

**AN ANALYSIS OF ENGLISH TEACHER-PARENTS' COOPERATION
AND STUDENTS' ACHIEVEMENT IN ENGLISH SUBJECT
(A Correlation Study On The Second Grade Students at SMPN 17 Mukomuko in
Academic Year 2018/2019)**

THESIS

Submitted as A Partial Requirement for Sarjana
Degree in English Study Program



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TARBIYAH AND TADRIS FACULTY (FTT)
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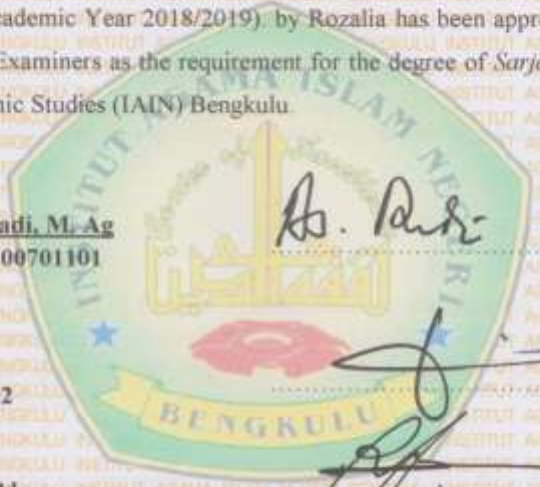
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DEDICATION

Bismillahirrohmanirrohim

This thesis is dedicated to:

- Allah SWT, the most gracious and most merciful, all praise and gratitude to him who has given strength, patience, and perseverance to finish this thesis. Shalawat and salam to our prophet Muhammad SAW, his family and companions.
- My beloved parents (Bustami and Lili Suryani) thanks you so much for your prayers, support and always loving me so that I can finish this thesis. You are my everything and love you so much as much as your sweats and your tears.
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- My religion and My Almamater

MOTTOS

“Then indeed shared hardship there is easy, then when you have finished (of an affair) is still working hard (for another affairs) and should to your God you hope”

(Q.S Al-Insyirah : 6-8)

You will never fall if you are afraid to climb But there is no joy in living your entire life on the ground

PRONOUNCEMENT

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I hereby sincerely state that thesis entitled : "An Analysis of English Teacher-Parents' Cooperation and Students' Achievement in English Subject (A Correlation Study on the Second Grade Students at SMPN 17 Mukomuko in Academic Year 2018/2019)" is my masterpiece. All things out my masterpiece in this thesis are signed by citation and referred in the bibliography. If later proven that my thesis discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

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9. My religion and my almamater.

Finally, The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher particularly and the readers generally.

Bengkulu, 2019
The Researcher,



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ABSTRACT

Rozalia. 2019. An Analysis of English Teacher-Parents' Cooperation and Students' Achievement in English Subject (A Correlation Study on The Second Grade Students at SMPN 17 Mukomuko in Academic Year 2018/2019).

Keywords: *Teacher and Parents' Cooperation, Students Achievement, English subject.*

The purpose of this study was to find out whether there was a correlation or no correlation between parent and teacher cooperation with learning achievement in English subject for second grade students at SMPN 17 Mukomuko in academic year 2018/2019). This study applied the correlation method. In this study the population was the second grade students of SMPN 17 Mukomuko in academic year 2018/2019). The researcher took a sample of 32 people. The researcher used saturated sampling for determine all population being sample because total of population just little. Data was collected from parents-teacher cooperation questionnaires and final exam results. The results showed that the students final exam scores were 0% students got very low category, 0% students got low category, 84,3% students got moderate category and 15,6% students got good category, and 0% students got very good category. Then, the coefficient correlation use Pearson product moment and the significance of the data analyzed through SPSS 16. The correlation coefficient is 0.450, it means that there was a significant correlation between teacher-parent' cooperation and students' achievement in English subject. So, the correlation was moderate category.

ABSTRAK

Rozalia. 2019. An Analysis of English Teacher-Parents' Cooperation and Students' Achievement in English Subject (A Correlation Study on The Second Grade Students at SMPN 17 Mukomuko in Academic Year 2018/2019).

Kata kunci : *kerjasama orangtua dan guru, prestasi belajar siswa, pelajaran bahasa inggris.*

Tujuan dari penelitian ini untuk mengetahui apakah ada atau tidak hubungan antara kerjasama orangtua-guru dan prestasi belajar pada pelajaran bahasa inggris pada siswa kelas delapan SMPN 17 Mukomuko pada tahun ajaran 2018/2019. Penelitian ini diterapkan metode korelasi. Dalam penelitian ini populasinya adalah kelas delapan di SMPN 17 Mukomuko pada tahun ajaran 2018/2019. Peneliti mengambil sampel yang terdiri dari 32 orang. Peneliti menggunakan teknik sampling jenuh yang menetapkan semua populasi menjadi sample karena jumlah populasi hanya sedikit. Data dikumpulkan dari angket kerjasama orangtua-guru dan hasil ujian akhir semester. Hasil menunjukkan bahwa nilai ujian akhir semester siswa adalah 0% siswa dalam kategori sangat rendah, 0% siswa dalam kategori rendah, 84,3% siswa dalam kategori sedang dan 15,6% siswa dalam kategori baik, dan 0% siswa dalam kategori sangat baik.. Kemudian mencari koefisien korelasi dengan menggunakan pearson product moment dan signifikansi data yang dianalisa melalui SPSS 16. Koefisien korelasi adalah 0,450, itu berarti bahwa adanya hubungan antara kerjasama orangtua-guru dan prestasi hasil belajar siswa pada pelajaran bahasa inggris. Jadi, hubungan tersebut masih dalam kategori sedang.

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CHAPTER I

INTRODUCTION

A. Background of the Research

According to Redja Mudyaharjo education is a learning experience that takes place in the environment and throughout life. Whereas narrowly, Education is essentially an adult conscious effort to guide and practice the personality and abilities of students, both in the form of formal and non-formal education.¹ In line with the above education it can be said that education is a shared responsibility between family, community and school. The environment or venue of the educational process includes family, school and community education.

Meanwhile, Law No. 20 of 2003 on the National Education System states that education as a conscious and planned effort to create an atmosphere of learning and learning process so that learners are actively developing their potential to have spiritual strength, self-control, personality, intelligence, noble character, as well as the necessary skills, society, nation, and country.² This has been described in GBHN (MPR Decree No. IV / 1978, with respect to education noted among others as follows: that "education lasts a lifetime and is carried out in household, school and community, therefore education is a shared

¹Binti maunah, 2009. *Ilmu pendidikan*. Yogyakarta: Teras. Hal.1

²Habullah, 2013. *Dasar-Dasar Ilmu Pendidikan*. Jakarta: PT Rajagrafindo Persada. Hal.4

responsibility between family, community and government”.³ The development of human intelligence that is inseparable from the educational experience has been granted, where that has been providing education that is known by the term institution. There are three central institutions, namely the family as the primary and then first place school and community environments. Education at school is a formal, meaning that the human is presented through school all knowledge which could be developed by students so that it reaches an accomplishment to be achieved. Through the school, the role of a teacher is inseparable from the world of education that provides knowledge who want to learn, developed or who want to be known by students. Therefore, in the absence of the role of the teacher in education, then a student cannot develop knowledge, and not be able to add his insights in the field of education and even students could not find his true identity as a whole human being.

Education is an activity that is universal in human life, since where and whenever there is an effort in the world of education. The role of parents in the family are extremely decisive in the formation of the future of his children. This is particularly noteworthy, as the first and primary education received by the children are in the family itself. So, if the education received by the children in the family is not good, then his influence is very large in the life of the boy later either in the family environment, the community, the nation and the State. In education at all schools, children should be given preparation or provision of life

³Binti Maunah, *Ilmu Pendidikan* (Yogyakarta: Teras, 2009), hal. 96.

as well as the direction that really can give a guarantee to enhance the character and his personality towards the positive. Parental guidance is urgently needed to help the achievement of maximum achievement. This is because parents know the needs of his son would give oversight of child learning, learning support facilities needs, gives children the motivation in learning. In addition parents must be trying to create an atmosphere of learning in an environment of family, for the family environment is very influential to the spirit of learning and achievement.⁴

According to Nira Hativa's model, which focuses on cognitive aspects that include organization, clarity, concentration, and attention – and emotional aspects, that include interaction with the student, response to questions, caring, respect, and support. Through these aspects, the emotional and the cognitive, the current study examines how they affect the student's compliance and wish to attend class, level of participation in class, and the need to take an inseparable part in the course of study, as well as the student's satisfaction.⁵

Chang (2010), indicated that reasons cause students' weakness for English language learning derived from learners' laziness, lack of efficiency of the school, and insufficient of parents' promotions. Moreover, according to Dembo (2004), specifies that time management is involved in students'

⁴Munte, Bangun. *Pengaruh kerjasama guru dengan orangtua murid terhadap peningkatan aktivitas belajar siswa*. Universitas HKBP Nommersen Pematangsiantar. J D P, Volume 8, Nomor 2, Juli 2015

⁵Davidivitch Nitza & Yavich Roman. 2016. WhatsApp Messaging: Achievements and Success in Academia. *International Journal of Higher Education*. Vol. 5, No.4. p. 256

educational achievement; for instance, students with better time-management skills tend to have higher grade-point average (GPA) than students with poorer time-management skills. Alderman (2004), states to the students' poor performance of language learning are affected from a lack of effort, lack of effective learning strategies, whereas a good language learner is a highly motivated students and a successful user of a large number of different strategies (Trawiński, 2005). So, teachers have to help them improve the motivational beliefs and language learning strategies in order to find ways that reach to their academic achievement.⁶ According to WNS as English teacher in SMPN 17 Mukomuko, for reach good achievement in academic the students must fill three aspects such as students mastery in cognitive aspects (conceptual knowledge and understanding), affective aspect (attitude/interest) and psychomotor (practice).⁷

Student achievement is impacted on numerous levels including students' personal factors, their interactions with others such as parents, teachers, and administrators, and lastly the larger systems that surround the student e.g. school districts, neighborhoods, local economy, political policy, and multicultural relations.⁸ Achievement is the result achieved (from what has been done or

⁶Thongma S., Sam R., Mohamad Jafre ZA., & Leong LM. 2013. Factors Causes Students Low English Language Learning: A Case Study in the National University of Laos. *International Journal of English Language Education*. Vol. 1, No. 1. P. 184

⁷WNS. Interview from English teacher. 29 June 2018

⁸Bertolini, Stremmel, and Thorngren. 2012. *Journal of Student Achievement Factors*. South Dakota state university college of education and human sciences department of teaching, learning and leadership.

done). Through learning achievement a student knows the progress that has been achieved in learning.

According to Wobmann that student achievement is produced by several inputs in the educational process. Such inputs include but are not limited to student's family background characteristics, class size, availability of teaching and learning materials, and teacher characteristics.⁹ Indicators of learning achievement can be seen on the standard value set by each institution and on changes in the level of achievement of each student from year to year in all academic subjects in tests and assessments.¹⁰ One indicator of achievement in view of the achievement of passing grade that has been determined by each teacher. Passing grade includes cognitive aspects (conceptual knowledge and understanding), affective (attitude / interest) and psychomotor (practice).

