

**PARENTS' INVOLVEMENT AND ITS INFLUENCE ON STUDENTS  
ENGLISH ACHIEVEMENT**

(A Correlation Research at 7<sup>th</sup> Grade students of SMPN 06 Kaur In Academic Year  
2018/2019 )

**THESIS**

Submitted as A Partial Requirements For the Degree Of S.Pd (Sarjana Pendidikan) In  
English Language Education



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## **MOTTO**

Don't be afraid to fail,  
because a success starts from failure  
never wasted life,  
because life is only one time

## **DEDICATION**

**With great love, I will be before thankful and dedicated this thesis to:**

1. Allah SWT I want to said Alhamdulillahirobbil'amin. Because always giving me mercy as long as a live. So, I can finished this thesis, it is because of Allah SWT.
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Bengkulu,

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## **ABSTRACT**

LuviLiniarti, (1416232937)

Parents' Involvement and its Influence on Student English Achievement (A coverrative study at 7<sup>th</sup> Grade students of SMPN 06 KaurIn Academic Year 2018/2019)

Thesis, English education study program, Tarbiyah and Tadris, State Instute of Islamic Studies (IAIN) Bengkulu

Advisors : 1. Dr. H. Ali Akbarjono, M.Pd  
2. Feny Martina, M.Pd

Tujuan dari penelitian ini adalah untuk mengetahui hubungan antara pengaruh keterlibatan orang tua dan prestasi belajar bahasa Inggris siswa di SMPN 06 Kaur. Populasi penelitian ini adalah siswa kelas tujuh SMPN 06 Kaur yang dibagi menjadi empat kelas: 7A, 7B, 7C, dan 7D. Sampel penelitian ini adalah kelas 7A. Penelitian ini adalah metode deskriptif kuantitatif. dalam mengumpulkan data, penelitian ini menggunakan dua jenis instrumen. pertama, instrumen kuesioner sebagai instrumen data keterlibatan orang tua. Kuesioner terdiri dari 25 item. kedua, peneliti dilakukan kemahiran berbahasa Inggris adalah prestasi tetapi peneliti tidak melakukan tes tetapi mengumpulkan data dari sekolah SMPN 06 Kaur. setelah menghitung hasil skor siswa dalam keterlibatan orang tua dan prestasi belajar bahasa Inggris siswa, peneliti menemukan bahwa skor siswa dalam keterlibatan orang tua dan prestasi siswa bahasa Inggris, peneliti menemukan bahwa keterlibatan orang tua dengan cara rendah menengah 17 (60%) dan tinggi sedang 8 (40%) sedangkan prestasi bahasa Inggris siswa (Buku Repot) dengan rata-rata 20 (80%) dengan rata-rata 80 dan 5 (30%) itu berarti tingkat tinggi. Selanjutnya, koefisien korelasi dua variabel: 0,575. itu berarti, korelasinya moderat ( korelasi tingkat sedang). Berdasarkan data di atas, peneliti menyimpulkan bahwa  $H_a$  diterima dan  $H_o$  ditolak .

Kata kunci: Prestasi Bahasa Inggris, Orang Tua, Keterlibatan Orang Tua

## **ABSTRACT**

LuviLiniarti, (1416232937)

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2. Feny Martina, M.Pd

The objectives of this research was to find out the correlation between influence of parents' involvement and students English achievement in SMPN 06 Kaur. The population of this research was the seventh Grade student of SMPN 06 Kaur that divided into four class : 7A, 7B, 7C, and 7D. The sample of this study were class 7A. This research was descriptive quantitative method. in collecting data, this research used two kinds of instrument. First, instrument questionnaires as the instrument of parents involvement data. The questionnaires consist of 25 items. second, the researcher was conducted English language proficiency is achievement but researcher did not make test but collect the data from school SMPN 06 Kaur. after calculating the result of the students score in parents involvement and students English achievement, the researcher found that the students' score in parents involvement and students English achievement, the researcher found that the parents involvementthe with means low intermediate 17 (60%) and high intermediate 8 (40%) the other hand students English achievement (Repot Book) with means 14 (70%) with the mean 80 and 6 (30%) it mean high level. Furthermore, the coefficient correlation two variable : 0,575. it mean that, the correlation was moderate ( there moderate correlation). Based on the data above, the researcher concluded that the Ha is accepted and Ho is rejected.

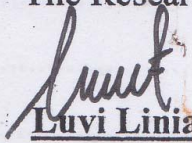
**Key word: English achievement, Parents, Parents' Involvement**

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6. All of my family members
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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,  
  
Luvi Liniarti  
NIM. 1416232937



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## CHAPTER I

### INTRODUCTION

#### A. Background of Study

Language is as an international language that used in many countries. It helps people to learn about and share the experiences of others. It is also used as a medium to apply all of the knowledge that people have gained from one moment to the next. With the aid of language, people are able to learn culture and then enter the life of the society. Without language they would only in a very limited way be able to deal with our environment.

English is a foreign language. It makes necessary to be learned for student at school. It has become one of subject in school's curriculum and has been taught from elementary school until university.<sup>1</sup> This is one of the government programs to improve student's ability in English. A foreign language is a language is not spoken by the people of a certain place.

Learning language is important for human's social development. As a language which is used by more than a half of population in the world, English holds the key as an international language. English is a tool of communication among peoples of the world to get trade, social-cultural, science, and technology goals. Moreover, English competence is important in career development.

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<sup>1</sup>A.M. Sultana, "Parental involvement on students' Learning Abilities and Achievement in the English subject". *international Journal of Social Science and Humanity*, download May 02, 2018. May 02, 2018 vol. 6, No. 2, February 2016

Therefore students need to understand and use English to improve their confidence to face global competition.

Many factors affect the student's English achievement. Intelligence is not the only determinant of academic achievement. The other factors such as motivation, teacher, learning style, environment, and parents' involvement can influence the achievement.

Environment is an educational component, which has big influence on instructional process and instructional product<sup>1</sup>. It is a place where students live and interact to each other in social life. It gives environmental input for gaining the students language –first language, second language or foreign language.

As a unit of society, family is the primary social system for children, because parents are the children's first teachers who become most influential teachers. They naturally become teachers for their children. Lester D. Crow and Alice Crow said<sup>2</sup>, "The child in the home is the recipient of whatever constructive or destructive influences may result from the interrelations of his home with the social order into which he or she has been born". Many things children learn first from his parent. Children spontaneously imitate their parents' language. In this way they acquire their first language.

To know the real problem that happens in the field. The research observation at seventh grade students of SMPN 06 Kaur.<sup>2</sup> The students also have a low motivation in learning English language because the teacher monotone in

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<sup>2</sup> Observation of students at the seventh Grade SMPN 06 Kaur. ( 08 May 2018)



teaching and learning its mean students are not attract with teacher way in conveying material. Even though, the students understand about the topic or material but the students still difficult to get confused to share and express their idea to other students.

Based on the researcher interview the English teacher SMPN 06 Kaur. She said that some student difficult when learning English language. The first, problem for most student difficult and complicated in speak often forgetting when front of in the class. The second some student are lazy to learning English language because many kind aspect like writing, reading, listening and speaking. Some student not interest learning English language.

According to student in the school SMPN 06 Kaur. She said not interest learn English language because difficult and many aspect. The teacher often give task make students bored. In the home sometime she helping mother to work. The student have fewer of activity to develop English language.

Based interview the parents of student at SMPN 06 Kaur. She said the child lazy to learn English language because difficult and in the home noting can speak English language. The parent not enough facilities to improve English language the child because low economy.

