

**THE CORRELATION BETWEEN PARENTS' EDUCATION LEVEL  
AND STUDENTS' MOTIVATION IN LEARNING ENGLISH  
AT MA AL-ISLAM JORESAN MLARAK PONOROGO**

**THESIS**



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## ABSTRACT

**Islamiati, Anisah Septiana** 2022. *The Correlation between Parents' Education Level and Students' Motivation in Learning English at MA Al-Islam Joresan Mlarak Ponorogo*. Thesis, English Education Department, Faculty of Tarbiyah and Teacher Training, State Institute for Islamic Studies of Ponorogo. Advisor Mrs. Fenty Andriani, M. Pd

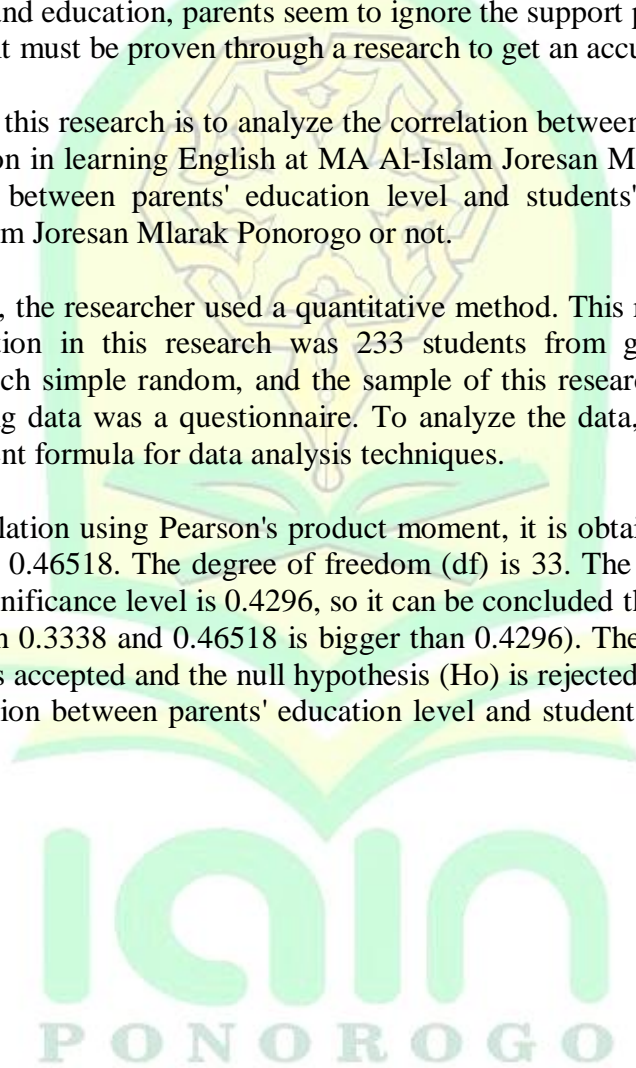
**Key words: Parents' Education Level, Students' Motivation, Learning English**

Knowing the source of motivation in the learning process of children is one of the important things that need to be considered by parents. This relates to the environment in which children live and interact. To support the learning process, high knowledge and support from parents are needed. This support will spur students' learning motivation in the classroom, but due to limited knowledge and education, parents seem to ignore the support provided. To find out the truth of the argument, it must be proven through a research to get an accurate answer.

The purpose of this research is to analyze the correlation between parents' education level and students' motivation in learning English at MA Al-Islam Joresan Mlarak Ponorogo, whether there is a correlation between parents' education level and students' motivation in learning English at MA Al -Islam Joresan Mlarak Ponorogo or not.

In this research, the researcher used a quantitative method. This research used correlative research. The population in this research was 233 students from grade 11. The sampling technique used was such simple random, and the sample of this research was 35 students. The technique for collecting data was a questionnaire. To analyze the data, the researcher used the Pearson product moment formula for data analysis techniques.

From the calculation using Pearson's product moment, it is obtained that the value of  $r_{xy}$  or  $r$  observation ( $r_o$ ) is 0.46518. The degree of freedom (df) is 33. The 5% significance level is 0.3338, and the 1% significance level is 0.4296, so it can be concluded that  $r_{xy}$  is bigger than  $r_{table}$  (0.46518 is bigger than 0.3338 and 0.46518 is bigger than 0.4296). The result of the alternative hypothesis is that  $H_a$  is accepted and the null hypothesis ( $H_o$ ) is rejected. In other words, there is strong enough correlation between parents' education level and students' motivation in learning English.