In general, there are many subjects that the students learn at school. One of them is English. English is very important for students, it can be identified by English is become one of subject in national examination, especially in junior high school and senior high school. Each subject must meet the mastery of learning, especially on learning English with passing grade 70. We need to understand achievement is not an instant thing that can be found in students,

⁹Gerald N. Kimani, Augustine M. Kara, Lucy W. Njagi. International Journal of Education and Research "*teacher factors influencing students' academic achievement in secondary schools in nyandarua county, kenya*". Vol. 1 No. 3 March 2013

¹⁰Ari, R & Sri, A. 2017. The International Journal of Counseling and Education "*Learning Motivation and Students Achievement: Description Analysis and Relationships Both*" Vol. 2, No. 1, March 2017

achievement is also influenced by various aspects one of them is the cooperation of parents and students of school. Responsibility and education coaching by parents and schools, there seems to be a common sense of responsibility. Indirectly has established close cooperation in education. Parents lay the foundations of home education, especially in terms of personality formation, moral and religious values since birth. Then proceed and developed with various educational materials in the form of science and skills performed in schools. Mentally the spiritual foundations of education are placed in the household and academically conceptually developed by the school so that the child's self-development is more directed.¹¹

Based on observation and information from the teacher that the writer do. There are the indications as indicator the lack of correlation on teacher and parents' cooperation with students achievement in SMPN 17 Mukomuko. The indications as follows: There are still students who cheat when doing repetition, Student learning motivation is not optimal, There are still students who can not answer teacher questions while studying, There are still students who follow the remedial after a test or test given by the teacher, Teachers and parents' cooperation with student achievement has not been maximized, There are still some parents of students who think the teacher's call to come to school which concerns their child's problems is not important, There are still parents who

¹¹ Fuad Ihsan, *Dasar-dasar kependidikan: Komponen MKDK* (Jakarta: PT Rineka Cipta, 2008), h 90-91.

submit their children's education affairs to the school, There are still parents who do not help their children in overcoming their learning difficulties at home, The teacher does not ask parents about the condition of the child / the development of children's learning related to the lesson and There are some parents who do not want to come to fulfill the teacher's call.¹²

Based on the problems above, the writer want to see and know and prove through research whether the true cooperation of parents and teachers can affect student achievement, the writer are interested to conduct research with the title: "An analysis of English Teacher-Parents' cooperation and Students' achievement in English subject at the second grade of SMPN 17 Mukomuko in academic year 2018/2019 "

B. Identification of the problem

Based on the background above, there were some problems in this research.

The problems were:

1. Student's learning motivation is not optimal.
2. There are still students who can not answer teacher questions while studying.
3. There are still students who follow the remedial after a test or test given by the teacher.
4. Teachers and parents' cooperation with student achievement have not been maximized

¹² WNS. Interview from English teacher. 29 June 2018

5. There are still some parents of students who think the teacher's call to come to school which concerns their child's problems is not important.
6. There are still parents who submit their children's education affairs to the school.
7. There are still parents who do not help their children in overcoming their learning difficulties at home
8. The teacher does not ask parents about the condition of the child / the development of children's learning related to the lesson.
9. There are some parents who do not want to come to fulfill the teacher's call

C. Limitation of the problem

The writer limits this research on the correlation of English teachers-Parents' cooperation and Student' Achievement in English subject at SMPN 17 MUKOMUKO. And the only through class VIII SMPN 17 MUKOMUKO.

D. Research Question

Is there any correlation of English teacher-parents' cooperation and students' achievement in English subject at the second grade students of SMPN 17 MUKOMUKO?

E. Objective of The Research

The objective of this research is to investigate and analyze of English teacher-parents' cooperation and students' achievement in English subject on second grade students at SMPN 17 MUKOMUKO in academic year 2018-2019.

F. Significance of The Research

The significances of this research are :

- To enrich teachers-students' parents on how crucial good cooperation among teachers, parents and students are.
- To add insight knowledge about the relationship of parents and English teacher with student achievement.

G. Definition of The Key Terms

To avoid misunderstanding and misinterpreting in this research, the researcher states some definition which relate to the research as follows :

1. Teacher-parents cooperation is the collaboration between teacher and parents to help the students in learning to achieve good achievement.
2. Student achievement is impacted on numerous levels including students' personal factors, their interactions with others such as parents, teachers, and administrators, and lastly the larger systems that surround the student e.g. school districts, neighborhoods, local economy, political policy, and multicultural relations.
3. English subject is a subject of foreign language used for communicating and interact with another people in the world.

CHAPTER II

LITERATURE REVIEW

A. Teacher

1. Definition of Teacher

According to the department of education and culture, the teacher is someone who has ideas that must be realized for the benefit of students, so as to support the best relations with students, so that they uphold, develop and apply virtues concerning religion, culture, science.¹³

Teachers are key to success of students and many studies have been conducted to scale the relationship between teacher quality and student achievement. The impact of teacher quality on student achievement cannot be denied.¹⁴ However, what are the characteristics of effective teachers, what kind of training ensures qualitative teaching, what are the different means to ensure ongoing professional development are the key areas that need to be explored. A substantial amount of research has been conducted on the relationship between teachers and student achievement. Two hundred studies have shown that the only factor that can create student achievement is a

¹³Syafrudin Nurdin & Basyirudin Usman. 2002. Guru profesional & implementasi kurikulum. Ciputat pers: Jakarta. P.8.

¹⁴Bidya Raj Subedi. 2003. Factors influencing high school student achievement in Nepal. International Educational Journal. 4(2). P.98-99.

knowledgeable, skillful teacher.¹⁵ Wenglinsky mentions about teacher inputs influence professional development, professional development influences classroom practices, and classroom practices influence students' achievement.

Brophy and Good in Patnaik & Davidson stated pursuing the idea of the teacher with technical skills, researchers in the next decades focused on observing teachers in their classrooms, at first to see how well they were implementing specific curricula and later to document specific teaching practices that seemed to be associated with gains in students' test scores.¹⁶

2. Teacher's Duty

According to Ankomah, Koomson, Busn and Oduro that teacher factors that have an effect on academic achievement include the number of teachers on post, teacher pupil ratio, teacher qualifications and the personal characteristics of the individual teacher. The personal characteristics include academic qualifications, pedagogical training, content training, aptitude, and years of service/experience. A teacher brings these characteristics to class to facilitate the learning process. The extent to which other inputs can improve

¹⁵Patnaik, D. Swathi . *the role of professional development in ensuring teacher quality*. International Journal of English Language Teaching Vol.3, No.5, pp.13-19, July 2015

¹⁶ D. Swathi Patnaik & L. Manjula Davidson. *the role of professional development in ensuring teacher quality*. International Journal of English Language Teaching Vol.3, No.5, pp.13-19, July 2015. P. 15.

the quality of education is directly related to the extent to which teachers effectively use the inputs to improve the teaching and learning process.¹⁷

In the teaching and learning process, the teacher has the duty to encourage, guide, and provide learning facilities for students to achieve goals. In detail the teacher's task is centered on:

1. Educate by providing direction and motivation to achieve goals both short and long term.
2. Providing facilities for achieving goals through adequate learning experience.
3. Helping the development of personal aspects such as attitudes, values and adjustment.

From the description above, the role of the teacher has increased from the instructor to the director of learning. As the director of learning, the duties and responsibilities of the teacher become more increasing which includes the functions of the teacher as teaching planning, teaching managers, evaluators of learning outcomes, as learning motivators, and as mentors. There are four things the teacher can do in providing motivation, namely: Generating encouragement to students to learn, Explain concretely to students in carrying out tasks at the end of the year,

¹⁷ Gerald N. Kimani, Augustine M. Kara, Lucy W. Njagi. International Journal of Education and Research “*teacher factors influencing students’ academic achievement in secondary schools in nyandarua county, kenya*”. Vol. 1 No. 3 March 2013

Give rewards for the achievements achieved to encourage students to achieve better achievements and form good learning habits.¹⁸

B. Parents

1. Definition of parents

The family consists of a father, mother, and children. Family ties help children develop the nature of friendship, love, interpersonal relations, teamwork, discipline, good behavior, as well as recognition of the authority. "Parent" means the child's father or mother whose parental rights have not been judicially terminated. "Putative father" means the alleged or reputed father of a child born out of wedlock, whether or not paternity rights and obligations of the father have been judicially determined. "Parent" means either a biological parent, a husband who has consented to the artificial insemination of his wife, or a parent by adoption. If the child is a non-marital child who is not adopted or whose parents do not subsequently marry, "parent" includes a person acknowledged or adjudicated to be the biological father. "Parent" does not include any person whose parental rights have been terminated. A man is presumed to be the natural father of a child if he and the mother have acknowledged paternity and no other man is presumed to be the father.

¹⁸Slameto, 2015. *Belajar dan faktor-faktor yang mempengaruhi*. Pt Rineka Cipta: Jakarta. P. 97-99.

According to While Coleman and Churchill that provide a more descriptive definition stating that family involvement can include many different components including a program providing emotional support, providing parents with skills and knowledge, communicating about the child with the provider. However, their definition is still quite broad and they admit that it is not inclusive.¹⁹

There are good feelings of shared efforts and mutually valued achievement with some parents; while with others, there is a sense of frustration, helplessness, or even anger over conflicting perceptions and understandings. The degree of success that teachers have in developing a partnership with parents depends heavily on the “fit” between parental cares and concerns and those of the teacher.²⁰ Parents seemed attracted to charter schools because they offered “a greater sense of community, fewer regulations, and the ongoing development, assessment, and maintenance of programs that actively foster parent involvement”²¹

2. The Role of Parents (family)

¹⁹ Fasina, F. Fagbeminiyi. Global Journal of Human Social Science “*The Role of Parents in Early Childhood Education: A Case Study of Ikeja, Lagos State, Nigeria*”. Covenant University, Ota, Ogun State. Volume 11 Issue 2 Version 1.0 March 2011

²⁰ Carol R. Keyes. Journal of parent-teacher partnership: A Theoretical Approach for Teachers.