## **B. Identification of the problems**

Based on the observation in SMPN 06 Kaur there where some problems related to the students, the teacher, the school and the parents. The section clarifies each other of the factor. The students was lazy to develop English language. Learning English facilities in the school are still lacking. Some parents can't control the student in the home every day because busy work and parents have low economy it make children not enough facilities to improve English language.

## **C. Limitation of Problem**

The limitation of the problem only focus of parents involvement and its influence on students English achievement at the seventh grade students of SMPN 06 Kaur.

## **D. Research Question**

Conducting the background of the study, the research question is formula as follow: is there any parents' involvement and students English achievement seventh grade students of SMPN 06 Kaur?

## **E. Objective of the study**

The objectives of this research is to find of empirical evidence of whether or not there is any significant correlation between parents involvement and its influence on student English achievement seventh grade students of SMPN 06 Kaur.

## **F. Significance of the Study**

The result of this research is expected to be an input for parents and teachers in gaining parents involvement on student English achievement. Parents and teachers should know that there are some factors affecting the achievement. One of the factors is environment condition. Parents can provide to support their children's in learning English. The writer hopes this will be useful for them who are interested in parents' involvement and the research also will enrich an improve their knowledge and skill.

## **G. Definition of Key Terms**

The researcher defines some words to avoid misunderstanding :

1. Environment is an educational component, which has big influence on instructional process and instructional product.
2. Family is the first social system for children, because parents are the first teachers for children come most influential teachers.

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. Interest**

Before we know the interest in learning, we must know the meaning of interest and learning. The word etymology of interest comes from the English interest which means love, attention tendency of the heart to something, desire. So in the learning process students must have an interest or preference to take part in learning activities that take place, because the presence of interest will encourage students to show attention, activities and participation in following the ongoing learning. Interest is the attitude of the soul of a person including the three functions of his soul cognition and emotion, which is focused on something and in the relationship is a strong element of feeling.

Interest is a fixed tendency to pay attention and remember some activities. Interest is feeling more like and feeling interested in something or activity, without anyone telling. Said that interest is related to the style of motion that encourages a person to deal with or deal with people, objects, activities, experiences that are stimulated by the activity itself. From some expert opinions above. it can be concluded that the notion of interest is a sense of attraction, attention, more desire that a person has for something, without any encouragement.



## **B. Learning**

Learning is a process of progressive behavior adaptation. Is a change in behavior that results in changes in behavior change in behavior or performance. Learning as a process where behavior is generated or changed through practice or experience. Likewise according to learning is a series of activities of the body of the soul to obtain a change in behavior as a result of individual experience in interaction with the environment that involves cognitive, affective and psychomotor. Learning is a process that allows one to acquire and shape new competencies, skills, and attitudes involving internal mental processes that result in behavioral changes and are relatively permanent. Thus it can be concluded that the notion of learning is a change in the student's form, knowledge, skills and behavior as a result of interaction with the environment.

## **C. Interest in learning**

Interest is a sense of attraction, attention, more desire that someone has for something, without any encouragement. This interest will remain and develop in him to get support from his environment in the form of experience. Experience will be gained by interacting with the outside world, both through practice and learning. And the factors that cause interest in learning in this case are encouragement from within the individual.

#### **D. Achievement**

In general, achievement means all things that people obtain from his/her effort. But in education, achievement means the result of tests designed to determine a student's mastery of a academic area.<sup>3</sup>

Achievement is what a person has already learned. It means achievement is the child's past learning – that is, his accumulated knowledge in a particular field. In dictionary of education, achievement is defined as accomplishment or proficiency of performance in a given skill or body of knowledge, while academic achievement is knowledge attained or skills developed in the school subject, usually designated by test scores or by marks assigned by teachers, or by both. The other definition of learning achievement is the extent to which a person has achieved something acquired certain information or mastered certain skills, usually as a result of specific instruction.

Learning achievement is how much students a count of lessons that students have learned up to a particular point in time.<sup>4</sup> It means that achievement is an amount of lessons that the students have got through an instructional process in the particular class for several times.

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<sup>3</sup>Jumali Arnold. *Affect in Language Learning*, (Cambridge: Cambridge University Press,2007), p. 67

<sup>4</sup>Theodore Hobener, *how to teach foreign languages effectively*. (New York: New York University Press, 2011), p. 120

The achievement is also defined as the pupil's degree of mastery of a given section of a textbook.

Related to quoted the definitions of the achievement from experts' opinion, and then they conclude that learning achievement is "*pencapaian bentuk perubahan perilaku yang cenderung menetap dari ranah kognitif, afektif, dan psikomotoris dari proses belajar yang dilakukan dalam waktu tertentu yang sesuai dengan tujuan pengajaran* (the change of the attitude in cognitive, affective, and psychomotoric after instructional process that the students have done in particular time and it based the objective of teaching and learning activities)<sup>5</sup>. In addition to definition of learning achievement, some experts express his idea, as follows:

- 1) Learning achievement is outputs from an input process system.
- 2) Learning achievement is one's ability that he has after he got learning experience.

Learning achievement is student's actions that they have disciplined minds and adhere to traditional morals and behavior. They demonstrate their competency in academic subjects or traditional skills through tests and writings.<sup>6</sup>

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<sup>5</sup>Asep Jihad and Abdul Haris, *Evaluasi Pembelajaran*, (Yogyakarta: Multi Pressindo, 2008), p. 14 – 15

<sup>6</sup>Myra Pollack Sadker and David Miller Sadker, *Teachers, Schools, and Society*, (New York: McGraw-Hill, 2005), p. 330

Based on the concepts above, they can be concluded that learning achievement is the result of student's past learning after instructional process in harmony with the instructional objective in particular period of time. After explanation of definition of the achievements above, it can be stated that English achievement is learners' ability to use the target language. It means the students have achieved the skill and knowledge in using target language- English.<sup>7</sup>

#### 1. English Achievement

English achievement is what learners have learned about target language – English, over a week, month, term or entire course. Moreover, English achievement is how much of a foreign language a student knows. Students have to struggle through a course or a learning experience of some sort to achieve a certain amount of control of the language.<sup>8</sup>

English achievement is the skills and the knowledge the pupils have acquired in each of the various phases of the language learning. Some definitions about the English achievement, the writer takes a conclusion that English achievement is the student's ability, skill, and knowledge in English which they have acquired or learned in particular time. In education, achievement is signed by scores, which may be taken from the

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<sup>7</sup>Theodore Hobener, *how to teach foreign languages effectively*. (New York: New York University Press, 2011), p. 98

<sup>8</sup>Scott Thornbury, *An A-Z of ELT: A Dictionary of Terms and Concepts Used in English Language Teaching*, (Oxford: Macmillan, 2006), p. 3

average of daily scores and from final tests. Test is used to measure the achievement. Such test is usually called achievement test.

## 2. Achievement Test

To measure how much of a foreign language a student knows, the test which is used is called achievement test. The test makes reference to the fact that students have to struggle through a course or a learning experience of some sort to achieve a certain amount of control of the language. The main uses of achievement testing are:

- a. Progress tests – to see how students are getting on in a course;
- b. End of course tests – to see how well students have learnt what the course set out to teach them;
- c. Course evaluation – to see where the course is more or less successful.

Achievement test is to measure progress in school up to a particular point in time. In teaching English, the test indicates overall language gains.<sup>9</sup> In order to determine the extent to which the learner has attained particular course objectives, various other forms of continuous assessment may be used, including observation, verbal feedback from the teacher or others, teacher constructed tests, self-rating scales, learner self reports, teacher or learner diaries, and videotaped or audiotaped samples of learners' work.

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<sup>9</sup>Jum C. Nunnally, *Educational Measurement and Evaluation*, (New York: McGraw-Hill, 1964), p. 172

## **E. Factors Affecting the Achievement**

There are a lot of factors that influence the achievement of student.