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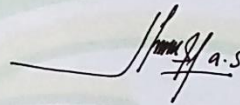
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# CHAPTER I

## INTRODUCTION

In this chapter, the researcher presents the background on which the research is based, the limitations used when researching, the formulation of the problem, the purpose of the research, the benefits obtained after conducting the research, and the systematic discussion. The following is an explanation of each point.

### A. Background of the Study

According to the Dictionary of Education, education has the definition of a collection of all the processes by which a person develops abilities, attitudes, and other forms of action that take place in the environment in which they live.<sup>1</sup> Educational activities can be obtained from early childhood to adulthood and even the elderly. Early childhood education can be started from within the family itself. Essentially the family is a person who will be seen every day and at any time.

According to Aydin as quoted by Bilgen Kiral, one of the most basic things in taking family rights is taking a role in education and administrative services in schools. When parents take more of a role in the rights and fulfillment of responsibilities regarding school, it will be better in school effectiveness.<sup>2</sup> Therefore, it is possible that the implementation and provision of education to children in the family becomes a custom and habit that cannot be separated and eliminated as a whole. Getting an education is the rights of everyone, one of the people who are obliged to fulfill the rights to education in the family are parents.

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<sup>1</sup> Sinclair Parvin, *Basic in Education* (New Delhi: Karan Press, 1936), Page 4

<sup>2</sup> Bilgen Kiral, *The Rights and Responsibilities of Parents According to the Views of Teachers*, (Turkey: Asian Jurnal of Education and Training, 2019), Page 122

Parents will start educating their children at home or it is called as informal education. Parents provide informal education in the form of rules, norms, attitudes, behavior, and provide examples in the form of verbal and action. Then informal education can be continued by attending formal education, starting from elementary school education to higher education. Besides children can also get non-formal education outside of their formal and informal education, this education is based on training, skills but not forgetting to increase knowledge.

Parents have the responsibility to provide proper education to their children, but the awareness of the fulfillment of children's education rights has not been fully understood by every parent. One of the factors that influences awareness in fulfilling the rights of each family member is the level of education obtained by the previous parents. Parents' education will also have an influence on the next child's education.<sup>3</sup>

Hill explained in the results of his research that parents with low levels of education tend to be less skilled and not confident in their ability to play a role in their child's academic process.<sup>4</sup> The parents feel that they do not understand the material being explained and is often uncomfortable with their level of expertise. This proves that in addition to the role, facilities, environment and involvement of parents in the child's learning process, there is an important level of parental education in supporting the child's learning process, and it will also affect their academic success. In addition, parents who have low economic finance will also have an impact on the lack of knowledge sources that can help children in the learning process.

As previously explained, the family also influences children's motivation to learn, especially the education level of their parents. Parents who get a high education will facilitate the child's learning process and contribute to the development of the education

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<sup>3</sup> Eva Pramaswar, *Pengaruh Tingkat Pendidikan Orang Tua Terhadap Motivasi Belajar*, (Surabaya: Jurnal Pendidikan Ekonomi, Manajemen Dan Keuangan, 2018) , page 78.

<sup>4</sup> N.E Hill, et al. *(Parents Academic Involvement as Related to School Behavior, Achievement, and Aspirations: Demographic Variations across Adolescence*. Child Development, 2004), page 1491-1509.

they get. While the background of parents who have low education is less aware of the importance of motivation in the child's learning process, so it is possible for children to be less successful in the process and learning outcomes, one of which is their low motivation in learning. Not a few parents' low education will make children more motivated to get a higher education than their parents. However, there are still many ways for parents to support their child's learning process so that the goals of the child's learning process are achieved.<sup>5</sup>

Although the influence of parents' level of education also affects the level of education obtained by children, this cannot be a benchmark that children's interest in learning is also high. Interest in learning or often called with motivation to learn is also motivated by various situations and conditions in the environment where the child lives.