²¹ Yagnamurthy Sreekanth. *International Journal about Parents in Education* “*Parents Involvement in the Education of their Children: Indicators of Level of Involvement*”. European Research Network about Parents in Education. 2010, Vol. 5, No. 1, 36-45

According to Levanda that parental involvement includes a wide variety of actions parents take for the benefit of children's academic success at school. These include parenting style, parental expectations and aspirations, home rules and parental supervision; parents' attitudes towards children activities, helping with homework, visiting the school to talk to teachers, and beliefs regarding their child's education.²²

Seen in terms of education, family is a whole life (social system), and the family provides a learning situation. As the unity of living together (social system), the family consists of a father, mother, and children. Family ties help children develop the nature of friendship, love, interpersonal relations, teamwork, discipline, good behavior, as well as recognition of the authority. Meanwhile, with respect to the learning situation provides family, it can be seen that children are highly dependent upon parents, either due to a State of physical or intellectual ability, social, and moral. The existence of the awareness of the responsibility to educate and foster child continuously need to be developed to any education parents so committed is no longer based on the habits of the views of parents, but have been based on theories modern education, in keeping with the times which tends to always change. The responsibility of education needs to be resting and built by both parents towards children include:

²² Anathe R. Kimaro and Haruni J. Machumu. International Journal of Education and Research "Impacts of parental involvement in school activities on academic achievement of primary school children". Vol. 3 No. 8 August 2015

- a. maintaining and raising him, it is the responsibility of a natural compulsion to be enforced because children need eating, drinking, and treatment so that he can live in a sustainable way;
- b. Protect and guarantee his health, either bodily or spiritual illnesses or disorders of various environmental hazards that may harm himself;
- c. Educate with a wide range of knowledge and skills useful for their life in the future so that when he has grown up or stand alone and helping others;
- d. Came for the child to the world and the hereafter with give him a religious education in accordance with the provisions of the Almighty God, as the ultimate goal of muslim life.²³

C. Cooperation between parents and teachers

Teacher-parents cooperation is especially essential when issues related to the child are involved. The teacher must be sensitive, understand the parents' difficulties, and guide parents through the process of receiving information, processing it, and finding solutions, while maintaining collaboration throughout the dialogue and the decision-making process.²⁴ Parent-teacher communication is usually unidirectional, from the teacher to the parent, and parents are often

²³Hasbullah. 2013. *Dasar-Dasar Ilmu Pendidikan (Edisi Revisi)*. Jakarta: Divisi Buku Perguruan Tinggi PT RajaGrafindo Persada. Hal 87-89

²⁴Bruria S., Faisal A., Amnon B., Anat F., Rachel HZ., & Yovan E. 2015. School Climate and Teachers' Perceptions of Parental Involvement in Jewish and Arab Primary Schools in Israel. *International Journal About Parents in Education*. Vol. 9, no 1. P.78

required to accept this as a fact. This kind of communication may lead to frustration, criticism, and hostility between the two parties.

According to Ziv-Gur & Levi-Zalmanson, most models that describe school-parent relationships preserve the school's power over that of the parents. indicates that the barriers hindering teacher-parent relationships include teachers' lack of skills and knowledge in developing communication with the parents, disagreements regarding parents' roles, teachers' lack of consideration regarding family situations and students' learning conditions, as well as the fact that teachers, for the most part, communicate with parents only in extreme situations.²⁵

Basically, school education is part of family education which is also a continuation of family education. Besides that, life in school is a bridge for the child who lives in the family life with life in society later. The role of the school as an institution that helps the family environment, the school in charge of educating and teaching.²⁶ With the cooperation, parents will be able to gain knowledge and experience from teachers in terms of educating their children. In contrast, teachers can also obtain information from parents about the life and attributes of their children. The information is very useful for the teacher in giving lessons and education to his students. Also the information of the parents of the students, the teacher can know the state of nature around where the

²⁵ Ibid. p.79

²⁶ Binti Maunah, *Ilmu Pendidikan* (Yogyakarta: Teras, 2009), h 100.

students grew up. Similarly, parents can find out which difficulties their children often encounter. Parents can find out whether their children are diligent, lazy, stupid, drowsy, or clever and so forth.²⁷

However, Epstein et al (1997) was of the opinion that parental involvement has six dimensions including parenting, communicating with the school, volunteering at school, learning at home, participating in school decision making, and collaborating with community. These dimensions are embedded within several activities and behaviors such as establishing daily family routines, monitoring out-of-school activities, establishing supportive home environments for children, encouraging parents to play meaningful roles in school governance, expressing high expectations for achievement, awareness of the children's progress in school, and valuing of learning, and encouraging self-discipline and hard working. According to Shumow & Miller, The home-school partnership model is characterized by practices within homes in which parents and children's can be involved in such things as engaging in educational activities at home, school support by parents, and involvement in school and community agencies. The home-school partnership manifests children's interest for their work, confidence, respect, and obedience towards schooling. The partnership has been viewed as a mean to influence students respect and academic achievement and has been built on two major activities: home activities (i.e. parent-child

²⁷ Ngalim Purwanto, *Ilmu Pendidikan Teoritis dan Praktis* (Bandung: PT Remaja Rosdakarya, 2009), h 126.

discussion about school programs, plans, and activities) and school activities (i.e. parent-teacher communication, parents attending school organisations, parents volunteering at school).²⁸

Thus, parents can keep away from wrong perspectives and wrong opinions to avoid misunderstandings that may arise between family and school. Cooperation or close relationship between family and school by itself will arise in each school. There are still many parents who have not yet realized the need to make that relationship and cooperation.²⁹

Cooperative efforts that can be done by parents and teachers to advance education as follows:

- a) Have a meeting with parents on the day of admission of new students.
- b) Conducting correspondence between school and parents (family).
- c) The existence of a list of values or report cards that each quarterly distributed to students can be used as a link between the school and parents.
- d) The visit of the teacher of the parents' home, or vice versa the parents' visit to school.
- e) Holding celebrations, school parties or exhibitions of students' work.

²⁸ Anathe & Haruni. *International Journal of Education and Research*. Impacts of parental involvement in school activities on academic achievement of primary school children. Vol. 3 No. 8 August 2015

²⁹ *Ibid*, h 127 .

f) Establish an association of parents and teachers (POMG).³⁰

Basically, pretty much the way it is to establish cooperation between the parents (family) and teachers (school). Here are some examples:

1. There is a student home visit
2. Parents are invited to school
3. Case conference
4. School support agency
5. Hold correspondence between schools and families
6. There is a list of report cards³¹

Parent-teacher relationship quality refers to the affective quality of the home-school connection, as indexed by trust, mutuality, affiliation, support, shared values, and shared expectations and beliefs about each other and the child.³² Generally, when parents participate in their children's education, both at home and school, and experience relationship with teachers characterized by mutually, warmth, and respect, students achieve more, demonstrate increased achievement motivation, and exhibit higher levels of emotional, social, and behavioral adjustment.

³⁰Ngalim Purwanto, *Ilmu Pendidikan Teoritis dan Praktis* (Bandung: PT Remaja Rosdakarya, 2009), h 128-129.

³¹Hasbullah, 2013. *Dasar-dasar ilmu pendidikan*. Jakarta: PT Rajagrafindo Persada. Hal. 89-94

³²Jan, H & Oiman, K. 2007. *J Educ Psychol* "Influence of Student-Teacher and Parent-Teacher Relationships on Lower Achieving Reader's Engagement and Achievement in The Primary Grades". P. 4

Porter in Lekli & Kaloti said good communication skills between parents and educators is the key to motivating children's learning and their success at school. Consequently, increased children's motivation and desire in learning means more attention and engagement towards the teaching process, reducing in this way disruptive and undesirable behaviors of theirs maximizing in this way the positive climate of a well managed classroom.³³ Therefore, parent-teacher collaboration seems to establish a strong "knot" with classroom management highly contributing to the successful ongoing of the teaching process and its positive results. Strengthening parent-teacher relationships and collaboration can have both positive and negative benefits for students:

Table. 2.1

The benefits of Teacher-parents' collaboration

Positive effects	Negative effects
<ul style="list-style-type: none"> • Can increase academic achievement • Can improve students' attitudes toward school • Can improve their behavior versus their peers or classmates • Encourage students to learn inside and outside the classroom • Promote good study habits 	<ul style="list-style-type: none"> • Can promote negative attitudes on the side of the students versus their teachers and parents, due to this mutual teacher parent control • Can increase unpleasing behaviors among peers due to this age problems

³³Lenida Lekli and Entela Kaloti. *Building Parent-Teacher Partnerships as an Effective Means of Fostering Pupils' Success*. Academic Journal of Interdisciplinary Studies MCSER Publishing, Rome-Italy. Vol 4 No 1 S1 March 2015. P. 103.

Since this current parent involvement goes beyond contributing candies and sweets to class parties as it usually happens, it is the teachers' and school's responsibility to do the utmost in increasing parents' participation and collaboration in their children's education. Schools' directories or individual teachers can:

- Plan annual activities early in the school year that serve to introduce families and school teachers in a positive setting, rather than waiting until problems arise from pupils.
- Teachers can provide parents with periodic updates of pupils' class activities and assignments by applying any of the above mentioned strategies.
- Schools can sponsor presentations or workshops (made by teachers themselves) for parents to support their child's education. This would undoubtedly give a sense of familiarity between teachers and parents breaking in this way the barriers between the educators and parents.
- One innovative strategy to be applied in our schools would be the preparation of a Parent-Teacher conference. It could be organized at least once a year. The decision of topics for discussion could also be an agreement between the three teachers-parents-pupils, setting in this way responsibilities to each of them, at the meantime also increasing collaboration among the three of them.

The application of such strategies would subsequently lead to the elaboration of common plans by both educators and parents in enhancing students' progress, in reducing pupils' misbehaviors and in increasing lesson efficiency due to the creation of a positive well managed classroom environment.³⁴

In the constitution number 2 of 1989 concerning the national education system article 10 paragraph 4 it is stated education is a part of the family education school held in the family and that gives religious beliefs, cultural values, moral values, and skills. Meanwhile, in the 1993 GBHN stated: "national education developed in integrated and harmonious well between various lines, type, and level of education, as well as between education sector with other development sectors as well as inter regional. The community as a partner of the Government the opportunity to widely participate in the Organization of national education ".

Education is a shared responsibility between families, communities, and Governments. So is a much-needed confidence of parents towards school (educators) that replaces the task during in the environment of the school. It is very important to note, given lately often happens less commendable actions done students, while parents seemed not to want to know, even attributing the

³⁴Lenida Lekli and Entela Kaloti. *Building Parent-Teacher Partnerships as an Effective Means of Fostering Pupils' Success*. Academic Journal of Interdisciplinary Studies MCSER Publishing, Rome-Italy. Vol 4 No 1 S1 March 2015. P. 103-104.

fault to the school. Parents should show the cooperation in directing the way children learn at home, making his job not seized the time children with homework, parents should try to motivate and guide the child in learning. Based on the results of research that the work of teachers in all schools will be more effective if he knows the background and experience of the student at the stair. Thanks to the cooperation of parents with students teachers, many lack a protege can be overcome. Basically, pretty much the way it is to establish cooperation between the parents (family) and teachers (school). Here are some examples:

- a. The presence of a visit to the home of students.
- b. Kenyan parents to school
- c. Meetings or conferences.
- d. Body maid school (organization).
- e. Hold correspondence between schools and families.
- f. The existence of a list of values.³⁵

The common role of school and family home is to teach children certain skills, curiosity of the world, openness, resourcefulness, empathy, coexistence and cooperation. Since both environments have the same goals, the more should they work together. To make the cooperation more effective the tools described below can be used.

