

**SCHOOL FROM HOME: PRACTICES AND PERSPECTIVES IN
ENGLISH FOR YOUNG LEARNERS' CLASSROOMS**

THESIS

Submitted in partial fulfillment of the requirement for
a Master's Degree in English Education



by

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**SCHOOL FROM HOME: PRACTICES AND
PERSPECTIVES IN ENGLISH FOR YOUNG
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Oleh

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S.Pd Universitas Pendidikan Indonesia, 2017

Sebuah Tesis yang diajukan untuk memenuhi salah satu syarat memperoleh gelar
Magister Pendidikan (M.Pd.) pada Fakultas Pendidikan Bahasa dan Sastra

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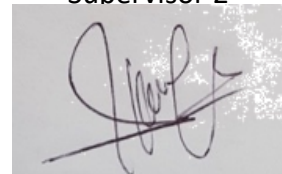


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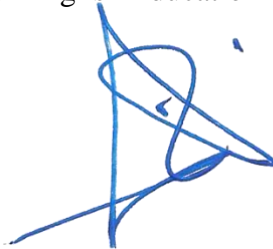
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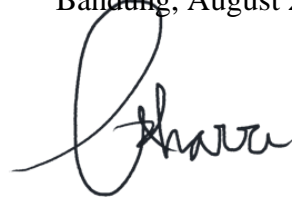
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STATEMENT OF AUTHORIZATION

I hereby certify that this thesis, which is entitled **SCHOOL FROM HOME: PRACTICES AND PERSPECTIVES IN ENGLISH FOR YOUNG LEARNERS' CLASSROOMS** is truly my own work. I am fully aware that I have cited and quoted some statements and ideas from a great number of sources, and all quotations have been acknowledged in this paper.

Bandung, August 2022

A handwritten signature in black ink, appearing to read 'Azharra', written in a cursive style.

Azharra Aninda Putri Al Farid

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ABSTRACT

The occurrence of the coronavirus pandemic (COVID-19) has affected the education sector in Indonesia. The Indonesian government responded to this matter by issuing a policy on the implementation of school from home or popularly known as online learning. School from home was applied to all education levels in Indonesia and caused a great impact in young learners' classrooms. This qualitative case study is aimed at investigating the implementation of school from home in English for young learners' classrooms including the teachers' and parents' perspectives on it. The data were collected through online classroom observations and interviews with five English teachers and six students' parents from each grade classroom. Data from each interview were analysed using thematic analysis. The analysis generated nine themes from three datasets on the implementation, teachers' perspectives, and parents' perspectives on school from home in English for young learners' classrooms. The first dataset on the implementation of school from home generated three themes including teachers' readiness to implement school from home, teachers' strategies to implement online learning as part of the school from home, and teachers' strategies to overcome challenges in online learning. The second dataset on teachers' perspectives also generated three themes: perceived usefulness, perceived suitability for young learners, and perceived challenges. Lastly, the third dataset on parents' perspectives indicated three themes including perceived clarity, perceived advantages, and perceived disadvantages of school-from-home. The study concluded that the implementation of school from home should be conducted asynchronously and synchronously to serve optimal learning for young learners.

Keywords: *English for Young Learners, Online Learning Implementation, Parents' Perspectives, School from Home, Teachers' Perspectives*

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