The motivation, support and role of parents for education given to children who are teenagers is certainly greater than before, because at this age children experience a significant development process. Adolescence is categorized into three stages, namely early adolescence which is generally at the age of 10-13 years, middle adolescence with the age of 14-17 years, and late adolescence with the age of around 18-20 early.<sup>6</sup> The learning process of adolescent children is also influenced by environmental conditions, especially parents, teachers and peers.

The results of research from Neya Acharya and Shobhna Joshi explained that the level of education possessed by mothers and fathers had an effect on achievement motivation by teenagers, especially students at the intermediate level.<sup>7</sup> From this statement, it shows the role of parental education in educating children, especially at the age of teenagers, it is very necessary to contribute to creating maximum results. So that

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<sup>5</sup> W. S Grolnick, et all, *Parenting and children's motivation at school*. In K. R. Wentzel & A. Wigfield (Eds.), *Handbook of motivation at school*, (New York & London: Routledge, 2009), 279- 300

<sup>6</sup> Judith G. Smetana, et all, *Adolescent Development in Interpersonal an Societal Contexts*. (Rochester, New York: University of Rochester, 2006), page 258

<sup>7</sup> Neha Acharya, Shobhna Joshi, *Influence of Parents' Education on Achievement Motivation of Adolescent*. (Indian Journal Social Science Researches, 2009), page 77-78

indirectly the level of education of people becomes one of the important things in influencing student motivation.

Another factor that affects student motivation also comes from the teacher who delivers the material at school. Creativity is needed in creating and compiling a whole series of learning processes, from planning teaching, implementing learning, managing classes to implementing learning evaluations.<sup>8</sup> Therefore, the implementation of ongoing education will affect the level of student motivation, especially when carrying out the learning process at school. In other words, good communication between teachers and students makes the maximum learning process possible. So it can be concluded that students' motivation in learning is influenced by several factors from inside and outside students.

Gardner states that motivation is one of the main factors affecting learning English and a student with high motivation will learn properly.<sup>9</sup> From this statement, children will try hard to get the learning goals they want in accordance with the learning motivation they have. It will also be useful for them in choosing the subject of study they are interested in to motivate them to study it. This situation is also directly proportional to children who have difficulty in learning; they tend to be less motivated to learn so that it has an impact on the process and results of children's learning.

As explained before, the subject of the lesson is also the next point that affects student motivation in learning. Students will tend to have high learning motivation towards several subjects in class, and vice versa. An example is English education or better known in the classroom as "Bahasa Inggris". This lesson tends to be hated by most students, the biggest reason is the difficulty in understanding the subject matter, language

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<sup>8</sup> Dyah Lukita, Niko Sudibjo, *Faktor-faktor yang Mempengaruhi Motivasi Belajar Siswa di Era Pndemi Covid-19*. (Universitas Islam As-Syafi'iyah, 2021), page 147

<sup>9</sup> F.K Ariel, *Motivation Strategies In English Language Learning*. (Languages and Social Sciences Department Cebu Technological University, 2010), page 1-9



differences, writing, and how to read are important points why this subject is hated by students, coupled with different grammar in each use.

Leaving aside the difficulties of students in learning English, they must also know how important English is in everyday life. Language is one of the windows that we can open to get to know the world better by adding information and knowledge. Often someone will be judged to be more knowledgeable if they are proficient, understand and can use English, so it never hurts to learn English. It is undeniable that English has been introduced since elementary school; even many parents have also started introducing English from an early age using current technological advances. Such rapid progress makes the role of the English language stronger. The consideration for learning English will be even greater.

One of the goals of the learning process is to get good results or grades in the final assessment of the learning period so that students easily get success. In accordance with the statement of Bank and Finlapson found that “successful students were found to have significantly higher motivation for achievement than unsuccessful students that have lack of motivation”.<sup>10</sup> This shows that motivation will affect students during the learning process because the results or achievements obtained will affect the process going forward. In simple cases, students with good learning motivation will get good results so that students do not need to repeat or get remedial because of poor learning outcomes. Closely related to student interest during the learning process with the rewards he gets or vice versa, the punishment he receives if he does not succeed in achieving learning outcomes.