³⁵Hasbullah. 2013. *Dasar-Dasar Ilmu Pendidikan (Edisi Revisi)*. Jakarta: Divisi Buku Perguruan Tinggi PT RajaGrafindo Persada. Hal 89-94

- 1) Parent -teacher meetings, organised 4-6 times a year, whose aim is to discuss various organisational matters concerning the class, students' school achievements and difficulties which teachers encounter in their work;
- 2) Social meetings, organised on the occasion of celebrations and class or school events enabling parents a better understanding of the atmosphere prevailing at school.
- 3) Meetings of the parent class or school council, usually taking place while organizing various school and class events.
- 4) Meeting with an expert, held with the participation of a specially invited person, giving the parents help in matters beyond the professional competence of the class teacher/tutor, often taking the form of:
 - meetings concerning educational problems, in which all the students' parents can take part,
 - parent training meetings in form of conferences or lectures held during parent-teacher meetings.
- 5) Individual forms of cooperation between teachers and parents complement and enrich their collective communication. These include:
 - monthly parent-teacher consultations, during which the parents have an opportunity to familiarize themselves with the

requirements and expectations of teachers and the educational situation of their child;

- home visits, whose aim is closer and direct knowledge about the conditions in which students live and establishing personal contacts with all members of the family;
- written communication via:
 - student's diary, which is primarily used to inform parents about the child's marks;
 - letters to parents, which may be: open letters, concerning education; and letters for parents of individual students.
 - Written communication with parents should: reflect mutual respect, - contain specific information written in plain language, - cover all the important information, not just the negative, - be neatly written, - be confidential if it contains content intended only for adults.³⁶

The relationship of parents and teachers cooperation is very necessary once. Parents should not submit their children's education to one hundred percent of teachers. The task of teachers to provide education in schools to children, while parents are in charge of guiding their children at home. Cooperation of parents and teacher needs to be intensified through the efforts of teachers at school and

³⁶Aldous Huxley. 2017. *Cooperation between school and parents. Supporting the educational process.* Cieszyn.

parents at home. Meetings between parents and teachers need to be held periodically, to hold exchanges of thoughts and opinions according to the students. This is a pedagogical activity that is very important for the effort to succeed education as well as activities like this will be a driver to students to be more active learning and so forth. All forms of cooperation are very large benefits and meaning in advancing school education in general and students in particular.

According to Bouffard and Weiss , parental involvement is perceived as the sum of activities parents perform with their children in the context of learning.³⁷ Parental Involvement at home involves studying at home, and the family participates in the child's learning by helping with homework assignments. Parental Involvement at school involves parenting - the activities initiated by teachers in the school in order to help families with the child's upbringing. Communication, two-way communication is an important measure developed by teachers to inform parents about the school's policies and ongoing activities, as well as to communicate with the family about the child's progress. Teachers also request that parents volunteer and participate in academic and

³⁷Bruria S., Faisal A., Amnon B., Anat F., Rachel HZ., & Yovan E. 2015. School Climate and Teachers' Perceptions of Parental Involvement in Jewish and Arab Primary Schools in Israel. *International Journal About Parents in Education*. Vol. 9, no 1. P.77

social activities, and in decision-making processes, parents are asked to take part in shaping the school's policy and in decision-making processes.³⁸

Epstein's theory of overlapping spheres of influence emphasizes the importance of schools, families and communities working together to meet children's needs. The theory includes internal and external structures. The external structure can be pushed together or pulled apart by factors such as the beliefs, experiences and practices of families, schools and communities and by the students' ages and grade levels. These factors are thought to influence the quality and quantity of activities shared among schools, families and communities. For example, when families and the school have similar goals for the children for whom they share responsibility and conduct activities cooperatively, the two spheres are drawn together. In contrast, when schools and families avoid contact or experience barriers, the two spheres are pushed apart; however, they are pulled back together when the barriers are overcome. Finally, as the students' age, the spheres are more likely to be pushed apart as the parents feel less able to support their children.³⁹

The factor for success cooperation is the teacher can engage in dialogue with parents on an equal basis and see them as partners in mutual educational

³⁸Ibid. Hal. 78

³⁹Elsa Westergård. 2013. International Journal about Parents in Education "*Teacher Competencies and Parental Cooperation*" by European Network about Parents in Education 2013, Vol. 7, No. 2, 91-99.

activities and problem solving.⁴⁰ Henderson in Kaukab said the importance of parental involvement in school reform efforts, including advocating for change, using standards and test scores as tools for holding schools accountable for student achievement, participating in the development of improvement plans, and taking part in opportunities created by reforms, such as governance councils etc., cannot be denied. “When parents become involved, children do better in school, and they go to better schools”.⁴¹

Parents play a key role in their children’s academic progress and school achievement. Parental support of the child in the home (e.g., emotional support, helping with homework, assistance with encouragement, and educational decisions) influence school success. Involvement and participation of parents in schooling has consistently been shown to impact children’s improvement and achievement. Effective collaboration between schools and families is a significant factor for improving the children success and the effectiveness of schools. In addition, the literature argues that good collaboration between teachers and parents can bring, not only effectiveness, but also improvement in other areas of the school, for example, the way a classroom is managed. In order to increase the existing rate of school-parent cooperation for effective classroom management, the schools should initiate more social activities with parents,

⁴⁰Barbara Šteh & Jana Kalin (2011) Building Partner Cooperation between Teachers and Parents. c e p s Journal. Vol.1 No 4

⁴¹Syeda Rakhshanda Kaukab, “*the impact of parent/family involvement on student’ learning outcomes*” International Journal of Research - Granthaalayah, Vol. 4, No. 10 (2016). P. 72-81.

employing guidance service to increase communication and address expectations and respective needs.⁴² Home-school communication and interactions, including direct parent-teacher contacts and relationships as well as more general communication between school and home regarding school events and school policies may bring betterment in the overall grooming of the child.⁴³

Table. 2.2

Difficulties in home-school cooperation

Teacher	parents
1. Lack of time	1. Lack of time
2. A feeling of not being listened to by the other side	2. A feeling of not being listened to by the other side
3. Doubt that a conversation might change anything	3. Doubt that a conversation might change anything
4. A sense of lack of real influence on the behaviour of parents towards their children	4. Fear that a conversation with the teacher may have a negative impact on the treatment of their child. Lack of trust
5. Their own or other teachers'	

⁴²Ahmet Cezmi SAVAŞ. *The Contribution of School-Family Cooperation on Effective Classroom Management in Early Childhood Education*. Educational Sciences: Theory & Practice - Special Issue • Autumn • 3099-3110 ©2012 Educational Consultancy and Research Center www.edam.com.tr/estp

⁴³Syeda Rakhshanda Kaukab, "the impact of parent/family involvement on student' learning outcomes" International Journal of Research - Granthaalayah, Vol. 4, No. 10 (2016): 72-81.

<p>previous experience indicating absence of effects of cooperation with the parents or the parents' underestimating of the efforts undertaken by the teacher</p> <p>6. The feeling that the problem lies not in the pupil, but the family and the teacher is not able to change the whole complex situation</p> <p>7. Fear of public performance</p> <p>8. Objective difficulties in the organization of meetings, such as: lack of time and space for quiet conversation, etc.</p> <p>9. Burnout, aversion to communicating with the so-called "difficult parents" because of the emotional costs of this type of relationships.</p>	<p>5. No real sense of support from the teacher</p> <p>6. Fear of hearing " bad news " about the child, thereby also of lowering their value as parents</p> <p>7. Escape from taking on (unconsciously) the role of the student - defenseless against the authority of the teacher (behaviour as in the childhood: parents forget that they are adults).</p> <p>8. Not feeling welcome, teachers have to (not want) to organise a meeting, time pressure, poor organisation of the meetings.</p> <p>9. No sense of the need for the real involvement in the school matters</p> <p>10. Parents' negative experiences - decisions in relation to their children are made arbitrarily, without their participation or asking for their</p>
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	<p>opinion Lack of parents' integration, strangers have problems working for the common goal.</p>
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Homby in Lekli and Kaloti said some parental involvement belonged parents-teachers communication, discuss about homework and their difficulties, parents' participation in school activities. So, parent-teacher cooperation is special complex, including all sorts of authority.⁴⁴ Parental relationships are very important with many school connections that can be discussed about the progress and progress that has been achieved, the difficulties experienced and the ways of overcoming and things that should be done by parents with regard to the talents or abilities of children. Based on the analysis conducted by Munte, there are several criteria regarding the collaboration of teachers and parents, namely providing guidance, providing supervision and providing motivation and appreciation to children. Cooperation between teachers and parents is needed by children in their learning activities in a better direction.⁴⁵

⁴⁴Lenida Lekli and Entela Kaloti. *Building Parent-Teacher Partnerships as an Effective Means of Fostering Pupils' Success*. Academic Journal of Interdisciplinary Studies MCSER Publishing, Rome-Italy. Vol 4 No 1 S1 March 2015

⁴⁵Munte, Bangun. *Pengaruh kerjasama guru dengan orangtua murid terhadap peningkatan aktivitas belajar siswa*. Universitas HKBP Nommersen Pematangsiantar. J D P, Volume 8, Nomor 2, Juli 2015

Table. 2.3
Criteria of questionnaires

Variable	Sub variable	Indicators	No item
Teacher- parents' cooperation	As facilitator	Parents and teachers provide facilities needed by students to support student learning	2, 3, 5 and 10.
	As motivator	Teachers and parents carry out their functions by providing motivation and appreciation in supporting children's learning activities as a form of good cooperation, which aims to support children's learning activities towards better.	6, 7, 8, and 19.
	As monitor	Teachers and parents establish good cooperation in educating and monitoring child development, supervision by parents is not just at home but also in the activities of children in school.	1, 4, 12, 15, 17, 21, 23, and 24.

	Correspondence	The teacher invites parents to come to school and parents respond to letters / invitations given by the teacher in order to discuss improvements in children's education.	9, 11, and 22.
	Teacher-parents meetings	Frequent meetings (once a month) allow current monitoring of attendance and learning outcomes. It helps to enable the direct cooperation of the parent who may be involved in the school activities.	13, 14, 16, 18, 20, and 25.

D. Students achievement

Student achievement is impacted on numerous levels including students' personal factors, their interactions with others such as parents, teachers, and administrators, and lastly the larger systems that surround the student e.g. school districts, neighborhoods, local economy, political policy, and multicultural

relations.⁴⁶ According to Wobmann that student achievement is produced by several inputs in the educational process. Such inputs include but are not limited to student's family background characteristics, class size, availability of teaching and learning materials, and teacher characteristics.⁴⁷ According to Levpuscek & Zupancic, students achievement can describe the level of achievement of students in terms of knowledge, skills, and experience of learning formulated by learning objectives for the school curriculum. According to previous studies, the factors that affect students' achievement including students motivation, students perception of the school environment, the quality of teachers, the attitudes of teachers, learning model used by the teachers, the class composition, the type of leadership of school leaders, motherly support, motherly controls, and state standards that regulate education.⁴⁸ So, the conclusion that Learning achievement is the mastery of knowledge or skills in certain subjects which are indicated by the value of the test or the number of values given by the teacher.

