

The Correlation between Parents' Support and Students' Reading Ability during Pandemic

Lukluil Maknunik Muslimah¹, Juita Triana², Zulia Chasanah³, Junaedi Setiono⁴
{lukluilmunik@gmail.com¹, juitatriana8@gmail.com², zuliachasanah@yahoo.com³, junaedi.setiono@gmail.com⁴}

English Education Program, Universitas Muhammadiyah Purworejo, Indonesia¹²³⁴

DOI: 10.37729/scripta.v10i1.1494

Abstract. This research aims (1) to discover whether or not there is a correlation between parents' support and the students' reading ability during covid-19 pandemic at SMP Muhammadiyah Purworejo, Indonesia in the academic year 2020/2021 (2) to see whether there is or not correlation between parents' support and the students' reading ability during covid-19 pandemic at SMP Muhammadiyah Purworejo, Indonesia, Indonesia in the academic year 2020/2021. In this research, researcher used 60 students as a sample. The instrument which are used to obtain the data are questionnaire and test. Towards analyze the statistics the researchers using SPSS 16.0. The result shows the mean score of parents' support is 68.78, and standard deviation score is 8.06. The mean score of test reading ability is 62.25 then standard deviation score is 6.47. The result of the correlation is -4.389, which means that the relationship between parents' support and the students' reading ability is opposite. Based on the result of this research it could be concluded that H_a is rejected and H_0 is accepted, so there is no correlation between parents' support and the students' reading ability during covid-19 at SMP Muhammadiyah Purworejo, Indonesia, Indonesia in the academic year 2020/2021.

Keywords: Correlations, Parents' support, Reading ability

1. Introduction

M. Johnson stated that in December 2019, an occurrence of coronavirus 2 (SARS-CoV-2) virus was a dangerous acute respiratory contamination that happened in Wuhan, China [1]. In early on March 2020 Indonesia recorded in the beginning positive case. Two people detailed positive about Covid-19 in Jakarta. The effects of plague, government organizations conducting Work from Home (WFH) for workers who were followed by confidential organizations actualizing policies the same for all workers [2], [3]. Parents who are work from home expectantly can help student to learning activity from their school. The Department of Education and the Principal are inquired to make sure the effective implementation of learning from home than not to take a trip or move out of the home [4], [5].

The problem statement is finding out the correlation between parents' support and the students' reading ability in ELT. The ability towards reading is very important in the improvement of the value of human life, such as in communicating, educational process, including knowledge, and building a career. English reading is educated from elementary until university but a lot of language learners did not find the benefit of it [6], [7]. To realize good in learning English is influence by some components, one of them is parents' support. Parents' support one of the most valuable components that can manage students to obtain the best achievement in their school [8]–[10]. Students who studied English specially to learn English reading in covid-19 pandemic required many components from parents because their parents can help them successful in input or output education. In addition, the sway of parents' support is significant to step up the students' English reading because parents were the first educator for their children [4], [8].

Parents' have large effects on the process students' learning specially support during the students' learning. In view of the fact that government conducting Work from Home and especially, learning from Home, parents' support to their children more are increase and more are diminished. In this research, the researchers only focus on the correlation between parents' support and the students'

reading ability during covid-19 pandemic. This research will be conducted in SMP Muhammadiyah Purworejo, Indonesia, Indonesia in the academic year 2020/2021.

The study of motivation has been conducted by Fitri Ayu Kusumaningrum and Jusni [11]. It was comparable with this study based on the result there was no correlation between parents' support and the students' reading ability in learning English. On the research findings it demonstrated that parents' support is not only the one influenced the students' capacity in learning English. The study to find the students' perspective of using digital tool [12]–[14]. The third previous study conducted by Evy Setyaningsih [15]. To obtain the data, in this study researcher used interview as a technique. The result of this study show that parents support has commit to the children in Learning English.