According to Corbin, motivation is an emotional reaction that the learner sees a benefit, reward, or the potential for a positive reward for completing a task.<sup>11</sup> Most

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<sup>10</sup> Sadirman, *Interaksi dan Motivasi Belajar Mengajar*. (Jakarta: CV Rajawali, 1992),

<sup>11</sup> Corbin, B. *Unleashing the Potential of the Teenage Brain: 10 Powerful Ideas*. Thousand Oaks, (CA: Corwin Press, 2008), Page 75

people will get motivated when doing something, especially in learning. Children tend to be excited and try harder if there is a motivation behind their actions.

We can do the learning process anywhere by adjusting the place and educational needs. Children entering their teens will continue their education to secondary education to upper secondary education. Generally, educational institutions are under religious or general (government) backgrounds. MA Al-Islam Joresan is a religion-based educational institution with most of the subjects based on religion. The reason the researchers conducted research at MA Al-Islam Joresan was the large number of students and various backgrounds, making it easier for researchers to take research samples. In addition, researchers made observations beforehand to see the continuity of students in the learning process, especially in English subjects.

From the above explanation, the researcher is interested in conducting an analysis of the correlation between parents' education level and students' motivation in learning English. Thus, the researcher initiated to conduct the research under the title “The Correlation between Parents’ Education Level and Students’ Motivation in Learning English at MA Al-Islam Joresan Mlarak Ponorogo”

## **B. Scope and Limitation of Study**

The research "The Correlation between Parents Education Level and Students Motivation in Learning English" focuses on how the correlation between parents' education level and students' motivation in learning English at MA Al-Islam Joresan Mlarak Ponorogo in the academic year 2021/2022.

## **C. Research Question**

Based from the background and the limitation of the research, the problem of the research as follows:

Is there any correlation between parents' education level and students' motivation in learning English at MA Al-Islam Joresan Mlarak Ponorogo?

#### **D. Research Objective**

Concerning with the statement of the problems, this study has an objective described as follows: to analyze the correlation between parents' education level and students' motivation in learning English at MA Al-Islam Joresan Mlarak Ponorogo

#### **E. Significance of the Study**

This sub chapter is divided into 2 parts, there are theoretical and practical significance. For the explanation are as follows:

##### **1. Theoretical Significance**

The result of this study is to be able to contribute to the development and understanding of the influence of parental background as a form of student learning motivation so that there is an improvement in how students have an interest in learning English in the future.

##### **2. Practical Significance**

###### **a. Significance for the Teachers**

To understand the phenomenon of student learning motivation that affects the learning process in the classroom based on the education level of each student's parents so that learning patterns are formed that have good learning outcomes.

###### **b. Significance for the Students**

This research is expected to increase students' motivation in learning even though they come from parents who have different educational levels.

c. Significance for the Institution

It is hoped that this research can be a reference material for further research and form the character of a good teacher.

## **F. Organization of the Thesis**

To make easier in writing the thesis, the researcher divides this thesis into six chapters as follow:

1. CHAPTER I: Introduction

This chapter introduces the whole of the research which involves; background of the study, research focus, research questions, research objectives, significant of the study, and organization of the study.

2. CHAPTER II: Review of Related Literature

This chapter discusses previous research findings related to the subject matter and theoretical background.

3. CHAPTER III: Research Methodology

This chapter explains about research approach and design, researcher's role, research setting, data and data source, data collection technique, data analysis technique, validity and reliability checking.

4. CHAPTER IV: Finding and Discussion

This chapter discusses general data description, specific data description and discussion.

5. CHAPTER V: Conclusion

This chapter explains conclusion of the research and recommendation.



## **CHAPTER II**

### **REVIEW RELATED LITERATURE**

This chapter refers to the findings of previous studies that are in accordance with the research being carried out by the researcher, theories related to research variables, theoretical frameworks, and research hypotheses.

#### **A. Theoretical Background**

Literature review is related to the research variables to be carried out. The literature review includes parents' education level, students' motivation in learning, and learning English in senior high school.

##### **1. Parents' Education Level**

The level of education of parents is one of the variables in this study, therefore there is an explanation about the definition of parents, the definition of education, the purpose of education for parents, and the level of education.