Leondari and Gialamas state that academic achievement of students declines during the early adolescent period. Family and child socio-demographics, students' belief about their goals, about learning, parental support,

⁴⁶Bertolini, Stremmel, and Thorngren. 2012. *Journal of Student Achievement Factors*. South Dakota state university college of education and human sciences department of teaching, learning and leadership.

⁴⁷Gerald N. Kimani, Augustine M. Kara, Lucy W. Njagi. *International Journal of Education and Research* "teacher factors influencing students' academic achievement in secondary schools in nyandarua county, kenya". Vol. 1 No. 3 March 2013

⁴⁸Ari, R & Sri, A. 2017. *The International Journal of Counseling and Education* "Learning Motivation and Students Achievement: Description Analysis and Relationships Both" Vol. 2, No. 1, March 2017

attitudes held by peers, teacher-students; interaction, and the content of curriculum are some of the factors which may influence students' academic achievement at school. Students' achievement be impacted by the support they receive from their parents for example, parental involvement in the educational process of their children was found to have a significant effect in improving their academic performance.⁴⁹ Additionally, parenting style was found to be associated with children's level of achievement as parents' authoritative style of parenting was associated with students with high achievement, and child rearing that was characterized by neglect was associated with low achieving students. According to Sakigawa, the factor students' academic achievement are three kinds of factors, family factors, individual factors, and school factors. The factors following as: parents' involvement and support, peer pressure, teacher teaching style, scio-economic status, and motivation.⁵⁰

E. Factors that influence students achievement

1. Internal factors

a. Physical factor

The physical factor includes the healthy factor. For example when the student has not enough vitamins, or has not good condition, the

⁴⁹Samir, D & Fawzi, F.I. 2015. European Journal of Social Sciences "Factors Influencing The Academic Achievement of Students in The Preparatory and Secondary Schools of The United Arab Emirates" Vol. 46. No, 2. January,2015. P. 132-135

⁵⁰Abida Nasren & Anjum Naz. 2013. A study of factors effecting academic achievement of prospective teachers. *Journal of Social Science for Policy Implications*. 1(1). P. 24

student's process in learning would be different rather than the student with a good condition.

b. Psychologies factor

There are many factors include in psychological factors which influence the quantity and quality in learning, such as :

- 1) Interest and attention factor
- 2) Intelligence
- 3) Aptitude factor
- 4) Motivation
- 5) Cognitive ability⁵¹

2. Environment factors

The environment or venue of the educational process includes family, school, and community. Because after all when talking about educational institutions as a forum for the ongoing education, then it will certainly concern the environmental issues where education is done. Assistance or guidance is done in the association between educators and students in educational situations that exist in the household, school, and community. Giving guidance is done by parents in the household environment, teachers within the school and community.

- 1) Family

⁵¹Syaiful Bahri Djamarah. 2011. *Psikologi Belajar*. Jakarta: PT Rineka Cipta. Hal. 189-202

Family environment is the first and foremost education environment, because in this family the first child gets upbringing and guidance. The main task of the family for the education of children is as a foundation for moral education and religious life view. The nature and character of the child is taken from both his parents and from other family members. For a child, the family environment is where he becomes himself. The family is also a place for children in the context of the learning process to develop and shape from within its social function. In addition, the family is also a place of learning for children in all attitudes to devote to god as the embodiment of high value of life.

2) School

Basically, school education is part of family education which is also a continuation of education in family environment. In addition, the school environment is a bridge for children connecting life in the family with life in society later. As a formal educational institution, schools that are born and developed effectively and efficiently from and by and for the community, are the tools that are obliged to provide services to the community in educating citizens, the schools are organized formally, hierarchically and chronologically on the philosophy and goals of national education .

3) Society

Education is the process of teaching and learning patterns of human behavior according to what is expected by society. Human behavior is essentially almost entirely social. That is what is learned in interactions with other humans. Almost everything we learn is the result of our relationship with others at home, school, playground, work, and so forth. Lesson materials or educational content by groups or communities. In order for the community to continue its existence, then to the younger generation must be passed the values, knowledge, skills and other forms of behavior that are expected to be owned by each member. Each community continues its culture with some changes to the younger generation through education, through social interaction. If the surrounding community is a well educated and moral society, especially their children. This can be a trigger for children to learn more hard.⁵²

F. Related Previous study

There are some studies that relevant to this study, refers to international journal research. First, Elsa Westergard (2013) Teacher Competencies and Parental Cooperation. This study aimed to elucidate the competencies that teachers need when cooperating with parents. The survey data and the findings from the interviews reveal the need for several competencies on different levels in school. These competencies can be categorized as collective and individual

⁵²Binti, Maunah. 2009. *Ilmu Pendidikan*. Yogyakarta : TERAS

competencies. The results revealed that 10 of the 16 pairs of parents and teachers managed to establish effective cooperation from the outset. The remaining six pairs, parents and teachers failed to establish effective cooperation, at least at the outset. All of the interview data for the 16 parent teacher pairs, regardless of whether they were effective, suggest a need for several competencies. Although there is some overlap between relational and communication competence, we have separated them below. These competencies are as follows: (1) Relational competence: The teacher's ability to connect with parents, be kind and welcoming and build good relationships. (2) Communication competence: The teacher's ability to communicate respectfully, openly, positively and reciprocally with parents. (3) Context competence: For example, the teacher's competence with regard to bullying and how to observe children when they interact with each other.⁵³

Second, Franc Cankar, Tomi Deutsch and Sonja Sentočnik (2012) *Approaches to Building Teacher-Parent Cooperation*. The purpose of this study was to explore the areas of cooperation in which parent and teacher expectations were the same and where they differed. Data were obtained from a sample of 55 randomly selected primary schools. We analyzed school-to home communications, parental influence on school decisions, and parent involvement in different school activities. At the same time, we also explored building

⁵³Elsa Westergård. 2013. International Journal about Parents in Education "*Teacher Competencies and Parental Cooperation*" by European Network about Parents in Education 2013, Vol. 7, No. 2, 91-99. P.

cooperation among the teachers, students, and their parents, within the framework of the program 'Reading and Conversation'. The findings indicated that the third- and ninth- grade lead teachers were mostly in agreement about the importance of parent involvement and as such represented a fairly homogenous group. The third-grade lead teachers were more open about actual involvement of parents in instruction than their ninth-grade colleagues, who were more cautious and restrained. In contrast to the lead teachers who represented a relatively narrow professional group, parents' views were much more diverse. Parental education was the best predictor of their readiness to become involved in the life and work of their children's school. Whether the area in which the families lived was urban or suburban did not make any difference. The evaluation of the one-year 'Reading and Conversation' program revealed increases in parents' motivation to collaborate with the school as a consequence of the program's approach to work, as well as improvement in mutual relationships and dialogue.⁵⁴

Third, Barbara Steh and Jana Kalin (2011) Building Partner Cooperation between Teachers and Parents. This paper presents the goals of teacher-parent cooperation, various potential models for establishing mutual cooperation, and the conditions required to achieve quality interactive cooperation. The partnership model is highlighted as an optimal model of interactive cooperation between teachers and parents, as it includes the distribution of expertise and

⁵⁴Cankar, Franc; Deutsch, Tomi; Sentocnik, Sonja: Approaches to building teacher-parent cooperation - In: CEPS Journal 2 (2012) 1, S. 35-55 - URN: urn:nbn:de:0111-opus-58033

control with the purpose of ensuring optimal education for children. It enables the creation of an interactive working relationship in which all of those involved are respected and recognised in their efforts to achieve common goals.⁵⁵

In other study, Lili Suryani (2012) *Kerja Sama Orang Tua dengan Guru Pembimbing Dalam Mengatasi Kesulitan Belajar Siswa di Sekolah Menengah Pertama Negeri 27 Pekanbaru*. The purpose of this research is to find out the cooperation between parents and supervising teacher in solving the students' learning difficulties at State Junior High School 27 Pekanbaru and to find out the factors affecting the cooperation between parents and supervising teacher in solving the students' learning difficulties at State Junior High School 27 Pekanbaru. The research finding has shown that the cooperation between parents and supervising teacher in solving the students' learning difficulties at State Junior High School 27 Pekanbaru was categorized as "good enough". It can be seen by the result obtained from the questionnaire recapitulation with percentage 70,58%. The factors affecting the cooperation between parents and supervising teacher in solving the students' learning difficulties at State Junior High School 27 Pekanbaru were time, finance, communication, similar purpose, reciprocal relationship, and similar understanding toward their each assignment.

The differences between researches of the related previous study and my research is comparison of correlation and subject, object of the research. In this

⁵⁵Barbara Šteh and Jana Kalin (2011) *Building Partner Cooperation between Teachers and Parents*. c e p s Journal | Vol.1 | No4| Year 2011

research is prove the correlation of teacher-parents' cooperation and students achievement in English subject. The subject is the second grade students at SMPN 17 Mukomuko.

G. Research Hypothesis

Based on the research problem above, the researcher states hypothesis of the research are:

1. Ho : There is no significant correlation of English teacher-parents' cooperation and students' achievement in English subject at the second grade students SMPN 17 MUKOMUKO.
2. Ha : There is a significant correlation of English teacher-parents' cooperation and students' achievement in English subject at the second grade students SMPN 17 MUKOMUKO.

CHAPTER III

RESEARCH METHOD

A. Research Design

Design of this research was quantitative method. Quantitative method is a research method whose research data is in the form of numbers and analysis using statistics. This research method used to examine certain populations or samples, data collection uses research instruments, quantitative / statistical data analysis, with the aim of testing the hypotheses that have been set.⁵⁶

Type of approach used in this research is correlation approach. Correlation research describes a common approach to research that focuses on covariation among the variables that appear naturally. The purpose of the research is to identify the correlation predictive relationships by using the technique of correlation or a more advanced statistics techniques. According to Gay (1981) correlation research are sometimes treated as a descriptive research, largely due to the research of correlation describes a condition that already exists.⁵⁷

The results of this study are generalizations and interpretations based on the results of statistical data analysis. Quantitative research methods are research methods dealing with numbers and anything that is measurable in a systematic

⁵⁶Sugiyono, 2017. *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung :Alfabeta. Hal. 7-8

⁵⁷Emzir. 2015. *Metodologi penelitian pendidikan kuantitatif & kualitatif*. Jakarta: PT Rajagrafindopersada. P. 37

way of investigation of phenomena and their relationships. It is used to answer questions on relationships within measurable variables with an intention to explain, predict and control a phenomena (Leedy 1993). An entire quantitative study usually ends with confirmation or disconfirmation of the hypothesis tested. Researchers using the quantitative method identify one or a few variables that they intend to use in their research work and proceed with data collection related to those variables.

Quantitative typically begins with data collection based on a hypothesis or theory and it is followed with application of descriptive or inferential statistics. Surveys and observations are some examples that are widely used with statistical association.