Some factors that influence the student's achievement are:

- 1) Intelligence degree: this factor is dominant in affecting the result of students' achievement.
- 2) Motivation: this factor also has huge influence in affecting students' achievement.
- 3) Physical conditions
- 4) Environment condition

### **a. Intelligence**

Individual characteristics of learners may be directly or indirectly related to achievement in foreign language learning. Intelligence manifests itself in terms of how an individual behaves in his society.<sup>10</sup> The term 'intelligence' has traditionally been used to refer to performance on certain kinds of test. Intelligence, especially as measured by verbal IQ tests, may be a strong factor when it comes to learning which involves language analysis and rule learning, intelligence may play a less important role in classrooms where the instruction focuses more on communication and interaction. Intelligence is regarded as a potential capacity.

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<sup>10</sup>Steven H. McDonough, *Psychology in Foreign Language Teaching*, (London: George Allen and Unwin, 2001), p.125

This potential capacity is probably a function of heredity, congenital development, and growth. The growth of intelligence toward the potential capacity may be impeded by environmental stresses and strains or may be accelerated by proper stimulation. It is important to keep in mind that intelligence is complex and that individuals have many kinds of abilities and strengths, not all of which are measured by traditional IQ tests. Many students whose academic performance has been weak have experienced considerable success in second or foreign language learning.<sup>11</sup>

#### **b. Motivation**

Motivation is one of the most important variables in learning. A high degree of motivation engenders an active and aggressive attitude with regard to educational goals. Motivation is actually a cluster of factors that energize behavior and give it direction. Motivation involves the learner's reasons for attempting to acquire the second language, but precisely what creates motivation is the crux of the matter. Related to motivation in learning, Gary Chambers has described as follows:

One factor which often affects motivation is the social dynamic or power relationship between the languages. Positive attitudes and motivation are related to success in second and foreign language learning. Motivation in second or foreign language learning is a complex phenomenon which can be

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<sup>11</sup>Patsy M. Lightbown and Nina Spada, *English Language Teaching in Its Social Context*, Ed. Christopher N. Candlin and Neil Mercer, (London: Routledge, 2001), p. 31

defined on terms of two factors: learners' communicative needs and their attitudes towards the second or foreign language community.

#### **c. Physical conditions**

Physical conditions are part of all learning. Healthy five senses will support teaching learning process. Student's health affects their sensory-motor functioning. Sometimes students with sight problem, hearing problem, malnutrition, etc can influence the student's achievement. A student has headache, fever, stomachache, or some injury needs immediate consideration because it can disturb the instructional process.<sup>12</sup>

#### **d. Environment condition**

Environment is one of the important components of instructional process because it can influence the students. A learner lives in a complex learning situation that may be divided into three parts: the social environment, the physical environment, and the cultural environment. Parts of the social world, the physical world, and the cultural world are selected to become stimuli to the learner.

Educational environment is defined as the emotional, physical, and intellectual climate that is set up by the teacher and students to contribute to wholesome learning situation. It has to support the instructional process. Educational milieu comprise of family (parent and sibling), school and

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<sup>12</sup>Theodore Hobener, *how to teach foreign languages effectively*. (New York: New York University Press, 2011), p. 105



community. As one of tripartite education, family is primary community for the children. Family is the first and primary educational environment for the child.<sup>13</sup> It becomes the first educational environment because the child got his education and counseling for the first time. The family is also as primary educational environment because the child spends most of his time in a family.

Additionally, the parents and siblings can focus attention on one child and so opportunity for interested, motivated, natural help is available covering considerable amounts of time. Bad environment may cause stress for students. In many cases students with bad environment may have worst achievement than students with good environment.

#### **F. Parents' Role in Students Education**

The child is born into a family – his first socializing group and the most basic agency of socialization in all societies. The family not only is the first group to which he is exposed, but also is in many ways the most influential. One reason for importance of the family is that it has the main responsibility for socializing children in the crucial early years of life.

The family is where children establish their first close emotional ties, learn/ acquire language, and begin to internalize cultural norms and values. As the unit of the society, the home sets the pattern for social

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<sup>13</sup> Esim Gürsoy, "Investigating Language Learning Strategies of EFL Children for the Development of a Taxonomy," *English Language Teaching* 3, no. 3 (2010): 166

development and adjustment to form the attitudes and behavior habits. A child's physical, mental, and emotional potentialities reflect the physical, mental, and emotional characteristics of his parent. They are formed by the interaction between the child and the parent.

#### **D. Parents' Involvement in Education**

The term "parents' involvement" is used broadly in this writing. It includes several different forms of participation in education and with the schools. Parents get involved in their children's education because one of their functions is giving education for their children. The children's education is primarily a concern of the family, not the society. Based on Republic of Indonesia law 23 of the year 2002 on Child Protection article Parents obligate and assume responsibility for:

- 1) nurturing, taking care, giving education, and protecting the child,
- 2) developing their child's ability, talent, and interest. Then, in Republic of Indonesia law 20 of the year 2003 on National Education.<sup>14</sup>

#### **E. Parents' Authority and Obligation**

- 1) Parents have authority in choosing school and get information about their children's development.
- 2) Parents who have learning-aged children obligate to give basic education to their children.

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<sup>14</sup>Sri Astuti. "Language proficiency starts at home. ( Jakarta Post, 27 Jan. 2008). p.29, col. 1

Talking about parents involvement, it can be defined as a process that the parents use all their ability to develop their children's potency. Parents obligate as positive habit former for strong foundation in informal education. With the habits, the children will adapt and will adopt their parents. Then parents have important role in developing children potency.<sup>15</sup>

Parents can support their children's schooling by attending school functions and responding to school obligations, for example: parents-teacher conferences. They can become more involved in helping in their children improve their schoolwork by providing encouragement, arranging for appropriate study time and space, modelling desired behavior such as reading for pleasure, monitoring homework, and actively tutoring their children at home. Outside the home, parents can serve as advocates for the school.<sup>16</sup> They can volunteer to help out with school activities or work in the classroom. Or they can take an active role in the governance and decision making necessary for planning, developing, and providing an education for the community's children. In this respect, parents play a crucial role as a tutor, counselor, facilitator, and character builder at home, an advocate in school and supporter in academic competition.

These mixed roles exert considerable influence in shaping not only children's intellectual talents or potential, but also their psychological, social

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<sup>15</sup> Evaries Rosita, "Parents' role in lighting a fire", *Jakarta Post*, 3 Jun. 2007, p.23, col. 1

<sup>16</sup> Peter D. MacIntyre, *Individual Differences and Instructed Language Learning*, ed. Peter Robinson, (Amsterdam: John Benjamins, 2002), p.47

and emotional maturity. The kinds of parents involvement are parents-teacher conferences, homework assistance/ tutoring, establishing a daily family routine, and home educational enrichment.<sup>17</sup> Parents' involvements in education are:

**Task oriented** – parents help their children do homework

**Process oriented** – parents choose proper textbook for their children

**Development oriented** – parents develop their children's potency

### **3. The role of parents in improving children's learning achievement**

Parent participation has a large influence on the child's learning process and the learning achievements that will be achieved. The role or participation of parents has a good influence on the teacher's assessment of students. Parents have roles and ways to determine initiatives, structured activities at home to complement education programs in schools as happened in Indonesia. In addition, it was also stated that communication networks built by parents are very important in determining the success of students in the community.