##### **a. Definition of Parents**

Parents are people who have a mandate from God to educate children with full responsibility for the development and progress of children with love. Parents in this case consist of (family; father, mother and brothers and sisters). Although parents are basically divided into three, namely biological parents, foster parents, and step parents, all of these are defined as family.<sup>12</sup>

The position of parents in a family is the highest. The role of parents is very influential on the survival of family members. The father has a role as a

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<sup>12</sup> Ruslan. Et all, *Peran Orang Tua Dalam Meningkatkan Perkembangan Anak Usia Dini Di Desa Air Pinang Kecamatan Simeulue Timur*, (-: Jurnal Ilmiah Mahasiswa Pendidikan Kewarganegaraan Unsyiah), Page 23

family leader, protecting the family from harm and the mother has a role to nurture and give love to family members. A child has a role to obey parents' orders and receive love and rights in the family without neglecting the obligations that must be carried out in the family. Everyone in a family has their own role without compromising the rights and obligations of each.

#### **b. Definition of Education**

The meaning of education can be interpreted as human efforts to foster human persons in accordance with cultural norms in society. In other words, the existence of education has existed since human civilization began, education is essentially an effort to humanize humans and live a decent life. According to Law no. 20 concerning the national education system, education is "a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have spiritual, religious, self-control, personality, intelligence, noble character, and skills needed by themselves. society, nation and state."<sup>13</sup>

According to Prof. Richey stated that the term education as a broader meaning is the protection and improvement of life for the community, the essence of which is to bring young people as the next generation to carry out their obligations and responsibilities in society. Education itself is a social activity whose importance allows the community and institutions together with formal education, which is complex, modern, to experience a specialization process that remains in touch with the informal education process outside of school.<sup>14</sup>

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<sup>13</sup> Agus Winarti, *Pendidikan Orang Dewasa (Konsep Dan Aplikasi)*. (Bandung: Alfabeta. 2018), Page 7-8

<sup>14</sup> Robert Richey. *Planning for Teaching Instruction to Education*. (t.t.p: Mc. Graw Hill, 2002)

Another view of Brubacher states that "education is interpreted as a reciprocal process of each human person in his adjustment to nature, with friends, and the universe. Education also means the organized development and completeness of all human potential, moral, intellectual, and physical (five senses), by and for the individual's personality and usefulness for society."<sup>15</sup>

It can be concluded that education is one of the activities and human efforts to improve their personality by fostering the potential that already exists in each individual, namely spiritual (thinking, intention, taste, creativity, and conscience) and physical (five senses and mind). other skills). In addition, education is an institution that is responsible for setting the goals (goals) of education, content, systems, and educational organizations. These institutions include informal education in the family, formal education in schools, and non-formal education in the community.

### c. The Aim of Education for Parents

In society, the purpose of education put forward by Knowles there are three forms of goals, why they learn to socialize, including:

- 1) Learning objectives that are oriented towards the fair fulfillment of the objectives of a goal.
- 2) Learning activities are oriented towards taking a role because they find a learning environment that means they do not have a need that is connected -- and often completely disconnected -- with the content or announcement of the purpose of an activity.

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<sup>15</sup> Brubacher John S. *Modern Philosophies of Education*. (New York and London: Mc. Graw Hill. 1939)

- 3) Learning orientation of a learner who seeks knowledge for their own fulfillment.<sup>16</sup>

It can be concluded from the description above that individual goals in learning to start society have different individual goal orientations. Each condition that is owned by each individual is unique and has their own characteristics as a differentiator. But on the other hand they are aware of the importance of having a unity in forming a society, understanding each other between individuals and groups and upholding the commitment to a community group.

So that the purpose of education for adults or parents is to meet needs through education or training to develop abilities, improve knowledge, skills, and attitudes. The impact of education and training is obtained to increase the ability of knowledge, skills, changes in attitudes and behavior.

#### **d. The Level of Education**

According to the Republic of Indonesia Law no. 20 of 2003 article 13 paragraph one states that there are several educational pathways which are divided into three types, namely formal education, non-formal education, and informal education.

##### **1) Formal Education**

It is an education that has a structure and tiers consisting of early childhood education (TK/RA), basic education (SD/MI), secondary education (SMP/MTs and SMA/MA), and higher education (University).