B. Population

Population was a generalization area consisting of objects / subjects that have certain qualities and characteristics set by researchers to be studied and then conclusions drawn.⁵⁸The population in this study were all students of grade VIISMPN 17 Mukomuko Regency which amounted to 32 people. The population in this research was only one class.

⁵⁸Sugiyono, 2017. *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung : Alfabeta. Hal. 80

Table. 3.1**Population**

No	Class	Total
1	VIII	32

C. Sample

The sample was part of the number and characteristics possessed by the population. The purpose of determining the sample is to obtain information about the object of research by observing only a part of the population, a reduction of the number of research objects.⁵⁹

Thus, all students of class VIII SMPN 17 Mukomuko used as sample in the study, because the number of students are 32 people.

Table.3.2**Sample**

No	Sex	Frequency
1	Male	23
2	Female	9
3	Total	32

D. Instruments

1. Questionnaire

⁵⁹Ibid. hal.81

Questionnaire is a technique of collecting data through forms containing questions submitted in writing to a person or group of people to obtain answers or responses and information required by the research.⁶⁰ Spreading questionnaire to the research subject aims to obtain data or information about the research problem describing the variables.⁶¹

The questionnaire used in this research is a closed questionnaire, meaning that a number of questions are complete with alternative answers, respondents just choose the answers that have been provided. Questionnaires in this study in the form of questions equipped with alternative answers. The indicators of questionnaires as follows:

Table 3.3

Indicators of questionnaires

Variable	Sub variable	Indicators	No item
Teacher-parents' cooperation	As facilitator	Parents and teachers provide facilities needed by students to support student learning	2, 3, 5 and 10.
	As motivator	Teachers and parents carry out their functions by providing	6, 7, 8, and 19.

⁶⁰Sugiyono, 2017.*Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung :Alfabeta. Hal. 142

⁶¹ArikuntoSuharsimi, *Prosedur Peneltian Suatu Pendekatan Praktik* (Jakarta: RinekaCipta, 2006), h 77.

		motivation and appreciation in supporting children's learning activities as a form of good cooperation, which aims to support children's learning activities towards better.	
	As monitor	Teachers and parents establish good cooperation in educating and monitoring child development, supervision by parents is not just at home but also in the activities of children in school.	1, 4, 12, 15, 17, 21, 23, and 24.
	Correspondence	The teacher invites parents to come to school and parents respond to letters / invitations given by the teacher in order to discuss improvements in children's education.	9, 11, 22
	Teacher-parents meetings	Frequent meetings (once a month) allow current monitoring	13, 14, 16, 18, 20, 25.

		of attendance and learning outcomes. It helps to enable the direct cooperation of the parent who may be involved in the school activities.	
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Table.3.4

Alternative answers

No	Score of questionnaires answers	
	Answer	Score
1.	Always	4
2.	Often	3
3.	Rarely	2
4.	Never	1

2. Interview

The interview is used as the data collection technique when researchers want to conduct a preliminary study to find problems that need to be researched, and also when researchers want to know things from a deeper

respondents and the total of respondents are fewer/smaller.⁶² In this interview, researcher use structured interview. In this research, the respondents of interview is teacher and students at second grade in SMPN 17 Mukomuko for know about teacher-parents cooperation and students achievement. The indicators of interview as follows:

Table 3.5
Indicators of interview

	Indicators	Answers	
		Yes	No
1.	As monitor		
2.	As motivator		
3.	As facilitator		

3. Documentation

The document is a record of past events. Documents may be in the form of writings, drawings, or monumental works of a person.⁶³ The document used in this research are the data of parents as respondents, the data of students, and score of English achievement from students of second grade SMPN 17 Mukomuko, and pictures.

⁶² Ibid. hal.138

⁶³Sugiono. 2012. *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta. Hal 329

E. Method of data collecting

The technique of data collection is the Ordinance or the steps the researchers to obtain research data, research must use techniques and procedures of data collection that corresponds to the type of data required. The researcher used four kinds of technique for collecting the data. They are observation, questionnaire, documentation (English achievement), and interview. Therefore, the data collection techniques used in this study are as follows:

1. Observation

According to SutrisnoHadi, observation is a complex process, a process composed of various biological and psychological processes. Technique of collecting data with observation used when, research related to human behavior, work process, natural phenomenon and if respondent observed not too big.⁶⁴

The researcher will be directed to see the general description of the research location by conducting direct observation to the research location. In addition, there will be various problems related to the discussion of this research. The objective of observation is the cooperation of parents and teachers with student achievement in English subject at SMPN 17 Mukomuko.

⁶⁴Sugiono. 2012. *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta. P. 203

2. Questionnaire

Questionnaire is a data collection technique that is done by giving a set of questions or written statement to the respondent to be answered.⁶⁵

In this research, the researcher used a closed questionnaire. The researcher gave questionnaires to parents to measure cooperation between teacher and parents. The questionnaire consists of 20 items. Questionnaires in this study in the form of questions equipped with 4 alternative answers. Every items answer scored as follows: always score 4, often score 3, rarely score 2, and never score 1.

3. Interview

The interview was used as the data collection technique when researchers want to conduct a preliminary study to find problems that need to be researched, and also when researchers want to know things from a deeper respondents and the total of respondents are fewer/smaller. In this interview, researcher use structured interview.⁶⁶ In this research, the respondents of interview is teacher and students at second grade in SMPN 17 Mukomuko for know about teacher-parents cooperation and students achievement.

⁶⁵Sugiono. 2012. *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta. P. 199

⁶⁶ Ibid. p.194-197

4. Documentation

The document used in this research are the data of parents as respondents, score of English achievement of second grade SMPN 17 Mukomuko that took from English teacher, and pictures from research process.

F. Validity and reliability of the test

1. Test validity

Validity is the accuracy of the measure possessed by an item, in measuring what should be measured through the item.⁶⁷ It is multifaceted and different types of evidence are needed to support any claims for the validity of scores on a test. In this research, the researcher use the statistical package for social an science (SPSS).

Table.3.6
Validity of Questionnaires

Item-Total Statistics					
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted	Result
item_1	66.22	113.144	.783	.953	Valid
item_2	67.53	109.160	.912	.951	Valid
item_3	66.16	113.297	.747	.953	Valid
item_4	66.16	119.426	.279	.955	Invalid
item_5	67.53	109.160	.912	.951	Valid
item_6	67.53	109.160	.912	.951	Valid
item_7	66.22	113.144	.783	.953	Valid
item_8	66.12	117.339	.770	.954	Valid

⁶⁷Anassudijono. 2015. *PengantarEvaluasiPendidikan*. Jakarta: PT RajagrafindoPersada. Hal. 182

item_9	66.16	115.104	.800	.953	Valid
item_10	66.28	120.854	.546	.955	Valid
item_11	66.16	113.297	.747	.953	Valid
item_12	66.16	119.426	.579	.955	Valid
item_13	66.22	113.144	.783	.953	Valid
item_14	66.12	117.339	.770	.954	Valid
item_15	66.16	115.104	.800	.953	Valid
item_16	66.19	118.415	.711	.954	Valid
item_17	67.53	109.160	.912	.951	Valid
item_18	66.19	118.415	.711	.954	Valid
item_19	67.47	117.096	.229	.957	Invalid
item_20	66.16	115.104	.800	.953	Valid
item_21	68.16	123.168	.201	.958	Invalid
item_22	67.50	113.226	.517	.958	Valid
item_23	66.44	120.964	.240	.956	Invalid
item_24	68.03	123.902	.083	.960	Invalid
item_25	66.12	117.339	.770	.954	Valid

After a questionnaire trial, then from the calculation results there are 5 items that are invalid questionnaire from this result, the questionnaire that can be distributed to the sample in this study are 20 questions questionnaire.

2. Test reliability

According to Gregory state that the reliability of measuring instrument is the extent to which it yield consistent result.⁶⁸

Besides, instrument reliability is a requirement for scoring instrument validity. Therefore, although valid instrument are generally reliable but instrument reliability testing needs to be done. In this research, the

⁶⁸Ibid. hal.207

researcher use the statistical package for social an science (SPSS) to analyze the reliability level or questionnaire items.

Table.3.7

Reliability Test of Try out Questionnaires

Item-Total Statistics					
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted	Result
item_1	66.22	113.144	.783	.953	Valid
item_2	67.53	109.160	.912	.951	Valid
item_3	66.16	113.297	.747	.953	Valid
item_4	66.16	119.426	.279	.955	Invalid
item_5	67.53	109.160	.912	.951	Valid
item_6	67.53	109.160	.912	.951	Valid
item_7	66.22	113.144	.783	.953	Valid
item_8	66.12	117.339	.770	.954	Valid
item_9	66.16	115.104	.800	.953	Valid
item_10	66.28	120.854	.546	.955	Valid
item_11	66.16	113.297	.747	.953	Valid
item_12	66.16	119.426	.579	.955	Valid
item_13	66.22	113.144	.783	.953	Valid
item_14	66.12	117.339	.770	.954	Valid
item_15	66.16	115.104	.800	.953	Valid
item_16	66.19	118.415	.711	.954	Valid
item_17	67.53	109.160	.912	.951	Valid
item_18	66.19	118.415	.711	.954	Valid
item_19	67.47	117.096	.229	.957	Invalid
item_20	66.16	115.104	.800	.953	Valid
item_21	68.16	123.168	.201	.958	Invalid
item_22	67.50	113.226	.517	.958	Valid
item_23	66.44	120.964	.240	.956	Invalid
item_24	68.03	123.902	.083	.960	Invalid

item_25	66.12	117.339	.770	.954	Valid
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Reliability Statistics	
Cronbach's Alpha	N of Items
.956	25

Based on the table above $r_{count} > r_{table}$. Then after comparing the value of $0.956 > 0.349$ both from the significant level of 5% and 1%, it can be concluded that the questionnaire of this study is reliable.

G. Technique of data analysis

a. Questionnaire

After the data was collected, the researcher scored the answers of the questionnaires to find out English teacher-parents cooperation. Since the answers in the form of always: 4 points, often: 3 points, rarely: 2 points, never: 1 point. The researcher was analyzed by taking account all of the items score.

b. Students achievement (Final exam score)

The researcher scored the result of mid exam score to know the students achievement, and calculate by percentage. By formula:

$$P = \frac{F}{N} \times 100\%$$

P = Percentage rate

F = Frequency searched

N = *Number of case* (Number of frequencies / number of individuals).⁶⁹

The data that have been merged then recapitulated and given the following criteria:

1. 0% -20% is not well categorized.
 2. 21% -40% is categorized as unfavorable.
 3. 41% -60% is categorized quite well.
 4. 61% -80% is categorized well.
 5. 81% -100% is categorized very well.⁷⁰
- c. The correlation of English teacher-parents cooperation and students achievement.