Parents who do not pay attention to their children's education, for example they are indifferent to the learning process of their children, do not pay attention to the interests and needs of their children at all in learning, do not regulate learning time, do not provide or complete learning tools, do not want to know how their children progress difficulties experienced by

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<sup>17</sup>Susan M. Gass and Alison Mackey, *Theories in Second Language Acquisition*, ed. Bill VanPatten and Jessica Williams, (New Jersey: Lawrence Erlbaum Associates, 2007), p. 177

children in learning and others can cause children to lack or even not succeed in learning. The results obtained, grades or learning achievements will not be satisfactory and may even fail in their studies.<sup>18</sup> This can happen to children from families whose parents do not love their children. On the other hand, educating children by indulging is a way to pay attention to children who are not good. Parents who are too sorry for their children will not until the heart forces their children to learn, maybe even just let it if their children do not learn with the excuse of being reluctant is an act that is not right. Because if it is allowed to drag on, the child will become naughty, do whatever they want, surely learning becomes chaotic.

Conversely, educating children by treating them harshly, forcing and chasing their children to learn is a way to pay attention to children who are also wrong. Thus, the child is overwhelmed with fear and ultimately hates learning. Even if the fear is getting more serious, the child will experience a psychiatric disorder as a result of these stresses. Such parents, usually want their children to achieve excellent learning achievements, or they know that their children are stupid but do not know what caused it, so that children are chased to overcome their shortcomings. One of the roles of parents in the success of their children's education is by giving attention, especially attention to their learning activities at home. The attention of parents has a large psychological influence on children's learning activities. With the attention of

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<sup>18</sup>Theodore Huebener, *How to Teach Foreign Languages Effectively*, ..., p.102

parents, the child will be more active and more enthusiastic in learning because he knows that he is not alone who wants to move forward, but his parents too.

The totality of parents' attitudes in paying attention to all children's activities while undergoing their routines as students is very necessary so that the child can easily transfer knowledge while undergoing the learning process, in addition, so that he can achieve maximum learning achievement. The attention of parents in other forms can be in the form of giving guidance and advice, supervision of learning, giving motivation and appreciation, and fulfilling learning facilities. Giving guidance and advice makes children have idealism, giving supervision to their learning is to train children to have discipline, giving motivation and appreciation so that children are motivated to learn and achieve, while fulfilling the facilities needed in learning is so that children are more firm in their ideals achieved by utilizing existing facilities.<sup>19</sup>

#### **4. Problems faced by parents in an effort to improve children's learning achievement.**

The common problems experienced by every parent in giving support to their children are many because they are busy earning a living, they argue that they do not have time to just help with homework for their children.<sup>20</sup> Parents

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<sup>19</sup>Scott Thornburry, *An A-Z of ELT: A Dictionary of Terms and Concepts Used in English Language Teaching*, (Oxford: Macmillan, 2006), p. 12

<sup>20</sup> Ibid...

feel that their time is not up or not enough to provide guidance for their children, when everything is spent working and working. In addition to the above problems, the constraints of Human Resources (HR) parents are the cause of their lack of participation in improving their children's achievements. Many parents do not have higher education, not even a few of them do not go to school at all. Generally they are old-time parents or parents who live in remote places or villages that are still not developed.

**5. Solving problems related to efforts to improve learning achievement.**

The role of parents should be applied early on to their children, it aims to improve the achievement of children to become advanced and responsible individuals. No matter how difficult their problems can be if they get support and assistance from parents. Parents should instill enthusiasm and discipline in their children so that they can achieve in school and discipline is the key to achieving success. Independence does not mean without the support of others, but independence is an effort to carry out or carry out all work by relying on one's own abilities with support and encouragement from others.

**6. Socio Economic Status (SES)**

Socio-Economic status was a measurement of people perception that had correlation with economic and social life. In simply, Socio-Economic status was derived from 2 variables, they are social status and economic status. The position in society was an important factor to acquire social status,

while money or the economic quality of the person was associated with economic status.

Socio-Economic status was a combination of economic and sociological aspect.<sup>21</sup> It was derived from an individual's or family's economic, a person's work experience, and social position. In addition, asserted that Socio-Economic status naturally was argued to distinguish between people's relative position.<sup>22</sup> Family income, political power, educational background and occupational prestige were the dimensions used as the formula of that differentiation.<sup>23</sup>

According to the statement above, the natural function of SES was classifying the people position in society according to the combination of economic and social status. Generally Socio-Economic status was divided into 3 classes; low, medium, and high. This classification came from the mind-set that was developed in the society. They assumed that the level of education, the total of money or wealth, and the prestigious position was the absolute references of that classification determination.

Described that income, education, and occupation was the core of SES categorization.<sup>24</sup> The same argument that a combination of income,

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<sup>21</sup>Okioga, "The Impact of Students' Socio-Economic Background on Academic Performance in Universities, a Case of Students in Kisii University College, pg. 38

<sup>22</sup>Zarina Akhtar, "Socio-Economic Status Factors Effecting the Students Achievement: A Predictive Study," *International Journal of Social Sciences And Education* 2, no. 1 (2012): 281



occupation, and education was the essence of SES measurement.<sup>25</sup> Their function was to assess the relative status of individual or family.<sup>26</sup> In some articles and journals, health and the environment of people included as the tool or aspect to assess Socio-Economic status beside that three main aspect. But the field of those article is not in education but in political, health, or the other areas.

There are many tools or aspect used to measure SES, it was developed according to the area of the study or research. But in the educational field especially for learners, Socio-Economic background of family or parents became the main concept to measured, because the learners could not create their own status in the society. They got their status according to the family economic and social condition. When the family have good income and good position, people would label the learners as the person who had good Socio-Economic status. Even though, the family's or parents' Socio-Economic background still measured using the three basic aspect (income, occupation, and education)

Beside the three basic concept, the Australian government in their forum paper asserted that Socio-Economic status could be measured on four dimensions, they are educational attainment, occupation, economic resources,

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<sup>25</sup> Emily R. Dickinson and Jill L. Adelson, "Exploring the Limitations of Measures of Students' Socioeconomic Status (SES)," *Practical Assessment, Research & Evaluation* 19, no. 1 (2014): pg.2

<sup>26</sup> Okioa, "The Impact of Students' Socio-Economic Background on Academic Performance in Universities, a Case of Students in Kisii University College," pg.38

and culture or Community. It can be applied for all of person (not only for learner)

While Aggarwal et al explained in more detail about the measurement of socio-economic status of the student. By holding on the principle that learners got their Socio-Economic status from their family or parents, they broke down the main indicators of Socio-Economic status measurement into some criterions based on the family aspects. They are occupation of family head, education of family head, the level of social participation of family head, landholding, housing, farm power, material possessions and type of family which are taken under the prevailing culture. However those criterions were only the development of income, occupation, and education in the family side.

In sum, socio-economic status could be measured through three items; education, occupation, and income. While, in educational field especially for learners, those are three items were calculated based on the family's or parents' condition. This three-dimensional was chosen because it had a correlation each other and could not be separated. relative position gained by people according to their experience which correlated with education, income, and occupation was always create their natural correlation, one aspect to another was a cause effect relationship.<sup>27</sup>

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<sup>27</sup> Dickinson and Adelson, *"Exploring the Limitations of Measures of Students' Socioeconomic Status (SES),"* pg.2

For example, income influenced the quality of education a person, then the quality of education influenced occupation, and ultimately, occupation affects income. someone get all that then they would be rewarded or was deemed to have an established social status in society.

Income was one of the factors that affect the quality of education and social position in society.<sup>10</sup> Meanwhile, the occupation also had close links with income. People who had a good occupation, surely had quite encouraging income. It was mean good occupation also support income, especially for parents and education for students.

Person with a higher education would be able to make the interaction with people to level up their Socio-Economic status.<sup>28</sup> They could make a connection to the business community to support the occupation and their income, and could communicate with the teacher or the owner of the foundation to support their education to the higher stages.