The status of formal education is divided into two, namely state status and

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<sup>16</sup> M. Knowles, *The Adult Learner, The Definitive Classic in Adult Education and Human Resource Development*, (Tokyo Elsevier Inc. Butterworth-Heinemann, 2005) Page 55



formal education with private status. The characteristics of formal education include the following:

- (a) Place of learning in the school building
- (b) To become a student there are some special requirements
- (c) Have a clear curriculum
- (d) Academic learning materials
- (e) Have a clear learning time
- (f) There are formal exams;
- (g) Education providers are government or private parties
- (h) Teaching staff has a certain classification
- (i) Organized with uniform administration

In general, the purpose of education is to form people who have physical and spiritual maturity. The objectives and functions of formal education are as follows:

- a) Train academic skills
- b) Train mentally, physically and discipline
- c) Practice responsibility
- d) Self-development and creativity
- e) Building a social spirit
- f) Forming self-identity

## 2) Non-Formal Education

This education is education outside of formal education, non-formal education can also be held in a structured and tiered manner as well. The results of non-formal education can be valued equivalent to the results of formal

education learning after going through an equivalency assessment process by an institution directly appointed by the Government. Examples of non-formal education that have been held include course or training institutions, study groups, studios, and so on.

The characteristics of non-formal education can be seen as follows:

- (a) The place where education takes place can be outside the building
- (b) Often there are no special requirements
- (c) Does not have a clear level like formal education in general
- (d) Have certain programs that specifically need to be addressed
- (e) Practical and special
- (f) Education is short
- (g) Sometimes have a test
- (h) Organized by the government or private parties

It is also explained in UU RI No. 20 2003 article 26 paragraphs 1 to 3 states that:

- (a) This non-formal education is organized for people who need educational services that function as substitutes, complements and/or additions to formal education in order to support lifelong education.
- (b) Non-formal education functions to develop the potential of students with an emphasis on mastering functional knowledge and skills as well as developing professional attitudes and personalities
- (c) Non-formal education includes life skills education, early childhood education, youth education, women's empowerment education, literacy education, skills education and job training, equality education, and other education aimed at developing students' abilities.

### 3) Informal Education

Informal education is a path of family and environmental education in the form of independent learning activities. The results of this informal education are recognized as equal to formal and non-formal education after students pass the exam, such as religious education, ethical character, manners, morals, and socialization.

The characteristics of this informal education include:

- (a) Learning places can be done anywhere
- (b) No special requirements
- (c) No education level
- (d) There is no formally planned program
- (e) Have no exam
- (f) There is also no institution that organizes it
- (g) There is no material that is arranged in detail.<sup>17</sup>

#### e. Education Level Based on ISCED 2011

UNESCO also classifies the level of education regulated in ISCED (The International Standard Classification of Education). ISCED uses statistics around the world for the purpose of collecting, compiling and analyzing cross-nationally comparable data. ISCED as a referral classification program to organize educational programs and qualifications that are relevant by level and field of education.

ISCED classifies educational programs based on their content using two cross-classification variables, namely levels of education and fields of education.

ISCED 2011 is the result of an overhaul or revision of the 1997 ISCED

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<sup>17</sup> Hidayat Abdillah, Rahmat. *Ilmu Pendidikan "Konsep, Teori, Dan Aplikasinya"*, (Medan: Lembaga Peduli Pengembangan Pendidikan Indonesia (LPPPI), 2019), Page 135-139

education level classification. In addition, it also introduces a classification related to educational attainment in accordance with recognizing educational qualifications.<sup>18</sup> The level of education classified by ISCED 2011 is also regulated in three main areas, namely formal education, non-formal education and informal learning,<sup>19</sup> So there are eight levels of education classification including:

a) Early childhood education

The ISCED level 0 or early childhood education program is specifically designed with a holistic approach to assist cognitive, physical, social and emotional development in early childhood and introduces young people to organizing instruction outside the family context. ISCED level 0 is intended for early childhood programs that have a deliberate educational component. The purpose of this program is to develop the social emotional skills needed to participate in school and the environment, they also develop several skills needed to prepare for academic needs and prepare children to enter primary education.

In this label, educational programs do not always have a complex structure but are also designed to provide learning activities that are organized and have a purpose in protecting the physical environment. They allow students to learn through interaction with other students under the tutelage of the teacher, synonymous with creative and play-based activities.

