman (2015) that the effect of parent support on learning

motivation is 26.4%. This shows that parent support affects students' learning motivation. From the statement, it can be seen that, from the results of the percentage calculation that has been carried out by the researcher, it can be seen that parent support is very influential on student learning motivation.

In this study, there are similarities and differences in the results with the previous research above. The similarity is that parent support equally influences the process of student learning activities. The difference between this research and the previous research above is when the learning process is carried out. In the research above, parent support has an influence on students' learning motivation when learning activities are still carried out face-to-face, in contrast to this study. This research was conducted when the learning process was carried out online, so the researcher were very interested in knowing what support and assistance had been given by parents during the student learning process. From the results of this research that has been carried out by the researcher, parent support is not only providing motivation, advice, and enthusiasm, but parents must also provide supporting facilities for the continuity of the student learning process that is being carried out to date.

From the explanation that has been put forward by the researcher above, it can be concluded that the researcher has found several forms of parent support from each type of parent support. Starting from emotional support that gives students trust and a sense of responsibility. Followed by the

second type in the form of instrumental support where parents have provided all the needs needed by students during the English learning process carried out through online mode. After that, the need is in the form of informational support where parents have given their free time to have light discussions with students, give advice, and also motivate students to stay enthusiastic in doing online English learning activities even though it is very boring. And the last is appraisal support where parents give appreciation to each student's English learning outcomes by giving a gift that aims to foster a sense of enthusiasm for students in carrying out English learning activities.