Elementary School Parents' Perspectives on Online English Language Teaching During Covid-19 Pandemic

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ABSTRAK

Untuk mencegah penyebaran Coronavirus, Pemerintah Indonesia memerintahkan seluruh institusi pendidikan untuk menyelenggarakan sistem belajar daring, termasuk sekolah dasar (SD). Seluruh pemangku kebijakan di sekolah, termasuk guru dan murid, mengalami perubahan yang tidak terduga dalam hal mode belajar dari pembelajaran tatap muka penuh waktu ke pembelajaran daring melalui berbagai media. Di Indonesia, mata pelajaran Bahasa Inggris dianggap sebagai muatan lokal di SD tanpa adanya kurikulum atau kerangka pembelajaran yang disepakati bersama. Di saat yang sama, siswa SD pun mengalami kesulitan dalam pembelajaran daring karena kemandirian belajarnya masih dalam tahap awal perkembangan. Orang tua, sebagai sosok yang berpengetahuan, diharapkan dapat membantu aktivitas belajar daring para siswa. Namun, penelitian yang mengeksplorasi persepsi orang tua dalam pembelajaran daring masih terbatas, terutama di konteks Indonesia saat pandemic global. Oleh karena itu, penelitian ini bertujuan untuk mencari tahu persepsi 40 orang tua Indonesia dalam mendukung proses belajar daring mulai dari awal tahun 2020. Hasil penelitian menunjukkan bahwa sebagian besar orang tua menyatakan minat dengan apa yang anak mereka pelajari dan mendukung kegiatan belajar Bahasa Inggris secara daring. Meskipun begitu, sebagian besar orang tua juga memiliki kekhawatiran tentang perkembangan kemampuan produktif Bahasa Inggris, dan aspek lainnya, seperti kurangnya interaksi kelas, media/metode/sumber belajar yang tidak efektif, dan kurangnya durasi belajar.

ABSTRACT

To prevent the spread of Coronavirus in the country, the Indonesian government mandated all educational institutions to implement an online learning system for students, including elementary schools. In this case, all stakeholders (school bureaucrats and teachers) and users (parents and students) experience an unprecedented change in terms of learning mode from full-time face-to-face learning to full online learning through various online platforms. In Indonesia, English subject is currently considered local content at elementary schools without any standard instructional framework/curriculum from the government. At the same time, young learners may also experience adversities in online learning activities since their self-regulated learning skills and digital literacies are still in their early development. Parents, as more knowledgeable others, are expected to accompany the children's online learning activities. However, studies that explore parents' perceptions in an online learning setting are considered limited, particularly in the Indonesian context amid the global pandemic. Therefore, this research aims to investigate the perceptions of 40 Indonesian parents in accompanying their children in online learning activities during the stay-at-home period for more than one year from the beginning of 2020. The results reveal that most parents expressed their interest in what their children learn and supported their children in learning English online. However, most of them also had concerns about developing their children's productive English skills and other aspects, such as limited classroom interaction, ineffective teaching media/method/material, and limited learning duration.

1. INTRODUCTION

The abrupt transition from offline to online learning caused by the pandemics has led to a cultural lag. It takes some time for schools, governments, and other stakeholders to adjust to e-learning as a part of their 'new normal'. This urgent transition requires adaptation and acceleration from all parties involved in learning (Lie et al., 2020; Rasmitadila et al., 2020). Primary school students, who are still developing their self-regulated learning skills and independence necessary for the remote learning context, are forced to learn a new way since guidance and interaction with teachers are limited. Since primary school students are still in the early phase of becoming independent learners, they are expected to engage with more knowledgeable parties to guide and monitor their learning. Parents are one of the closest parties who can participate in the guidance and monitoring activities during this remote learning session. Regarding this,

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the role of parents in students' learning has been historically discussed starting from Vygotsky's Zone Proximal Development (ZPD) social theory of learning, in which the learning activities are believed to take place.

Vygotsky's ZPD social theory of learning refers to the learners' ability to learn and apply a new concept with the assistance of the more knowledgeable others and is often discussed with scaffolding. Scaffolding divides the learning into several stages and equips learners with a tool for interaction with each stage (Harmer, 2007). This support will gradually be decreased to allow students to understand the concepts step by step and eventually gain mastery. In offline English classes, the scaffolding of knowledge can happen through the interaction between students when they do group activities, role-play a conversation, and other interactive practices. In online English classes, however, such support is minimal. Interactions or discussions are often interrupted by unstable connections. Group discussion breakout rooms are not possible on Google Meet or basic Zoom accounts. Showing individual work to teachers to get feedback is not effective as it takes some time to share screens. All these situations often force students to ask for help from the more knowledgeable parties at home: parents. Until about the age of eight, children are still dependent on adult support for much of what they do. In other words, parental roles can be considered crucial for their children's learning, particularly amidst these challenging times (Hikmah et al., 2021). This is particularly essential for subjects that require intensive interaction and use, such as English.