To find out the correlation of teacher-parents cooperation and students achievement in English subject, the researcher used the Pearson's product moment correlation coefficient formula in SPSS 16 and inserted into product moment correlation formula to test the research hypothesis, the formula is as follows:

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{[N \sum X^2 - (\sum X)^2][N \sum Y^2 - (\sum Y)^2]}}$$

⁶⁹AnasSudijono, *PengantarStatistikPendidikan* (Jakarta: Raja GrafindoPersada, 2008), h,43

⁷⁰SuharsimiArikunto, 2013. *ProsedurPenelitianSuatuPendekatanPraktik*. Jakarta: PT RinekaCipta

Information:

r_{xy} = The correlation index number "r" Product Moment

N = Number of Cases

ΣX = Total number of scores X

ΣY = Total number of Y score

ΣXY = Total multiplication of X and Y.⁷¹

⁷¹SuharsimiArikunto, 2013. *ProsedurPenelitianSuatuPendekatanPraktik*. Jakarta: PT RinekaCipta. P.317

CHAPTER IV

RESULTS AND DISCUSSION

This chapter describes of the result of the correlation between parents and teacher cooperation with students achievement in English subject. The result of students achievement in English and questionnaire were presented as follows:

A. Results

1. Result of questionnaires' teacher-parents' cooperation

The questionnaire processing about teacher-parents 'cooperation amounts to 20 questions, with scores on each item from the respondents' answers using the following standards:

- a. Always = 4
- b. Often = 3
- c. Rarely = 2
- d. Never = 1

Table. 4.1

Data Tabulating of Questionnaires

No	Score																				Jmh
res	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
1	4	2	4	3	2	3	4	4	4	3	4	3	4	4	4	4	2	4	4	4	70
2	4	2	4	3	2	3	4	3	3	3	4	3	4	3	3	3	2	3	3	3	62
3	3	2	3	4	2	3	3	3	3	3	3	4	3	3	3	3	2	3	3	3	59

4	2	1	3	3	1	3	2	3	3	3	3	3	2	3	3	3	1	3	3	3	51
5	4	2	4	3	2	3	4	3	4	3	4	3	4	3	4	3	2	3	3	4	65
6	4	2	4	3	2	3	4	4	4	3	4	3	4	4	4	4	2	4	4	4	70
7	3	3	3	4	3	3	3	4	3	4	3	4	3	4	3	4	3	4	4	3	68
8	4	2	4	3	2	3	4	3	4	3	4	3	4	3	4	3	2	3	3	4	65
9	4	2	4	3	2	3	4	4	4	3	4	3	4	4	4	3	2	3	4	4	68
10	3	3	3	4	3	3	3	4	3	4	3	4	3	4	3	4	3	4	4	3	68
11	4	2	4	3	2	3	4	4	4	3	4	3	4	4	4	4	2	4	4	4	70
12	3	1	3	3	1	3	3	3	3	3	3	3	3	3	3	3	1	3	3	3	54
13	3	3	3	4	3	4	3	4	4	3	3	4	3	4	4	4	3	4	4	4	71
14	4	2	4	3	2	3	4	3	4	3	4	3	4	3	4	3	2	3	3	4	65
15	4	2	4	3	2	3	4	3	4	3	4	3	4	3	4	3	2	3	3	4	65
16	3	1	3	3	1	3	3	3	3	3	3	3	3	3	3	3	1	3	3	3	54
17	4	3	4	4	3	3	4	4	4	4	4	4	4	4	4	4	3	4	4	4	76
18	4	3	4	4	3	3	4	4	4	4	4	4	4	4	4	4	3	4	4	3	75
19	4	2	4	3	2	3	4	4	4	3	4	3	4	4	4	3	2	3	4	4	68
20	4	2	4	3	2	3	4	3	4	3	4	3	4	3	4	3	2	3	3	4	65
21	4	2	4	3	2	3	4	3	3	3	4	3	4	3	3	3	2	3	3	3	62
22	3	2	3	4	2	3	3	3	3	3	3	3	3	3	3	3	2	3	3	3	58
23	4	2	4	3	2	3	4	4	4	3	4	3	4	4	4	4	2	4	4	4	70
24	4	3	4	4	3	4	4	4	4	3	4	4	4	4	4	4	3	4	4	4	76
25	4	3	4	4	3	3	4	4	4	4	4	4	4	4	4	4	3	4	4	4	76
26	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	80
27	4	4	4	4	4	3	4	4	4	4	4	4	4	4	4	4	4	4	4	4	79
28	3	2	3	4	2	3	3	3	3	3	3	4	3	3	3	3	2	3	3	3	59
29	3	2	3	3	2	3	3	3	3	3	3	3	3	3	3	3	2	3	3	3	57
30	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	3	4	79
31	2	1	3	3	1	3	2	3	3	3	3	3	2	3	3	3	1	3	3	3	51
32	3	1	3	3	1	3	3	3	3	3	3	3	3	3	3	3	1	3	3	3	55

2. Students' score on final exam

Table. 4.2
Score final exam

No	NAMA SISWA	NILAI
1	Ade Putra Wijaya	77
2	Aldi Farhan	73
3	Ali Martopo	71
4	Che Che Marsela	71
5	Dolni Lesmita	71
6	Edi Susanto	77
7	Eka Mutiara	73
8	Enggar	73
9	Erix Pernando	71
10	Habinas	71
11	Harjun Gunawan	73
12	Iqbal	71
13	Jeksy	73
14	Lusi Apriani	79
15	Nanda Saputra	71
16	Perdi Andrean	71
17	Rahman Nurdin	71
18	Rahmawati	87
19	Ramondo	71
20	Restu Wijaya	73
21	Rian Hidayat	71
22	Riko Putra	71
23	Roi Hidayat	71
24	Sahlan Aripin	71
25	Septia Selsi Putri	87
26	Siti Haliza	87
27	Syahrul Gunawan	71
28	Tasya Azzahra	87
29	Tirta Septiana	71

30	Widya Wulandari	87
31	Yoga	71
32	Yusril Izha Mahendra	71

Table.4.3

Level of final exam

Score of final exam				
Category	Score	Frequency	Percent	Valid Percent
Very low	0-40	0	0	0
Low	41-69	0	0	0
Moderate	71	18	56.2	56.2
	73	6	18.8	18.8
	77	2	6.2	6.2
	79	1	3.1	3.1
Good	87	5	15.6	15.6
Very good	90-100	0	0	0
	Total	32	100.0	100.0

Based on the table above the result show that the students' final exam score were 0% students got very low category, 0% students got low category, 84,3% students got moderate category, 15,6% students got good category and 0% students got very good category.

3. Mean value

Next look for the average or mean score (M) results from the final school exam score.

Table. 4.4
The result of mean in questionnaires

Statistics		
Questionnaires		
N	Valid	32
	Missing	0
Mean		65.97
Median		66.50
Mode		65
Std. Deviation		8.345

Result of Questionnaires					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	51	2	6.2	6.2	6.2
	54	2	6.2	6.2	12.5
	55	1	3.1	3.1	15.6
	57	1	3.1	3.1	18.8
	58	1	3.1	3.1	21.9
	59	2	6.2	6.2	28.1
	62	2	6.2	6.2	34.4
	65	5	15.6	15.6	50.0
	68	4	12.5	12.5	62.5
	70	4	12.5	12.5	75.0
	71	1	3.1	3.1	78.1
	75	1	3.1	3.1	81.2
	76	3	9.4	9.4	90.6
	79	2	6.2	6.2	96.9
	80	1	3.1	3.1	100.0
Total		32	100.0	100.0	

Based on the table above, it can be seen that the teacher-parents' cooperation was moderate category, which is 13 parents (40.6%) out of 32 parents.

Table 4.5
The result of mean in students' achievement

Statistics		
Score of final exam		
N	Valid	32
	Missing	0
Mean		74.50
Median		71.00
Mode		71
Std. deviation		5.814

Score of final exam					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	71	18	56.2	56.2	56.2
	73	6	18.8	18.8	75.0
	77	2	6.2	6.2	81.2
	79	1	3.1	3.1	84.4
	87	5	15.6	15.6	100.0
	Total	32	100.0	100.0	

Based on the table above, it can be seen that the English score is moderate category, which is 18 students (56.2%) out of 32 students.

4. The correlation on English teacher and parents' cooperation with students achievement in English subject

At the stage of testing this hypothesis the author presents a hypothesis that the writer suggests, namely a correlation between teacher-parents cooperation

and students' achievement in English subject. To prove this hypothesis, the author uses product moment correlation analysis techniques and SPSS.

Table. 4.6

The result of product moment

No respondent	X	Y	X²	Y²	X.Y
1	70	77	4900	5929	5390
2	62	73	3844	5329	4526
3	59	71	3481	5041	4189
4	51	71	2601	5041	3621
5	65	71	4225	5041	4615
6	70	77	4900	5929	5390
7	68	73	4624	5329	4964
8	65	73	4225	5329	4745
9	68	71	4624	5041	4828
10	68	71	4624	5041	4828
11	70	73	4900	5329	5110
12	54	71	2916	5041	3834
13	71	73	5041	5329	5183
14	65	79	4225	6241	5135
15	65	71	4225	5041	4615
16	54	71	2916	5041	3834
17	76	71	5776	5041	5396
18	75	87	5625	7569	6525
19	68	71	4624	5041	4828
20	65	73	4225	5329	4745
21	62	71	3844	5041	4402
22	58	71	3364	5041	4118
23	70	71	4900	5041	4970
24	76	71	5776	5041	5396
25	76	87	5776	7569	6612
26	80	87	6400	7569	6960

27	79	71	6241	5041	5609
28	59	87	3481	7569	5133
29	57	71	3249	5041	4047
30	79	87	6241	7569	6873
31	51	71	2601	5041	3621
32	55	71	3025	5041	3905
Total	2111	2384	141419	178656	157947

Note:

$$\begin{aligned}
 X &= 2111 \\
 Y &= 2384 \\
 X^2 &= 141419 \\
 Y^2 &= 178656 \\
 X.Y &= 157947 \\
 N &= 32
 \end{aligned}$$

The formula:

$$\begin{aligned}
 r_{xy} &= \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{[N \sum X^2 - (\sum X)^2][N \sum Y^2 - (\sum Y)^2]}} \\
 r_{xy} &= \frac{32(157947) - (2111)(2384)}{\sqrt{\{32(141419) - (2111)^2\} \{32(178656) - (2384)^2\}}} \\
 r_{xy} &= \frac{5054304 - 5032624}{\sqrt{\{4525408 - 4456321\} \{5716992 - 5683456\}}} \\
 r_{xy} &= \frac{21680}{\sqrt{\{69087\} \{33536\}}} \\
 r_{xy} &= \frac{21680}{\sqrt{2316901632}} \\
 r_{xy} &= \frac{21680}{48134} \\
 r_{xy} &= 0,450
 \end{aligned}$$

$$r_{\text{count}} = 0,450$$

$$r_{\text{table}} = 0,349$$

Based on the result above, $r_{\text{count}} 0.450 > r_{\text{table}} 0,349$. So, there is a significant correlation between teacher-parents' cooperation and students' achievement in English subject.