The fourth previous study was done by Haerunnisa. The result of this research show that there is no significance correlation between parental support and the students' ability of the second-grade students of SMAN 3 Benteng in learning English vocabulary showed that the degree of significance 5 % is 0.304 and significance 1% is 0.393 [16] [17].

The fifth study was done by F. A. Kusumaningrum and A. Alsa Based on the results of this research, the contributions of parental support and teacher support can simultaneously predict mathematics learning performance. So, this research also shown that teacher support and intelligence is significantly related to math learning achievement, while parental support is not [11], [18].

The sixth study was done by A. M. Sultana and N. Binti Rosli, . This research aims to the factors that affect the academic performance of middle school students in English subject. The calculations of the correlation coefficient shows that only the education of the parents are significantly related to the academic performance of the students ($p= 0.05$) [19].

The fifth study was done by Fairuz Akila [20]. The results of this study are based on a graded Spearman table, where $N= 20$ when the correlation significance is 5%, and 0.570 when the correlation significance is 1%. So it can be said that the value of statistical analysis is 0.753 greater than 0.447, and 0.753 is greater than 0.570. This means that the null Hypothesis (H_0) is rejected which there is positive correlation between parental support and students' English achievement at MTs N 7 Tulungagung.

The sixth was done by S. Schools, B. M. Ngussa, and G. Nzowa. The rate of parental involvement was high as parents follow up their educational progress, they encourage them to set academic goals and objectives, they guide and This research shows that students have high rate of commitment to learning. This is reflected in their positive attitude towards school education, their attendance is good enough, and they actively cooperate with school students in academic affairs. Parent participations rate is very high because parents follow up their education progress, encourage them to set academic goals, guide and counsel them on academic issues, and follow up on academic reports [21] [22].

The seventh study was done by H. Pajarianto, A. Kadir, et al Meanwhile, researcher used 210 peoples as samples, considering the smallest example of Structural Equation Modelling (SEM), which an error rate of 100 samples, at an error rate of 5%. The results of the study revealed a significant positive correlation between religious beliefs, school support, teachers and parents, and academic pressure. The ethnical significance of this research is to improve the home learning system implemented in Indonesia [23].

In this study, researchers did almost similar studies, but in different samples and variables, the title of this study is The Correlation between Parents' Support and The Students' Reading Ability during COVID-19 Pandemic at SMP Muhammadiyah Purworejo, Indonesia, Indonesia in the academic year 2020/2021. The objective of this study is to know The Correlation between Parents' Support and The Students Reading Ability during Covid-19 pandemic in the academic year 2020/2021.

2. Literature Riview

Parents' Support

Parental involvement is when parent participate towards achievement students in the school through cooperation with educator, children, or other people who support academic achievement [24]. John Hopskin University, Joyce Epstein identifications six of family involved in parenting, communication, volunteering, teaching, decision making, and cooperation with the community.

Parents seem to have an important opportunity to influence their children's academic achievement, although this influence may not be as great as traditionally thought. Relevant studies have found that there is moderate correlation between various parent participation variables and

students' academic performance [25]. Some of the most consistent relationship are reported as (a) parents talk to their children about school (b) parents hold high levels of students' academic performance expectations, and (c) parents who adopt authoritative (non-authoritarian) parenting methods.

Reading is process that is carried and used by readers who want to get the message delivered by the author through the medium of words or written language [26]. Reading is the process by which readers hope to obtain the information conveyed by the author through text or written language [27]. Reading a physical and mental activity to reveals the meaning of the written texts [28]. students' ability is the ability to do something correctly.

According to World Organization Health (WHO) coronavirus disease (COVID-19) is an infectious plague caused by a newly discovered coronavirus. The COVID-19 virus mainly discharged from the nose through saliva droplets or when the infected person coughs or sneezes, so you must also practice breathing etiquette (for example bend your elbows when coughing. P. Sahu [29] stated that many university around the world have postponed or cancelled various activities such as campus events, seminars, conferences, and sports competitions. In response to this, UNESCO (2020) it is recommended to use a distance learning program and open educational applications and platforms that can be used by schools or colleges to reach students and students remotely.