Although many factors that could be used as a dimension of the SES, the three factors (occupation, income, and education) were the main measuring instrument and were most often used to measure SES. From those main indicator, the measurement features of SES still could be developed according to the aspect that would be learned. But in educational aspect, Family background with main indicators included would be used to investigates the SES of learners. Parental occupation, total income of the

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<sup>28</sup> Ibid...

family, the position in the village or an organization and the others were some item examples would be guiding to know about the Family' SES background of learners.<sup>29</sup>

#### **F. Parents' Involvement in Teaching and Learning English as Foreign Language**

Children acquire a large percentage of their language from their parents. The home environment is the dominant factor in shaping early language development for most children and then for fulfilling this role the home provides a natural setting. The type of language a child is exposed to in the home domain is a critical factor in determining that child's proficiency in the language.<sup>30</sup> There is a model of attitudinal influence to which three processes contribute:

- a) Direct tuition from parents
- b) Indirect tuition, the attitudes of the parents are implicit in their behavior
- c) Role-learning, the behavior of the children reflects the behavior of those around them. Moreover, Milner stated that:

Within the context of foreign language learning, the success of these three processes may depend largely on:

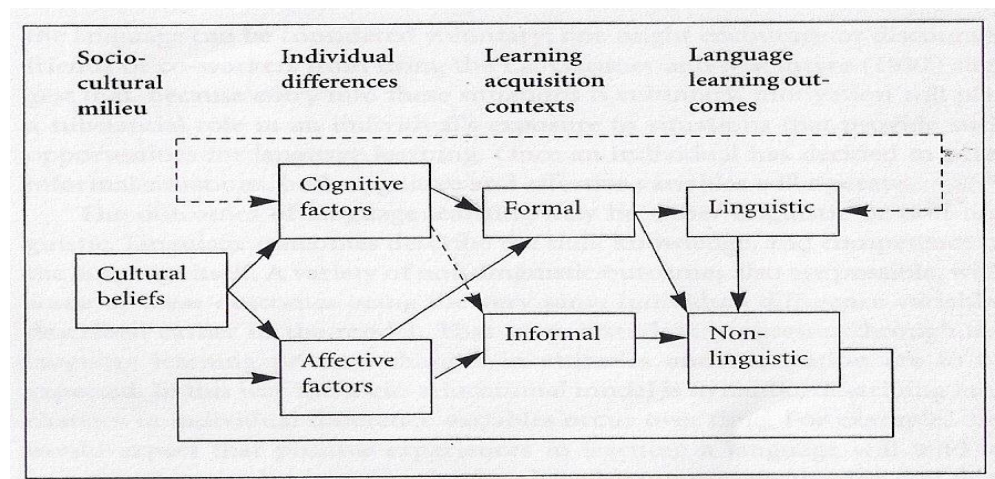
- (1) positive attitudes of parents to learning in general and language learning in particular;

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<sup>29</sup>O. P. Aggarwal et al., "A New Instrument (scale) for Measuring the Socioeconomic Status of a Family: Preliminary Study," *Indian Journal of Community Medicine* 30, no. 4 (2005): pg. 11–12

<sup>30</sup>Theodore Huebener, *How to Teach Foreign Languages Effectively*, ..., p.110

- (2) the level of parent's foreign language competence
- (3) their willingness to demonstrate this competence not only when helping with homework but also when in the company of native speakers of the target language.



**Figure 2.** The socio-educational model

Four major parts of the model are shown: the socio-cultural milieu, individual differences, language acquisition contexts, and language learning outcomes.<sup>31</sup> Socio-cultural milieu plays a role in influencing both cognitive (intelligence, language aptitude, and language learning strategies) and affective attitudes, motivation, language anxiety, and self-confidence individual differences among language learners. The attraction of this model is the central role played by motivation and the social dimension.

The language learners, their families, and friends may have a view of the target language community based on considerable

<sup>31</sup>Lester D. Crow and Alice Crow, *Introduction to Education (Fundamental Principles and Modern Practices)*, (New York: American Book Company, 2004) p.453

experience of living with or close to that community.<sup>32</sup> The potential influence a parent's view may have on the attitude which the pupil brings to the foreign language lesson. Parents' roles on teaching and learning English as foreign language:

a. as motivator

Family, ethnic, religious, cultural, and sub-cultural motivational influences are all intertwined. Prevailing climates of opinion and the levels of expectancy displayed in the home can do much to nurture and sustain high educational achievement.<sup>33</sup> The family is the primary and most important social source of motivation in the students. They largely reflected the attitudes and beliefs of their parents. It is within the family that the basic foundations of the social motivational systems are laid down. Parental attitude towards foreign language learning and indeed learning in general may be influenced by educational, socio-economic, socio-cultural, ethnic and linguistic background.

Learners with the most positive motivation towards learning foreign language tend to be integrative orientated and to come from homes where parents have a basic integrative orientation in combination with pro-English attitudes. It is important to encourage the children. There is much that parents can do. They can actively demonstrate the value for learning. Parents also can congratulate the children for their success. Then, while they do not perform

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<sup>32</sup> Myra Pollack Sadker and David Miller Sadker, *Teachers, Schools, and Society*, (New York: McGraw-Hill, 2005), p. 310

<sup>33</sup> Patsy M. Lightbown and Nina Spada, *English Language Teaching in Its Social Context*, ..., p. 31

well in academic, parents should support them. This will help them to see how important to keep trying.

b. as advocate in economy

One factor can influence instructional process is economy. Parent's economy condition will affect the education and every economy status has different ways to educate the children. To some, socioeconomic level is the major familial influence after heredity on intellectual functioning.<sup>34</sup> Children coming from homes of higher socioeconomic status are apt not only to have come from more brilliant parents initially but also to have had provided for them better opportunities for development intellectually, physically, and emotionally. Not only favorable heredity but also a stimulating environment continues to favor intellectual growth. The higher socioeconomic family will be easier to support the educational facilities at home. The facilities can help to develop the students' English achievement.<sup>35</sup>

Parents can monitor their child's academic achievement by giving attention on their student's learning. They also should monitor homework given by teacher, out-of-school activities for example setting limits on television watching, and arranging for after school activities. If pupils equate parental encouragement with the willingness and ability of their parent to offer and provide them with help to do their homework, it may be interesting to

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<sup>34</sup>Gary N. Chambers, *Motivating Language Learners*, (Clevedon: Multilingual Matters, 2007), p. 16

<sup>35</sup>Patsy M. Lightbown and Nina Spada, *English Language Teaching in Its Social Context*, ..., p.33

ascertain how many pupils perceive their parents as being in a position to provide assistance with foreign language homework.<sup>36</sup> If the parents monitor and give assistance their children, the children will have more awareness to get better English achievement.

d. as model

As the home is the first classroom, the family members are the first teachers. The mother is the most important figure in this process but all family members contribute. If family members can understand that the child is receiving stimuli from his environment even though reactions may not be noted to signal this, they will be more effective teachers. Some insight may be gleaned nevertheless from pupils' thoughts on the encouragement they think their parents give. In foreign language learning, input is an essential component for learning in that it provides the crucial evidence from which learners can form linguistic hypotheses. After getting input by hearing the surroundings, the children try to interact with the other people.

Interaction facilitates the process of acquiring a second language and foreign language as it provides learners with opportunities to receive modified input and to receive feedback, both explicitly and implicitly, which in turn may draw learners' attention to problematic aspects of their inter language and push them to produce modified output. Interactions are important because it is

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<sup>36</sup> Gary N. Chambers, *Motivating Language Learners*, (Clevedon: Multilingual Matters, 2007), p. 23



in this context that learners receive information about the correctness and, more important, about the incorrectness of their utterances.

