

**THE RELATIONSHIP BETWEEN PARENTAL INVOLVEMENT AND
STUDENTS' ENGLISH LEARNING ACHIEVEMENT OF THE EIGHTH
GRADE STUDENTS OF SMPN 31 PALEMBANG**



UNDERGRADUATE THESIS

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Assalamu'alaikum, Wr. Wb.

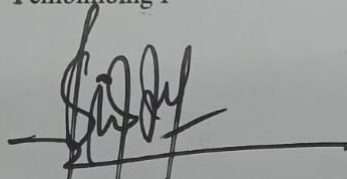
Setelah kami periksa dan diadakan perbaikan-perbaikan seperlunya, maka skripsi berjudul **"The Relationship Between Parental Involvement and Students' English Learning Achievement of the Eighth-Grade Students of SMPN 31 Palembang"**, ditulis oleh saudari Melanium (1820205067) telah dapat diajukan dalam sidang munaqosyah Fakultas Ilmu Tarbiyah dan Keguruan UIN Raden Fatah Palembang.

Demikianlah surat ini dibuat untuk digunakan semestinya. Atas perhatiannya, kami ucapkan terima kasih.

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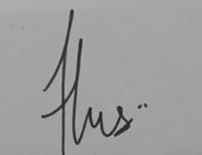
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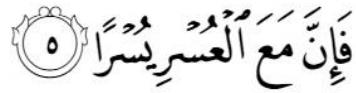
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DEDICATION AND MOTTO

This thesis is dedicated to:

1. My wonderful God (Allah SWT.), Thank you for all the blessing that has been given. So, I can accomplish this thesis and also Prophet Muhammad SAW. as my greatest role model.
2. My beloved parents, Mr. Asgani. and Mrs. Ani. who give me true love, care, support, pray, and everything for my life.
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MOTTO



(For indeed, with hardship [will be] ease)

QS. Al Insyirah: 5

*We were born to be real, Not to be Perfect. You are here to be you, not to
live someone else's life.*

-Ralph Marston

STATEMENT PAGE

I hereby,

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state that,

1. All the data, information and conclusions presented in this thesis, except for those indicated by the sources, are the results of my observation, process, and thought with guidance of my advisors.
2. This 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 statement above, I am willing to accept the academic sanction of the cancelation my magister degree that I have received though this thesis.

Palembang, January 2023

The writer

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Alhamdulillah rabbi ‘aalamiin. First of all, the researcher gives thanks to Allah SWT for giving me a good health and chance to complete this thesis entitled “The relationship between parental involvement and students’ English Learning achievement of the eighth-grade students of SMPN 31 Palembang. Invocation and peace go to Muhammad SAW, the Holy Prophet, his family and his disciples. May Allah bless and give them peace. The researcher would like to express the greatest gratitude to my beloved parents, and friends for their love, prayers and support which they give to me. Hopefully, Allah gives them the best of all. Secondly, my deepest goes to my advisors: Mrs. Susi Herti Afriani, S.S., M.Hum., P.Hd. and Mrs. Husnaini M.Pd. who are willing to spend their time to correct and improve my thesis. I am really thankful for their advice, suggestion, and support in the process of writing my thesis. The researcher also very grateful to the Head and Secretary of English Education Study Program, the Dean of Tarbiyah and Teaching Faculty and all of his staff members for the administration. The researcher would like to thanks for one of the English teachers and the students of Eighth grade at SMPN 31 Palembang who give me access their class and to be part of my research. Then, people who have given me hand, that the researcher cannot mention one by one. My wholehearted thanks to them will never be enough but I believe that God blesses them all.

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ABSTRACT

The purpose of this study was to find out the extent of the relationship of parental involvement to improve student's English learning achievement. The hypothesis proposed is that there is a positive and significant relationship between parental involvement and learning achievement in English. This research belongs to the quantitative type of research, with a correlational analysis of product moments. The population of this study was all class VIII students with a total sample of 91 students. The results showed that the significance value was 0.00, because the significance was smaller than 0.05 ($0.00 < 0.05$), then H_0 was rejected and H_a was accepted. So, there is a relationship and significance between parental involvement in student English learning achievement at SMPN 31 Palembang.

Keywords: *Parental Involvement, Students' English Achievement.*

CHAPTER 1

INTRODUCTION

This chapter presents (1) Background of the Study, (2) Problem of the study, (3) objective of the study, and (4) Significance of the study.

1.1 Background of the Study

English is one of the foreign Languages in Indonesia as stated in the Ministry of Education and Culture decision no 096/1967 of December 12th, 1967 (Uzer,2020). It recognized as the first foreign language after some of consideration. One of the considerations is that our mother tongue is not used as a means of communication in the world. Moreover, we need English to interact with other countries, because English is used for international communication. Therefore, English becomes necessary and also important to learn by all students, especially in Indonesia.

According to Artasthana (2017), the necessity of English as media of communication is increasing since a lot of people realize that mastering English will bring them a brighter career opportunity in the future. Mastering English is very needed to be taught and learned by students especially in Indonesia from the beginning. In the learning language process, English skill and English aspects must be mastered by students such as: reading, listening, speaking and writing in order to get good English learning achievement at school.

Achievement is how far that language has already been mastered. Sari (2014) argues that what is called achievement is the measurement of how much one's language has already learned and improved. Moreover, the positive

achievement can happen if it is supported by some factors in the classroom teaching and learning process. Furthermore, Slameto (2010) explains that academic success, especially in English is influenced by a number of factors. One of those factors is external factors such as the student's environment and materials. The second factor includes internal factors such as confidence and motivation. Another factor that can affect a student's academic success is family. Especially the parents. In most cases, children's good academic achievement is tied to parental involvement.

Parental involvement is defined as the interaction of parents with school and their children to achieve academic success (Green et al., 2007). It includes monitoring the progress of their children at school, communicating with the teacher and all of the school staff, and etc. Furthermore, Skinner and Wellborn (1994) study that parents play an important role in creating an environment that is able to support or weaken teenagers' experience to become competent in learning and socializing in school. Parents are always the center of their children's life and have become an environmental factor that affects the students' English learning achievement.

However, most Indonesian parents assume that it is not a crucial thing for them to involve in their children's education, especially for the children's success in English. Satijan, in Widiasmara (2007) said that parents have misinterpretation about the responsibility to educate. Parents assume that the formal and non-formal institution mainly take over the responsibility for the upbringing of children, so that parents' involvement weakens and reduces over

their children. On the other hand, Indonesian parents, for the most part, understand that education does not take place at school only, is very needed for parents nowadays (Herlina in Widiasmara, 2007), because at home parents are the first educators for their children. Therefore, parents need to critically understand and realize that education is not only in the classroom and gives full authority to the children, but also at home where parents must be involved in their children's education.

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 28th rank out of 63 countries in terms of index that compares the average English language ability in different countries (EF EPI, 2014)

Learning English language is not easy because it needs process to improve. The difficulties in learning English language such as: the competence of the teachers, the students have lack of confidence because they feel afraid and nervous of making mistakes, the students do not have well motivation to learn English, the family background, and the class environment (Souriyavongsa et al, 2013). It is also supported by Hashemi (2011) who said that the weakness of students in learning English is influenced by the difference of the cultural environments and social context.

SMPN 31 Palembang is one of the well-known public schools of south Sumatra. It is one of the schools which have qualified students with good academic achievement and known from the high achievement that received by

students from the national exam. At SMPN 31 Palembang, most of the students are brought to school by parents or relatives. Once they have been asked to go home, parents or relatives will pick them home directly. Realizing this, parents and family members' involvement is foreseen within the framework of the education of the students. It could be argued that the concept and desire to confirm the attendance of their children at school and seriously follow the learning process are taken into consideration. By distributing questionnaires to the students' regarding parental involvement, the possibility of a relationship between parental involvement and the English achievement of the students can be generated once and for all during this study.