A growing literature has demonstrated that parent involvement plays a more significant role in primary children's learning success (Daytona Putra et al., 2020; Dearing et al., 2006; Reynolds, 1992; Sabarua & Mornene, 2020). When parents get involved in their children's education, children are likely to give higher priority to their education (Ramirez, 2001). In terms of learning a foreign language, children need to be emotionally secure and motivated to learn a new language, leading to children's positive perceptions and attitudes to learning English (Layard & Dunn, 2009). Children are different from adults when learning a foreign language, which depends on their environments, such as teachers, peers, and parents. They do not feel that they have to learn the language because of the inability to see its value, such as looking for a job (Huang, 2011). Therefore, they would need outsiders such as parents to support and boost their confidence when learning a foreign language. When parents provide support and encouragement of children's learning, this will make children feel confident and that what they are doing is valuable. Moreover, In the Indonesian context, because English is considered a foreign language and discovered only in business, at schools, and multimodal media such as movies and songs, parents can be an immediate source for children to learn English and improve their language competence. This is supported by Vygotsky's ZPD theory, where children can reach their immense potential in acquiring L2 through an interaction between children and more capable adults, in this case, parents. Therefore, parent involvement is deemed essential to support children's English learning.

In the broadest sense, parent involvement has been defined as the engagement of parents in school activities or communication between parents and teachers as related to children's academic progress (Castro et al., 2015; El Nokali et al., 2010). Furthermore, parent involvement divided into at-school involvement and at-home involvement (Henderson & Mapp, 2002), and the latter is the focus of this study. At-home involvement means parents give support to their children at home, such as assisting their children with homework and helping them with reading skills. In developing their children's English competence, six parental roles that impact their children's language growth (Xuesong, 2016). They supported their children by being: *language learning advocates* - when parents introduce the importance of English to their children as early as possible, *language learning facilitators* - when parents provide language learning environments for children to practice the language, *language teachers' collaborators* - when parents finance private English tutors to provide language exposure, *language learning advisors* - parents advise about language learning and strategy, *language learning coercers* - when parents were zealous in their attempts to make their children learn the language, for example, by forcing their children to memorize English vocabulary, and *language learning nurturers* - parents pass the language learning strategy by incorporating the affective factor. Another study conducted in Indonesia also found similar patterns (Sahiruddin & Manipuspika, 2021). The study demonstrated that parents recognized the value of English for their children's future which motivated them to send their children to international or bilingual schools, provide a learning environment exposing the children to acquire the language, and cultivate their interest to learn English, such as interacting with the children by using English, buying them English books, subscribing English channels, reading English stories, and helping them with pronunciation and speaking. In short, parents have positive attitudes towards their children's English learning.

Yet, numerous studies reported that parents showed their doubts in assisting their children in English due to their limited English proficiency (Forey et al., 2015). The parents feel insecure about getting involved in their children's language learning activities since they are unsure of their English skills. Consequently, they choose to give up their roles to English teachers or hire private tutors. But with

educational facilities closures during the pandemic, parents become the closest sources that children can access. When it comes to distance learning that currently takes place, many parents expressed a feeling of disapproval towards distance learning since they found it challenging to explain the subject materials to their children (Lase et al., 2021; Rasmitadila et al., 2020). Based on the data above, parents have experienced several issues with the implementation of online learning. The implementation of online English language classes during the pandemic appeared to be different from what it used to be. In addition to parents' support and English proficiency, parents' IT skills are paramount to the success of distance learning. Younger learners need more capable adults, especially children at an early age or younger, to help them operate the technology or ask if there are incomprehensible instructions from learning materials or assignments (Marchlik et al., 2021). If, in normal situations, children have teachers and friends to help, then during a pandemic, they are accompanied by their parents or caregivers. However, many parents are still illiterate about the utilization of technology (Rasmitadila et al., 2020).

