The Correlation between Parental Involvement and English Achievement of the Eleventh Grade Students of SMA Nahdlatul Ulama (NU) Palembang

UNDERGRADUATE THESIS

This thesis was accepted as one of the requirements to get the title of Sarjana Pendidikan(S.Pd)

By

Masyitoh

12250081

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di

Palembang

Assalamualaikum Wr.Wb.

Setelah kami periksa dan diadakan perbaikan-perbaikan seperlunya, maka skripsi berjudul **"The Correlation between Parental Involvement and English Achievement of the Eleventh Grade Students of SMA Nahdlatul Ulama (NU) Palembang"**, ditulis oleh saudari **Masyitoh (12250081)** telah dapat diajukan dalam sidang munaqosah Fakultas Ilmu Tarbiyah dan Kegururan UIN Raden Fatah Palembang. Demikianlah terima kasih.

Wassalamu'alaikum Wr. Wb.

Palembang,   2017

Pembimbing I   Pembimbing II

Hj. Lenny Marzulina   Nova Lingga Pitaloka, M.Pd.
NIP. 197405072011011001   NIK. 14020110992/BLU

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THE CORRELATION BETWEEN PARENTAL INVOLVEMENT AND ENGLISH ACHIVEMENT OF THE ELEVENTH GRADE STUDENTS OF SMA NAHDLATUL ULAMA (NU) PALEMBANG

This thesis was written by **Masyitoh**, Student Number: 12250081

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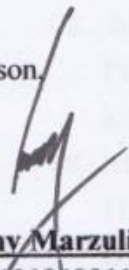
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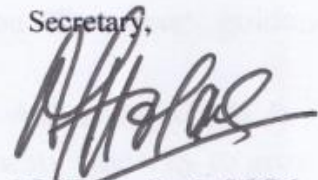Universitas Islam Negeri Raden Fatah Palembang

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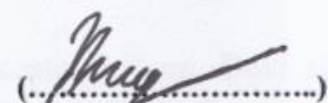Examination Committee Approval

Chairperson,

Hj. Lenny Marzulina, M.Pd
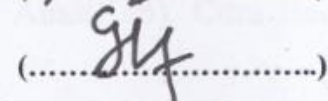NIP.197101312011012001

Secretary,

M. Holandiyah, M.Pd
NIP.19740507201101 1001

Member : <u>Drs. Herizal, M.A</u>   (...........................)

Member : <u>Gita Andriani, M.Pd</u>   (...........................)

Certified by,
Dean of Tarbiyah Faculty

Dr. Kasinyo Harto, M.Ag
NIP. 19710911 199703 1 004

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MOTTO AND DEDICATION

MOTTO

And to your lord alone turn all your intentions and hopes (Q.S. Al-Insyirah:8)

Don't ever give up. Work hard and get success because ALLAH SWT will give the best way for us.

DEDICATION

This thesis is dedicated especially for:

- ෫ My Wonderful God Allah SWT for blessing me to finish this thesis and The prophet Muhammad SAW who has inspired and guided us to be a good moslem.
- ෫ My advisor Hj. Lenny Marzulina, M.Pd and Nova Lingga Pitaloka, M.Pd. Thank you for your guidance and kindness.
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- ෫ My Classmates PBI 02 2012

SURAT PERNYATAAN

Dengan ini saya menyatakan bahwa skripsi yang berjudul **"The Correlation between Parental Involvement and English Achievement of the Eleventh Grade Students of SMA Nahdlatul Ulama (NU) Palembang"** adalah karya saya sendiri. Apabila ternyata bukan hasil karya saya, saya bersedia diberi sanksi sesuai dengan pasal 70 Undang-Undang No. 20 Tahun 2003 tentang "Sistem Pendidikan Nasional" yang berbunyi "Lulusan Karya Ilmiah yang digunakan untuk mendapatkan gelar akademik, profesi, atau vocal sebagaimana dimaksud pada ayat 25 (2) terbukti merupakan jiplakan dipidanakan dengan pidana penjara paling lama dua tahun atau pidana denda paling banyak Rp. 200.000.000 (Dua Ratus Juta Rupiah)".

Demikian Surat pernyataan ini dibuat dengan sebenarnya.

Palembang, 30 Agustus 2017

Menyatakan,

Masyitoh

Nim. 12250081

STATEMENT PAGE

I hereby,

Name   : Masyitoh

Place and Date of Birth   : Palembang, July 21st, 1994.

Study Program   : English Education Study Program
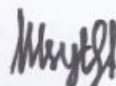
Student Number   : 12250081

State that

1. All the data, information, interpretation, and conclusions presented in this thesis, except for those indicated by the sources, are the results of my observation, process and thought with the guidance of my advisors.

2. The thesis that I wrote is original and has never been handed in for another academic degree, neither at UIN Raden Fatah Palembang nor other universities.

This statement is made truthfully and if one day, there is evidence of forgery in the above statement, I am willing to accept the academic sanction of the cancellation of my bachelor's degree that I have received through this thesis.

Palembang,   Agustus 2017

The Writer

Masyitoh

NIM. 12250081

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In this occasion, the writer would like to dedicate this *Skripsi* to her late father (Alm. M. Ali Akhmad) who could not live to see it and gives her gratitude for all cares and loves he poured. She feels also obliged to express her utmost respect and gratitude to her beloved mother (Hasanah Zarimah), and also (Kurniawan, S.E, Intan Pratiwi, S.Kom and Ardiansyah Saputra) for their valuable support, contionous prayers and moral encouragement in motivating the writer to finish her study.

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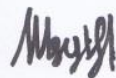
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Finally, the writer feels that it is really a pleasure for her to receive critics and suggestions to make this *Skirpsi* better. She also hopes that this skripsi would be beneficial, particularly for her and for those who are interested in it.

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The writer,

Masyitoh

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ABSTRACT

This study investigated the correlation between parental involvement and English achievement and explore the influence parental involvement on English achievement of the Eleventh Grade Students of SMA Nahdlatul Ulama (NU) Palembang in academic year 2017/2018. The sample of this study was 95 students by total population sampling. The data were collected from questionnaire about parental involvement and English test. Descriptive statistics, pearson product moment correlation, and regression analysis were employed to analyze the data. The analysis using pearson product moment correlation coefficient revealed that parental involvement significantly correlated with their English achievement (r=.844, p=.000). Additionally, the linear regression analysis showed that parental involvement contributed 71.3% to their English achievement. In conclusion, the result indicated that there was a significantly correlation between parental involvement and English achievement, and parental involvement influenced on their English achievement. It means that the contribution was strong, the higher parental involvement on students English learning, the better English achievement is.

Keywords: *Parental involvement, English achievement.*

CHAPTER 1

INTRODUCTION

This chapter presents (1) background, (2) problems of the study, (3) objectives of the study, and (4) significance of the study.

1.1 Background

English is an international language and it is used by million people all over the world. Fernquest (2012) mentions that English as one of the international language had an urgent role in preparation of ASEAN Economic Community 2015. It means it can be used to communicate to others from ASEAN countries. Lauder (2008, p.10) also adds that English, as a foreign language, is important to establish good communication with people from other countries especially in this global area. Furthermore, Bajo, M.T and Macizo P. (2004, p.3) state that English is the future language that is used as a connector between people through globalization. English is spoken at a useful level by some 1.75 billion people world wide (Harvard Business Review [HDR], 2012). It was reported by *Kompas* (2013) that "English proficiency in Indonesia stayed in low position in 34th from 44 countries which English is not their mother's language".

English is one of international languages and Indonesia government claims that English is the first foreign language taught in Indonesia which is considered important in developing science, technology and culture and art, and establishing the partnership with other countries (Constitutional law No. 20 of 2005). Moreover, Kaltsum & Utami (2015, p. 18) state that English is one of the compulsory subjects in Indonesia's educational system.

English subject must be taught to the students from elementary school until higher education, but for elementary school English is one of local content subjects. English is one

of the crucial subjects that the students have to be good at in order to succeed academically. In fact, English learning was beneficial for college students in that it can make them keep in touch with the latest development in their majors and prepare them for future jobs. However, language mastery was not an instant outcome of teaching and learning language, and learners' achievement will vary according to a variety of factors. The internal and external factors, for example, tend to influence the learners' English achievement (Yaghoubi & Rasouli, 2015,

p. 130).

Particularly at Senior High School level, English is one subject to be examined in national examination (*Ujian Nasional/UN).* The English score that must be gained by the students in national examination is at least 7.5. From year to the year it was expected that the students' English achievement was getting better and better, not only for passing the *UN* but also for real communication purposes. Moreover, in the Senior High School (SMA) level based on content of the national education curriculum the students have to attend 2 X 45 minutes a week of English teaching and learning process. The result of the teaching and learning process can be seen from the students' English achievement. In other words, the purpose of English teaching in senior high schools is to reach communication target. It refers to discourse competences including comprehension and production competences which cover written as well as spoken.

