

PARENTS' INVOLVEMENT AND THE EIGHTH-GRADE STUDENTS' ENGLISH ACHIEVEMENT

Dahlia Sari¹⁾, Sastika Sel²⁾

¹⁾Mahasiswa Program Studi Pendidikan Bahasa Inggris, STKIP-PGRI Lubuklinggau

²⁾Dosen Program Studi Pend. Bahasa Inggris Jurusan Bahasa dan Seni, STKIP-PGRI Lubuklinggau

Abstract

The objective of this study was to find out and determine the correlation between parents' involvement and students' English achievement. The data were collected through questionnaire, interview, and the numerical calculation. There were 36 students and parents of the eighth grade students of SMP Negeri 1 Lubuklinggau in the academic year of 2014/2015 chosen randomly as the sample. The result indicated that there was a positive correlation between parents' involvement and the eighth grade students' English achievement. The development of the variable X or Parents' involvement was followed by the development on the variable Y or Students' English achievement. The parents' involvement can be described as a support from the parents as a facilitator. They gave a good contribution to their children English achievement but not in solving the problems about the material in English when they study at home.

Keyword: *Correlation, Parents' Involvement, English Achievement, Foreign Language Speakers.*

A. Introduction

Achievement is a measurement how much the language of someone has learned and improved. The positive achievement could happen if it is supported by some factors in teaching and learning activity. It can be determined by the class condition, teachers and the students their selves. Effective teaching is usually determined by the teacher's ability to produce desirable change in student's learning behavior in student's achievement.

Furthermore, the success of the students in learning can also be determined by either external factors such as environment, learning equipment or internal factors such as self-confidence, talent, interest and motivation (Slameto, 2010:54). Another factor might come from the family, especially the parents. In most cases, children or students positive academic achievement is close related to the parents

involvements (Grolnick and Slowiaczek, 1994; Sui-Chu and Willms, 1996).

According to Green *et al.* (2007), parents' involvement is defined as parents' interaction with schools and with their children to promote academic success. Parents' involvement in education can take many forms. For example, parents may be involved in some school activities such as decision making, as students guide and supporter in a competition, and can be students' teacher and counselor at home. Parents' participation in many academic activities can motivate the students and increase their positive personality in learning.

Besides, most of the studies conducted in developed country like America, where the awareness of education importance is high. On the contrary, the awareness of education importance in developing country like Indonesia is still low (Prianka, 2014). Parents interest on

education caused by some factors such as parents' self-awareness, economy and social-culture factors and school place distance (Dalyono, 2008). Parents' self-awareness is probably questionable when English is as a foreign language for Indonesian people.

Based on the factors above, it is important for the writer to find out the correlation between parents' involvement and students' English achievement at the eighth grade students' of SMP Negeri 1 Lubuklinggau when English as a foreign language for students and parents in this town.

B. Literature Review

Parents' involvement defines as parents' interaction with academic institutions and their children to achieve academic success. The level of parental involvement has important implications for children's academic performance. Parents have the positive influence as the model of attitudes and behaviors toward school, and research in developed countries such as the United States has shown that parental involvement contributes to youth academic success (Fan and Chen, 2001).

Some research shows that good parent' involvement contributed to promote the academic performance and higher scores of students through a specific attention and guidance from parents (Gibson, 2006; Grolnick and Slowiaczek, 1994; Sui-Chu and Willms, 1996). Psychologically they will also have a better personality in learning, such as a better self-confidence and low anxiety in the class (Fan and Chen, 2001).

Positive involvement of parents may also increase a better achievement in language learning. But it must be supported by parents awareness that learning a language is important. By the different language knowledge and proficiency of the parents, it is assumed that it may also give a different contribution to the language achievement. Moreover, the different status of the language probably will cause a different achievement. Lubuklinggau as one of the small town in South Sumatra lived by people who speak many regional dialects as mother tongue and second language. The status of English in this town is as the foreign language. It triggers some questions to solve. The researchers want to determine the correlation between parents' involvement to students' English achievement when parents do not speak English as their means to communicate.

C. Method of Research

There were 324 students of the eighth grade students of SMP Negeri 1 Lubuklinggau in the academic year of 2014/2015 comprising nine classes and the sample was taken through random sampling with class VIII A 36 students as the sample. 36 parents were selected to be interviewed.

The data were collected and analyzed through 36 students' exam English scores, result of questionnaire answered by 36 students and the interview from 36 parents. Then the score were calculated and the result of questionnaires was converted. Both of the quantitative data were calculated to find out the correlation by using *Pearson Product Moment*. The result of parents'

interview was analyzed to support the description of quantitative data.

D. Findings and Discussion

1. Findings

a. The Result of the Parents' Involvement Questionnaire

The writer adapted the questionnaire from Mukarromah (2008) and it was modified by the writer appropriate to the need of this research. The questionnaire consisted of 20 statements about Parents' involvement in students' English achievement. The result of the parents' involvement in this part includes the calculation of students' score from the questionnaire.