Related to teaching English in elementary schools through a virtual learning environment, several things must be considered as to why this study needs to be conducted. First, parents' English competency influences their ability to assist their children (Fry-Bowers, 2020). Thus, it can be assumed that when parents have limited knowledge of English, they might deal with difficulties and, perhaps, anxiety affecting their children's learning performance. Second, teaching English to children has several distinguished natures from teaching English to adults, one of which is motivation. While it takes great motivation for an adult to learn English, children tend to be clueless about their purpose in learning English, so that it creates a lack of motivation and interest in learning English (Li, 1998). Children's lack of motivation is mentioned as one of the issues that arise during online learning, so parental involvement is very important in keeping up their children's motivation.

Therefore, parents' involvement is instrumental in increasing children's attitudes and motivation to learn. Furthermore, researchers have performed a great deal of research on the importance of parents' involvement during distance learning (Knopik et al., 2021; Lase et al., 2021; Sari & Maningtyas, 2020). A study has investigated parents' roles in younger children's learning and concluded that most parents are involved well in their children's learning, particularly in providing cell phones and the internet (Sari & Maningtyas, 2020). Regarding English language learning, a study have investigated parents' perspectives in their secondary school children's English development and found that parents felt that distance learning was not as interactive as the classroom meeting, which makes them worried of their children's academic development (Liando et al., 2021). Up until this point, there are still few studies that explore Indonesian parents' involvement in their primary school children's English language teaching amidst COVID-19 and their perceptions towards online learning. Therefore, this study investigates the perceptions of 40 Indonesian parents in accompanying their children in online learning activities during the stay-at-home period for more than one year from the beginning of 2020.

2. METHOD

This present study applied a mixed-method research design from the closed-ended and open-ended questionnaires (Creswell, 2018). The survey questions used for this study were designed to identify the perceptions of parents in accompanying their children during the online learning activities. The survey consisted of a combination of Yes/No and Likert Scale questions, in addition to demographic questions on email, gender, age, family status, educational background, address, number of children at school, child's gender, English competency, internet access, type of schools, and tuition fees. The entire set of questionnaires consisted of forty-two items and were divided into seven major categories. Section one consists of sixteen questions, and it focuses on investigating the participants' demography. Section two targeted the implications of online learning, and it comprised two questions, followed by six questions in section three, addressing parents' support of online learning. Seven questions in section four focused on parents' perception of online learning, followed by four questions addressing parents' experiences in supporting their children during online learning. The two last sections covered parents' suggestions for online learning and their document of consent aimed for future interview sessions when necessary. The survey also contained researchers' statements and consent documents to read before responding to the questionnaires.

There were 40 parents consisting of 34 female and 6 male parents involved in this study from various regions in Indonesia, such as Banda Aceh, Bekasi, Bandung, Yogyakarta, Riau, and other areas. 65% of the participants are around 31-40 years old, and 35% are about 41-50 years old. Most parents were married, while one participant identified herself as a single parent. In addition, almost half of the parents are in full-time employment (48.8%), followed by stay-at-home parents (36.6%), part-time employees (9.8%), and unemployed (4.9%). The majority of the participants completed their bachelor's degree

(80.5%), followed by those finishing high school degree (14.6%), and the rest completed either junior high school or elementary school. Moreover, the parents were also asked to self-identify their English skills, in which 17.1% of them considered their English skills as very good, followed by 29.3% good, 29.3% adequate, and 24.4% of them as poor. In terms of technological aspects, 80.5% of parents subscribe to an Internet provider at their homes, while 19.5% of them rely on mobile data for their children's online learning activities. Besides this, the parents were also asked about their technological abilities, such as using social media, search engines, Learning Management System (LMS), file transfers, and emails.

The survey was administered using Google Forms and was distributed to 100 parents through emails and WhatsApp messages. The majority of the participants were approached individually from the participating schools and networks. Emails containing an "invitation to participate" were sent to the prospective participants linked to the survey. The participants were given access to the survey for a month and completed it. The entire set of questionnaires took around 10 minutes to complete. Qualitative data for this study was obtained from the open-ended questionnaire. Quantitative data was generated from the quantitative questionnaire. Qualitative and quantitative data were analyzed using a triangulation process to ensure the credibility of the information gathered (Creswell, 2018). From the survey, the researchers were able to collect all responses submitted. Using the data gathered, the researchers organized the responses into different categories, comprising parents' support on the implementation of online learning, parents' perceptions of the online English classes, and their reflections and expectations of online English classes in the future. By sorting those responses into categories, data was then analyzed for trends and commonalities found in each group and those between them. Data was then graphed and formulated in tables.