The main objective of this study is the participation of parents at home, because the success of the students does not depend on the process of teaching and learning at school only, but it is also determined by the role and parental influence in motivating and guiding children from early childhood. Masyitoh (2017) argues that the more parents involved in their children's education, especially in English, the better the children's achievement will be. In addition, it is quite rare in Indonesia to find a case where parents are extremely active in giving their attention to their children's education, especially in public school.

In relation to the above explanation, many studies have been conducted using the same variables. First, a study conducted by Rafiq (2013) shows that parental involvement has a significant impact on children's academic achievement. This research shows that parental involvement can improve children's academic performance. Parents should pay more attention to their

children, understand their abilities and talents, create conditions that support learning at school, and always encourage their children to keep their interest in learning. It is also expected from the parents to create all this with sincere intention in order to create a moral, intelligent and stable generation.

Second, Masyitoh's study (2017) revealed that there was a correlation between parents' involvement and students' English achievement. Likewise, the results of research conducted by Fane (2019) showed that there was a positive and significant effect of parental involvement on students' mathematics learning achievement. The family especially parents are the primary, first and closest institution to the child. This is the most important things for children. Understanding, acceptance, attention and help from parents become meaningful for children to direct their lives and learning achievements. With their presence, especially from parents, students become more controlled and have their own interests to achieve better learning achievement. Thus, parental involvement in successful learning is one of the most important factors for building learning.

Then, Nurmaw'izzalah (2015) investigated that there is a significant relationship between the following factors (parents as encouragers and supporters in business) and English learning achievement. Finally, Madugu (2014) shows that parental involvement and interest in learning has a significant impact on students and is an important predictor of academic achievement in mathematics. This study suggests to parents that they can complement the efforts of teachers in schools by monitoring and controlling their children's academic activities to improve math performance.

Based on the explanation above, the writer was interested in conducting a study entitled “The Relationship Between Parental Involvement and Students’ English Learning Achievement of the Eighth-Grade Students of SMPN 31 Palembang”.

1.2 Problem of the Study

Based on the background, the problem of this research is formulated in the following question, is there any significant relationship between parental involvement and students’ English achievement of the eighth-grade students of SMPN 31 Palembang?

1.3 Objective of the study

In accordance with the problem above, the objective of this research is to find out whether or not there is a significant relationship between parental involvement and students’ English achievement of the eighth-grade students of SMPN 31 Palembang.

1.4 Significances of the Study

1.4.1 For the Students

This research will provide new understanding for the students and students can recognize that parents play role in their achievement in English. That is why the students can tell all about their obstacles or problems that they are facing and ask for help.

1.4.2 For the Parents

This study is expected can create a link between parents' involvement and knowledge in English. It is desirable for the parents to communicate the problem to their children and hoped after that parent can provide support, advice etc.

1.4.3 For the Teacher

This research can provide information to the teacher so that the teacher can pass on the impulse to parents to speak to their kids. Then they could guide the children to achieve good result in English.

1.4.4 For Other Researchers

This research is expected to be an alternative source and also suggest on how to conduct comparable research. Moreover, it is hoped by reading this research other researcher also extended this study for better research.

CHAPTER II

LITERATURE REVIEW

This chapter presents (1) Parental Involvement, (2) Learning Achievement, (3) Previous Related Studies, (4) Hypothesis of the Study, (5) Criteria of Testing Hypothesis

2.1 Parental Involvement

2.1.1 Definition of Parental Involvement

Parental involvement is defined in various ways. Sari (2014) describes how parents interact with academic institutions and their children to achieve academic success. This is supported by Barthelsen (2008), who states that parental involvement is the behavior of parents with children at home and school, and their expectations of their children's future education. Parental involvement is the involvement of parents in the education of their children. Therefore, parental involvement has been found to be very important for child development (Madison, 2004).

Globally, parental involvement can also be described as the efforts of mothers and fathers to support their children's education while in school age (Avvisati et al., 2010). Parent involvement creates a relationship between school and family. The school-family partnership is a set of 10 child-centered schools in which families and professionals work together, coordinate and work together to enhance opportunities and success for children in social, emotional, behavioral, and academic areas (Albright & Weissberg, 2010).

Based on all of the definitions above, in this research the writer used the definition from Sari (2014) which says that parental involvement is parents' interactions with academic institutions and their children to achieve academic success.

2.1.2 Type of Parental Involvement

Children's education is an area of concern for parents and teachers, who need to investigate collaboratively in developing effective partnerships, the best strategies and contributing to the child's intellectual and social development. Epstein (1995) said that a comprehensive and effective engagement program focuses on a framework that has the following six types / dimensions, namely:

A. Parenting

Schools and parents will have a considerable effect on their children's education at home. The dimension of parenting, according to Epstein (1995), is defined as a method by which school could help all parents to build an environment that can help support at home. Schools are required to give guidance to encourage parents supporting children's education. Moreover, parents must realize that it is very important to support their children during the school years.

B. Communicating

The communicating dimension of Epstein's (1995) framework explain how to design effective forms of communication between the school and parents aimed at helping parents understand their children's progress at home and the programs available at school, as well as to help improve children's academic performance.

In addition, according to Patrikakaou (2011), the key factor in establishing and maintaining the partnership between school and home is ongoing and productive communication. So, parents should realize and understand that for children to succeed in academic communication between parents and children is absolutely important.

C. Volunteering

The third dimension of this involvement is volunteering. According to Epstein (1995), volunteering means anyone who can support the goals of the school so that they can help the programs carried out by the school, regardless of where and when the voluntary action is carried out.

D. Learning at Home

Epstein (1995) states that learning at home is defined as providing parents with information and ideas on how to help students with homework and other curriculum-related activities, decisions, or plans at home. This is confirmed by Flecha (2012), stating that learning interactions occur when parents and children work together, study or do homework. Learning at home activities provide parents with information and ideas about the schoolwork their child is already doing in the classroom, how to help with homework, and other curriculum-related activities or solutions.

E. Making Decision

Epstein, in Wright and Dolores (2009) defines decision making as a school decision that also involves parents, as well as developing parental representation in schools. When thinking about decision making, start with the Parent-Teacher Association. Decision making activities allow families to participate in decisions about school programs that affect themselves and other children (Wright & Dolores, 2009).

F. Collaborating with community

Epstein (1995) defines it as an attempt to involve parents. Broadly speaking, this type means collaborative efforts by schools to identify and integrate resources and services or assistance from parents to improve student learning and influence the quality of education provided by schools.

The quality of education is not only influenced by the teaching-learning activity and the infrastructure at school, but also by the active participation of the families (Karsidi et al., 2013). Active participation of indicators is good school management and must help parents in their daily activity. Schools would do well to utilize and coordinate all available resources from all agencies around the school to help the school meet its goals and a positive academic experience for all students (Epstein in Wright & Dolores 2009).

The involvement of parents in their children's learning achievements will have a positive impact on their children's learning. This will help the child to learn to go through the educational process that takes place at school and at home.

Parents who already have sufficient insight and experience will give a high responsibility to their child's education. Schunk (2010) concluded several forms of parental responsibility and involvement towards the education of their children, including:

1. Meet the Required Facilities and Infrastructure

Parents who have a high awareness of their children's education will pay more attention and try to meet the facilities and infrastructure needed by children to support their learning activities. This can be seen from the parents' learning experiences that have been lived before. Therefore, the majority of parents who have high involvement in their children's learning achievements will pay more attention to the availability of facilities and infrastructure that support children's learning activities such as stationery, bags, shoes, learning support books, module books, and others.