English achievement occupies a very important place (Illahi & Khandai, 2015, p.1). It has been one of the most goals of educational process and also an index of all future success in life (Nonis & Hudson, 2010, p.232). Brindley (2000, p. 154) also adds that English achievement is learner's ability to use the target language. Similarly, Thornburry (2002) stated that English achievement is what learner has learned about target language English, over a week, months, term or entire course. Nowadays, English achievement us how much a

foreign language that students know. Students have to struggle through a course or learning experience of some sort to achieve a certain amount of control of the language (Lado, 2010, p. 369).

Besides those definitions, Huebener (2000, p.213) said that English achievement is the skills and the knowledge the pupils have acquired in each of the various phases of the language learning. Concluding some definitions about the English achievement, it is the students' ability, skill, knowledge in English which they have acquired in particular time. In education, achievement is signed by scores, which may be taken from average of daily scores and final test where the test is used to measure the achievement and it is usually called achievement test. In Indonesia, students' achievement has been describe at the rules of minister of National Education (Permendiknas No. 22, 2007), about Education Assessment Standard. It is explained at section 1 point 1: "Assessment of learning outcomes of students in primary and secondary education implemented based on the education assessment standard that is applied nationally."

In fact, data from Education First English Proficiency Index showed that the average score of Indonesian's English proficiency was 52.74 and labeled as 'moderate proficiency level.' This score put Indonesia in the 28[th]rank out of 63 countries in terms of index that compares the average English language ability in different countries (EF EPI, 2014, p. 8). Based on the data above, it can be concluded that English skill in Indonesia still needs a lot of improvement in term of quality.

In relation to the problems happening in Indonesia concerning about English proficiency which is still unsatisfactory, actually learning English is not an easy process and it needs to be improved. There are some problems or difficulties in learning English. Souriyavongsa, Rany, Abidin and Mei (2013, p. 180) found that the problems in learning English are: (1) teacher's competence, (2) students lack of English foundation background,

(3) students lack of confidence to use English because they are afraid of mistakes and shy feeling, (4) curriculum is inappropriate for helping students to improve their English proficiency, (5) students are not well-motivated, encouraged and gained learning strategy, (6) students do not practice speaking English with English native speakers, and (7) class environment. Hashemi (2011, p. 1811) identifies that students' weakness in English language learning is due to the differences of social contexts, and cultural environments.

Furthermore, Arshad, Attari, and Elahi (2012, p. 428) states that family environment that are formed on socio-economic and socio-cultural characteristics such as, English literacy of the people, attitude of the society towards English, atmosphere at home with respect to parents' education, occupation, facilitating for learning, use of media at home, are the problems in learning English.

Based on this assumption, parents have the potential to model positive 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 & Chen, 2001; Houtenville & Conway, 2008; Jeynes, 2003, 2007). In fact, children are more likely to apply themselves and perform better in school when their parents show an interest in their school work, are willing to assist them with homework, and are willing to hold their children accountable for completion of school assignments. Therefore, Indonesia students are expected to master English as stated in the curriculum which its aim is mastering communication skills in English covering listening, speaking, reading, and writing because this is what students need to face globalization and information era in 21st century (Departemen Pendidikandan Kebudayaan, 1994).

The task to improve the quality of the educational system of Indonesia was not only a responsibility of government but also all of the people in Indonesia who must be involved in it whether in the level of family, school, environment and government. Related to the

problems appear in the education in Indonesia especially in students' achievement, there were some factors that might be considered. But, most of the people still think that the low achievement of students was always caused by their intelligence. The other variable such as motivation, teacher, learning style, environment and parents' involvement also must be taken account of students' achievement (Halawah, 2006, p. 91). As the matter of fact, the more the parents are involved in the process of imparting education to their children, the more the children might excel in their academic career and to become productive and responsible members of society (Rafiq, Fatima, Sohail, Saleem& Khan, 2013, p. 209).

According to Alvaera (2009) parents' involvement is most important influence in children's life outside of school in which it is the support and participation of parents at home, in the community, and at school sites that directly and positively affect the educational performance of all children. Moreover, Halawah (2006) states that low achievement is associated with students having parents who are less involved in their school work and vice versa, that is, students benefit most when their parents are highly involved in their work.

As a unit of society, the family is obviously a major socializing agent, so that it is important in determining the child's motivation to achieve success (Muola, 2010, p. 215).Mainly, family has responsibility to socialize children for making them productive members of society. The School and parents should have a good communication in order to know the students' continuous progress and to bring about understanding between teachers and parents of good education. In addition, Parents need to be involved in their children's education not only during early childhood, but also throughout the school years. Parents are also essential in supporting learning at home, at school, and in the community. Research provided by Esther and Doyglas (2005, pp.126-130) found that increased participations from parents and school can only enhance a child's academic success.

This study discusses about the correlation between Parental Involvement and students' English achievement of SMA Nahdlatul Ulama (NU) Palembang clarify the theories that English achievement which shows someone's English competence is influenced by many factors which one of them is parental involvement. Based on the informal interview with the English teacher of SMA Nahdlatul Ulama (NU) Palembang about parental involvement and English achievement, the teacher stated that the students with good English achievement tend to have parents' with good involvement to their children. The teacher also reported that parents who had high involvement tend to have children with high English achievement. Furthermore, based on the informal interview with the students of SMA Nahdlatul Ulama (NU) Palembang, it was revealed that they have different parental involvement and they also had different achievement in English. As a result, the student whose parents had high involvement tend to have high English achievement. Their parents also supported their children in learning English with good facilities.

In relation to the description above, there have been many studies which investigated the same variables. There were some studies related to the variables that have been conducted before. First, Fauzji (2016) found that there was a correlation between parents involvement and students English achievement. Then, Nurmaw (2015) did a study at University level, and she found significant correlation between following factors (parents as motivator and as advocate in economy), and the English achievement.

Based on the description above, the researcher wants to explore more about the correlation between parental involvement and English achievement. Therefore, this study is entitled "The correlation between Parental Involvement and English achievement of the Eleventh Grade Students of SMA Nadhatul Ulama (NU) Palembang.

1.2. Problems of the Study

Based on the background, the research problems are formulated in the following questions:

1. Is there any significant correlation between parental involvement and English achievement of the eleventh grade students of SMA Nahdlatul Ulama (NU) Palembang?

2. Does parental involvement significantly influence English achievement of the eleventh grade students of SMA Nahdlatul Ulama (NU) Palembang?

1.3. Objectives of the study

In accordance with the problems above, the objectives of this study are:

1. To find out whether or not there is a significant correlation between parental involvement and English achievement of the eleventh grade students of SMA Nahdlatul Ulama (NU) Palembang.

2. To find out if parental involvement significantly influences English achievement of the eleventh grade students of SMA Nahdlatul Ulama (NU) Palembang.

1.4. Significance of the Study

The significance of this study may benefit for the following parties:

1.   Students

Students know that parents have a role in understanding of their English achievement. So that students can communicate any trouble and problems they face and requested help from their parents so they can increase English achievement.

2.   Parents

To know the relationship between parental involvement with understanding English, their parents expected do communication to children regarding the problem they face and parents expected can give them support, guidance, and facilities.

3.   Teachers

The teacher has knowledge and experience that English children is not just influenced by the family so that the teacher can give the urge to parents to communicate to children and communicate to parents. So they can guide their children to reach good achievement.

4.   Other researchers

It is expected that by reading this study, other researchers will have alternative source and guidance to conduct similar research. They are also expected to expand this study for better result.

CHAPTER II

LITERATURE REVIEW

This chapter presents (1) correlational research, (2) English achievement, (3) factors affecting the achievement, (4) Parental Involvement, (5) types of Parental Involvement, (6) Parental Involvement on students' English achievement, (7) Parental Involvement in learning English as foreign language, (8) previous related studies, (9) hypotheses and (10) criteria of testing the hypotheses.

2.1. Correlational Research

Johnson and Christensen (2012, p. 44) states that in correlational research, the researcher studies the relationship between one or more quantitative independent variables and one or more quantitative dependent variables. Additionally, Richards and Schimdt (2010, p. 139) define correlational research as a research which is carried out to examine the nature of the relationship between two naturally occurring variables. There is correlation coefficient, which is a numerical index that provides information about the strength and direction of the relationship between two variables. It provides information how variables are associated. More specifically correlation coefficient is a number that can range from -1 to 1, with zero standing for no correlation at all. If the number is greater than zero, there is a positive

correlation. If the number is less than zero, there is a negative correlation. If the number is equal to zero, there is no correlation between the two variables. If the number is equal to +1.00 or equal to -1.00, the correlation is called perfect. Positive correlation is present when scores on two variables tend to move in the same direction while negative correlation is present when score on two variables tend to move in opposite direction – as one variable goes up, the other tends to go down, and vice versa.

The interval coefficient for interpreting the correlation coefficient is shown in Table 1.