3. RESULT AND DISCUSSION

Result
Parents' supports in online learning implementation

Based on the survey, parents reported that elementary school students utilized various LMS platforms to learn English online. The data of the LMS data used by elementary school students to learn English online can be seen in Figure 1. In this regard, Zoom became the most popular LMS used by the students with 63.4%, followed by Google Classroom with 56.1%. Additionally, 39% of the parents reported that their children used WhatsApp to learn English online, followed by Google Meet and LMS platforms developed by schools with 26.8% and 17.1%, respectively. Through these LMS platforms, 41.5% of parents reported that their children learn English once a week, followed by 36.6% of those learning twice a week and 22% of the children who learn more than twice per week.
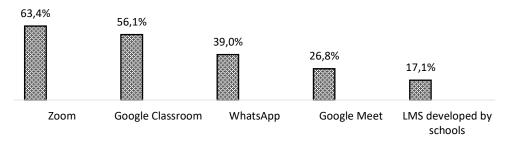

Figure 1. LMS is used by elementary school children to learn English online

In terms of the extent to which parents supported the online learning implementation in English subject, parents were asked about several aspects, including their support to English learning, their understanding of the online learning platform, their involvement of their children's study, the additional study cost, and the quality of online teaching mainly in English subject, that can be seen in Table 1.

Table 1. Parents' perceived involvements in children's English learning online

Aspects of Supports	Very Agree	Agree	Neutral	Disagree	Very Disagree
"I am interested in what my children learn English online"	31%	52.4%	4.8%	9.5%	2.4%
"I know how to operate learning platforms used by my children to learn English online"	35.7%	54.8%	7.1%	2.4%	-

Aspects of Supports	Very Agree	Agree	Neutral	Disagree	Very Disagree
"I am providing assistance and directly involved when my children learn English online"	19%	69%	7.1%	4.8%	-
"It is important for parents to fulfil the cost to learn English online"	23.8%	59.5%	9.5%	7.1%	-

Based on the information displayed in Table 1, parents generally supported their children in the four aspects. In particular, operating LMS becomes the most significant aspect that parents support, with 35.7% very agree and 54.8% agree. This finding is also in line with the parents' overall ability to use technological tools that are relevant to the students' online learning implementation. Following this, the parents also reported that they directly involve and assist their children in the online learning implementation, with 19% very agree, and 69% agree. The survey also revealed that parents generally supported their children in learning English online with 31% very agree and 52.4% agree, while they also acknowledged the importance of covering the study cost those children will have in learning English online with 23.8% very agree, and 59.5% agree.

Parents' perceptions and concerns on English subject through online learning
The survey also explored the perception of parents on their children's English learning online, particularly in several aspects, including the aspects of English teachers, learning materials, learning processes, types and loads of tasks, learning platforms, and English language development or proficiency of their children. The data can be identified in Table 2.

Table 2. Parents' perceptions in children's English learning online

Perception of Parents	Very Agree	Agree	Neutral	Disagree	Very Disagree
"The English teachers are able to deliver online teaching well."	26.2%	61.9%	7.1%	2.4%	2.4%
"The materials provided help my children to develop their English skills."	21.4%	64.3%	7.1%	7.1%	-
"My children enjoy the learning process of English online."	16.7%	66.7%	4.8%	11.9%	-
"The tasks given by the teachers help my children to keep learning English."	23.8%	57.1%	7.1%	11.9%	-
"The number of tasks given in the English subject is plausible."	16.7%	71.4%	4.8%	7.1%	-
"It is easy for my children to access the online learning platform to learn English."	21.4%	61.9%	9.5%	4.8%	2.4%
"The platform often experiences errors"	4.8%	31%	7.1%	57.1%	-

Based on the Table 2, it can be seen that the parents generally hold a positive attitude towards the aspects being researched. Among other aspects, the aspect of English teachers and the number of tasks in the lesson became the most significant aspect with 88.1% very agree and agree for each aspect. In addition, the parents also expressed their agreement regarding the materials provided by the English teachers to enhance the students' English skills, with 21.4% very agree, and 64,3% agree. This is followed by the learning process and online platform with 83.4% and 83.3%, respectively. Despite showing a positive result, the rate of task types is considered less significant than those of other criteria with 80.9% very agree and agree. In this case, the parents expressed some concerns in the open-ended questions regarding the task types that did not encourage the active participation of their children in the online learning implementation. This finding will be elaborated further in the open-ended question section. Meanwhile, parents were also asked about their perception related to the accessibility of the learning platforms used by the children in learning English online. In relation to this, divided results were identified by which 35.8% of the parents very agree and agree that the learning platforms often experience errors, while 57.1% of them expressed their disagreement toward the aspect. Nevertheless, such dissenting opinion revealed that the learning platforms used by the students still have some problems in terms of accessibility that may disrupt the overall process of learning English online.