2. Supervision of Learning Activities at Home

There are many things that a child does in home, one of which is completing schoolwork or just repeating lessons at school. One of the characteristics of elementary school-aged children is that they prefer to do more fun activities such as playing. The level of sense of responsibility for completing schoolwork or learning for elementary school-aged children is still very low. Therefore, parents should pay more attention to learning activities at home. Parents should remind children to do tasks given at school, remind children to repeat lessons at school and accompany their children's learning.

3. Supervision of Learning Activities at School

Learning activities at school are not only the responsibility of the school, but parents also contribute to their children's learning success. Parents who always ask about their child's learning development at school will better understand their child's true condition. In addition, good communication between the school and parents will more quickly resolve problems that occur in children, both problems in the process and problems that occur between children and their environment. Therefore, parents are required to pay more attention to children's learning activities at school and do not only depend on the responsibility of children's learning at school to the school.

4. Provide Motivation

Motivation is a powerful remedy to eliminate laziness that comes in learning activities. Parents who have high insight, knowledge and experience will find it easier to provide positive motivation for their children. Motivation contains types, namely reinforcement and reprimand / punishment. Reinforcement is given to the child who has achieved success in everything including in learning activities. Reinforcement can take the form of positive speech as well as objects. However, this provision of reinforcement must be done wisely to avoid the indulgent nature of the child. In addition, reprimands/punishments also need to be given to children who are still mistaken in doing many things. These reprimands/punishments must be packed wisely, not with harsh and harsh words.

This will make the child have a timid and rebellious nature. These two types of motivation must be adjusted to the child's condition and given wisely.

Based on this description, it can be concluded that there are several ways parents are involved in children's learning. The way parents are involved in children's learning in general is by involving themselves in children's activities, such as homework. Parental involvement is also shown when visiting their children at school, meeting with teachers, participating in activities and activities that are being held at school, volunteering at school, helping children by including them in learning courses, following the development of children's academic progress, and financing children's education.

2.2 Learning Achievement

2.2.1 Definition of Learning Achievement

Learning achievement is a proof of the success of efforts achieved by a person after gaining learning experience or learning something, then learning achievement is the maximum result achieved by a person after carrying out learning efforts (Winkel, 1991).

In line with that, Sukmadinata (2007) stated that achievement is also a value, the final formulation that a teacher can give regarding a student's learning progress/achievement during a given time period. Achievement is the result of a student's effort during a specific time doing an activity. From some of the above opinions, we can conclude that successful learning is the result of student effort. This can be achieved by following a learning process that can be evidenced by test

results. Learning outcomes require knowing what skills students are acquiring through an activity called learning.

Additionally, Sukmadinata (2007) stated that achievement of students could also be visible from gaining knowledge of the topic that they've taken up. Sari (2014) states that achievement is measurement of how much the language of someone has learned and improved. Achievement refers to the nice final result from learning. Besides, academic achievement will be measured in terms of teacher-made tests, school assignment assignments, work withinside the class, and standardized tests. In conducting this research, the researcher used the definition from Sari (2014) which states that achievement is measurement of how much the language of someone has learned and improved.

Achievement refers to a good end result of learning. In addition, academic achievement is measured by test scores in the form of teacher tests, homework, class work, and standardized tests. Learning success is what students need to know about the skills they acquire through the activity called learning. Educational success is the mastery of knowledge or skills developed by subjects, usually indicated by teacher-administered test scores. That is, actual or observable abilities can be directly measured by certain tests. While conducting this research, the researcher used the definition of Sari (2014), which states that achievement is a measure of how well a person's language has been mastered and improved.

2.2.2 Factors Affecting the Achievement

The learning achievements achieved by students are the result of interactions between various factors that affect them. According to Slameto (2010), the factors that affect learning achievement can be classified into two, namely internal and external factors. This can be explained as follows:

1. Internal Factors

Internal factors are factors that come from within the learner, which include:

1. physical factors, namely, health factors and body defects.
2. psychological factors, namely, intelligence, attention, interests, talents, motives, maturity, and readiness.
3. fatigue factors, namely, physical and spiritual fatigue (psychic in nature).

2. External Factors

According to Slameto (2010), external factors can influence learning are family circumstances and the community environment. This can be explained as follows:

1. Family circumstances

The family is the smallest environment in the society in which a person was born and raised. As Slameto explained, that the family is the first and main educational institution. The presence of a sense of security in the family is very important in a person's learning success. That sense of security makes a person compelled to learn actively, because a sense of security is one of the driving forces from the outside that adds motivation to learn.

2. Community environment

In addition to parents, the environment is also one of the factors that influence student learning outcomes in the process of implementing education. The surrounding natural environment is very influential on the child's personal development because in everyday life the child will get along more with the environment, he is in.

2.3 Previous Related Studies

Firstly, the study of Maysitoh (2017) "The Correlation between Parental Involvement and English Achievement of the Eleventh Grade Students of the SMA Nahdlatul Ulama (NU) Palembang". This study investigated the relationship between parental involvement and English language achievement and investigated the effect of parental involvement on the English language achievement of eleventh grade students of SMA Nahdlatul Ulama (NU) Palembang in the academic year 2017/2018. The sample of this study was 95 students based on the sample of the entire population. Data were collected from parent involvement questionnaires and English language tests. Descriptive statistics, Pearson product moment correlation and regression analysis were used to analyze the data.

Secondly, research conducted by Rafiq (2013) entitled "Parental Involvement and Academic Achievement; A Study on Secondary School Students of Lahore, Pakistan" revealed that parental involvement has a significant effect on the academic performance of their children. This research proves that parental involvement can improve their children's academic performance. The different of

this research with Rafiq's Research is the location and the population and sample of the research.

Thirdly, in Fane's (2019) study, "The Effects of Parental Involvement, Teacher Behavior, and Learning Motivation on Students' Mathematics Learning Outcomes," each variable, namely parental involvement, teacher behavior, and learning motivation, has a positive and significant effect Regarding the mathematics learning results of the Xth grade SMA Negeri Jogjakarta student. Finally, in his research "Parental Involvement and Interest on Senior Secondary School Students' Mathematics Achievement in Kebbi State, Nigeria", Madugu (2014) found that there is a significant relationship between parental involvement and interest in learning.

The similarity between this research and the previous one was on the use of the same variables which are parental involvement and also academic performance. While the differences between this research and the previous study is that this research seeks to investigate the diverse population of eighth grade Students of SMPN 31 Palembang.

2.4 Hypothesis of the Study

Hypothesis is a temporary answer to the formulation of research problems, where the formulation of research problems has been expressed in the form of question sentences (Sugiyono, 2016). The hypothesis can be formulated as follows:

H₀: There is no significant relationship between parental involvement and student learning achievement.

H_a: There is a significant relationship between parental involvement and learning achievement.

2.5 Criteria of testing Hypothesis

According to Creswell (2012), there are some criteria in testing hypothesis as follow:

1. If p -value is higher than 0.05, H₀ is rejected and H_a is accepted
2. If p -value is lower than 0.05, H₀ is accepted and H_a is rejected

CHAPTER III

METHODS 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 Methods of the Research

The method of this study is the quantitative method. According to Fraenkel, Wallen and Hyun (2012), correlational studies investigate the possibility of relationships between only two variables, although investigations of more than two variables are common.

The study entitled the relationship between parental involvement and student achievement is descriptive correlational research because this study will look for the contribution of one variable to another variable. Another is the parental involvement variable on the English learning achievement variable student. Creswell (2012) argues that quantitative design is a method for measuring certain theories by researching the correlation between two or more variables. Parental involvement is an independent variable, namely a variable that influencing or causing a change, while the student's English learning achievement is a dependent variable, namely variables that are affected or that are the result.

The approach used to analyze the research data. This method uses a quantitative approach because the independent variables and the variable measured

in the form of numbers, then look for the presence or absence of the contribution between the two variables and stated how much the contribution.

3.2 Operational Definition

For the purpose of this study, the following terms will be defined.