Table 1

The Level of Correlation

Interval Coefficient	Level of Correlation
0.00– 0.34	Very Weak
0.34 – 0.40	Weak
0.41– 0.64	Fair
0.65-0.84	Strong
0.85-1.00	Very Strong

(Source: Johnson and Christein, 2012, p.340)

According to Creswell (2012, p. 340), there are two primary types of correlational research design; explanation and prediction. The explanatory research design is a correlational design in which the researcher is interested in the extent to which two variables (more) co-vary, that is, where changes in one variable are reflected in changes in the other. Explanatory design consists of a simple association between two variables or more than two. Creswell (2012, p. 340) shows that the characteristics of this design are that the researchers

correlate two or more variables, collect data at one point in time, analyze all participants as a single group, obtain at least two scores for each individual in the group—one for each variable, report the use of the correlation statistical test (or an extension of it) in the data analysis, and make interpretations or draw conclusions from the statistical test results.

The prediction research to identify one or more variables that can predict changes in another variable measured at a later point in time (Lodico et al., 2010, p. 276). Researcher seeks to anticipate outcomes by using certain variables as predictors. This design is useful because it helps anticipate or forecast future behavior. The purpose of this design is to identify variables that will positively predict an outcome or criterion. In this form of research, the investigator identifies one or more predictor variables and a criterion (or outcome) variable. A predictor variable is the variable used to make a forecast about an outcome in correlational research while criterion variable is the outcome being predicted (Creswell, 2012, p. 341).

Based on Lodico et al. (2010, pp. 274-275), the following characteristics of correlational research are:

1. Measurement of at least two (but usually more) variables thought to be related.
2. Data are collected from one randomly selected sample of participants.
3. Data are collected at one point in time.
4. Scores on each variable are obtained for each individual.
5. Correlations are computed between the scores for each pair of variables using statistical tests.

2.2. English Achievement

In general, achievement means all things that the people obtain from his/her effort. But in education, achievement means the result of tests designed to determine the student's

mastery of given academic area. Additionally, Sukmadinata (2007, p. 103) stated that achievement of students can be seen from mastering the subject that they have taken up. Achievement refers to the good result from learning. Beside, academic achievement can be measured in terms of teacher-made tests, homework assignments, work in the class, and standardized test.

According to Brown (2007, p. 7), "learning is acquiring or getting of knowledge of a subject or a skill by study, experience, or instruction." Brown (2007, p. 7) explores the component of the definition of learning as follows.

1. Learning is acquisition or "getting."

2. Learning is retention of information of skill.

3. Retention implies storage systems, memory, and cognitive organization.

4. Learning involves active, conscious focus on and acting upon events outside or inside the organism.

5. Learning is relatively permanent but subject to forgetting.

6. Learning involves some form of practice, perhaps reinforced practice.

7. Learning is a change in behavior.

By learning, students can have more information. To measure what they have in learning, students have a test. Then, the result of the test will be their academic achievement. In concerning to academic achievement, it is become an output of learner's proficiency in learning second language or foreign language that has been taught or learned.

In addition, English achievement has strong relation with academic achievement. Bala (2011, p. 8) stated that academic achievement has always been the center of educational research and despite varied statements about the aims of education, the academic development of the child continue to be the primary and most important goal of education. Hence, academic is also important purpose in education.

Some definition about the English achievement, the writer takes conclusion that English achievement was the students' ability, skill, and knowledge in English which they had acquired or learned in particular time.

2.3. Factors Affecting the Achievement

According to Fitriah (2009, pp. 8-11) there are a lot of factors that influence the achievement of student. Some factors that influence the student's achievement are:

a. Intelligence

Christoper (2007, p.31) mentions that intelligence has frequently defined as the ability to adjust to the environment or to learn from experience. 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.

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.

c. Physical Conditions

Physical conditions are one of the important components of 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, and so

on. It 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.

d. Environment Condition

Environment is part 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 milieus comprise of family (parent and sibling), school and community.

As one of tripartite education, family is primary community for the children. Family is the first and primary educational environment for the child. 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.

2.4. Parental Involvement

Parental involvement can be defined in different ways. In this study, parental involvement includes parents' at home interest, support and engagement such as communication about the expectations parents have from their children, support with the studies and homework, providing advice and encouragement and communicating with the teachers and with the children about their schoolwork (Skaliotis, 2009). Parents' involvement encompasses a range of actions and beliefs concerning sending a child to school and supporting the child's out-of-school learning through advocating on behalf of the child, communicating with the school staff and maintaining a presence in the school (Epstein, 1992). Overall, parental involvement can also be defined as the efforts made by parents to support their children's learning while their child is in school age (Avvisati, Besbas Guyon, 2010).

Parental involvement leads to forging relationship between schools and families. Family-school partnerships are child-focused approaches wherein families and professionals cooperate, coordinate, and collaborate to enhance opportunities and success for children and adolescents across social, emotional, behavioral, and academic domains (Albright & Weissberg, 2010 cited by Kim, et al. 2012).

2.5. Types of Parental Involvement

There are four common types of Parental Involvement which are related to Parents' involvement in school, home, Parent participation in school, Parent involvement at home, Parent involvement in school and learning, and Parent participation in school activities (Christenson & Reschly, 2010).

Epstein (1995) sets the stage by defining parents' involvement as families and communities active role in creating a caring education environment. Parents who are involved in their children's education are those who consistently demonstrate good parenting skills, communicate with the school staff, volunteer their time in the school, help their

children learn at home, take an active role in the school-related decision making, and who regularly collaborate with the school community.

To determine the relationship between Family role and student learning achievement, the correlation coefficient is also conducted. Based on the discussion above, the independent variable of this study is student achievement in English subject while independent variables are family socio-economic condition and family environment. This framework can be explained as follows:

1) Family socioeconomic: refer to parental income and family social status in social status In society.

2) Family environment: refer to family surrounding, parental encouragement and facilities at home.

2.6. Parental Involvement on Students' English Achievement

Senior high school students categorized as teen learners. Teens are developing a sense of self and independence, but parents still have a strong influence in these years. One of important of parental involvement is communication with teachers and other school officials. Since English as one of the important subjects, parents usually expect their children to get high achievement in the subject.

Parent's involvement is strongly important on student's English achievement. Nurmawizatillah (2015, p. 14) states that parents' involvement can be defined as a process that the parents use all their ability to develop their children potency. There are some steps that can parents do to help their children learn English (Nurmawizatillah, 2015, pp. 14-19) They are as follow:

1. Understand the Importance of English

Parents must first understand and believe in the importance of English language skills. Children are adept at picking up on parental attitudes. If children realize the adults in their lives don't think learning English is important, they will be less likely to approach the subject with a positive attitude.

2. Prepare Children for School

In many ways, parents can help their children learn English by ensuring they are well-prepared for school in general. This can include:

a. Setting aside a time and place for homework

b. Having resources available such as pens, paper, and dictionaries

c. Being willing to answer questions about homework when possible

d. Asking about their school day and listening to concerns

e. Ensuring they eat a healthy breakfast before school

f. Encouraging them to get a good night's sleep

3. Communicate with Teacher

Talking to teachers and other school personal can be intimidating for parents of English as second language students, especially if they are not comfortable with their own English skills. However, teachers can be invaluable partners in helping children reach their full potential. In addition to reporting on a student's overall progress, teachers may be able to suggest the best methods for practicing English at home and point parents to helpful resources.

Parents who are unable to speak to a teacher in English should investigate whether the district or a community program offers translators or ask a fluent friend or family member for assistance.

4. Play a Role Model of Learning

One of the greatest ways for parents to help their children in learning English is by motivating them to learn English by themselves. Even more, when parents are able to use English at home, more opportunities will arise for children to practice speaking and listening. Parents and children practicing their new skills together can be a great motivator.

5. Play a Role as Monitor

Parents can monitor their child's achievement by giving attention on their children'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 the parents monitor and give assistance to their children, the children will have more awareness to get better in English achievement.

6. Read Regularly

Reading is an invaluable skill that can be only improved with practice. Parents can help by providing access to books and reading aloud to their children. While it's important to practice reading in the target language, not every book must be in English. Reading in their native language can help students preserve their culture while also improving their overall reading fluency. Students who read well in another language are more likely to experience success in English literacy.

2.7. Parental Involvement in Learning English as Foreign language

As the frequency of these specific sound increases, parents or siblings may repeat the child's vocalization and thus serve as models for the child (Guy, 1998, p. 215). In other word, children acquired their first language from their parents or siblings. In this case, parents contributed to their children's language acquisition. The more they spoke in English, the more their children may repeat what they had spoken.

According to Cynthia (2014, p.6) Parental Involvement heightened academic achievement. Because parent involvement is crucial to student success, it is necessary that

parents be supposed by teaching them necessary skills to help their children at home. Parents should get involved in working directly with their children on learning activities at home, so parental involvement would be effective.