In the survey, the parents were also asked to identify their overall concern about the quality of learning English through online experienced by their children that can be seen in Figure 2. In addition, they were also instructed to express their concerns regarding the development of four major English skills, including listening, reading, speaking, and writing, among their children due to the implementation of online learning. As can be identified in Figure 2, 52% of the parents stated either "very agree" or "agree" regarding their overall concern about the quality of online English learning experienced by their children. On the other hand, 41% of them expressed their disagreement that they were concerned about the quality of online English learning of their students. Although the parents' perceptions were divided, it can be identified that the percentage of parents expressing their concerns about the online English learning quality experienced by the students is relatively high, with 52%. The high rate of parental concerns is also in line with their perceived concerns about their children's English skills due to online learning that can be identified in Table 2.
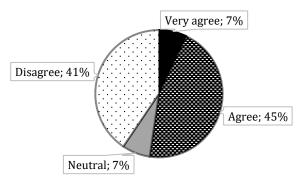

Figure 2. Parents overall concerns about the quality of online English learning experienced by their children

As stated earlier, parents were also asked to express their perceived concerns about their children's English skills, particularly in the four skills, including listening, reading, writing, and speaking, due to online learning that can be seen in Table 3. From the survey result, it can be seen that the concerns toward productive skills (speaking & writing) are considerably higher compared to those of receptive skills (listening & reading). Regarding this, 61.9% of the parents expressed that they "very agree" and "agree" about the concerns that their children's English writing skills will be decreasing if they study online. At the same time, 52.3% of them are also concerned about their children's English-speaking skills that will decrease due to the online learning implementation. On the contrary, 61.9% of the parents expressed either "disagree" or "very disagree" about their concerns that their children's listening skills will be decreasing. At the same time, half of them also stated "disagree" or "very disagree" towards the reading skills.

Table 3. Parents' perceived concerns about their children's English skills due to online learning

Parents' Concerns about Their Children's English Skills	Very Agree	Agree	Neutral	Disagree	Very Disagree
"I am afraid that my children's English-speaking skills will be decreasing if they study online."	7.1%	45.2%	7.1%	40.5%	7.1%
"I am afraid that my children's English writing skills will be decreasing if they study online."	14.3%	47.6%	9.5%	28.6%	-
"I am afraid that my children's English listening skills will be decreasing if they study online."	11.9%	21.4%	4.8%	59.5%	2.4%
"I am afraid that my children's English reading skills will be decreasing if they study online."	7.1%	33.3%	9.5%	47.6%	2.4%

Parents' reflection and their future expectations on the English lesson through online learning
Based on the thematic analysis through NVIVO 12 application regarding the parents' reflection on learning English online in the open-ended question, 30 coded items were identified and further categorized into six emerging themes, including teaching material/media/method, class interaction, hybrid/face to face preference, learning duration, task/evaluation type, and the number of cohorts in the online learning implementation. The details of the thematic analysis can be identified in Figure 3.
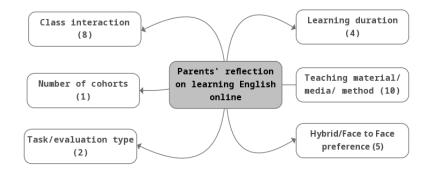
Figure 3. Emerging themes from the analysis of parents' reflection on learning English online

Teaching material, media, and methods

Based on the thematic analysis of the open-ended question, there were 10 coded themes about parents' concerns regarding teaching materials, media, and methods. In this case, one parent expressed her concern about the need for teachers to utilize "*engaging and creative teaching media to keep the students motivated and avoid boredom due to the online learning*." In addition, another parent also emphasized the importance of contextualizing the teaching materials that "*...should be in accordance with the students' cognitive development*." In other words, the teaching materials and methods should be "*...close to the students' immediate environment and daily contexts*." Ultimately, another parent highlighted the importance of upskilling teachers' ability in terms of teaching methods. The parent urged the teachers to "upgrade" their abilities to maximize their methods of teaching English amidst the online learning environment. Regarding this, the parent's concerns were related to maintaining elementary students' attention and motivation during online learning.