3.2.1 English Achievement

English learning achievement is the result of student efforts in English lesson that can be achieved after following the learning process that can be proven by test results.

3.2.1 Parental Involvement

Parental involvement means parental participation in the education of their children and can be seen by playing an active role in communicating with educators, and being directly involved in school activities that involve parents and help children in their lessons at home.

3.3 Population and Sample

3.3.1 Population

Population is a regional generalization consisting of objects/subjects that have quality and certain characteristics defined by the researcher to be studied and then the conclusion is drawn. The population in this study is all the eighth-grade students at SMP Negeri 31 Palembang for the academic year 2021/2022. The sample is part of the number and characteristics possessed by that population. (Sugiyono, 2016).

Table 3.1
Population of Study

NO	CLASS	Number of the students
1	8.1	31
2	8.2	32
3	8.3	30
4	8.4	33
5	8.5	31
6	8.6	31
7	8.7	30
8	8.8	30
TOTAL		248

(Source: SMPN 31 Palembang in the academic year 2021/2022)

3.3.2 Sample

Sampling technique in this research is purposive sampling, namely the technique of determining the sample with certain considerations (Sugiyono, 2016). Samples that are used in this study was taken from 91 students of class VIII 6, VIII 7, and VIII 8 (3 classes) of the eighth-grade students of SMPN 31 Palembang. Certain consideration of sampling technique because the school give three class of the eighth class to the researcher those are class VIII 6, VIII 7, and VIII 8.

Table 3.2
Sample of Study

No	Class	Number of Students
1	VIII.6	31
2	VIII.7	30
3	VIII.8	30
Total		91

(Source: SMPN 31 Palembang in the academic year 2021/2022)

3.4 Technique of Data Collection

In order to collect some data in this research, the researcher applied the technique as follow:

1. Questionnaire

According to Arifin (2011), a questionnaire is an instrument that contains questions or statements to collect data or information that must be answered freely according to their opinion. Some of these questions are open, some are closed, and some are structured. The questionnaire has similarities with the interview, except in its implementation, where the questionnaire is carried out in writing, while the interview is carried out orally.

The form of the questionnaire used in this research is a structured questionnaire with closed answers, in which a variety of alternative answers are available for each question. The questionnaire used as a form and obtain information, namely knowing the extent of the interaction of parents of students. The assessment is in the form of a Likert model attitude scale, which contains a number of statements with response categories and then a person's score on a scale is calculated by adding up the number of responses given. The alternative score criteria for answering questions can be seen in table 3.2 as follows:

Table 3.3
Criteria for Answering the questions

Alternative Answer	Score
Always	4
Often	3
Sometimes	2
Never	1

The value/score measured from alternative answers Always (SL), Often (S), Rarely (J), and Never (TP). As for the score criteria in collecting the data, the writer in this study used a questionnaire to find out the information of parental involvement among the eighth-grade students' of SMPN 31 Palembang. In this research the researcher adopted the questionnaire from (Fauzji, 2016). This is the interval table of parental involvement:

Table 3.4
Range of Parental Involvement

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

(Source: SMPN 31 Palembang in the academic year 2021/2022)

2. Documentation

Collecting students' achievement data in this study using documentation technique. This documentation is an English achievement for eighth grade students in class VIII 6 – VIII 8 with 2021/2022 academic year. This student learning achievement consists of value data at the end of the semester exam in the form of a soft file or hard file owned by the English teacher.

3.5 Validity and Reliability

A good instrument is a valid and reliable instrument. Valid means that it can be used to measure what it should be measured, while reliable is an instrument which, when used several times to measure the same object, will produce the same data (Sugiyono, 2016).

3.5.1 Validity

The instrument validity test is a measure that shows the level of validity of an instrument. Test the validity of the instrument used to determine the validity of the question items so that the data used in the next analysis is the data taken based on valid question items, while items that are not valid are declared void and immediately dropped (not included in the further testing).

Fraenkel and Hyun (2012) state that validity is the development of strong evidence to show that the interpretation of the test (scores related to the concept or construct that the test is to measure). Creswell (2012) explains that in addition to reliability, you need to consider whether the scores of the instrument (not the instrument itself) are valid. In this study, the researcher used the

questionnaire on parental involvement of Fauzji (2016). Out of 25 items, 20 questionnaire items were valid and were used in this study.

3.5.2. Reliability

According to Arifin (2011), reliability is the degree of consistency of the instrument in question. Reliability with respect to questions, whether an instrument can be trusted according to the criteria that have been set. An instrument can be said to be reliable if it always gives the same results if tested on the same group at different times or occasions.

Reliability test on this study uses the Cronbach's Alpha or Coefficients technique Alpha because this technique is not only used for tests with two choices, but its application is broader, such as testing the reliability of a scale This reliability test calculation uses the SPSS version 22 application can be seen in table 3.5 as follows:

Table 3. 5 Reliability Statistics

Cronbach's Alpha	N of items
.898	25

3. 6 Techniques of Data Analysis

Data analysis was carried out to find the relationship between parental involvement and student English learning achievement according to the proposed hypothesis. Some of the data analysis steps that were carried out include descriptive data statistics, normality tests, homogeneity tests, product moment correlation coefficient tests, and determination coefficient tests.

3.6.1 Descriptive Statistics Data

According to Arifin (2011), descriptive statistics are statistics which have the task of collecting, processing and analyzing the data, then present it well. Statistics Descriptive task is only to explain or describe some symptoms or conditions, such as: mean, mode, and median of a certain group.

Descriptive statistical activities include data classification, data presentation, both with tables and data with graphics. On descriptive statistics in this study depicted the results of the questionnaire on parental involvement and achievement students learn English in general starting from the average (mean), grades of the middle (median), the value that occurs the most (mode) standard deviation, maximum score, and minimum score as outlined in table shape

3.7 Assumptions Test

As a requirement for inferential statistical hypothesis testing, a test is carried out on the assumption of normal distribution and homogeneity. In practice, testing about these assumptions determines the type of test analysis or statistical technique was used.

1. Normality Test

The normality test is carried out to find out whether the distribution of the selected sample comes from a normal population distribution or not. The normality test that was used was refers to the Kolmogorov-Smirnov model. This normality test uses SPSS version 22. The hypothesis to be tested is as follows.

H0: Normal population distribution, if the probability of > 0.05 , H0 is accepted.

H1: The distribution of the population is abnormal, if the probability of ≤ 0.05 , H0 is rejected. (Kadir, 2016)

2. Homogeneity Test

The homogeneity of the data means that the data has the same or statistically the same variation or diversity of values. The homogeneity test refers to the Levene Test. This homogeneity test was used SPSS version 22. The hypothesis to be tested is as follows:

H0: Homogeneous data, if the probability of > 0.05 , H0 is accepted.

H1: The data is inhomogeneous, if the probability of ≤ 0.05 , H0 is rejected. (Kadir, 2016)

3.6.3 Hypothesis Test

1. Karl Pearson Product Correlation Test Moments

The hypothesis test carried out is a correlation test to determine the relationship between variables X and Y. Data that are normally distributed, the correlation test technique used is the correlation of karl Pearson product moment

"r". While the data are not normally distributed, the correlation technique used is Spearman's rho correlation. Test this correlation will use SPSS version 22. The criteria for hypothesis testing are as follows.

Ho: no relationship, if $r_{hitung} < r_{tabel}$, H_0 is accepted and H_a is rejected.

H_a : there is a relationship, if $r_{hitung} > r_{tabel}$, H_0 is rejected and H_a is accepted.