Parents should play a significant role in terms of developing children's positive thinking towards foreign language-English language. Vida (2015, pp.175-176) state that Parents' affection towards foreign language influence their children's success in multilingual competence. Furthermore, parents should get engaged in their children's English learning as foreign language. Parents could be involved as an advocated in economy, a motivator, a monitor, and a model.

a. **As an advocated in economy**

The relationship between family with Socio Economic Status (SES) and Children's development thus appears to be strong, as well as consistent with a large body of research on the effects of SES on children's cognitive functioning (Emilie, 2014, p.433). In other words, the higher socioeconomic family will be easier to support the educational facilities at home. The facilities can help to enhance the students' English achievement.

b. **As a motivator**

Parents may play a particularly significant part in children's English learning. This motivation could be categorized as an extrinsic motivation since the encouragement and supports from outside. Extrinsic motivation will be an impulsion in students to do something more advantageous. Extrinsic motivation can be stimulated in the forms of a simple praise, incentives, prize, grades, and conducive environment and climate which propel students to learn (Hadriana, 2013, p.33).

c. **As a monitor**

Parents provide the foundational role support, nurturance, and guidance or their children. Parents also take a place as monitor of their children by questioning teacher about their children's progress in English subject. So, parents have to pay attention to what is going on the children (Gonzalez, 2000, p.109-110). They can even ask their children what had happened at school and check their children's book whether their teacher gave them additional assignment or not.

d. **As a model**

The children usually want to grow up and become an adult as similar as their parents. Parents set up of refuse stimulating environment, they are model to be reproduced by their children in sex roles, milleau, language, and beliefs (Evelyn, 2000, p,9). In addition, parents could also display a short conversation around their children in order to get children attention so they will imitate without direct interactions.

2.8. Previous Related Studies

Firstly, Fauzji (2016) investigated the correlation between parents' involvement and young learners academic achievement (A correlational study on the seventh grade students of MTs Ar-Rahman Jakarta). He conducted a correlational research by using quantitative descriptive. The techniques of collecting data were questionnaire, documentation, interview and observation. The finding of this study was adequate on second grade students of MTsN II Jakarta. It was shown by the result of the research (0,402) which belongs to medium correlation.

Secondly, It had discussed by Shute, *et, al*. On the title "A Review of a Relationship between Parental Involvement and Secondary School Students' Academic Achievement".

This paper reviews the research literature on the relationship between (PI) and (middle high school) level. The results present how individual PI variables correlate with academic achievement and result section by discussing the findings in light of the limitation of non-experimental research and the different effects of children's versus parents perspective on academic achievement.

Thirdly, Nurmaw (2015) in her skripsi "The correlation between Parents' Involvement and students' English learning achievement (A correlational study at the Eighth Grade Students of SMP Ibu Pertiwi Jakarta Barat) aims to know the influence of parents' involvement on students' English achievement at the first semester of academic year 2014/2015 at SMP Ibu Pertiwi. She conducted a correlational research by using quantitative descriptive. The techniques of collecting data are questionnaire and documentation. The finding of this study was that the influence of parents' involvement is adequate on second grade students of SMP Ibu Pertiwi Jakarta Barat. It is shown by the result of the research (0,334) which belongs to medium correlation. It means that the parents' involvement as the monitor, as an advocate and as a model is sufficient to support the students' English achievement.

Then, the related research that the researcher choose was from Topor *et,al* on the research "Parents Involvement and Students Academic Performance: A Multiple Mediational Analysis". The research was about parents involvement in child's education which is consistently found to be positively associated with child's academic performance. The present study examines two potential mechanisms that explain of this association: the child's perception of cognitive competence and the quality of the students-teacher relationship. This study used a sample of 158 seven-year old participants, their mothers, and their teachers. Results indicated a statistically significant

association between parents involvement and a child's performance, over and above the impact of the child's intelligence.

Last, Sultana and Nuraini (2016) attempted to investigated factors influence on students' learning achievement in the English subject in secondary school. A total of 50 students from SMK Sultan Abdul Samad, Banting were selected as the respondents for the study. Students' responses towards their family support were measured using a four point Likert scale. To determine the relationship between family role and student learning achievement, the correlation coefficient was conducted and the result revealed that only parents' education has significant (p=0,05) relationship to students' academic achievement. By gave the importance of the knowledge in English subject for educational, economic, and national development of country several suggestions are made.

The similarity between this research and the previous one's was on the used of the same variables which are parental involvement and also English achievement. While, the differences between this research and previous study is this research tries to investigated in the different population which is of the eleventh grade students of SMA Nahdatul Ulama (NU) Palembang.

2.9. Hypotheses

The hypotheses of this study are proposed in the forms of null and research hypotheses below:

1. H_o: There is no correlation between parental involvement and English

   achievement of the eleventh grade students of SMA Nahdlatul Ulama

   (NU) Palembang.

   H_1: There is a correlation between parental involvement and English

   achievement of the eleventh grade students of SMA Nahdlatul

   Ulama (NU) Palembang.

2. H_o: There is no contribution of parental involvement and English

   achievement of the eleventh grade students of SMA Nahdlatul Ulama

   (NU) Palembang.

   H_1: There is a contribution of parental involvement and English

achievement of the eleventh grade students of SMA Nahdlatul Ulama

(NU) Palembang.

2.10. Criteria of Hypotheses

There are some criteria in testing hypotheses as suggest by Cohen, Manion, & Marrison, 2007, p. 519), Creswell (2012, p. 188-189), and Fraenkle, Wallen, and Hyun(2012, p. 228-232) as follow:

1. If p-value (sig 2-tailed) is higher than 0.05, the null hypotheses (Ho) is rejected and the alternative hypotheses (Ha) is accepted.

- If p-value (sig 2-tailed) is lower than 0.05 the null hypotheses (Ho) is accepted and the alternative hypotheses (Ha) is rejected.

2. If r-square (sig 2-tailed) is not equal to 0.49, the null hypotheses (Ho) is accepted and the alternative hypotheses (Ha) is rejected

-.If r-square (sig 2-tailed) is equal to 0.49, the null hypotheses (Ho) is rejected and the alternative hypotheses (Ha) is accepted.

CHAPTER III

METHOD AND PROCEDURES

This chapter presents (1) research method, (2) variables of the study, (3) operational definitions, (4) population and sample, (5) technique for collecting the data, and (6) data analysis.

3.1. Research Method

In conducted study, the writer was used a correlational research to find out the correlation between variables and interpret the result that may appear. According to Fraenkel, Wallen and Hyun (2012, p. 331) states that correlational studies investigate the possibility of relationships between only two variables, although investigations of more than two variables are common.

The first procedure was the writer identified the parental involvement by using parental involvement questionnaire and the second procedure was the writer gives the students test of TOEFL test. The next step was the writer analyze the correlation between variables through SPSS based on the results of the parental involvement questionnaire and TOEFL test. Last, explanation and interpretation of the result were discussed. The research design will as follows:

Figure 1. Research Framework
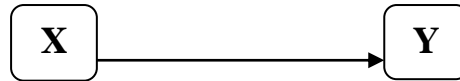
X = Parental Involvement

Y = Students' English Achievement

3.2. Variables of study

According to Fraenkel(2012, p. 80), a common and useful way to think about variables is to classify them as *independent* or *dependent.* In this study, the two variables are independent variable and dependent variable. The independent variable (X) in this study is parents involvement while students English achievement will be dependent variable (Y). The details of the indicators of those variables mentioned in Table 1 as follows.

Table 1. The indicators of Research Variables.

Variables	Indicators	Sub-indicators
Dependent	Students' English Achievement (SEA)	The students' scores based on Toefl Junior Test.
Independent	Parental Involvement	1. Parents Socio economic 2. Parents Environment

3.3. Operational Definitions

For the purpose of thus study, the following terms were defined.

a. English Achievement.

English achievement means the competency that achieved by the students in English subject. A test to given of the students and the results was used to determine the students' English achievement. It consisted of 42 questions in each section.

The categories of the result of the test were grouped into very good, good, average, poor, and very poor. In this study English achievement was measured by Toefl Junior.

b. Parental Involvement

Parental involvement means the participation of parents in meaningful communication concerning student academic learning and other school activities. It refers the highest Involvement that parents give. The writer identified parental Involvement from the questionnaire which the students had answered.

3.4. Subject of the Study

To get the data of study, this research needs a subject. The subject of the study is SMA Nahdlatul Ulama (NU) Palembang.

3.4.1. Population

According to Richards and Schmidt (2010, p. 443), population in statistics is any set of items, individuals, which share some common and observable characteristics and from which a sample can be taken. Thus, one can speak of comparing test scores across a sample of a population of students.

The population of this study was all the eleventh grade students of SMA Nahdlatul Ulama (NU) Palembang. Based on the data, for the students at eleventh grade there were three classes, each of class there were 30-35 students. The distribution of population of the study can be seen in table

Table 2

Population of Study

No	Class	Number of Students
1	XI IPA 1	35
2	XI IPS 1	30
3	XI IPS 2	30
Total		**95**

(Source: SMA NU Palembang in academic year 2017/2018)

3.4.2. Sample

Cresswell (2012, p. 142) states that a sample is a subgroup of the target population that researcher plans to study for generalizing about the target population. Moreover, Fraenkel, et. al (2012, p. 91) define a sample in a research study is the group on which information is obtained.