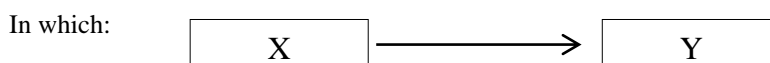
3. Method

Y. Chu, PH. and Chang explains that research design is the special method involved in the research process: data collection, data analysis, and report writing [30]. This research belongs to quantitative research and the research design is correlational design. Y. Chu, PH. and Chang [30] says correlation design is the procedure in quantitative research in which investigators use statistical procedures or correction analysis to measure the degree of association (or correlation) between two or more variables.

This research conducted in February until April 2021 at SMP Muhammadiyah Purworejo, Indonesia, Indonesia which located at Jln K. H. Ahmad Dahlan, Purworejo, Indonesia, Indonesia.

In this research, there are two kinds of variable called the independent variable which function to help explaining the change in the dependent variable and dependent variable whose change the researchers wishes to explain. The independent variable of this research is parents' support, it is symbolized "X". The dependent variable is reading score. It is symbolized by "Y".

This research can be drawn as the figure below.



X : parents' support
 Y : the students' reading ability

→ : correlation

Arikunto defines population is all the investigate subject [31]. The population in this research is the all of the students of SMP Muhammadiyah Purworejo, Indonesia, Indonesia in the academic year 2020/2021.

Table 1. The Population of the Research

Class	Number of Students
VIII A	28
VIII B	32
VIII C	31
VIII D	30
Total	121

The researchers used purposive sampling as the sampling technique. The reason of choosing this technique is because the limitation of the time and school will held an exam. [30] sample is subgroup of the target populace of the target populace that the analysis plans to ponder for generalizing approximately the target populace. Sample of this study is the number of eight grade of SMP Muhammadiyah Purworejo, Indonesia, Indonesia. Here, the researchers taken 60 students of class VIII A and VIII B. of SMP Muhammadiyah Purworejo, Indonesia, Indonesia.

The main instruments of this research are questionnaire and test. The questionnaire is used to obtain the data on the parents' support in reading ability students during covid-19 pandemic. The questionnaire adapted from Jusni (2017). Show some statements indicating parents' support. The questionnaire consists of 20 items, which 12 positive statements and 8 negative statements. The reading test consisted of 20 items; the questions adapted from lessons plan 2013 K.D 4.1 about recount text.

To collect the data, the researchers can take some methods. To get the data, the researchers prepare some steps, they are: 1) Preparing the research instrument, 2) Giving the questionnaire to the students, 3) Collecting the data of their result questionnaire, 4) Analysing the result of parents' support and the score of reading ability, and 5) Scoring.

After collecting the data, the researchers should analyse the data. [20] in quantitative data analysis, the analysis of the data uses numerical procedures, called statistics. In addition, the researcher's computation the formula descriptive analysis and inferential analysis by using two methods. There are manually and SPSS version 16.00.

The descriptive statistics they are mean, median, mode, range, variance, and standard deviation. The inferential statistics they are test of normality, test of linearity, and test of hypothesis.

4. Findings and Discussions

In this section, the researchers presented data description of the research. The research has been conducted from 7th – 8th April 2021. As the researchers explain in previous chapter, this research used test and questionnaire. The data were collected after doing the research towards the eighth grade at SMP Muhammadiyah Purworejo, Indonesia in the academic year 2020/2021 who became the sample in this research.