The value of the correlation coefficient can give an interpretation of a level of relationship as follows:

Table 3.6 Guidelines for Providing Interpretation of Correlation Coefficients

Coefficient Interval	Relationship Level
0,00 – 0,199	Very Low
0,20 – 0,399	Low
0,40 – 0,599	Moderate
0,60 – 0,799	Strong
0,80 – 1,000	Very Strong

2. Coefficient of Determination Test

The coefficient of determination is a measure that shows the proportion of variation in the dependent variable explained by the independent variable. (Wahyuni, 2014). The coefficient of determination is carried out for knowing the size of the contribution of the variable of parents' involvement (X) on the variable of student achievement in English (Y). This coefficient of determination test used SPSS version 22.

3. Simple Regression Analysis

Simple regression analysis studies whether between two or more variables have influence/relationship or not, measure the strength of the relationship, and make predictions that based on the strength of the influence/relationship.

$$\text{Regression Model: } Y = \alpha + \beta X + e \text{ (population)}$$

$$\text{Estimated Function: } Y = a + bX \text{ (sample)}$$

Where a = constant, b = regression coefficient (slope), which its value can be obtained from the sample data. In data regression analysis variables X and Y require that the selected sample data must be random, normally distributed, and homogeneous. This simple regression analysis method used SPSS version 22 (Kadir, 2016).

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents (1) Findings, (2) Discussion.

4.1 Findings

In this study, data obtained from the questionnaire of parental involvement and students' English learning achievement were obtained. The parental involvement questionnaire consists of 20 items of statements. The questionnaire was given to students of SMP Negeri 31 Palembang. The data on students' English learning achievement was obtained from the scores of the final semester examination (UAS) for the 2021/2022 academic year in English subject. In the results section of this study, it will be explained about the description of data on research variables, the results of the analysis prerequisite test, and the results of hypothesis testing. The description as follow:

4.1.1 Descriptive Statistic

In this study, there were two variables, namely the parental involvement variable as independent variable and the English learning achievement as dependent variable. The description of the data presented in this study includes the number of students, highest scores, lowest scores, mean, and standard deviation. In addition, data classification is also presented on each variable to determine the category of a variable. The following are the results of data processing that has been carried out using SPSS application.

4.1.1.1 Parental Involvement Variable

This variable was measured using a questionnaire consisting of 20 statement items with four alternative answers. Data from the parental involvement questionnaire were generally analyzed with the aim of determining parental involvement in the sample studied. In detail the results of the calculations can be seen in the Appendix and Presented in Table 4.1 below.

Table 4.1
Result of Parental Involvement Questionnaire

Data	Result
Total Sample	91
Maximum	71
Minimum	21
Mean	43,92
Std. Deviation	9,749

In Table 4.1 the sample studied was 91 students. Based on the table above, it shows that parental involvement has an average score of 43.92 with the highest score of 71 and the lowest of 21

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 4.2
Distribution of Parental Involvement Questionnaire

Score Interval	Category	Frequency	Percentage
60-80	Good	6	6.6 %
40-- 59	Average	53	58.2 %
20-39	Poor	32	35.2 %
Total		91	100%

From the table distribution of Parental Involvement above, the result showed that 6 students were in the good parental involvement; 60 – 80. On the contrary, 53 students were in average parental involvement; 40 – 59. Meanwhile, 32 students were in poor parental involvement.

4.1.1.2 English Learning Achievement Variable

Data on English learning achievement is obtained from the final exam scores of the 2021/2022 academic year in English subjects. Data on English learning achievement in students in general can be seen in Table 4.3 as follow:

Table 4.3
Result of Students English Achievement

Data	Result
Total Sample	91
Maximum	95
Minimum	76
Mean	82,54
Std. Deviation	5,475

The descriptive statistical analysis of English achievement for the participants is shown in Table 4.2. The maximum score was 95, and the minimum score was 76. The mean of English achievement scores for the participants was 82.54, and the standard deviation was 5.475.

4.2 The Assumptions Test

4.2.1 Normality Test

The normality test as a prerequisite test of basic analysis is used to find out whether the research data is of normal distribution or not, so the next step will be to use parametric or nonparametric statistical analysis. The normality test was carried out using the Kolmogorov-smirnov test. The decision making in this normality test is that if the Sig is $> \alpha$ then the data is normally distributed while if the Sig is $< \alpha$ then the data is distributed abnormally. The following are the results of the normality test data from the questionnaire on parental involvement and student chemistry learning achievement.

Table 4.4
Result of normality test

Data	Result
Total Sample	91
α	0,05
Sig.	0,200
Conclusion	Normalized distributed data

It is in accordance with the basis of decision-making in this normality test that if the Sig is $> \alpha$ then the data is normally distributed. Thus, because the Sig value is $0.200 > 0.05$, the questionnaire of parental involvement and English learning achievement are normal.

4.2.2 Homogeneity Test

The homogeneity test is used as a prerequisite test of basic analysis to find out whether the research data have the same variance or diversity of values or not. The results of the calculation of the data homogeneity test using the SPSS application can be seen in Table 4.5 below:

Table 4.5
Result of Homogeneity Test

Data	Result
Total Sample	91
α	0,05
Sig.	0,86
Conclusion	The data is homogeneous

In accordance with the basis of decision making in the homogeneity test that if Sig is $> \alpha$ then the data is homogeneous. Thus, because the Sig value is $0.086 > 0.05$, the English learning achievement questionnaire data is homogeneous.

4.3 Hypothesis Test

1. Karl Pearson Product Correlation Test Moments

Hypothesis testing in this study used Correlation Test. The analysis was carried out using the Pearson Product Moment correlation technique because the sample data studied were normally distributed. This test is carried out to see the level of strength or closeness of the relationship between variables and to find out whether the relationship is significant or not. The correlation between the two variables can be known by looking at the value of the Pearson correlation

coefficient and the value of Sig. (2-tailed). The basis for making correlation decisions is that if the Sig value is $< \alpha$ then H_0 is rejected, which means that there is a correlation between variables, but if the Sig value is $> \alpha$, then H_0 is accepted, which means that there is no correlation between variables. The results of the hypothesis test of research data are presented as follows:

Table 4.5
Correlation Test Result

Data	Hasil
Jumlah Sampel (N)	91
α	0,05
Sig. (2-tailed)	0,000
<i>Correlation Coefficient</i>	0,406
Conclusion	There is a Relationship between X and Y

Based on table 4.5, data on the value of Sig. 2-tailed is 0.000 smaller than the level of significance ($0.00 > 0.05$), so this shows that H_0 is rejected which means that there is a relationship between the variables of parental involvement and English achievement of the students. It can also be known that the Correlation Coefficient value is 0.406. The criteria for the relationship between parental involvement and English learning achievement are included in moderate category because the Correlation Coefficient value of 0.406 is a range of values with an interval of 0.00 – 0.199 or is in the moderate category.

2. Simple Regression Analysis

Regression analysis was used to determine whether or not the parent engagement variables were positively related to students' English learning achievement.

Below is a table of results of a simple regression analysis

Table 4.6
Result of Regression Analysis

Data	Result
Regression Equation	$Y = 72,179 + 0,243X.$
α	0,05
t_{test}	4,191
p-value	0,000
Conclusion	Parental involvement positively related to student English learning achievement

In the output table above, it is known the coefficient value of the regression equation. In this study, the following simple regression equation was used:

$$Y = a + bX$$

Description:

X = Parental Involvement

Y = Students' English achievement

From the output table the results of the simple linear regression equation coefficients obtained the following regression equation:

$$Y = 72.179 + 0.243 X$$

The above change is an increase when b is a positive sign and a decrease when b is a negative sign. From the coefficients of the simple linear regression equation above, it is known that the constant of 72.172 shows that if the parental involvement variable is zero or fixed, it will increase students' English

achievement by 72.172%. The parental involvement variable 72,172 shows that if the parental involvement variable increases by 1 unit, it will increase students' English achievement by 0.243 units or by 24.3%.