To get the sample, the writer used total population sampling technique in this study. According to Etikan, Musa and Elkassim (2016, p.3), total population is a technique where the entire population that meet the criteria are included in this research

being conducted. Moreover, Sugiyono (2007) argues that total sampling is a technique which is total of the sample same with a total of population. In addition, Elkassim, et, al (2016, p. 3) argue it is commonly used where the number of cases being investigated is relatively small.

In this study, the writer took all of the eleventh grade students who have 95 students as sample because the number of population was less than 100 students. Baker (2012) states that if the total numbers of population less than 100 all the population taken as sample. It is also suitable with Freankel, et. al (2012, p. 102) the minimum acceptable sample size for correlation study is considered by most researchers to be no less than 30. According to Fraenkel, et. al (2012, p. 102) a sample should be as large as the researcher can obtain with a reasonable expenditure of time and energy.

Therefore, the distribution of sample can be seen in Table 3.

Table 3

Sample of the Study

No	Class	Number of Students
1	XI IPA 1	35
2	XI IPS 1	30
3	XI IPS 2	30

Total	95

(Source: SMA NU Palembang in academic year 2017/2018)

3.5. Techniques for Collecting Data

Techniques for collecting data are (1) distributing questionnaire to the sample, and (2) testing the sample. These techniques require a questionnaire and a test respectively.

3.5.1. Questionnaire

Johnson and Christensen (2012, p. 162) defines questionnaire as a self-report data-collection instrument that each research participant fills out as part of a research study. In this research, students was supposed to answers the written questionnaire and selecting on of the option.

The questionnaire consists of 20 items with 4 options each. The scoring questionnaire used Likert scale, which was one of scaling technique of rating scale. It was requiring the respondent to make an evaluate judgement of the target by marking one of series of categories organized into a scale. To scale this questionnaire, the writer used Likert scale, which consists of a series of statements all of which are related to a particular target.

The indicator of questionnaire items can be seen in Table 4 below.

Table 4. Indicator of Parental Involvement

Aspects	Indicators	Item numbers	Total items of each indicator
Parents Socio economic	Parents as advocate in economy	6,7,8	3
	Parents as motivator	1,2,3,4,5,16, 17,18,20	9

Parents	Parents as monitor	9,10,14,15	4
Environment	Parents as model	11,12,13,19	4
Total item numbers			20

Source : Fauzji (2016)

The questionnaire would be used to find out the total score of parental involvement after answering the questionnaire in scale from 1 until 4. The score was calculated for two variables. After that, the data was described in form of tables and graphs and it were analyzed. Parents' involvement responses on the basis of Likert scale method (four scale method of measurement) which goes into following score "Always" takes 4; "Often" of 3; "Sometimes" of 2, and "Never" of 1.

3.5.2. English Achievement Test

Achievement test measure an individual's knowledge or skill in a given area or subject (Franked, et al., 2012, p. 127). To obtain the students' English achievement, the writer used TOEFL Junior test. The purpose of the TOEFL Junior test is to provide an objective measure of the degree to which students in the target population have attained proficiency in the academic and social English language skills representative of English-medium instructional environments (*Handbook for the TOEFL junior standard test*, 2015, p. 2).

The designers of the TOEFL Junior Standard test assert that the TOEFL Junior Standard test is an English-proficiency test that was not based on or limited to any specific curriculum. There were three sections: listening, structure, and reading. Each section contains 42 four-choice questions with a total testing time of 1 hour 55 minutes. TOEFL Junior test

scores were determined by the number of questions a student had answered correctly. There was no penalty for wrong answers. The categories of the result of the test were grouped into very good, good, average poor, and very poor.

3.6. Validity and Reliability

There will be two steps which will be examined; validity and reliability test.

3.6.1. Validity of Parental Involvement Questionnaire

Fraenkel, et.al. (2012, p. 254) state that validity is the development of sound evidence to demonstrate that the test interpretation (of scores about the concept or construct that the test is assumed to measure). Based on Cresswell (2012, p. 159) in addition to reliability, you should examine whether the scores from the instrument (not the instrument itself) are valid. In this study, the researcher was used Parental involvement Questionnaire from Fauzji (2016). The questionnaire was valid since it had been tried out by Fauzji. From 25 items, there were 20 items of questionnaire which were valid and would be used for this study.

3.6.1.2. Validity of TOEFL Junior Test

According to Fraenkel et al (2012, p. 148), validity has been defined as referring to the appropriateness, correctness, meaningfulness, and usefulness of the specific inferences writers make based on the data they collect. Validity refers to the accuracy of the inferences or interpretations make from the test scores, while reliability refers to the consistency or stability of the test scores. But, attitude questionnaire and TOEFL Junior test was valid and reliable.

3.6.2. Reliability of the Questionnaire

According to Creswell (2012, p. 159), reliability means that scores from an instrument are stable and consistent. Freankel, et. al. (2012, p. 234) state that reliability a goal of good research is to have measures or observations that are reliable. To assess the reliability of the scores, the consistency of the instrument must be consistent when the instrument would be measured with other sample. To know the questionnaire will reliable, whenever the reliability coefficient of test score should be at least 0,70, and preferably higher (Cohen, Manion & Marrison, 2007, p, 506). The researcher was used questionnaire by Fauzji (2016), it was a reliable questionnaire since it had been tried out. From the calculation of the questionnaire reliability by using SPSS version 22, the result of the reliability is .898

Table 5. Reliability Statistics

Cronbach's Alpha	N of items
.898	25

3.6.2.1. Reliability Test

Reliability means that scores from an instrument are stable and consistent. Scores should be nearly the same when researchers administer the instrument multiple times at different times (Creswell, 2012, p. 159). In this study, the researcher used questionnaire by fauzji (2016). To know the questionnaire was valid or not by using Pearson-Product Moment Correlation Coefficient. It was valid if the p-output was lower than 0.05.

3.6.2.2. Test Reliability of TOEFL Junior Test

TOEFL Junior is international instrument that already to research activities. According to TOEFL Junior test (2012, p.2) TOEFL junior standards test is an objective and reliable

measure of your English communication skills. The reliability coefficients of the four TOEFL Junior standard scores, in the group of all test takers, is estimated to be as follows:

Table 7

Reliability Score

Reliability Estimates of the TOEFL Junior standards test score	
Listening section	.87
Language form & Meaning section	.87
Reading section	.89
Total	.95

Source: TOEFL Junior Handbook, 2015, p.29

The reliability coefficients of TOEFL Junior is .95. It means that the instrument is reliable.

3.7. Data Analysis

If all the results of instruments obtained, the writer was analyzed the data. The steps were:

3.7.1. Questionnaire Analysis

To get the score of parental involvement inventory, the writer counted total of tick in four column statements from never to always. 1 tick is 1 score. After that, the total each four

column statements would be time used with the score of statement always (1), often (2), sometimes (3), never (4), and all scores was totaled the interval can be seen in table below

Here is the interval of parental involvement score:

Table 6

Range of Parental Involvement

No	Range	Qualification
1	60-80	Good
2	40-59	Average
3	20-39	Low

3.7.2. English Achievement Analysis

The students' English achievement was analyzed to determine the score of the students from TOEFL Junior test. There was no penalty for wrong answer. TOEFL Junior Standard Test scores were determined by the number of questions a student has answered correctly. The correct answer was scored 1 and the incorrect answer was scored 0. The highest score would be 100 and the lowest would be 0. The formula can be seen below:

$$TOEFL\ Junior\ Test = \frac{the\ number\ of\ the\ right\ answers}{the\ total\ number\ of\ the\ test} \times 100$$

as classified by using the category of students' English achievement from SMA Nahdlatul Ulama (NU) Palembang. The categories of the students' English achievement consist of the following table:

Table 7

The category of English achievement

No	Score Range	Category
1.	86-100	Very Good
2.	71-85	Good
3.	56-70	Average
4.	46-55	Poor
5.	0-45	Very Poor

3.7.3. Normality Test

The purpose of the normality test of the data was to find out whether the data of Parental involvement questionnaire and TOEFL Junior test was normal or not. The writer used Sample Kolmogorov-Smirnov in SPSS. If (α) value is higher than 0.05 there was normal.

3.7.4. Linearity Test

The purpose of the linearity test of the data was to find out whether the data of Parental involvement questionnaire and TOEFL Junior was linear or not. The probability value (α) for the linearity test of the data was 0.05. It was examined by SPSS.

3.7.5. Correlational Analysis

To analyze the data obtained from the students' questionnaire and achievement test in order to see the correlation between one variable and another variable, the Statistical Package for Social and Science (SPSS) computer program would be employed. To find out the correlation between parental involvement and English achievement, Pearson – Product Moment Correlation Coefficient was used. The interpretation of coefficient correlation was found whenever Pearson *r* is higher than 0.05.