In theory, pupils who hear their parents and friends at home interacting in a foreign language with guests at home may have more appreciation of the usefulness of the target language than those who do not have this opportunity. The hypothesis of the research which has pupils who hear the target language spoken at home and who claim to know people, who speak the target language as their mother-tongue, may be more aware of the usefulness of the target language.

## **G. Conceptual Frame**

Learning achievement can be influenced by many factors, such as motivation, teachers, method, educational system, or educational milieu. All of the factors are allied to affect the achievement. The factors can support each other. As educational components, parents take place as educator and they also provide the educational milieu for their children.<sup>37</sup> So, parents should involve in their children's education. They can do many things to get involved in their children's academic by providing encouragement, arranging for appropriate study time and space, monitoring homework and out of school activities, modelling desired behavior such as reading for pleasure, and actively tutoring their children at home.

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<sup>37</sup> Cole S. Brembeck, *Social Foundations of Education : A Cross-Cultural Approach*, (New York: John Wiley and Sons Inc., 2009), p. 121

Students whose parents get involved in their education will have encouragement to learn English. In other words, if their home environment and their parents' involvement in their education are good, they will do best to achieve better English. So, it can be concluded that the students whose parents involve in their education will get better score in English subject. In other words, there is a correlation between parents' involvement and student English achievement.

#### **H. The Previous Related Study**

The research about parents' involvement and students academic achievement was done by Pomerantz, Moorman and Litwack with the title "*The How, Whom and Why Parents' involvement in children's Academic Lives: More is Not Always Better*". The researcher aim to show that the factor beyond the extent of parents' involvement may be of import. In this article, the case study is made to know about the consideration of the how, whom, and why of parents' involvement in children's academic live is critical to maximizing its benefits. Evidence is reviewed indicating that how parents become involved determines in large part the success of their involvement. It is argued as well that parents' involvement may matter more for some children than for others. Finally, the issue of why parents should become involved is also considered as a significant influence to children's academic live.

Secondly the related research that chose from Topor et. al. on the research “*Parents Involvement and Academic Performance: A Multiple Mediation Analysis*”. The research is about parent involvement in a child’s education which is consistently found to be positively associated with a child’s academic performance. However, there has been little investigation of the mechanism that explain this association: the child’s perception of cognitive competence fully and the quality of the student, teacher relationship. This study used a sample 158 seven year old participants, their mothers, and their teachers. Result indicated a statistically significant association between parents involvement and the child’s perception of cognitive competence fully mediation model indicated that the child’s perception of cognitive competence fully mediated the relation fully mediated the relation between parent involvement and the child’s performance on a standardized achievement test. The quality of the student, teacher relationship fully mediated the relation between parent involvement and teacher ratings of the child’s classroom academic performance.

The last is Nurmaw Izatillah, in his thesis “*The Relationship Between Parents’ Involvement and Students’ English Learning Achievement*” ( correlation at English learning achievement at 8<sup>th</sup> grade students of SMPN Ibu Pertiwi Jakarta Barat).this research used a quantitative approach employing correlation method . The research study used a cognitive achievements in the school cognitive , affective and psychomotor, to specified the academic

achievement, to triangulate the correlative result.

However of all four previous researches drawn this study has four big differences from them. Firstly, this research used a quantitative descriptive correlation method to know the correlative calculation between the variables. Secondly, the techniques of collecting data are questionnaire, documentation, interview, and observation. Thirdly, the influence of parents' involvement is adequate which belongs to medium correlation. The last, focus on their parents involvement as the monitor, as an advocate in economy, as motivator and as the model is support the students English achievement.

#### **G. The Hypothesis**

Based on the theoretical and conceptual framework above, the writer formulated the hypothesis of this research: there is a correlation between parents' involvement and student English achievement. The statistical hypothesis is formulated as follows:

1. Alternative Hypothesis ( $H_a$ ): there is significant correlation between English achievement and parents involvement.
2. Null Hypothesis ( $H_o$ ): there is no significant correlation between English achievement and parent involvement.

## **CHAPTER III**

### **RESEARCH METHOD**

#### **A. Research Design**

This researcher used quantitative research method in conducting this research “quantitative research is a type of educational research in which the researcher decides what to study asks specific, narrow questions collects quantifiable data from participants analyzes these numbers using statistics and conducts the inquiry in an unbiased object manner.<sup>38</sup> It means the writer collected and analyzed the data statistically from the questionnaire distributed and students report book of second semester to find out the correlation between parents involvement and students English learning achievement. The independent variable of this research is parents’ involvement (variable X) and the dependent variable is student’s English achievement (variable Y). In this case, it can be assumed that parents’ involvement in teaching and learning English (variable X) is considered as a factor that influence student’s English learning achievement (variable Y). Finally both variables can be tried to be correlated.

#### **B. Research Variable**

This research had two variables which namely as dependent variable and independent variable. Dependent variable was students’ English achievement and parents involvement.

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<sup>38</sup> John W. Creswell, Educational Research, (New Jersey : Pearson Prentice Hall, 2008), p.46

## **C. Population and Sample**

### **1. Population**

This research conducted at the consist of 35 classes with completely 152 students from seventh grade of SMPN 06 Kaur.

### **2. Sample**

According to Arikunto sample is almost of representative population who are researched. Technique of taking sample in this research was purposive sampling technique. The reason why the researcher used purposive sampling technique, based on the preliminary research and interview in that college the researcher think that class 7A can give the information accurately and the class can representative all the second year students on that school about the relationship between parents involvement and students English achievement. Furthermore, the research students er choose 7A as the sample of this research, which consists of 25 students

## 1 The Distribution of Students

| No    | Class | Students |
|-------|-------|----------|
| 1     | VII A | 27       |
| 2     | VII B | 26       |
| 3     | VII C | 25       |
| 4     | VII D | 25       |
| 5     | VII E | 25       |
| 6     | VII F | 24       |
| Total |       | 152      |

### D. Research Instruments

In this study, the researcher used two kind instrument. They where questionare and repot book. The instruments used in the research were test, and questionnaire.<sup>39</sup>. Questionnaire is some written questions which use in obtaining information from the respondents such as report about their personal, or anything which they know Arikunto<sup>40</sup>.

#### 1. Questionnaires

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<sup>39</sup>Rusdi, Sity Yudiarti Fajriah. "Improving the Student's English language proficiencyAbility By Using Thematic Materials A Class Action Research to the First Year Students of Mtsn. Model Makassar)". Thesis. Makassar: Tarbiyah and Teaching Science Faculty of UIN Alauddin,( 2015)

<sup>40</sup>Arikunto, Suharsimi. *Prosedur Penelitian: Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta, (2013).

Questionnaire is some written questions which use in obtaining information from the respondents such as report about their personal, or anything which they know (Arikunto, 2013). The researcher administered the questionnaire to know the students perception about their. The kind of the questionnaire was close questionnaire. The while the scoring system were: Satisfied Always = 4, Often = 3, Sometimes = 2, Never = 1 While, the scoring system for unfavorable items were Satisfied Agree (SA) 4.

#### **D. Technique of Collecting Data**

##### **1. Documentary Study**

To know the students' English learning achievement, the writer took the report book score of seven grade students of SMPN 06 Kaur. second semester in academic year of 20017/2008 in English learning achievement because from report book the learning outcome that has been reached, can be measured.

##### **2. Distribution of Questionnaire**

The research instrument is used in collecting the data is a questionnaire which formulated and designed based on the indicators of the variables of parents' involvement in learning English. The questionnaire about the parents' involvement of students is given to the students consisting of 25 items. In this case, it concerns about parents involvement in student English achievement.