In the effort of recognizing parents' support and the students reading ability, the researchers have tested the students to answer 20 questionnaires to parents' support and 20 multiple choices to reading test. The result of test can be seen below in several formula.

a. Percentage

Calculate is the rate by utilizing the equation [16]. The result of parents' support and the students' reading ability is distributed based on classification of students' achievement. It shown in the following table:

Tabel 2. Table of the Frequency Distribution of the Parents' Support Score

Score	Frequency	Presentation	Category of Interval
21 – 40	0	0.0 %	Very low
41 – 60	12	20 %	Low
61 – 80	44	73.3 %	Medium
81 – 100	4	6.7%	High
TOTAL	60	100%	

Based on table 2, the mean score included into the interval 61-80. It means that class VIII A and VIII B the eighth grade of SMP Muhammadiyah Purworejo, Indonesia in the academic year 2020/2021 have medium category on parents' support score. Moreover from 60 samples the researchers got the score that there are 4 students who can reach the highest score included into the interval 81-100. It means that there are 6.7% of the students have high score among 73% have medium score and 20% of students have low score.

a. Descriptive Analysis

Y. Chu, PH. and Changstated that descriptive statistics show common proportionate within the information (mean, mode, median), the spread of scores (variance, standard deviation, and

range), or a comparison of how one scores relates to others (z scores, percentile rank). Then, after those students taught by questionnaire and reading test, the result can be seen below [30]:

Table 3. The Result of Questionnaire and Reading Test Statistics

		Parents_Support	Reading_Ability
N	Valid	60	60
	Missing	0	0
Mean		68.78	62.25
Median		68.00	60.00
Mode		60	65
Std. Deviation		8.064	6.472
Variance		65.020	41.886
Range		35	25
Minimum		54	50
Maximum		89	75
Sum		4127	3735

According to table 3, it can be seen that the result of parents' support score highest score (H) is 89, the lowest score (L) is 54, the mean (M) is 68.78, the median (Me) is 58, the mode (Mo) is 60, the range (R) is 35, the variance (V) is 65.02, and the standard deviation (Sd) is 8.06. The result of test reading ability showed highest score (H) is 75, the lowest score (L) is 50, the mean (M) is 62.25, the median (Me) is 60, the mode (Mo) is 65, the range (R) is 25, the variance (V) is 41.89, and the standard deviation (Sd) is 6.47.

From the data analysis above, the class VIII A and VIII B of the eighth grade of SMP Muhammadiyah Purworejo, Indonesia in the academic year 2020/2021 have medium category in the score of parents' support and medium category in the students' reading ability. The mean score both of them also included into medium for the students' reading ability and medium category for parents' support score.

b. Inferential Analysis

1) Test of normality

The test is intended to decide the distribution of maximum and minimum values as well as the variability of research data. The formula used to do test of normality is Chi-Square. The result of computation is as follows:

Table 4. The Calculation of Normality Test Chi-Square for Variable X

INTERVAL	f _o	f _h	f _o -f _h	(f _o -f _h) ²	(f _o -f _h) ² /f _h
54 – 60	12	1	10.64	113.17	83.09
61 – 67	16	8	7.88	62.13	7.65
68 – 74	17	20	-3.48	12.10	0.59
75 – 81	11	20	-9.48	89.83	4.39
82 – 88	3	8	-5.12	26.19	3.23
89 – 95	1	1	-0.36	0.13	0.10
SUM	60	60	0.08	303.55	99.04

The calculation of normality is 99.04. Based on Chi-Square table, it is known that at the Chi-Square value of significance level < 0.05 or 5% is 11.07 and < 0.01 or 1% is 15.086.

The result of score is $99.04 > 0.05$ where the distribution of the result data of experimental group is abnormal.

By applying the same formula (Chi Square) the researchers then did computation to know the normality of the data of the students' reading ability. The result of computation is as follows:

Table 5. The Calculation of Normality Test Chi-Square for Variable Y

INTERVAL	f _o	f _h	f _o -f _h	(f _o -f _h) ²	(f _o -f _h) ² /f _h
50 – 54	2	1	0.64	0.41	0.30
55 – 59	15	8	6.88	47.36	5.83
60 – 64	14	20	-6.48	41.96	2.05
65 – 69	16	20	-4.48	20.05	0.98
70 – 74	9	8	0.88	0.78	0.10
75 – 79	4	1	2.64	6.96	5.11
SUM	60	60	0.08	117.52	14.37

From table 5, the calculation of normality is 14.34. Based on Chi-Square table, it is known that at the Chi-Square value of significance level 0.01 is 15.086. Chi-Square obtained is higher than the value of Chi-Square table ($14.37 < 15.086$). Therefore, the distribution of the data of experimental group is normal 1%.