3.7.6. Regression Analysis

In order to know the contribution of Parental involvement to English achievement of the eleventh grade students of SMA Nahdlatul Ulama Palembang, regression analysis was applied to this study. In the corrrelation study, the analysis estimated a statistical process of the correlations between variables and the criterion variable. Then, the result of the analysis indicated the percentage of the predictor variables that contributed to the criterion scores. In addition to, all the statistically calculation above was completed by SPSS (Statistical Package for Social Science) computer program version.

CHAPTER IV

FINDINGS AND INTERPRETATIONS

This chapter presents (1) research findings, (2) statistical analysis, and (3) interpretations.

4.1. Research Findings

There are seven types of research findings in this research: (1) the result of questionnaire, (2) the result of English achievement, (3) the result of normality test (4) the result of linearity test (5) correlation between parental involvement and their English achievement, and (6) influence of parental involvement and their English achievement.

1.1.1. The Result of Parental Involvement

In this research, the total numbers of sample were 95 students. This part presents the data of parental involvement based on the results of questionnaire that was given to the students. The 3 levels of parental involvement were categorized. In scoring the parental involvement, the students ticked one of the level their parental involvement, those leveled to Never, Sometimes, Often, and Always. The score was from 1 until 4, 1 as the minimum score and 4 as the maximum score.

The descriptive statistical analysis of parental involvement for the participants is shown in Table 8. The maximum score was 76, and the lowest score was 28. The mean of parental involvement for the participants was 51.81 and the standard deviation was 13.122. The data showed in the table as follows:

Table 8

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
PARENTAL INVOLVEMENT	95	28	76	51.81	13.122
Valid N (listwise)	95				

It was revealed that from the questionnaire, the 3 levels of parental involvement were all perceived by the students with different numbers; as the most perceived parental involvement category.

The distribution of parental involvement can be seen in the table below:

Table 9

Distribution of Parental Involvement

Score Interval	Category	Frequency	Percentage
60-80	Good	28	29.48 %
40-–59	Average	48	50.52 %
20-39	Poor	19	20 %
Total		95	100%

From the table distribution of Parental Involvement above, the result showed that 28 students were in the good parental involvement; 60 – 80. On the contrary, 48 students were in average parental involvement; 40 – 59. Meanwhile, 19 students were in poor parental involvement.

1.1.2. Result of Students' English Achievement

The descriptive statistical analysis of English achievement for the participants is shown in Table 10. The maximum score was 80, and the minimum score was 32. The mean of English achievement scores for the participants was 59.26, and the standard deviation was 12.896. The data showed as follows:

Table 10

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
ENGLISH ACHIEVEMENT	95	32	80	59.26	12.896
Valid N (listwise)	95				

For each category, There was no students got the category very good, 16 students got the category good, 44 students got the category average, 16 students got the category

poor. 19 students got the category very poor. The distribution of students' English achievement is shown in Table 10.

Table 10

Distribution of Students' English Achievement

No	Score Interval	Category	Frequency	Percentage
1	86,00 - 100	Very good	-	0 %
2	70,00 - 85,99	Good	16	16.84 %
3	60,00 - 69,99	Average	44	46.32%
4	56,00 - 59,99	Poor	16	16.84 %
5	00,00 - 55,99	Very poor	19	20 %
	Total		95	100 %

4.2. Statistical Analysis

There were three statistical analysis that the writer applied in this study:

1. The statistical analysis of normality and linearity.

2. The statistical analysis of correlation analysis between parental involvement and English achievement.

3. The statistical analysis of regression analysis between parental involvement and English achievement.

4.2.1. Normality test and Linearity test

Normality test and linearity test were conducted prior to data analysis through SPSS 16th version for windows. As parametric statistics, in term of correlation and regression, it

was fundamental to see if the distribution of data was normal for each variable and linear between variables.

4.2.1.1. The result of Normality Test

The data was interpreted normal if p> 0.05, and if p< 0.05, it means the data is not normal. Kolmogorov-smirnov was used to see the normality. The results of normality test is shown in table 11 indicated that the data from each variable were all normal and appropriate for data analysis with coefficients .640 for students got the category excellent and .133 for English achievement.

Table 11

Normality Test

One-Sample Kolmogorov-Smirnov Test

		PARENTAL INVOLVEMENT	ENGLISH ACHIEVEMENT
N		95	95
Normal Parameters[a]	Mean	51.81	59.26
	Std. Deviation	13.122	12.896
Most Extreme Differences	Absolute	.076	.119
	Positive	.050	.090
	Negative	-.076	-.119
Kolmogorov-Smirnov Z		.742	.1164
Asymp. Sig. (2-tailed)		.640	.133

As results, the data form each variable were all normal since the p-value were higher than 0.05. If the data form each variable were not normal, the used of statistical test would be different. The normality of each variable was also shown through the normal Q-Q plot which is illustrated in figure 1 and 2.

Figure 1. Distribution of Parental Involvement

Normal Q-Q Plot of Parental Involvement

Normal Q-Q Plot of Parental Involvement
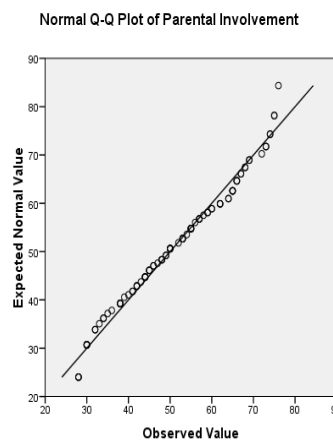
Detrended Normal Q-Q Plot of Parental Involvement
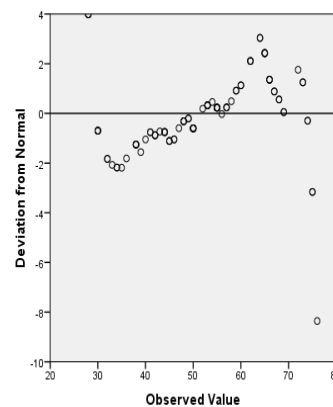
Figure 2. Distribution of Students' English Achievement

Normal Q-Q Plot of Students' English Achievement

Normal Q-Q Plot of English Achivement
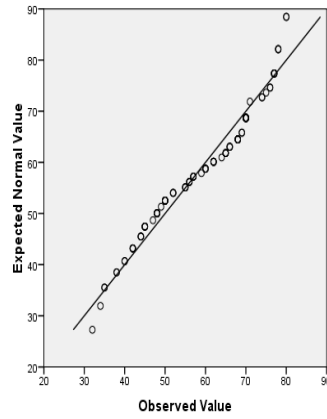
Detrended Normal Q-Q Plot of English Achivement
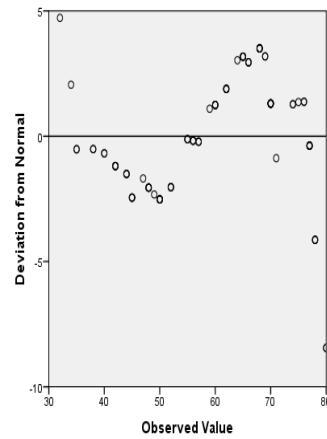
Diagonal lines in graphs illustrate ideal situation of the data follow a normal distribution. The dots around the line are the data that has been collected. If most of the dots are very close to the line or even stick to the line, it can be concluded that the data follow a normal distribution.

4.2.1.2. The Result of Linearity Test

Test for linearity was used to see the linearity of the instruments. In terms of correlation and regression, it was necessary to know whether the data was linear between two

variables. If probability was higher than .05, the two variables were linear. The results showed that, the deviation from linearity between parental involvement and students' English achievement was .580. To result of linearity test is shown in Table 12.

Table 12

ANOVA Table

			Sum of Squares	Df	Mean Square	F	Sig.
ENGLISH ACHIEVEMENT * Parental Involvement	Between Groups	(Combined)	12954.471	40	323.862	6.531	.000
		Linearity	11142.141	1	11142.141	224.678	.000
		Deviation from Linearity	1812.330	39	46.470	.937	.580
	Within Groups		2677.950	54	49.592		
	Total		15632.421	94			

4.3. Correlation between Parental Involvement and English Achievement

This section answered the first research problem. By analyzing the result of descriptive statistics for parental involvement and English achievement.

Based on Pearson Product Moment Correlation Coefficient, the result indicated that the pattern of correlation between parental involvement and English achievement was positive. The correlation coefficient or the *r*-obtained (.844) was higher than *r*-table (0,201).

Then, the level of probability (*p)* significance (sig.2-tailed) was .000. It means that *p* (.000)

was lower than .05. Thus, there was a significant correlation between parental involvement

and English achievement. Based on the correlation coefficient proposed by Johnson and

christein (2012, p. 340), the degree of correlation coefficient was very strong relationship.

The result of correlation between parental involvement and English achievement is shown in

Table 13.