**Table 3.2**

| No | Indicator    | Total   |         | Item number             |
|----|--------------|---------|---------|-------------------------|
|    |              | Positif | Negatif |                         |
| 1  | As motivator | 5       | 0       | 1,3,5,7,8               |
| 2  | As advocate  | 5       | 1       | 2,4,6,10,12,21,2<br>5   |
| 3  | As monitor   | 6       | 2       | 9,11,13,15,17,19<br>,24 |
| 4  | As model     | 4       | 2       | 14,16,18,20,22,2<br>3   |

### **E. Data Collection Technique**

To collect the data, the researcher will follow some steps. The steps were as follow:

#### **1. Questionnaire**

The questionnaire would used to collect the data of the students' parents involvement for the each item there are four alternative answers:

- a). Always
- b). Often
- c). Sometimes
- d). Never

The data students parents involvement will collect trough this procedure:

- 1). The researcher distribute the questionnaire.
- 2). The researcher asks the parents to choose the best answer from all of the item of the questionnaire.
- 3). The researcher collects the questionnaire and evaluates the data.
- 5). The researcher analyzing the data of questioner.
- 6). Generalizing the result of questioner.

**Table 3.3**  
**classification of score**

| Score  | Classification |
|--------|----------------|
| 76-100 | Very hight     |
| 51-75  | Hight          |
| 26-50  | Low            |
| 1-25   | Very low       |

The class interval above was it could be found by using formula:

$$\check{i} = \frac{H-L}{N}$$

Where:

$\check{i}$  = interval

**H**= The highest score

**L**= The lowest score

**N**= Number of self esteem level

## 2. Achievement

In this section, researcher did not make achievement test but researcher collected the result of achievement test from the report book, this section was aimed to know the students ability in English language proficiency.

### **E. Validity and Reliability**

Validity refers to degree to which a test measures what it is supposed to measure and consequently permits appropriate interpretation of scores.<sup>41</sup> Validity test is very important in all forms of research because validity is the criteria of good instrument.

Reliability of instrument means that scores from an instrument are stable and consistent. Scores should be nearly the same when researches administer the instrument multiple times at different times.<sup>42</sup> The researcher used SPSS 16 in order to know the reliability of questionnaireValidity

In order to measure the validity of items, the researcher used correlation product moment by ari kunto

$$R_b = \frac{n(\sum xy) - (\sum x)(\sum y)}{\sqrt{\{n \cdot \sum x^2 - (\sum x)^2\} \{n \cdot \sum y^2 - (\sum y)^2\}}}$$

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<sup>41</sup> L. R. Gay, Geoffrey Mills and Petter Airasian, Educational Research, ( New Jersey: Pearson Education Inc., 2009), p. 154.

<sup>42</sup> John W. Cresswel, Educational Research, ( Boston, Pearson Education Inc., 2012), p. 159.

Note :

Rb : Coefficient correlation

$\sum x$  : Total score item

$\sum y$  : Total score( all items)

N : Total respondent

Then concluded by using t-test. The formulation is below:

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

Note :

T : calculation point

R : coefficient correlation of r result

N : the number of respondent

Rules of decision

If t-calculated > t-table = valid

t-calculated < t-table = invalid

## **F. The Data Analysis Techniques**

After getting data from the students in the questionnaire, the writer needs to analyze the data and correlate the questionnaire score and the students English achievement score. In analyzing the data of the relationship between parents involvement and students English achievement, the researcher used correlation product moment which developed by Carl Pearson. Correlation product moment is

used to show whether there is a correlation between X variable and Y variable. Data operation technique is done through the steps below.

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

N  $r_{xy}$  = Coefficient Correlation

N = Number of Respondents

$\sum XY$  = Total Numbers of X multiplied by Y

$\sum X$  = Total Score of X (parents' involvement)

$\sum Y$  = Total Score of Y (students' English achievement)

Final analysis

The result of correlation between X and Y variables will be compared with the value (r-table). The table value is 5% or 1%. If  $r_{xy} > r\text{-table}$  is significant or there is a correlation between parents high or low involvement. The ranging of correlation coefficient is as follow:

|        |           |
|--------|-----------|
| 76-100 | very high |
| 51-75  | hight     |
| 51-75  | low       |
| 1-24   | very low  |

The systematic procedure of this research consists of descriptive qualitative strategy, the researcher will do some steps as follow:

1. Questionnaire to measure parents involvement
  - a. The researcher give questionnaire parents as motivator
  - b. The researcher give questionnaire parents as advocate
  - c. The researcher give questionnaire parents as monitor
  - d. The researcher give questionnaire parents as model
2. Distributing questionnaire
  - a. The researcher will prepare a fix questionnaire to know influence parents on Students English Achievement.
  - b. The researcher will distribute the questionnaire to the parents
  - c. The researcher collect both questionnaire from parents
  - d. The researcher analyzed the data
3. Collecting data English achievement

To know English achievement for students the researcher collect data from school report card .

4. Analysis the correlation technique the results of questionnaire the result of English achievement.
  - a. the researcher described the analysis result in chapter VI
  - b. the researcher concluded the result in chapter V

## **CHAPTER IV**

### **RESULT AND DISCUSSION**

The data of parents involvement was gotten from the questionnaire and the data of Students English achievement was gotten from report book at SMPN 06 Kaur, the researcher found the results of Parents involvement and Students English achievement. The results of the study were presented as follow:

#### **A. Result**

Having field research about parents' involvement and the students' English achievement in SMPN 06 Kaur the writer took the scores of 25 students sampling and analyzed those score in order to find out whether there is any correlation between English achievement and parents' involvement by Pearson's product moment. The data of students' score of questionnaire and report book.

a. The data of parents' involvement and student's English learning achievement

The statistical calculation of 25 parents' involvement and student's English learning achievement were calculated. The descriptive results of 44 parents' involvement and student's English learning achievement score can be seen as follow :

#### 4. 1Questionnaire Result about Parents' Involvement

##### Respondent Score

| Students | Score | Students | Score |
|----------|-------|----------|-------|
| 1        | 50    | 14       | 76    |
| 2        | 55    | 15       | 55    |
| 3        | 30    | 16       | 55    |
| 4        | 70    | 17       | 60    |
| 5        | 55    | 18       | 69    |
| 6        | 30    | 19       | 30    |
| 7        | 80    | 20       | 55    |
| 8        | 80    | 21       | 60    |
| 9        | 60    | 22       | 60    |
| 10       | 76    | 23       | 30    |
| 11       | 55    | 24       | 30    |
| 12       | 50    | 25       | 60    |
| 13       | 65    |          |       |
| Mean 60  |       |          |       |

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The table above shows that the total score from 25 respondents is 1396. After calculating statistically, the writer got minimum score is 30, the maximum is 80.



## 4.2 Student's English Achievement

| Respondent | Score | Respondent | Score |
|------------|-------|------------|-------|
| 1          | 80    | 14         | 85    |
| 2          | 79    | 15         | 80    |
| 3          | 77    | 16         | 80    |
| 4          | 82    | 17         | 85    |
| 5          | 79    | 18         | 77    |
| 6          | 79    | 19         | 79    |
| 7          | 83    | 20         | 79    |
| 8          | 81    | 21         | 78    |
| 9          | 84    | 22         | 81    |
| 10         | 82    | 23         | 78    |
| 11         | 78    | 24         | 78    |
| 12         | 82    | 25         | 80    |
| 13         | 83    |            |       |
| Mean 80    |       |            |       |

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From the student's report books about their English achievement as shown on the table above, it can be found that the total score from 25 respondents is 2009. In statistical calculation, it showed the minimum score is 77, the maximum is 85, the median is 80, the mode is 81, and the mean is 80.