Because of the data distribution is manual computation, the researchers using SPSS 16.0 to make data clearly. Field explains if the test is non-significant ($\rho > 0.05$) it means that the distribution of the data is probably normal [32]. Then, if the test is significant ($\rho < 0.05$) then the distribution of the data is abnormal. The table below will show about SPSS result.

Table 6. Test of Normality Using SPSS

	Test Statistics	
	Parents_Support	Reading_Ability
Chi-Square	24.000 ^a	17.800 ^a
df	27	5
Asymp. Sig.	.630	.003

From table 6, the calculation of normality is 6.30 for parents' support and 0.03 for the students' reading ability. Based on Chi-Square table if the result > 0.05 the data is abnormal, if the result < 0.05 the data is normal. Therefore, the score of parents' support is abnormal and the students' reading ability is normal.

2) Test of Linearity

Test of linearity is done to know whether or not the independent variable as predictor has linear relationship with dependent variable. The result of computation of linearity as follows:

Table 7. Test of Linearity Using SPSS

			Sum of Squares	df	Mean Square	F	Sig.
Reading_Ability* Parents_Support	Between Groups	(Combined)	1070.417	27	39.645	.906	.601
		Linearity	38.789	1	38.789	.886	.354
		Deviation from Linearity	1031.627	26	39.678	.906	.598
	Within Groups		1400.833	32	43.776		
Total			2471.250	59			

From table 7, the result showed that the value of significance of linearity is $0.601 < 0.05$. It means that the data of two variable is not linear.

3) Test of Hypothesis

After knowing the data has abnormal distributional, the researchers used Mann Whitney U-test. Below is the result of SPSS computation:

Table 8. Test of hypothesis

Mann-Whitney

Jenis		N	Mean Rank	Sum of Ranks
Nilai	ParentsSupport	60	74.35	4461.00
	ReadingAbility	60	46.65	2799.00
Total		120		

	Nilai
Mann-Whitney U	969.000
Wilcoxon W	2.799E3
Z	-4.389
Asymp. Sig. (2-tailed)	.000

a. Grouping Variable: Jenis

From table 8, the result Z value is -4.389. Then, the value of Asymp. Sig (2-tailed) show that the score is 0.000. The coefficient number is a negative value -4.389, which means that two variables is opposite.

Based on SPSS calculations the result showed that the value of significance of linearity is $0.601 < 0.05$. It means that the data of two variable is not linear. Because the result is abnormal, the researchers using non parametric statistic formula. Sample of the data >30 the researchers using Zh table, the result of Zh table H_a is rejected and H_0 is accepted, so the result is There is no correlation between parents' support and the students' reading ability during covid-19 at SMP Muhammadiyah Purworejo, Indonesia in the academic year 2020/2021.

The result of SPSS using, calculation of the correlation is -4.389, which means that result of relationship is very low because negative number (-). The coefficient number is a negative value (-4.389), which means that the relationship between two variables is opposite. Therefore, the support of a higher person (parental support) will not have a positive effect on the student's reading ability. According to the output, the effective value or sig value is known. The value of (2 tails) is 0.000, which is much greater than 0.05 or 0.01, which means that there is no significant (meaningful) relationship between the supporting variables of "parents" and students' reading ability.