Classroom interaction and number of cohorts

The second and third emerging themes identified in the open-ended question are classroom interaction (8 coded themes) and the number of cohorts (1 coded theme). In this case, some parents outlined their concerns regarding the lack of interaction during online learning. For instance, one parent reported that the lesson experienced by their children "*...emphasizes one-way interaction through videos*" that make their children only use "*...their optical and auditory senses*." In other words, this parent expected the teachers to engage in lessons that encourage two-way interaction and kinesthetic activities. *Simultaneously*, another parent also outlined the importance for teachers to "*...encourage conversation and question and answer sessions in the online class*." More specifically, she asserted that teachers must not simply "*...ask the students to read, write, and complete tasks*." Regarding this, this parent urged the teachers to involve a variety of activities that can engage activities to allow active discussion between teachers and students. Ultimately, another teacher suggested that the teachers assist students who are less engaged and active in the online learning platform. Parent suggested that the teachers consider the number of students joining the online classes as it influences the way teachers maintain the students' attention and motivation in learning. In addition, this parent also proposed a smaller number of cohorts to allow the students to focus on the learning process in the English subject.

Learning duration and task/evaluation type

The next identified themes include learning duration and task/evaluation type, respectively, with four and two identified instances. In this regard, one parent described her concerns regarding the reduced amount of learning time, particularly in the English language subject during the online learning implementation due to the global pandemic. From the statement below, parents were concerned about the reduced duration of learning English during the lockdown period in Indonesia. Regarding this, the duration was reduced to be only 30 minutes per lesson twice a week compared to the duration before the COVID-19 pandemic that had a longer duration of learning. Another concern identified in the open-ended question is the type of tasks or evaluation the English teachers give to the elementary school students. In this case, one parent emphasized the importance of diversifying the variety of tasks that involve not only the students' cognitive abilities but also the kinesthetic abilities to encourage active learning during the lesson. The parents expected the teachers to encourage their children to be active in the online learning implementation while maintaining the health protocol. Diversifying the types of tasks given to the children is also expected by the parents to allow their children to be active in exploring the knowledge instead of staying idle in front

of the computer throughout the online learning implementation. Simultaneously, in another response, parents also hoped that "*the feedback on learning progress must also be provided [by the teachers] periodically.*" This statement highlights the importance of monitoring the students' progress periodically amidst the online learning implementation.

Hybrid/face-to-face learning preference

Ultimately, the parents raised their concerns regarding their preference towards hybrid or face-to-face learning in the English lesson for their children. For instance, one parent "...*believe[s] that hybrid learning is better compared to full offline learning since children occasionally forget about maintaining the health protocol.*" From this statement, the parent suggested that children often overlooked the importance of maintaining health protocol amidst the global pandemic, which necessitates the implementation of hybrid learning instead of fully offline or face-to-face learning. On the other hand, another parent had a contrasting perspective compared to the previous statement, in which she emphasized the importance of social interaction between elementary school students and their peers. Parents are concerned about the lack of opportunities for their children to socialize and interact with their friends amidst the online learning implementation. Consequently, she urged that a face-to-face learning session in the English lesson is needed to allow the interaction between elementary school students while maintaining the health protocol strictly.

Discussion
Parents' supports on online learning implementation

Previous studies have highlighted the importance of parents' support on online learning implementation during pre-COVID-19 and COVID-19 contexts (Buanawati et al., 2021; Davies, 2011; Kong & Li, 2009; Lase et al., 2021; Rahmadani et al., 2021). More specifically, there are two kinds of supports provided by parents in the implementation of e-learning experienced by children, including *tangible* (the provision of e-learning infrastructures, such as computers, gadgets, internet access, and others) and *intangible* (learning encouragement, motivation, and others) support (Kong & Li, 2009). In this study, most parents involved in this study responded that they supported their children in the online learning implementation in terms of operating learning platforms, providing additional learning costs, and being directly involved in the e-learning process experienced by the students. In other words, the supports identified in the survey are closely related to tangible supports in the e-learning implementation. This is in line with some other previous studies that found parents to heavily support their children's education in checking and monitoring the assignment completion and the provision of technical tools for their children, such as laptops, mobile phones, internet data, and others (Lase et al., 2021).