## B. Person Product Moment Correlation Test

In order to know the correlation between parents' involvement and students' English achievement, Pearson's product moment formula is applied.

The data are described on the following table:

### 4.3 The Correlation between Parents' Involvement and Students' English Achievement

| No | X  | Y  | X <sup>2</sup> | Y <sup>2</sup> | XY   |
|----|----|----|----------------|----------------|------|
| 1  | 50 | 80 | 2500           | 6400           | 4000 |
| 2  | 55 | 79 | 3025           | 6241           | 4345 |
| 3  | 30 | 77 | 900            | 5929           | 2310 |
| 4  | 70 | 82 | 4900           | 6724           | 5740 |
| 5  | 55 | 79 | 3025           | 6241           | 4345 |
| 6  | 30 | 79 | 900            | 6241           | 2370 |
| 7  | 80 | 83 | 6400           | 6889           | 6640 |
| 8  | 80 | 81 | 6400           | 6561           | 6480 |
| 9  | 60 | 84 | 3600           | 7056           | 5040 |
| 10 | 76 | 82 | 5776           | 6724           | 6232 |
| 11 | 55 | 78 | 3025           | 6084           | 4290 |
| 12 | 50 | 82 | 2500           | 6724           | 4100 |
| 13 | 65 | 83 | 4225           | 6889           | 5395 |
| 14 | 76 | 85 | 5776           | 7225           | 6460 |

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|         |      |      |       |        |        |
|---------|------|------|-------|--------|--------|
| 15      | 55   | 80   | 3025  | 6400   | 4400   |
| 16      | 55   | 80   | 3025  | 6400   | 4400   |
| 17      | 60   | 85   | 3600  | 7225   | 5100   |
| 18      | 69   | 77   | 4761  | 5929   | 5313   |
| 19      | 30   | 79   | 900   | 6241   | 2370   |
| 20      | 55   | 79   | 3025  | 6241   | 4345   |
| 21      | 60   | 78   | 3600  | 6084   | 4680   |
| 22      | 60   | 81   | 3600  | 6541   | 4860   |
| 23      | 30   | 78   | 900   | 6084   | 2340   |
| 24      | 30   | 78   | 900   | 6084   | 2340   |
| 25      | 60   | 80   | 3600  | 6400   | 4800   |
| N<br>25 | 1396 | 2009 | 83888 | 161577 | 112695 |

The data above show that N indicates the number or sum of the participants:  $\sum$  indicates the sum of variable X score :  $\sum$  indicates the sum of variable Y score : while,  $\sum Y$  is the symbol of the sum of the variables paired scores. From those data, the correlation coefficient between two variables is test educing Person Product Moment and it is symbolized with  $r_{xy}$ .

After being manually calculated, it is found that the Pearson Product Moment or  $r_{xy}$  score is 0,575. The result above is in similarity with the result

person Product Moment calculation using SPSS software. The result is presented in the following table :

Table 4.4 The Result Person Product Moment Correlations

| Correlations                                |                          |                          |
|---|--------------------------|--------------------------|
|   | X                        | Y                        |
| Pearson Correlation<br>Sig. (2-tailed)<br>N | 1<br><br><br>25          | .575**<br>.003<br><br>25 |
| Pearson Correlation<br>Sig. (2-tailed)<br>N | .575**<br>.003<br><br>25 | 1<br><br><br>25          |

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

The table 4.4 above represents the result of Pearson Product Moment Correlation Coefficient using SPSS software. The writer has found out the result of the correlation. The next level is to give the interpretation of the 'r' score ( $r_{xy}$ ). From the correlation above, it appears that the correlation index between X variable and Y variable is positive. It means between both variables, there is positive correlation. To give simple interpretation toward

the correlation index 'r' product moment ( $r_{xy}$ ), it can be seen in the following table

After the calculation, the next step is to test the hypothesis. From the calculation result, it is obtained that the values of  $r_{xy}$  is 0.575 Based on the table above, it can be seen that the correlation index ( $r_{xy}= 0.40$ ) is in the interval of 0.40 – 0.599, this means that the correlation belongs to “medium correlation”. In the other words, there is a correlation between variable X(parents' involvement) and variable Y (student English achievement).In table of Pearson product moment and the significance of 1% is 0.393 and the significance 5 % is 0,304. After comparing the value of  $r_{xy}= 0.575 > 0.393$  , the writer eventually made the assumption as follow:

The score of correlation between English achievement and parents' involvement is 0.575. So, it means that every 100 points of parents' involvement will increase 0.575 points of their achievement in 50 English. The score of  $r_{xy}$  is bigger than tt table, so the alternative hypothesis ( $H_a$ ) is accepted and the Null Hypothesis ( $H_o$ ) is rejected. In the other words, there is a sufficient correlation between parents' involvement and English achievement.

#### **D. Discussions**

the research revealed that parents' involvement significantly correlated to students' English learning achievement. The findings were supported by

the correlation analysis result that there is very high correlation between parents' involvement and students' English learning achievement.

Furthermore, according to the result of ended question, it is found that 14.2% parents role as a monitor, 39% parents role as an advocate in economy, 22.8% parents role as a model. In addition, to make a clear distinction between the student who got good achievement, the researcher found that 8 (70%) with the mean 80 and 6 (30%) it mean high level students who got good achievement in learning because they come from a good family background. Most of them getting more courses and having a good facilitates such as connection to internet at home and connection television cable which is airing more varied shows so that they are apparently exposed to English language. Another reason why these students got good achievement is there are having a very supportive milieu in which the role of parents whether as an advocate in economy, as a monitor, as a model or as a motivator are fully fulfilled. In addition there were some reasons why parents involvement have significant relations hip and also influence students English learning achievement. The reasons are concluded from the open ended question which is provided by the researcher in order to draw more valid data. They are follow :

1. Parents are trying their children needs. When it comes to home, parents try to spare their time, mostly in the school and share their thought to provide

the children a wise thought of how they can take a decision of their problem in the school.

2. Parents who have good communication with the teacher and the school can have more information about their children academic performance better than parents who are not continuously communicating with the school.

However, the result of open ended question is drawing a clearer explanation about how parents involvement affected their children learning achievement. In summary, the involvement that parents give to children both at home and the school are positively correlated to students English learning achievement. At this stage, children will also feel the affection of their parents and the will automatically show a good achievement to them as a result of their parents appropriate attention.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. CONCLUSION**

After doing the research and getting the result of the research, the writer can conclude that 7<sup>th</sup> grade students of SMPN 06 Kaur. English achievement is influenced by parents' involvement. The influence of parents' involvement on the students' English achievement is sufficient. It is showed by the result of the research. The result (0,575) belongs to medium correlation. It means that their parents' involvement as motivator, as advocate in economy, as monitor, and as models is sufficient to support the students' English achievement.

Correlation index between parents' involvement and student English achievement is positive. It means between both of them, there is positive correlation. Parents' involvement gives positive influence on students' English achievement. Learning achievement can be influenced by many factors, such as motivation, teachers, method, learning style, educational system, or educational milieu. All of the factors are allied to affect the achievement. The factors support each other. Parents' involvement is as one of the factors affecting the students' achievement. As educational components, parents take place as educator and they also provide the educational milieu for their children.



**D. Suggestion**

Based on the result of the research, the writer gives suggestions. Those are:

1. Parents should improve their engagement in their children's academic, because it can support the children's academic success.
2. Parents should realize that they are first educators who provides educational milieu for their children.
3. Teachers have to be aware giving an assignment to students in order to increase their parents' involvement especially as motivator, as advocate in economy, as monitor and as model.

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