To measure the parents' involvement, the writer used the *Likert scale*. According to Arikunto (2011:27), the *Likert scale* consists of five points where the interval between each points of the scale is assumed toward particular statement of an attitude, belief, and judgment. Each items contained possible answer of strongly agree, agree, undecided, disagree and strongly disagree. In order to avoid misunderstanding and interpretation by the responses, the instructors and statements of questionnaire were formulated in Indonesian language. Those answers were scored with 5, 4, 3, 2, 1. The total of the statement based on the calculation of total score in each items.

The parents' involvement average score was 80.55. It means that the parents' involvement was in "Very Good Category". In other words, most of the parents were high involvement. The parents' involvement was presented on the table 1.

Table 1. Parents' Involvement Questionnaire

Statements	Answers				
	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
The Average Score	7.80	6.38	4.27	1.42	0.08

b. The Result of the Students' English Achievement Conversion

The data of the students' English achievement were in the form of score. The score referred to the result of the students' English achievement which was obtained from the eighth grade students' English examination score at SMP Negeri 1 lubuklinggau.

After the scores were tabulated, it was found that the highest score of the students' English achievement was 88 which were reached by two students and the lowest score was 72 reached by two students. Finally, it was found out that the average score was 78.83.

Based on the conversion of individual score, it can be seen that there was 15 students (41.67%) in the "very good" qualification, 21 students (58.33%) in the "good" qualification.

The percentages of the students' Categories in English achievement can be seen in the following table:

Table 2. Students Score Qualification in English Achievement

Interval Score	Qualification	The number of Students
≥ 72.00,	Very Good	15
≤72.00,	Good	21
Total		36

(SMP Negeri 1 Lubuklinggai in the academic year of 2014/2015)

Based on the table 4.2 above, it can be identified that there were 15 students or 41.67% in the "Very Good" qualification. However, there were 21 students or 58.33% in the "Good" qualification. It could be interpreted that the mostly students had good achievement in their English. As the result, the average score that achieved 78.83 was in "Good Qualification".

c. Correlation Calculation

To see the correlation between the parents' involvement and the students' English achievement, the writer used the *Pearson Product Moment Formula* to know whether or not positive correlation between parents' involvement and the students' English achievement. By the calculation of the data, it can be seen that $\sum x=2900$, $\sum x^2= 234451$, $\sum y=2838$, $\sum y^2= 224060$, and $\sum xy= 229040$.

Based on the calculation, it can be seen that the calculation result of the correlation of the parents' involvement and students' English achievement was 0.802. It means there was a correlation between the parents' involvement and students' English achievement.

2. Discussion

Based on the questionnaire sheets which answered by the 36 students, the description can be presented by the percentage of each item out of five items of strongly agree, agree, undecided, disagree and strongly disagree. The data gathered by parents' interview will be combined to support the data accuracy of the description.

From the analysis, the parents seemed to give a good attention to their children through providing the common things for them, such as,

give them stationeries, provide a place to study, give a stimulus like award and warning. Parents also had a conversation with their children about future education, like University study. They asked them to take English courses inside and outside the school. They involve in giving something in common.

Specific attention was also given by the parents when their children had assignments. For other academic matters they would try to help, but in English matter some of them could not. As a matter of fact, English is a foreign language for them. Only some parents understand English a little but most of them do not understand at all. It causes an obstacle for parents to help their children in overcoming difficulties of learning English at home.

For questionnaire item of 'undecided', some children might be confused in answering the item. They might be in doubt to answer because they did not know what the questions were or they were in doubt in answering between agree and disagree. For these items, most of the questions were about the parents' knowledge about English and whether or not they buy some books to support the study.

The important point is the result of students' answer in giving 'disagree' opinion. They did not think that they parents really involved in helping, guiding and solving the problems if they had English assignments at home. It can be conclude that there was parents' involvement in English achievement by supporting and facilitating them in learning English. On the contrary, they cannot give a learning guidance to solve the difficulties about English material because most of parents do not

really understand English. But they showed a good involvement to the students' success and to reach a better achievement in learning English.

E. Conclusion

The result shows that parents' involvement and students' English achievement has a positive correlation where students' English achievement is influenced by a very good parents' involvement. Even though it correlates, parents' involvement in determining students' English achievement showed by the role of parents as a facilitator, such as, by giving the school equipments and place to study. They gave attention and positive stimulus to their children. They asked the children to take an English course inside and outside the school. The kind of involvement that most parents' could not give is helping, guiding and solving the problems of material in English, especially when students need helps when study at home. It caused by the lack of knowledge about English and the status of English as a foreign language in Indonesia. Therefore, parents do not really understand English or do not understand at all. Above all, other things which have been done by all parents are really positive in determining positive achievement in learning English.

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