In addition to describing the output regression equation, it also displays a significance test with a t test, namely to find out whether there is a real (significant) influence of variable X (the Parental Involvement) on variable Y (students' English achievement). Before making a decision, first make the following hypothesis:

1. H_0 : There is no real (significant) influence of the Parental Involvement variable (X) on the Students' English learning achievement variable (Y)
2. H_1 : There is a real (significant) influence of the Parental Involvement variable (X) on the students' English achievement variable (Y)

On the condition that:

1. If $t_{\text{test}} > t_{\text{table}}$ then H_0 is statistically rejected there is a significant influence
2. If $t_{\text{test}} < t_{\text{table}}$ then H_0 is accepted, meaning statistically there is no significant influence between parental involvement on students' English learning achievement.

In the output table of the results of the simple linear regression equation coefficients above, t_{test} the parental involvement is 4.191. With free degrees (df) = $N-2 = 91-2 = 89$ from the table t above found t_{table} by 1.990. Then it can be concluded that $t_{\text{test}} > t_{\text{table}}$ ($4,191 > 1,990$). Since $t_{\text{test}} > t_{\text{table}}$ then H_0 is rejected and H_a is accepted. This means that there is a significant influence

between parental involvement on students' English achievement. And from the results of the t test, the sign value is known. 0.000 is less than 0.05 ($0.000 < 0.05$) this means that there is a very low influence between parental involvement on students' English achievement.

4.4. Discussion

This study aims to determine the relationship between parental involvement and students' learning achievement in English subjects. Many factors affect student learning achievement, both internal and external factors. In this case, parental involvement belongs to external factors that can affect students' achievement. Therefore, researcher will discuss the findings of the questionnaire that has been filled out by parents of class VIII students of SMP Negeri 31 Palembang. The data on students' English learning achievement was obtained from the scores of the Final Semester Examination (UAS) for the 2021/2022 academic year. Based on the results of the study, it shows that the variable parental involvement has a positive influence on learning achievement and in the results of this study also shows that the higher the involvement of parents, the better student learning achievement, and also, learning achievement will decrease if there is no parental involvement.

The results of this study are in line with research conducted by Rafiq (2013), he revealed that parental involvement has a significant effect on the academic performance of their children. This research proves that parental involvement can improve their children's academic performance. According to

him, parents should pay more attention to their children, see the potential and talents that exist in their children, provide facilities and infrastructure to support their learning process at school and always motivate children to remain enthusiastic in learning.

Madugu (2014) also collaborate by suggesting that parental involvement and interest in learning have a significant influence on students. The study recommends parents should ensure that they can complement the efforts of teachers in schools by monitoring and supervising their children's academic activities in order to improve learning achievement.

Likewise, the results of research conducted by Fane (2019) shows that there is a positive and significant influence of parental involvement on student mathematics subject learning achievement. The family/parent is the main institution, first and closest to the child. It becomes most important for the child. Understanding, acceptance, understanding, attention, and parental assistance become very meaningful for children to direct life and the achievement of learning achievements. With the involvement of parents, students become more controlled and have their own drive to achieve better learning achievements. That way the involvement of parents in their children's learning is one of the most important factors to build learning success

From the results of the questionnaire on parental involvement research, it can be concluded that from 91 samples, it shows that there are 43.95% of parents involved in the child's learning process. These results show that parents

have good involvement because almost half of the number of parents are involved in children's learning. According to Schunk (2010), several ways for parents to stay involved in children's learning, including being able to see from providing support for children, providing additional tutoring, paying attention to schoolwork and daily schedules, and showing the involvement of parents in school activities. If this method is done by parents, the child's achievements can increase.

Based the description and learning achievement of English students at SMPN 31 Palembang, it is known that the highest score obtained by students is 95 and the lowest is 76 with the average overall score of students is 82.54. Students who scored high tended to parents who had high involvement, although not all, because the results showed a coefficient of determination (R^2) of 0.165 which means that 16.5% of the variation in the dependent variable of student learning achievement can be explained by the variation in the independent variable of parental involvement. While the remaining 83.5% is influenced by other variables. From the results of the coefficient of determination, it was found that other factors dominated student learning achievement more than parental involvement factors.

Other factors as stated by Slameto (2010), namely: (1) factors that come from within the individual who is studying or internal factors consist of physical factors (physical health of children and body disabilities), psychological factors (intelligence, interests, talents, motivation, maturity, and readiness), and fatigue factors (physical fatigue and spiritual fatigue). (2) Factors that exist outside the

individual or external consist of family factors, school factors, and community factor

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents (1) Conclusion, (2) Suggestion

5.1 Conclusions

Based on the analysis of research data, hypothesis testing, and discussion, it was concluded that there was a positive and significant relationship between parental involvement and students' English learning achievement. The percentage of contribution of the influence of the parental involvement variable on students' English learning achievement was relatively moderate at 40.6%, while the highest influence of student learning achievement was influenced by other factors not discussed in this study.

5.2 Suggestions

Based on the results of the research that has been carried out, the researcher provides the following suggestions.

1. For parents should be aware that the family is the first institution in the student's life, where he learns and declares himself a social being. The family provides the basis for the formation of behavior, disposition, morals and education in students.
2. The school should hold regular meetings between parents and the school to increase parents' involvement in learning towards student learning achievement, so that students can achieve satisfactory achievements.

3. For students do not feel afraid to communicate, either with parents or teachers, express your problems and feelings, because it is the educators who will guide their students to maturity and most importantly strive to be able to excel.
4. For all competent parties, it is expected to develop this research, both as further research and other research on the involvement of parents in learning, so that it is hoped that in the next research can find new useful things. The findings of new things in the next research are expected to be applied to improve the quality of education in Indonesia.

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Appendix 1

Questionnaire of parental Involvement (Angket Keterlibatan Orang Tua)

“The Relationship Between Parental Involvement and Students’ English Learning Achievement”

(Hubungan Antara Keterlibatan Orang Tua dan Pencapaian Bahasa Inggris Anak)

A. General Instruction (Petunjuk Umum)

1. This Questionnaire is scientific, there is no other purposes
(Angket ini bersifat ilmiah, tidak ada tujuan lain)
2. Answer This Questions Truthfully.
(Jawablah pertanyaan ini dengan benar)
3. Put a (√) on your answer
(Berilah tanda (√) pada jawabanmu)

B. Biodata of Respondents (Biodata Responden)

1. Name (Nama):
2. Class (Kelas):

Adopted from: (Fauzji, 2016)

No	Questions (Pertanyaan)	Always (Selalu)	Often (Sering)	Sometimes (Kadang-kadang)	Never (Tidak Pernah)
1.	My parents give me more motivation to learning English subject				

	Orang tua saya memberi saya dorongan untuk belajar bahasa Inggris				
2.	<p>My parents give me the understanding that learning is important especially learning English</p> <p>Orang tua saya memberi saya pengertian bahwa pentingnya belajar terutama bahasa Inggris</p>				
3.	<p>My parents praise me when I get a good score in English</p> <p>Orang tua saya memberi saya pujian saat berhasil mendapatkan nilai Bahasa Inggris yang baik</p>				
4	<p>My parents listen to complaints and difficulties in learning English</p> <p>Orang tua saya mendengarkan keluhan saya dalam menghadapi kesulitan belajar bahasa Inggris</p>				
5.	<p>My parents give me advice on complaints and difficulties in learning English</p> <p>Orang tua saya memberi saran atas keluhan dan kesulitan dalam belajar bahasa Inggris</p>				
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 saya membelikan kaset/ VCD/ DVD lagu atau film berbahasa Inggris				
8	My parents register me to English course Orang tua saya mendaftarkan saya kursus bahasa Inggris				
9	My parents see and monitor the development of my scores especially English subject Orang tua saya melihat dan memantau perkembangan nilai-nilai saya terutama pelajaran bahasa Inggris				
10	My parents limit my hours of television viewing or internet usage Orang tua saya membatasi jam menonton televisi saya atau penggunaan internet				
11	Parents and I watched English movies together Orang tua dan saya menonton film berbahasa Inggris bersama-sama				