Table 13

Correlation between Parental Involvement and Students' English Achievement

Correlations

		PARENTAL INVOLVEME NT	ENGLISH ACHIEVEME NT
PARENTAL INVOLVEMENT	Pearson Correlation	1	.844"
	Sig. (2-tailed)		.000
	N	95	95

		.844[*]	1
ENGLISH ACHIEVEMENT	Pearson Correlation		
	Sig. (2-tailed)	.000	
	N	95	95

4.4. Influence of Parental Involvement on Students' English Achievement

This section answered the second research problem. By analyzing the result of descriptive statistic for Parental Involvement and English achievement.

In addition, since there was a significant correlation between parental involvement and English achievement, it can be inferred that parental involvement has significant influence on English achievement. However, regression analysis was still used to find out if Parental Involvement and English achievement.

The results indicated that parental involvement influenced English achievement significantly with t_{value} (15.191) was higher than t_{table} (1.985) with sig. value (.000) was lower than probability (.05). Therefore, there was a significant influence between Parental Involvement toward students' English achievement of Eleventh Grade Students of SMA Nahdlatul Ulama (NU) Palembang. The result of regression can be seen in Table 14.

Table 14

The Regression Analysis of Parental Involvement and Students' English Achievement

Coefficients[a]

Model	Unstandardized Coefficients	Standardized Coefficients	T	Sig.

		B	Std. Error	Beta		
1	(Constant)	16.275	2.918		5.577	.000
	Parental Involvem ent	.830	.055	.844	15.191	.000

a.   Dependent Variable: ENGLISH ACHIEVEMENT

In addition, to know the percentage of Parental Involvement influence on students' English achievement, R-Square was obtained. The result of the analysis revealed that the R Square (R^2) was .713. It means that parental involvement gave significant effect in the level of 71.3% toward students' English achievement, and 28.7% was unexplained factors value. The result of Model Summary is shown in Table 15.

Table 15

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.844[a]	.713	.710	6.949

a. Predictors: (Constant), PARENTAL INVOLVEMENT

4.5. Interpretation

The followings are some interpretations from the result of the data analysis to streng then the value of this study. Overall, the data analysis of parental involvement shows that

most parents graduated from bachelor's or equivalent level as their parental involvement. Based on the result of Pearson Product Moment correlations, it was found that there was a correlation between Parental Involvement and English achievement of the Eleventh grade students of SMA Nahdlatul Ulama (NU) Palembang (*r*- .844). This means that Parental Involvement had relation to English achievement. The level of correlation between Parental Involvement and English achievement was strong.

Moreover, a major purpose of this study is to know and describe the relationship between parental involvement and support as the important factors that influences on students' learning achievement in English subject. Parental involvement has been identified as positively impacting students learning abilities and achievement. It is related to Xuesong's (2006) statement that in language research, parental involvement is commonly considered to contribute to learners' language learning and Asian parents are often closely involved in their children's second or foreign language learning. Since the English language has been widely regarded as providing access to material resources and social capitals and a way for social and economic advancement by students and their parents, parents unsurprisingly provide immense support to their children's development as English language learners.

In this research, the writer found that the most significant impact of parental involvement on students' English achievement was parents as a model. In theory, pupils who hear the parents at home interacting each other in a foreign language may have more appreciation of the usefulness of the target language than those who do not have this opportunity. According to Chamber (1999) that 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.

The more significant impact parental involvement and encouragement were found that their parents have a higher expectation in English subject. Then, parents give their best

motivation and support to their children in order to have the best achievement in English language learning. Parental involvement and encouragement were found as the significant impact towards student's learning abilities and achievement in the English subject. Thus, Stull (2013) family socioeconomic status has an influence on students' English achievement, the researcher found a minimum correlation in this research. It is possible to understand how family socioeconomic status affects school conditions.

This suggests that the higher Parental Involvement, the better English achievement would be. Based on this assumption, parents have the potential to model positive 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 & Chen, 2001; Houtenville & Conway, 2008; Jeynes, 2003, 2007). In fact, children are more likely to apply themselves and perform better in school when their parents show an interest in their school work, are willing to assist them with homework, and are willing to hold their children accountable for completion of school assignments.

First, the result of this study had correlation; it is supported by the theory Research provided by Esther and Doyglas (2005, pp.126-130) found that increased participations from parents and school can only enhance a child's academic success. Also (Muola, 2010, p. 215) it is important in determining the child's motivation to achieve success. The School and parents should have a good communication in order to know the students' continuous progress.

Further, the result of this present study is also in agreement with the studies of Schute, *et, al.* (2011) He indicated Parental Involvement was significantly correlated Secondary School Students' Academic Achievement. Moreover Topor *et,al.* (2010) found that Parents Involvement was significantly and positively of Students Academic Performance. Then,

Nurmaw (2015) She found that there was a significantly correlation between Parents' Involvement and students' English learning achievement".

In short, the total contribution of Parental Involvement and English achievement showed significant correlated as well influenced. On the contrary, parental involvement influenced students' English achievement although

The contribution was small, suggesting that there are other factors that can contribute to their children's English achievement, such as the schools, teachers, friends, environment, courses, etc.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents conclusions and suggestions.

5.1. Conclusions

This study was proposed to answer whether or not there was a significant correlation between parental involvement and English achievement.

Based on the result of the present study and their interpretation, it is clear that from the variables, parental involvement significantly correlated with English achievement with r-.844. The category of correlation was strong. Additionally, the linear regression analysis

showed that parental involvement (71.3%) significantly influenced the dependent variable, students' English achievement.

In conclusion, parental involvement is as one of the factors affecting the students' achievement. As educational components, parents take place as motivate, support and monitor. They also provide the help children's performance in gaining achievement in English subject at school.

5.2. Suggestions

Based on the conclusion of the research, the writer puts forward suggestions:

1. **For Teachers and School**

    a. The English teachers should involve parental in students' home assignments in order to enhance students English achievement.

    b.   School should facilitate parents and teachers a meeting to discuss about students development in learning, especially in English learning.

2. **For Parents**

    a. Parents should realize that they are first educators who provide educational for their children.

    b. Parents should get engaged in their children's English learning as a foreign language. Parents could be involved as an advocate in economy, a motivator, a monitor, and a model.

3. **For Future Researcher**

    The researcher can explain more what kind of support of parents and investigate more about parental involvement to enlarge this kind of studies to make it better such as types of questionnaire, number of sample, previous study, etc. This is expected to see clearly and

comprehensively, so that some general conclusions can be made in order to strengthen the

importance of parental involvement in supporting English achievement.

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APPENDICES

APPENDIX A

Informal Interview Questions

Informal interview with English teacher. Please answer these following questions to purpose my research :

1. What do you think about English in this school?
2. What is students problem in English achievement?
3. Do you care effectively about students of Parental Involvement?
4. What is the parents do to involved the students?
5. Is the parents talked to you about their children progress in the school?

 Informal interview with students

For the purpose my research I would like you to answer these following questions:

1. What do you think about English?
2. What is your problems in English achievement?
3. Do your Parents are involved in your school work?
4. What is the parents do to involved in your learning activities?
5. Is your parents upset if you do not perform well in the English subject?

APPENDIX B

Questionnaire of Parental Involvement

"The Correlation between Parental Involvement and English achievement"

A. Petunjuk Umum
   1. Angket ini bersifat ilmiah, tidak ada tujuan lain.
   2. Jawablah Pertanyaan ini dengan jujur.
   3. Berilah tanda checklist (√) pada jawaban anda.
B. Biodata responden (penjawab pertanyaan)
   1. Nama   :
   2. Kelas   :

No	Pertanyaan	Selalu	Sering	Kadang-kadang	Tidak pernah
1.	My parents give me more motivation to learning English subject Orang tua memberi saya dorongan untuk belajar bahasa Inggris				
2.	My parents give me the understanding that learning is important especially learning English Orang tua memberi saya pengertian bahwa pentingnya belajar terutama bahasa Inggris				
3.	My parents praise me when I get a good score in English Orang tua memberi saya pujian saat berhasil mendapatkan nilai bahasa Inggris yang baik				
4.	My parents listen to complaints and difficulties in learning English Orang tua mendengarkan keluhan saya dalam menghadapi kesulitan belajar bahasa Inggris				
5	My parents give advise on complaints and difficulties in learning English Orang tua memberi saran atas keluhan dan kesulitan dalam belajar bahasa Inggris				
6	My parents give me English text book				