Based on the data analysis that has been done, it is found that most of respondents donate responses in five options they are strongly agree, agree, undecided, disagree, and strong disagree. It is found that most of respondents provide responses that are nearly the same between one another. First, strongly agree, students choose strong agree because they truly what they choose are feel and experience. In Q4, Q8, Q12, Q17, Q18 about the strength of parent's support students prefer strongly agree. It indicated that students feel their parents' support them and provides multiple facilities to sustain during process of learning. If the student's failure to perform schoolwork and absence, their parents' will give a punishment.

Meanwhile, in the questions Q1, Q2, Q5, Q6, Q10, Q14, Q15, and Q16 about the statements get mean score in agree. It reveals that parents support the lesson English reading. Parents give some rewards if the students get good achievement and if the students get a bad grade parents give punishment. In questions Q9, Q13, Q19 about the statements get score in undecided. It means that their parents' sometimes make the students comfortable to study at home and sometimes not, and their parents not always controlled the increase of process learning the students.

In questions Q3, Q7, Q15, Q20 get score in disagree. It indicated that students disagree that parents not help and not support in the process of learning. The last is questions Q11 get score strongly disagree. Students strongly disagree with the statements parents did not care if the students get poor grade, in reality parent truly support and help students in any situations. Based on the result of questionnaire all students have support with different concept from every parents, research findings showed that parents' support is not only the one affected the students' ability in learning English. Based on consequence of took score showed that the main of parents' support is 89 while the lowest score is 54. The mean score of parents' support is 68.78 and the standard deviation is 8.064. From 60 students, there are 4 students who can achieve the score included interval 81-100. The result from the score appears that the students' of class VIII A and B at SMP Muhammadiyah Purworejo, Indonesia incorporate medium category.

5. Conclusion

Based on the findings and discussion in the previous study, the conclusion can be drawn that the mean of the parents' support 68.78 included interval 61-80. It means that class VIII A and VIIB the eighth-grade of SMP Muhammadiyah Purworejo, Indonesia in the academic year 2020/2021 have medium category on parents' support. The mean score of the student's reading ability is 62.25. It means that class VIII A and VIII B of the eight grade's students of SMP Muhammadiyah Purworejo, Indonesia in the academic year 2020/2021 have fairly good category on the students' reading ability. The result of normality test showed that the calculation of normality is 6.30 for parents' support and 0.03 for the students' reading ability. The parents' support is abnormal and the students' reading ability is normal. From table 21, the coefficient value is -4.389, which means that the relationship is very low because it is a negative number (-). The coefficient number is shown as a negative value (-4.389), which means that the relationship between the two variables is opposite. Therefore, the support of a higher person (parent support) will not have a positive effect on the student's reading ability. According to the output, the effective value or sig value is known. The value of (2 tails) is 0.000, which is much greater than 0.05 or 0.01, which means that there is no significant relationship between the supporting variables of "parents" and students' reading ability.

6. References

- [1] M. Johnson, "Wuhan 2019 Novel Coronavirus - 2019-nCoV," *Materials and Methods*, vol. 10, no. January, pp. 1–5, 2020, doi: 10.13070/mm.en.10.2867.
- [2] E. Sunjayanto Masykuri, "SELF-MOTIVATION IN USING ENGLISH ON GROUP PRESENTATION IN STUDENT OF SMK MUHAMMADIYAH KAJEN," *ES Masykuri Fakultas Adab dan Ilmu Budaya*, vol. 1, no. 1, pp. 95–100, 2016.
- [3] Indra Kusuma, A. Ngafif, and E. S. Masykuri, "E-Learning Usage Analysis in English Language in Universitas Muhammadiyah Purworejo," *scripta*, vol. 8, no. 2, pp. 35–44, Dec. 2021, doi: 10.37729/scripta.v8i2.1136.
- [4] N. A. Nurhidayah, T. Tusino, and E. S. Masykuri, "Students' Perception toward EFL College Teacher Pedagogical Competence in Teaching Writing," *scripta*, vol. 9, no. 2, pp. 209–216, Oct. 2022, doi: 10.37729/scripta.v9i2.1475.
- [5] C. L. Ying, S. Osman, D. Kurniati, E. S. Masykuri, J. A. Kumar, and C. Hanri, "Difficulties that Students Face when Learning Algebraic Problem-Solving," *Universal Journal of Educational Research*, vol. 8, no. 11, pp. 5405–5413, 2020.
- [6] Edi Sunjayanto Masykuri and B. Basuki, "Students' perception of digital media for English teaching learning," *Teaching English as A Foreign Language Journal*, vol. 1, no. 1, pp. 64–73, 2022, doi: <https://doi.org/10.12928/tefl.v1i1.171>.