12	<p>My parents also help me to learn English lessons at home</p> <p>Orang tua saya juga membantu saya mempelajari pelajaran bahasa Inggris pada saya di rumah</p>				
13	<p>My Parents listen and understand English songs or news delivered in English (without any Indonesian subtitles)</p> <p>Orang tua mendengarkan dan memahami lagu berbahasa Inggris atau berita yang disampaikan dengan bahasa Inggris (tanpa teks berbahasa Indonesia)</p>				
14	<p>My parents always talked to me about my learning English subject</p> <p>Orang tua saya menanyakan tentang pelajaran bahasa Inggris</p>				
15	<p>My parents ask my English teacher about my progress in school</p> <p>Orang tua saya menanyakan kepada guru Bahasa Inggris saya tentang perkembangan pelajaran Bahasa Inggris di sekolah</p>				
16	<p>My parents get upset if I do not perform well in the English subject</p> <p>Orang tua saya kecewa jika</p>				

	saya tidak menunjukkan kemampuan saya dalam pelajaran bahasa Inggris				
17	My parents ask me to practice speaking in English with them Orang tua saya meminta saya untuk berlatih berbicara bahasa Inggris dengan mereka.				
18	My parents always encourage me saying that I have to do better in the English subject Orang tua saya selalu mendorong saya untuk mengatakan bahwa saya harus melakukan yang terbaik dalam pelajaran bahasa Inggris				
19	My parents always help my homework and check my exercise books Orang tua saya 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				

Appendix 2

Students' English Learning Achievement Reports

(Raport Pencapaian Bahasa Inggris Siswa)

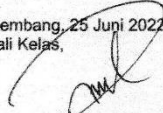
Nama Sekolah : SMP NEGERI 31 PALEMBANG
Alamat : JL. DEMAK RT. 17
Nama Peserta Didik : KGS. AZHARI
Nomor Induk/NISN : 9803 / 0083628443

Kelas : Kelas 8.6
Semester : 2 (Dua)
Tahun Pelajaran : 2021/2022

B. PENGETAHUAN DAN KETERAMPILAN

No	Mata Pelajaran	KKM	Pengetahuan		
			Nilai	Predikat	Deskripsi
Kelompok A					
1	Pendidikan Agama Islam dan Budi Pekerti	75	85	B	Memiliki penguasaan pengetahuan yang cukup baik, terutama Memahami tata cara puasa wajib dan sunah
2	PKN	75	84	B	Memiliki penguasaan pengetahuan yang baik, terutama dalam memproyeksikan nilai dan semangat Sumpah Pemuda
3	Bahasa Indonesia	75	90	B	Memiliki penguasaan pengetahuan yang baik, terutama dalam menelaah ciri khusus unsur dan kaidah kebahasaan teks drama
4	Bahasa Inggris	75	80	C	Memiliki penguasaan pengetahuan yang cukup baik, terutama menerapkan teks kejadian dan kebenaran umum di waktu lampau.
5	Matematika	75	78	C	Memiliki penguasaan pengetahuan yang cukup baik, terutama Menentukan luas permukaan dan volume prisma dan limas
6	IPA	75	88	B	Memiliki penguasaan pengetahuan yang baik dalam Menjelaskan tekanan zat dan penerapannya dalam kehidupan, dan cukup baik dalam menganalisis sistem ekskresi manusia, gangguan & kesehatan
7	IPS	75	87	B	Memiliki penguasaan pengetahuan yang baik, terutama dalam menganalisis masa penjajahan, tumbuhnya semangat kebangsaan
Kelompok B					
1	Seni dan Budaya	75	85	B	Memiliki penguasaan pengetahuan yang baik, terutama dalam memahami teknik permainan salah satu alat musik tradisional
2	PJOK	75	93	A	Memiliki penguasaan pengetahuan yang sangat baik, terutama kompetensi memahami perlunya pencegahan bahaya pergaulan bebas
3	Prakarya	75	85	B	Memiliki penguasaan pengetahuan yang baik, terutama dalam merencanakan pangan jadi dari pangan setengah jadi sereal

Palembang, 25 Juni 2022
Wali Kelas,


Nyimas Miftahul Jannah, S.Pd.
NIP.

Nama Sekolah : SMP NEGERI 31 PALEMBANG
 Alamat : JL. DEMAK RT. 17
 Nama Peserta Didik : JELITA AMINI
 Nomor Induk/NISN : 9833 / 0086365049

Kelas : Kelas 8.7
 Semester : 2 (Dua)
 Tahun Pelajaran : 2021/2022

B. PENGETAHUAN DAN KETERAMPILAN

No	Mata Pelajaran	KKM	Pengetahuan		
			Nilai	Predikat	Deskripsi
Kelompok A					
1	Pendidikan Agama Islam dan Budi Pekerti	75	91	A	Memiliki penguasaan pengetahuan yang baik, terutama dalam Memahami tata cara puasa wajib dan sunah
2	PKN	75	86	B	Memiliki penguasaan pengetahuan yang baik, terutama dalam memproyeksikan nilai dan semangat Sumpah Pemuda
3	Bahasa Indonesia	75	90	B	Memiliki penguasaan pengetahuan yang baik, bahkan sangat baik dalam menelaah struktur dan kebahasaan teks ulasan .
4	Bahasa Inggris	75	87	B	Memiliki penguasaan pengetahuan yang baik, terutama dalam menerapkan teks tentang perbandingan jumlah dan sifat.
5	Matematika	75	79	C	Memiliki penguasaan pengetahuan yang cukup baik, terutama Menentukan luas permukaan dan volume prisma dan limas
6	IPA	75	89	B	Memiliki penguasaan pengetahuan yang baik, bahkan sangat baik dalam menganalisis sistem ekskresi manusia, gangguan & kesehatan.
7	IPS	75	83	B	Memiliki penguasaan pengetahuan yang baik dalam Menganalisis masa penjajahan sampai semangat kebangsaan, dan cukup baik dalam menganalisis pengaruh interaksi sosial dalam ruang berbeda
Kelompok B					
1	Seni dan Budaya	75	97	A	Memiliki penguasaan pengetahuan yang sangat baik, terutama kompetensi memahami teknik permainan salah satu alat musik tradisional
2	PJOK	75	81	C	Memiliki penguasaan pengetahuan yang cukup baik, terutama memahami pertama pencegahan bahaya pergaulan bebas
3	Prakarya	75	84	B	Memiliki penguasaan pengetahuan yang baik dalam memahami pengetahuan pembuatan kerajinan dari bahan lunak , dan cukup baik dalam merencanakan pangan dari hasil samping sereal, kacang, umbi

Palembang, 25 Juni 2022
 Wali Kelas,

Mirah, S.Pd.
 NIP.