	Orang tua memberikan buku teks pelajaran bahasa Inggris				
7	My parents buy tapes/ VCD/ DVD songs or movies in English Orang tua membelikan kaset/ VCD/ DVD lagu atau film berbahasa Inggris				
8	My parents ordered me to English course Orang tua memerintahkan saya kursus bahasa Inggris				
9	My parents limit my hours of television viewing or internet usage Orang tua membatasi jam menonton televisi saya atau penggunaan internet				
10	My parents see and monitor the development of my values especially English subject Orang tua melihat dan memantau perkembangan nilai-nilai saya terutama pelajaran bahasa Inggris				
11	Parents and I watched English movies together Orang tua dan saya menonton film berbahasa Inggris bersama-sama				
12	My parents also taught me English lessons at home Orang tua juga mengajari pelajaran bahasa Inggris pada saya di rumah				
13	Parents listen and understand English songs or news delivered in English (without any Indonesian subtitles Orang tua mendengarkan dan memahami lagu berbahasa Inggris atau berita yang disampaika ndengan bahasa Inggris (tanpa teks berbahasa Indonesia)				
14	My parents always talked to me about my learning English subject Orang tua saya menanyakan tentang pelajaran bahasa Inggris				
15	My parents always talk to teacher				

	about my progress in school Orang tua saya menanyakan kepada guru tentang perkembangan pelajaran bahasa Inggris di sekolah				
16	My parents upset if I do not perform well in the English subject Orang tua kecewa jika saya tidak menunjukakan kemampuan saya dalam pelajaran bahasa Inggris				
17	My parents always encourage me saying that I have to do better in the English subject Orang tua selalu mendorong saya untuk mengatakan bahwa saya harus melakukan yang terbaik dalam pelajaran bahasa Inggris				
18	My parents have a higher expectation in English subject than other subject Orang tua membantu saya mempunyai harapan yang tinggi dalam pelajaran bahasa Inggris dibandingakan pelajaran lainnya				
19	My parents always help me with my homework and check my exercise books Orang tua membantu saya dalam mengerjakan PR dan mengecek buku latihan bahasa Inggris				
20	My parents always give me emotional and moral support to do the best in the English subject Orang tua saya memberikan dukungan emosional dan moral untuk melakukan yang terbaik dalam pelajaran bahasa Inggris				

Source: Fauzji (2016)

APPENDIX C

LEMBAR VALIDASI ANGKET

Petunjuk : Berilah tanda (√) kolom penilaian yang sesuai dengan pendapat anda.

Keterangan :

1 = "Kurang Baik"   a. Dapat digunakan tanpa revisi

2 = " Cukup Baik"   b. Dapat digunakan dengan sedikit revisi

3 = " Baik"   c. Dapat digunakan dengan banyak revisi

4 = "Sangat Baik"   d. Belum dapat digunakan

No	Komponen Penilaian Angket	Skala Penilian			
		1	2	3	4
I	**Aspek Petunjuk**				
	1. Petunjuk questionnaire dinyatakan jelas				

			a	b	c	d
	2. Kriteria skor dinyatakan Jelas					
II	**Aspek Cakupan Tes Parental Involvement**					
	1. Pernyataan mengenai parental involvement dinyatakan jelas					
III	**Aspek Bahasa**					
	1. Pernyataan Komunikatif					
	2. Menggunakan bahasa yang sesuai dengan kaidah bahasa Indonesia yang baik dan benar					
	3. Menggunakan kalimat dan kata-kata yang mudah dipahami.					
IV	**Penilaian Validasi Umum**		**a**	**b**	**c**	**d**

Kesimpulan:

....

Palembang, ... 2017
Validated by,

....
....

APPENDIX D

TOEFL JUNIOR TEST
PART 1
LISTENING COMPREHENSION SECTION

The Listening section has 42 questions. Follow along as you listen to thedirections.

Directions

In this section of the test, you will hear a teacher or other school staff member

talking to students. Each talk is followed by one question. Choose the best

answer to each question and mark the letter of the correct answer on your

answer sheet. You will hear each talk only one time.

Here is an example:

What does the teacher want the students to do?

(A) Help a new classmate

(B) Prepare for gym class

(C) Welcome a guest speaker

(D) Return books to the library

The correct answer is (A), "Help a new classmate."

What will the students probably do next?

(A) Sing a song

(B) Listen to some music

(C) Choose instruments to play

(D) Discuss the life of a musician

The correct answer is (B), "Listen to some music."

APPENDIX E

Practice Test – Answer Key

<table>
<tr><th colspan="6">Practice Test – Answer Key</th></tr>
<tr><th colspan="2">Listening Comprehension Section</th><th colspan="2">Language Form and Meaning Section</th><th colspan="2">Reading Comprehension Section</th></tr>
<tr><td>1. A</td><td>22. A</td><td>1. B</td><td>22. D</td><td>1. D</td><td>22. A</td></tr>
<tr><td>2. D</td><td>23. D</td><td>2. C</td><td>23. A</td><td>2. C</td><td>23. B</td></tr>
<tr><td>3. D</td><td>24. C</td><td>3. D</td><td>24. B</td><td>3. A</td><td>24. A</td></tr>
<tr><td>4. B</td><td>25. A</td><td>4. A</td><td>25. D</td><td>4. D</td><td>25. B</td></tr>
<tr><td>5. B</td><td>26. D</td><td>5. B</td><td>26. A</td><td>5. B</td><td>26. D</td></tr>
<tr><td>6. A</td><td>27. D</td><td>6. D</td><td>27. D</td><td>6. A</td><td>27. B</td></tr>
<tr><td>7. B</td><td>28. B</td><td>7. C</td><td>28. C</td><td>7. D</td><td>28. C</td></tr>
<tr><td>8. C</td><td>29. A</td><td>8. D</td><td>29. B</td><td>8. C</td><td>29. C</td></tr>
<tr><td>9. B</td><td>30. C</td><td>9. B</td><td>30. B</td><td>9. A</td><td>30. A</td></tr>
<tr><td>10. A</td><td>31. A</td><td>10. D</td><td>31. A</td><td>10. B</td><td>31. B</td></tr>
</table>

11. C	32. C	11. B	32. C	11. B	32. D
12. A	33. B	12. A	33. B	12. A	33. D
13. B	34. A	13. D	34. D	13. A	34. B
14. C	35. B	14. D	35. C	14. B	35. C
15. C	36. D	15. B	36. B	15. D	36. B
16. A	37. B	16. A	37. C	16. C	37. C
17. D	38. C	17. D	38. A	17. C	38. C
18. A	39. B	18. B	39. B	18. B	39. C
19. B	40. D	19. C	40. B	19. C	40. A
20. B	41. A	20. A	41. D	20. A	41. A
21. C	42. C	21. B	42. D	21. C	42. D

Source: Educational Testing Service (2012)

APPENDIX H

Table 8

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
PARENTAL INVOLVEMENT	95	28	76	51.81	13.122
Valid N (listwise)	95				

APPENDIX I

Table 10

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
ENGLISH ACHIEVEMENT	95	32	80	59.26	12.896
Valid N (listwise)	95				

APPENDIX J

Table 11 Normality Test

One-Sample Kolmogorov-Smirnov Test

		Parental Involvement	English Achivement
N		95	95
Normal Parameters[a]	Mean	51.81	59.26
	Std. Deviation	13.122	12.896
Most Extreme Differences	Absolute	.076	.119
	Positive	.050	.090
	Negative	-.076	-.119
Kolmogorov-Smirnov Z		.742	1.164
Asymp. Sig. (2-tailed)		.640	.133

a. Test distribution is Normal.

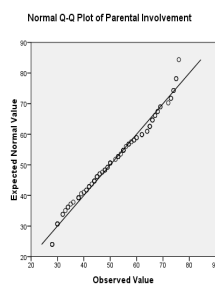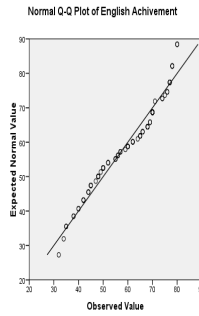**Figure 1. Normal Q-Q Plot of Parental Involvement**

Figure 2. Normal Q-Q Plot of Students' English Achievement

Normal Q-Q Plot of English Achivement

APPENDIX K

Table 12

ANOVA Table

			Sum of Squares	Df	Mean Square	F	Sig.
ENGLISH ACHIEVEMEN T * Parental Involvement	Between Groups	(Combined)	12954.471	40	323.862	6.531	.000
		Linearity	11142.141	1	11142.141	224.678	.000
		Deviation from Linearity	1812.330	39	46.470	.937	.580
	Within Groups		2677.950	54	49.592		
	Total		15632.421	94			

APPENDIX L

Table 13

Correlation between Parental Involvement and Students' English Achievement

Correlations

		PARENTAL INVOLVEMENT	ENGLISH ACHIEVEMENT
PARENTAL INVOLVEMENT	Pearson Correlation	1	.844"
	Sig. (2-tailed)		.000
	N	95	95
ENGLISH ACHIEVEMENT	Pearson Correlation	.844"	1
	Sig. (2-tailed)	.000	
	N	95	95

APPENDIX M

Table 14

The Regression Analysis of Parental Involvement and Students' English Achievement

Coefficients[a]

	Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	16.275	2.918		5.577	.000
	Parental Involvement	.830	.055	.844	15.191	.000

b. Dependent Variable: ENGLISH ACHIEVEMENT

Table 15

The Regression Analysis of Parental Involvement and Students' English Achievement

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.844[a]	.713	.710	6.949

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.844ᵃ	.713	.710	6.949

a. Predictors: (Constant), PARENTAL INVOLVEMENT

Appendix N. Research Galery