- [7] J. M. O. Parapi, L. I. Maesaroh, B. Basuki, and E. S. Masykuri, "Virtual education: A brief overview of its role in the current educational system," *Scripta: English Department Journal*, vol. 7, no. 1, pp. 8–11, 2020.
- [8] S. Shintiani, S. Sukarni, and Edi Sunjayanto Masykuri, "Teacher's Strategies of English Online Learning during COVID-19 Pandemic in SMA N 8 Purworejo," *Scripta: English Department Journal*, vol. 9, no. 2, pp. 172–181, 2022, doi: <https://doi.org/10.37729/scripta.v9i2.1470>.
- [9] E. S. Masykuri, "Three Character Building by Using Comik Wayang," *Jurnal Pendidikan Surya Edukasi*, vol. 2, no. 2, pp. 1–13, 2017.
- [10] M. F. Sudrajat, A. Ngafif, and E. S. Masykuri, "The Correlation between Students' Habit in Watching Western-Movie and Listening Skill," *Scripta: English Department Journal*, vol. 7, no. 2, pp. 25–34, 2020.
- [11] F. A. Kusumaningrum and A. Alsa, "Parents Support, Teachers Support, and Intelligence as Predictors of Mathematics Learning Achievement in Class XI of Yogyakarta Senior High Schools," *Mediterranean Journal of Social Sciences*, no. December 2015, 2015, doi: [10.5901/mjss.2016.v7n1p427](https://doi.org/10.5901/mjss.2016.v7n1p427).
- [12] Edi Sunjayanto Masykuri, "Optimizing Video in Zoom Meeting to Improve Students' Speaking Performance," *Premise*, vol. 12, no. 1, pp. 31–45, 2023, doi: [10.24127/pj.v12i1.4878](https://doi.org/10.24127/pj.v12i1.4878).
- [13] Imanti Galih Ayu, I. Mammadova, and E. Sunjayanto Masykuri, "Cooperative Learning by Jigsaw to Improve Learning Outcomes for Eight-Grade Students," *Scripta: English Department Journal*, vol. 8, no. 2, pp. 45–54, 2021, doi: <https://doi.org/10.37729/scripta.v8i2.1599>.
- [14] K. Khotimah, E. Sunjayanto, and I. Istiqhfarin, "COMBINING NEW TECHNOLOGY IN ELT TO CREATE INNOVATION IN STUDENT'S LEARNING," presented at the SEMINAR NASIONAL BAHASA, SASTRA, DAN BUDAYA, 2017.
- [15] I. T. Evy Setyaningsih, "A Descriptive Study on the Role of Parental Support toward Students' Learning English at Al-Badar Islamic Elementary School," p. 2015, 2011.
- [16] Haerunnisa, *The Correlation Between Parents' Support and the Students' Ability in Learning English Vocabulary At the Second Year Students of Sman 3 English Education Department Tarbiyah and Teaching Science Faculty Alauddin State Islamic University of Makassar*, no. 20400113121. 2017.
- [17] R. Nurhadi and E. S. Masykuri, "Symbol Meaning and Dialectic Perspectives on Social Media," presented at the Proceedings of the 1st Borobudur International Symposium on Humanities, Economics and Social Sciences (BIS-HESS 2019), Magelang, Indonesia, 2020.
- [18] E. S. M. M. W. Latifah and F. Nuraini, "PRAGMATIC STUDIES: THE USE OF CODE-SWITCHING IN JAVANESE ART PERFORMANCE DONE BY STUDENTS OF SMPN 1 KESESI KABUPATEN PEKALONGAN," presented at the ELTiC CONFERENCE, 2017.