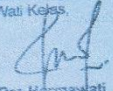
Nama Sekolah : SMP NEGERI 31 PALEMBANG
 Alamat : JL. DEMAK RT. 17
 Nama Peserta Didik : AMELIA FIRDASARI
 Nomor Induk/NISN : 9857 / 0081419515

Kelas : Kelas 8.B
 Semester : 2 (Dua)
 Tahun Pelajaran : 2021/2022

B. PENGETAHUAN DAN KETERAMPILAN

No	Mata Pelajaran	KKM	Nilai		Predikat	Deskripsi
			Nilai	Predikat		
Kelompok A						
1	Pendidikan Agama Islam dan Budi Pekerti	75	86		B	Memiliki penguasaan pengetahuan yang baik, terutama dalam Memahami tata cara puasa wajib dan sunah
2	PKN	75	87		B	Memiliki penguasaan pengetahuan yang baik, terutama dalam memproyeksikan nilai dan semangat Sumpah Pemuda
3	Bahasa Indonesia	75	89		B	Memiliki penguasaan pengetahuan yang baik, terutama dalam menelaah struktur dan kebahasaan teks ulasan
4	Bahasa Inggris	75	91		A	Memiliki penguasaan pengetahuan yang sangat baik, terutama kompetensi menerapkan teks kejadian dan kebenaran umum di waktu lampau.
5	Matematika	75	78		C	Memiliki penguasaan pengetahuan yang cukup baik, terutama Memprediksi data sesuai distribusi data, mean, median, modus
6	IPA	75	88		B	Memiliki penguasaan pengetahuan yang baik, terutama dalam menganalisis sistem ekskresi manusia, gangguan & kesehatan
7	IPS	75	84		B	Memiliki penguasaan pengetahuan yang baik, terutama dalam Menganalisis masa penjajahan sampai semangat kebangsaan
Kelompok B						
1	Seni dan Budaya	75	95		A	Memiliki penguasaan pengetahuan yang sangat baik, terutama kompetensi memahami teknik permainan salah satu alat musik tradisional
2	PJOK	75	81		C	Memiliki penguasaan pengetahuan yang cukup baik, terutama memahami perlunya pencegahan bahaya pergaulan bebas
3	Prakarya	75	85		B	Memiliki penguasaan pengetahuan yang baik, terutama dalam memahami pengetahuan kerang, kaca, keramik, botol plastik

Palembang, 25 Juni 2022
 Wati Kelas,


 Dra Hermawati
 NIP. 196605021998022001

Appendix 3

VALIDATION SHEET OF RESEARCH

INSTRUMENT: READY-MADE QUESTIONNAIRE

Name of Expert : Manalullaili M.Ed.
Institution : UIN Raden Fatah Palembang
Occupation : Lecturer
Date :
Title : The Correlation between parental involvement and students' English learning Achievement

The scale of response is categorized as follows:

Scale	Categorization
1	Very Inappropriate
2	Inappropriate
3	Moderate
4	Appropriate
5	Very Appropriate

Directions: For each of the items below, please indicate the extent of its real condition by placing a tick (√) in the appropriate box:

Questionnaire: Reading Interest Questionnaires

No	Items	Level of Appropriateness					Categorization
		1	2	3	4	5	
1.	My parents give me more motivation to learn English						

	Orang tua saya memberi saya dorongan untuk belajar bahasa Inggris						
2.	<p>My parents give me the understanding that learning is important, especially learning English</p> <p>Orang tua saya memberi saya pengertian bahwa pentingnya belajar terutama bahasa Inggris</p>						

3.	My parents praise me when I get a good score in English Orang tua saya memberi saya pujian saat berhasil mendapatkan nilai Bahasa Inggris yang baik						
4.	My parents listen to my complaints and difficulties in learning English Orang tua saya mendengarkan keluhan saya dalam menghadapi kesulitan belajar bahasa Inggris						
5.	My parents give me advice on complaints and difficulties in learning English Orang tua saya memberi saran atas keluhan dan kesulitan dalam belajar bahasa Inggris						
6.	My parents give me English textbook Orang tua memberikan buku teks pelajaran bahasa Inggris						
7.	My parents buy me tapes/ VCD/ DVD of songs or movies in English Orang tua saya membelikan kaset/ VCD/ DVD lagu atau film berbahasa Inggris						
8.	My parents register me to an English course Orang tua saya meminta saya kursus bahasa Inggris						
9.	My parents see and monitor the development of my scores, especially English subject Orang tua saya melihat dan memantau perkembangan nilai-nilai saya terutama pelajaran bahasa Inggris						
10.	My parents limit my hours of television viewing or internet usage Orang tua saya membatasi jam menonton televisi saya atau penggunaan internet						
11.	Parents and I watch English movies together Orang tua dan saya menonton film berbahasa Inggris bersama-sama						

12.	<p>My parents also help me to learn English material at home</p> <p>Orang tua saya juga membantu saya mempelajari pelajaran bahasa Inggris di rumah</p>						
13.	<p>My Parents listen and understand English songs or news delivered in English (without any Indonesian subtitles)</p> <p>Orang tua mendengarkan dan memahami lagu berbahasa Inggris atau berita yang disampaikan dengan bahasa Inggris (tanpa teks berbahasa Indonesia)</p>						

14.	<p>My parents always talk to me about my learning English subject</p> <p>Orang tua saya menanyakan tentang pelajaran bahasa Inggris</p>						
15.	<p>My parents ask my English teacher about my progress in school</p> <p>Orang tua saya menanyakan kepada guru Bahasa Inggris saya tentang perkembangan pelajaran Bahasa Inggris di sekolah</p>						
16.	<p>My parents get upset if I do not perform well in the English subject</p> <p>Orang tua saya kecewa jika saya tidak menunjukkan kemampuan saya dalam pelajaran bahasa Inggris</p>						
17.	<p>My parents ask me to practice speaking in English at home with them</p> <p>Orang tua saya meminta saya untuk berlatih berbicara Bahasa Inggris dengan mereka</p>						
18.	<p>My parents always encourage me saying that I have to do better in the English subject</p> <p>Orang tua saya selalu mendorong saya untuk mengatakan bahwa saya harus melakukan yang terbaik dalam pelajaran bahasa Inggris</p>						
19.	<p>My parents always help me with my homework and check my exercise books</p> <p>Orang tua saya membantu saya dalam mengerjakan PR dan mengecek buku latihan bahasa Inggris</p>						
20.	<p>My parents always give me emotional and moral support to do the best in the English subject</p> <p>Orang tua saya memberikan dukungan emosional dan moral untuk melakukan yang terbaik dalam pelajaran bahasa Inggris</p>						

Source: Fauzji, 2016

Conclusion:

It is further eligible to be used as a research instrument without revision	
It is further eligible to be used as a research instrument with revision as suggestion	
It is ineligible to be used as a research instrument	

Critiques and suggestions regarding the research instrument:

--

Palembang, September
2022Validator

Manalullaili, M.Ed.

Appendix 4

Results of Distribution Statistics of Parental Involvement and Student English Learning Achievement

4.1 Result of Descriptive Statistic of Parental involvement

N	Valid	91
	Missing	0
Mean		43.9231
Median		44.0000
Std. Deviation		9.74934
Minimum		21.00
Maximum		71.00
Sum		3997.00

4.2 Result of Descriptive statistic English Learning Achievement

N	Valid	91
	Missing	0
Mean		43.9231
Median		44.0000
Std. Deviation		9.74934
Minimum		21.00
Maximum		71.00
Sum		3997.00

Appendix 5

5.1. Result Of Normality Test

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		91
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	4.86938527
Most Extreme Differences	Absolute	.067
	Positive	.067
	Negative	-.056
Test Statistic		.067
Asymp. Sig. (2-tailed)		.200 ^{c,d}

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

5.2. Result of homogeneity test

Test of Homogeneity of Variances

Englis Learning Achievement

Levene Statistic	df1	df2	Sig.
2.519	2	88	.086

Appendix 6:

Product Moment Correlation Test Results and Simple Regression Analysis

Correlations

		Parental Involvement	English Achievement
Parental Involvement	Pearson Correlation	1	.406**
	Sig. (2-tailed)		.000
	N	91	91
English Achievement	Pearson Correlation	.406**	1
	Sig. (2-tailed)	.000	
	N	91	91

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

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.406 ^a	.165	.155	4.89666

a. Predictors: (Constant), Parental Involvement

ANOVA^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	421.051	1	421.051	17.560	.000 ^b
	Residual	2133.982	89	23.977		
	Total	2555.033	90			

a. Dependent Variable: English Achievement

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	72.179	2.682		26.916	.000
	Parental Involvement	.243	.058	.406	4.191	.000

a. Dependent Variable: English Achievement

Appendix 7: Research Documentation