Nevertheless, the intangible supports can also be identified in the other parts of the survey in this study, in which the parents were concerned about the students' passive interaction with their teachers and peers, as well as their concerns about the students' physical and mental development during the online learning implementation. In relation to this, parents influence children's cognitive, affective, and psychomotor aspects as they communicate more frequently with their children (Buanawati et al., 2021). With increased communication with their children, it will be easier for parents to recognize and monitor children's cognitive, affective, and psychomotor development (Buanawati et al., 2021). Similarly, in this study, parents were also concerned about the children's cognitive, affective, and psychomotor aspects, such as the students' decreased social interaction and kinesthetic activities experienced by the students during the e-learning implementation.

Parents' concerns about English proficiency through online learning

Regarding the relationship between children's English proficiency and online learning, parents expressed their concerns about decreasing their children's English skills, with a higher concern on productive skills (speaking & writing) during the e-learning implementation. In this case, previous studies have illuminated the cause of problems experienced by English language learners during the e-learning implementation (Dhawan, 2020; Goldberg, 2021; Mardiah, 2020; Rahayu & Rosa, 2021; Rahmawati et al., 2021). For instance, the lack of personal and physical attention and interaction in e-learning hampers children's language development since the opportunities to perform speaking and writing skills are more limited during the e-learning session (Dhawan, 2020; Rahmawati et al., 2021). In addition, the learning process of English productive skills is considered not as effective as in regular or face-to-face classes due to several obstacles, such as technical disruptions, leading to challenges for students in performing writing and speaking skills (Mardiah, 2020). Furthermore, an empirical study about problems in learning English experienced by elementary school students in Jambi found that the students faced problems in terms of limited vocabulary, limited understanding of pronunciation, lack of motivation, as well as unanticipated learning atmosphere, such as lack of learning time & opportunities to interact (Rahayu & Rosa, 2021).

Similarly, in this study, parents were also concerned about reduced opportunities for their children to interact with their teachers and peers, as well as reduced learning duration during the e-learning session.

The parents' background as multilingual speakers who mainly communicate with languages other than English also adds to the complexities experienced by young children in productive English skills. In this regard, the disruption caused by the pandemic eventually hinders the opportunities for English learners to interact intensively in English-language conversation with their classmates, receive linguistic inputs from their teachers, and engage in social and academic discussion in the classroom (Goldberg, 2021). In addition, the challenges on family resources who have limited capacities in English have made it difficult for them to assist their children to actively learn English during the pandemic (Goldberg, 2021). Simultaneously, in the current study, around 53.7% of the parents identified themselves as having either adequate or poor English language skills. Consequently, without a strategic solution, the pandemic effects can intensify the discrepancies in learning outcomes for young children. For example, there is a 34% increase in the rate of low and failing grades among English learners in a California district in the USA, while other districts experienced higher rates of failing English learners during the pandemic (Goldberg, 2021).

Parents' reflection and future expectations on English e-learning

In this study, parents raised several concerns regarding the reflection and their future expectations on the English session during the e-learning implementation. With 10 identified instances, teaching method/media/material became the greatest concern of the parents. Parents urged teachers to utilize engaging and creative teaching media to avoid boredom experienced by the students during the online learning implementation. Another concern is related to the parents' expectations for teachers to engage teaching materials that allow students to explore their immediate contexts or surroundings. Previous studies have also identified similar concerns raised by parents in their studies (Garbe et al., 2020; Heba & Sultan, 2020). For instance, parents of elementary school students commented on the quality and quantity of the teaching contents during the online learning implementation, in which the learning activities do not encourage students in active learning that involves physical/kinesthetic activities (Garbe et al., 2020). Similarly, the most repeated concerns expressed by the parents are related to the necessity to increase the use of interactive learning materials between the teachers and elementary students since teachers' interaction through the use of interactive visual materials can be considered the main contributing factors of students' motivation in online learning (Heba & Sultan, 2020).

The other identified themes of parents' reflection and future expectations on English e-learning are connected with the lack of interaction between students and teachers and the reduced active learning activities compared to face-to-face learning. The parents' concerns in the current study have also been discussed in several previous studies. In this case, more limited interactions and physical activities occur in e-learning implementation, particularly in teaching young learners compared to face-to-face learning sessions (Sari et al., 2021). Furthermore, when there was a shift from offline to online learning, children tended to listen to teachers who delivered the lessons through online learning platforms (Sari et al., 2021). This is also in line with the parents' concerns in this study, who stated that the learning activities tend to emphasize "…*one-way interaction through videos*" that only involve the children's "…*optical and auditory senses.*" Meanwhile, in previous studies, the number of cohorts has not been regarded as a central problem in online learning. Therefore, the finding of this study enriches the understanding of parental concern about online learning implementation in the context of the students' numbers to allow more active and intensive participation.