- [19] A. M. Sultana and N. Binti Rosli, "Parental Involvement on Students' Learning Abilities and Achievement in the English Subject," *International Journal of Social Science and Humanity*, vol. 6, no. 2, pp. 103–106, 2016, doi: [10.7763/ijssh.2016.v6.627](https://doi.org/10.7763/ijssh.2016.v6.627).
- [20] I. T. fairuz akila, *The Correlation between Parental Support and Students' English Achievement at MTsN 7 Tulungagung*, vol. 148. 2018.
- [21] S. Schools, B. M. Ngussa, and G. Nzowa, "Correlation between Parental Involvement and Students' Commitment toward Learning : A Case of," vol. III, no. V, pp. 121–128, 2019.
- [22] Edi Sunjayanto Masykuri and R. Nurhadi, "Observing Illocution in E-Comic Strip The Adventure of Tintin and Its Implication in English Language Teaching During The Pandemic," *JIBS*, vol. 1, no. 1, pp. 29–43, 2022.
- [23] H. Pajarianto, A. Kadir, N. Galugu, P. Sari, and S. Februanti, "Study From Home In The Middle Of The COVID-19 Pandemic: Analysis Of Religiosity, Teacher, and Parents Support Against Academic Stress," *Journal of Talent Development and Excellence*, vol. 12, no. 2, pp. 1791–1807, 2020.
- [24] C. B. Fisher and R. M. Lerner, "Parental Involvement in Education," *Encyclopedia of Applied Developmental Science*, no. April, 2014, doi: [10.4135/9781412950565.n302](https://doi.org/10.4135/9781412950565.n302).
- [25] V. J. Shute, E. G. Hansen, J. S. Underwood, and R. Razzouk, "A Review of the Relationship between Parental Involvement and Secondary School Students' Academic Achievement," *Education Research International*, 2011, doi: [10.1155/2011/915326](https://doi.org/10.1155/2011/915326).
- [26] N. Lustyantie, "the Ability of Reading Comprehension of French Literary Texts With Contextual Approach," *European Journal of Social Sciences*, vol. 47, no. 2, pp. 225–236, 2015.
- [27] E. Desy Kurnia Lestari, Language, E. Study, A. Education, F. Of, and T. Training, "the Students' Reading Attitude Towards the Use of Content-Based Instruction in Psikologi Belajar Dan

- Pembelajaran Class the Students ' Reading Attitude Towards the Use of Content-Based Instruction in Psikologi Bel," 2016.
- [28] U. Latif and N. Nurainiah, "Fiqh Learning For Elementary School Students in Kutamakmur North Aceh: A Study on Students' Ability in Learning Shalat," *Al-Ta lim Journal*, vol. 25, no. 1, pp. 45–55, 2018, doi: 10.15548/jt.v25i1.399.
- [29] P. Sahu, "Closure of Universities Due to Coronavirus Disease 2019 (COVID-19): Impact on Education and Mental Health of Students and Academic Staff," *Cureus*, vol. 2019, no. April, 2020, doi: 10.7759/cureus.7541.
- [30] YY. Chu, PH. and Chang, "John W, Creswell, Research Design: Qualitative, Quantitative, and Mixed Methods Approaches," *Journal of Social and Administrative Sciences*, 2017.
- [31] S. Arikunto, "Metodologi Penelitian Suatu Pendekatan Proposal," 2017, 2002.
- [32] D. B. Figueiredo Filho *et al.*, "When is statistical significance not significant?," *Brazilian Political Science Review*, vol. 7, no. 1, pp. 31–55, 2013, doi: 10.1590/s1981-38212013000100002.