After testing the correlation with the product moment correlation formula, obtained a correlation number of 0.450 then the results obtained are consulted with the product moment correlation coefficient in the table with $N = 32$, both significant levels of 5% and 1%.

1. Significant 5%

$$\begin{aligned} r_{\text{count}} &= 0,450 \\ r_{\text{table}} &= 0,349 \end{aligned}$$

2. Significant 1%

$$\begin{aligned} r_{\text{count}} &= 0,450 \\ r_{\text{table}} &= 0,449 \end{aligned}$$

So, $r_{\text{count}} > r_{\text{table}}$ it means significant.

From the results above the hypothesis that there is a correlation between teacher-parents 'cooperation and students' achievement in English subject is accepted. Thus the better the parent-teacher collaboration, the higher the value achieved by students.

Table 4.7**The result of correlation**

		Teacher- parents cooperation	Students' achievement in english
Teacher-parents cooperation	Pearson Correlation	1	.450**
	Sig. (2-tailed)		.010
	N	32	32
Students' achievement in english	Pearson Correlation	.450**	1
	Sig. (2-tailed)	.010	
	N	32	32

** . Correlation is significant at the 0.01 level (2-tailed).

Based on the table above, the correlation coefficient questionnaire score and students achievement score was 0,450 in two tailed testing with N=32. The table shows that $0,450 > 0,449$. It means the correlation of English teacher and parents' cooperation with students achievement in English was moderate category. Since the significant value $r_{count} < r_{table}$, (H_a) was accepted (H_o) was rejected. The table above shows that $(0,010) = 0,01$, it means that (H_a) accepted and there was a significant correlation of English teacher and parents' cooperation with students achievement in English subject on the second grade students at SMPN 17 Mukomuko in Academic Year 2018/2019.

Table. 4.8
The correlation value

Nilai r	interpretasi
0,800-1,00	Very High
0,600-0,800	High
0,0400-0,0600	Moderate
0,200-0,400	Low
0,000-0,200	Very low

Based on the table above the interpretation of correlation of teacher-parents' cooperation and students' achievement was moderate category.

5. Test T count

$$T_{count} = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

$$T_{count} = \frac{0,450\sqrt{32-2}}{\sqrt{1-0,2025}}$$

$$T_{count} = \frac{0,450(5,47)}{0,7975}$$

$$T_{count} = \frac{24,615}{0,7975}$$

$$T_{count} = 30,86$$

Significant level of 1% and free degree (db) $n-2 = 30$, then obtained the value of $T_{table} = 2750$. So, $r_{count} > r_{table} = 30.86 > 2.750$. So, H_0 is rejected and H_a is accepted.

6. The result of interview

- a. Do you think the test results are good for the child? Answer: yes, it is very important. Because in the learning process, the good results of the exam we want to achieve.
- b. Do you agree if additional tutoring is held so that your child's UAS results are better? Answer: yes, I agree. Because by taking additional lessons will make students add knowledge and understanding of English language lessons.
- c. Does the teacher invite parents of students on the day of admission of new students in order to discuss the situation of students? Answer: yes, every new student admission the teacher invites parents to strengthen friendship and cooperation between parents and teachers.
- d. Does the teacher send a summons to the parents of students for students who have problems? Answer: yes. Every student who has a problem at school will be called by his parents to tell what his child is doing. Then give guidance to parents to pay more attention to and solve the problems of children who are in school.
- e. Does the teacher convey to parents about everything related to students' learning problems? Answer: yes. I always tell parents about what students are experiencing.
- f. Does the teacher make a list of activities for students to do at home, under the supervision of parents of students? Answer: yes. I have students make a

list of activities when students are at home to make students more disciplined and responsible and have a lot of study time under the supervision of parents.

- g. Do teachers use media such as posters, pictures or English videos in teaching so that children are more active in learning? Answer: yes. In teaching I use picture and video media to attract students' attention in the learning process in class.
- h. Does the teacher provide motivation when children get difficulties while studying? Answer: yes. Each of my teaching and learning processes often motivates students so that they become motivated to study hard.
- i. Do you give gifts to encourage your child to get good grades? Answer: yes. Every student who gets the highest score, I give them gifts to make students more active in learning.
- j. Do you often give guidance to children about the importance of science? Answer: yes. In the learning process in the classroom, of course, a teacher will give direction to his students about how important science must be possessed.

Based on teacher's interview above, we concluded that the the teacher has done his role in school and has good cooperation with parents to improve student learning outcomes in school.

Based on the students' interview with LA "the teacher always gives the task to do at home so that when outside the house we also have time to study" according to RD "his parents did not help in completing the assignment because they did not understand English lessons." Meanwhile according to TA " his parents help if there are tasks that are not understood because his parents understand English. " According to The students "teachers and parents always motivate learning so we are passionate about learning." Based on interview with RM "He does not tell his parents if he gets problems in learning." Meanwhile according to SH "He always tells stories when getting problems in learning "According to RH's interview" His parents always come to take report cards to school. "Same thing with AF" His parents also came to school to take their grades."

According to HG, he said "his parents did not make a list of activities at home because his parents worked from morning to evening so he had to independently carry out the activities he was supposed to do at home." Meanwhile according to EM what should be done when at home." According to TA, TS, SH & SSH "They often study group at home, when given by the teacher the task is to solve it by learning together so that if there are tasks that they do not understand, they can ask questions with other friends." Whereas according to other students "they do not want to study together at home because in the afternoon they spend time playing with their friends." According to JK & IK "only a few who followed the extracurricular English, because they did not like the lesson, they considered English difficult."

Based on interview above, we can concluded the teacher always gives assignments to students to do at home. With this task the role of parents to supervise their children in learning will be carried out. English is one of the subjects that parents don't understand because parents' education is the average farmer's cause they can't help completing their children's assignments, they can only supervise their children in learning. But there are also parents who can help their children in completing English assignments because they are educated people. So one obstacle for parents who cannot help completing their children's tasks is not understanding the lesson. In addition, students feel that English lessons are difficult because they do not understand the meaning of the language. Moreover, many students who do not take extracurricular activities will have an impact on their understanding of English. Therefore, only a few children reached passing grade in the mid-English language exam results. So, the lack of collaboration between parents and teachers will have an impact on children's learning outcomes.

B. Discussion

The present research has shown that there was a significant correlation of English teacher and parents' cooperation with students achievement in English subject on the second grade students at SMPN 17 Mukomuko in Academic Year 2018/2019. According to Ahmet, in order to increase the existing rate of school-parent cooperation for effective classroom management, the schools should

initiate more social activities with parents, employing guidance service to increase communication and address expectations and respective needs.⁷²

Based on teacher's interview above, we concluded that the the teacher has done his role in school and has good cooperation with parents to improve student learning outcomes in school. Then, Based on students' interview, we can concluded the teacher always gives assignments to students to do at home. With this task the role of parents to supervise their children in learning will be carried out. English is one of the subjects that parents don't understand because parents' education is the average farmer's cause they can't help completing their children's assignments, they can only supervise their children in learning. But there are also parents who can help their children in completing English assignments because they are educated people. So one obstacle for parents who cannot help completing their children's tasks is not understanding the lesson. In addition, students feel that English lessons are difficult because they do not understand the meaning of the language. Moreover, many students who do not take extracurricular activities will have an impact on their understanding of English. Therefore, only a few children reached passing grade in the mid-English language exam results. So, the lack of collaboration between parents and teachers will have an impact on children's learning outcomes.

⁷² Ahmet Cezmi SAVAŞ. *The Contribution of School-Family Cooperation on Effective Classroom Management in Early Childhood Education*. Educational Sciences: Theory & Practice - Special Issue • Autumn • 3099-3110 ©2012 Educational Consultancy and Research Center www.edam.com.tr/estp

From the calculation SPSS version 16 shows that the significant correlation of English teacher and parents' cooperation with students achievement in English subject in two tailed at the 1% of significant level, the significant value (0,010) same with 0,01. it means that (Ha) accepted and there was a significant correlation of English teacher and parents' cooperation with students achievement in English subject on the second grade students at SMPN 17 Mukomuko in Academic Year 2018/2019. The correlation coefficient questionnaire score and students achievement score was 0,450 in two tailed testing with N=32. The table shows that $0,450 > 0,449$. It means the correlation of English teacher and parents' cooperation with students achievement in English was positive and the interpretation was low.

“Cooperation” suggests the presence of two individuals at least who interact. These individuals are either interested in working together towards making a decision in order to achieve a goal or they have been appointed as experts necessary to carry out a certain “assignment” (project). Therefore, the educators and the parents compose the required “pair,” that is, they fulfill the basic requirement of “cooperation”.⁷³ Home-school communication and interactions, including direct parent-teacher contacts and relationships as well as more general communication between school and home regarding school events

⁷³ Marina Kougiourouki. Benefits Deriving From the Parent-Teacher Cooperation—The Parents' Point of View. US-China Education Review B, August 2016, Vol. 6, No. 8, 491-495

and school policies may bring betterment in the overall grooming of the child.⁷⁴

Parental relationships are very important with many school connections that can be discussed about the progress and progress that has been achieved, the difficulties experienced and the ways of overcoming and things that should be done by parents with regard to the talents or abilities of children.

⁷⁴ Syeda Rakhshanda Kaukab, “*the impact of parent/family involvement on student’ learning outcomes*” International Journal of Research - Granthaalayah, Vol. 4, No. 10 (2016): 72-81.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of data analysis in this research it is showed that there is significant correlation between English teacher and parents' cooperation with students achievement in English subject on the second grade students at SMPN 17 Mukomuko in Academic year 2018/2019. The result of calculation approved, the correlation coefficient questionnaire score and students achievement score was 0,450 in two tailed testing with $N=32$. The table shows that $0,450 > 0,449$. It means the correlation of English teacher and parents' cooperation with students achievement in English was moderate category. Since the significant value $r_{count} < r_{table}$, (H_a) was accepted (H_o) was rejected. The table above shows that $(0,010) = 0,01$, it means that (H_a) accepted and there was a significant correlation of English teacher and parents' cooperation with students achievement in English subject on the second grade students at SMPN 17 Mukomuko in Academic Year 2018/2019.

B. Suggestion

Based on the conclusions above, there some suggestions offered in this study.

First, the capability and ability in English achievement on the second grade students at SMPN 17 Mukomuko improved. The teacher should support

students in employing the learning style strategies to be a great range of learning activities. Then, For parents of students must give their attention for students and can adjusting facilities for students in learning English. Parents and students must improve the relationship of communication and cooperation, so parents know the development of positive children's education in academics so that it also has a positive impact on learning at school, parents must take the time to assist their children so that they better understand the development of children's education. Then parents and schools must improve communication, cooperation, increase the involvement of parents in activities and in making decisions that require input from parents of students. This is as an effort to better understand the characteristics of each student so that they can give a positive contribution in an effort to improve student learning achievement.

Second, from the explanation above, the correlation between English teacher and parents' cooperation must be improved and optimal. If it was optimal the score of students' achievement in English can maximal. In this way the result of teaching and learning English as foreign language hopefully will be much better.

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