The provision of tasks by the English teachers to elementary students became the next parental concern, in which the parents urged the teachers to diversify the types of tasks to allow more energetic learning activities experienced by the elementary students. In this case, the teachers' provision of tasks merely emphasizes static activities in front of the learning devices. There is dissatisfaction experienced by parents with the quality of the learning materials during distance learning due to limited coverage of learning materials (Abuhammad, 2020). In addition, parents in this study also expected the English teachers to provide feedback periodically to monitor their children's progress in the e-learning implementation. Regarding this, some parents inquired the way teachers evaluate the performance of elementary school students during distance learning. They further argued that distance learning entails unpredictability as teachers conduct trials and errors, which eventually necessitates integrated learning for teachers in evaluation techniques (Sari et al., 2021).

In relation to the preference for the mode of learning in the English subject, parents had contrasting perspectives. Some suggested that hybrid learning was preferable as children often overlooked the importance of maintaining the health protocol, while others highlighted the importance of the direct socialization process experienced by students at school. Meanwhile, the majority of previous studies discussed parents' reluctance to continue the implementation of virtual learning due to several reasons

(Bhamani et al., 2020; Dong et al., 2020; Hollingworth et al., 2011; Kong, 2018; Lase et al., 2021; Yu et al., 2012). In a study of elementary school students' parents in rural regions of Indonesia, the majority of parents in their study felt hesitant to continue the virtual learning for their students because their children experienced psychological burdens, the decrease of learning motivation and cognitive capacities (Lase et al., 2021). Meanwhile, other studies highlight parents' concerns regarding their children's health state, including sight problems (Agaton & Cueto, 2021; Dong et al., 2020; Kong, 2018; D. M. Sari et al., 2021) and bone fatigue (Yu et al., 2012) due to excessive use of digital tools and static activities during the e-learning implementation. In addressing the concern on children's health aspect, parents usually monitor their children by setting a time limit on ICT use, maintaining proper physical posture, and reminding their children to relax their eyes periodically (Kong, 2018). Ultimately, other studies found that parents urged the importance of social interactions between students and teachers that were found to be lacking in the virtual learning context (Bhamani et al., 2020; Dong et al., 2020; Hollingworth et al., 2011). Regarding this, parents expressed that direct activities of academic exploration and social interaction, such as visiting the school library and group discussion, diminished the learning enjoyment, the sense of harmony, and the social development of the children (Bhamani et al., 2020; Hollingworth et al., 2011).

Several recommendations for future research and practice are presented based on the current research findings. First, future researchers can further employ other methodological principles to explore the parents' support amid the pandemic. For instance, the current research found that parents expressed their willingness to support their children's online learning practice. Therefore, future researchers can thoroughly explore the way parents actualize their support through ethnographic or narrative studies. Secondly, future researchers can also involve a larger pool of participants from suburban/remote areas to enrich future studies on parents' supports towards online English language learning in the primary school context. Thirdly, in the current research, parents expressed their concerns, particularly on the productive skills of the English language. Future researchers can investigate whether online learning inhibits or even facilitates primary school students to acquire and master productive English skills. In practice, parents put their concerns on several aspects, including the ineffective and lack of variety of the teaching media. Consequently, teachers must mediate the parents' concerns and their readiness in preparing the learning materials. In addition, lack of interaction became a primary concern identified in the parents' reflection on learning English online. Teachers, in this case, must find a way to maximize the opportunities for students to communicate in the digital space as a foreign language like English requires their learners to communicate to maximize the language acquisition and learning process (Mahmud & German, 2021). Ultimately, the parents' preferences on hybrid or face-to-face learning may also be considered by relevant governmental bodies without neglecting the importance of maintaining health protocols since parents were concerned about their children's social and physical developments due to the static online learning context.

4. CONCLUSION

In conclusion, the majority of parents in the current research were found to be involved in accompanying the learning activities experienced by their children amid the global pandemic. Regarding this, most parents expressed their interest in what their children learn during the online English lesson, supported their children in operating technical matters (LMS), and provided assistance when they learned English online. In addition, most of them were also willing to bear the learning cost to enable their children to learn English online. Moreover, parents had more significant concerns about their children's development of productive skills (writing & speaking) when they learned English online. The parents also expressed their concerns when accompanying their children during the online learning session, such as teaching material/media/method challenges, limited classroom interaction, limited learning duration, large number of cohorts, task type, and preference for hybrid or face-to-face learning.

5. ACKNOWLEDGMENTS

6. REFERENCES

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