The target age of children for the ISCED level 0 program is the age of minors to enter the ISCED level 1 program. There are two categories in the ISCED level 0 program: early childhood education development and

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<sup>18</sup> International Standard Classification of Education (ISCED) 2011. (Canada: UNESCO Institute for Statistic. 2011), Page 6

<sup>19</sup> International Standard Classification of Education (ISCED) 2011. (Canada: UNESCO Institute for Statistic. 2011), Page 11-12



pre-primary education. Initial education is intended for younger children with an age range of 0-2 years, while the final program is designed for children aged 3 years until they are ready to enter primary education.

Classification of programs at ISCED level 0 may be shown in various ways, for example early childhood development and education, play school, pre-school, reception, pre-primary or initial school. Educational programs that provide child care, daycare centers, guardies or nurseries are very important to ensure and ensure that they meet the classification criteria at ISCED level 0. For purposes of international comparison, the use of the term “early childhood education” is used to label ISCED level 0.<sup>20</sup>

#### b) Primary education

The ISCED level 1 or primary education identical program is designed to provide students with fundamental skills in reading, writing, mathematics (literally and numeracy) and establish a strong foundation for learning and understanding the core parts of education, personal and social development in preparation for lower secondary. education. Focus on basic level education which has little complexity and if any specialization.

Educational activities at ISCED level 1 (some in early grades) often identify the organization of neighborhood units, projects, or board learning areas, and often take an integrated approach rather than providing instruction on a specific subject. The appropriate age to enter the primary level class is generally not under the age of 5 years and not above 7 years, often this class has students who are 6 years old. Primary education often ends at the age of 10 to 12 years, after completing the primary education

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<sup>20</sup> International Standard Classification of Education (ISCED) 2011. (Canada: UNESCO Institute for Statistic. 2011), Page 30

program, students can continue their education to ISCED level 2 (lower secondary education).

Classification of programs at ISCED level 1 may be shown in various ways, for example primary education, elementary school education or basic education (level 1 or lower grade if the education system has ISCED level 1 and 2 term programs). For international comparison, the use of the term “primary education” is to label the ISCED level.<sup>21</sup>

c) Lower secondary education

Educational programs at ISCED level 2 or lower secondary education are designed to build on the educational outcomes of ISCED level 1. Often the aim is to place the foundation of lifelong education or human development in the education system that can be further developed in educational opportunities. Some education systems even offer vocational education programs at ISCED level 2 to provide individuals with skills relevant to work.

Programs in this label are often organized around a subject-oriented curriculum, introducing theoretical concepts across distances with the subject. Generally, teachers who teach level 2 have been provided with pedagogic exercises with specific subjects more often than ISCED level 1, in 1 class there are teachers with specific education in each subject being taught.

Students enter the ISCED level 2 stage starting after 4 to 7 years after entering the ISCED level 1 program, with an average duration of 6 years of study. Students entering ISCED level 2 are typically between the

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<sup>21</sup> International Standard Classification of Education (ISCED) 2011. (Canada: UNESCO Institute for Statistic. 2011), Page 30

ages of 10 and 13 (mostly 12 years of age). Examples of educational programs held at ISCED 2 include secondary school (level 1 or lower grade if the school has an ISCED level of education level 2 and 3), middle school, junior secondary school, junior high school.<sup>22</sup>

d) Upper secondary education

Education programs at ISCED level 3 or upper secondary education are specifically designed to complete secondary education to prepare for tertiary education or provide job-relevant skills or both.

Educational programs at this level are more varied, more specific and with a deeper structure than at ISCED level 2. They make more of a difference by adding some range in the options and sequences available. Teachers at this level are more qualified in the subject or area of specialization they teach, especially in higher-level classes.

The age of children at ISCED level 3 begins after 8 to 11 years after starting ISCED level 1. Students enter this level generally at the age of 14 and 16 years. ISCED level 3 generally has a program ending at 12 or 13 years after starting ISCED level 1 (or around 17 to 18 years), with 12 years being the widest range of cumulative duration. Meanwhile, out of upper secondary education, the general education range is 11 to 13 years from the start of ISCED level 1.

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<sup>22</sup> International Standard Classification of Education (ISCED) 2011. (Canada: UNESCO Institute for Statistic. 2011), Page 33

Classification of programs at ISCED level 3 can be described in many ways, for example senior secondary school, senior high school, secondary school (level 2 or upper class).<sup>23</sup>

e) Post-secondary non-tertiary education

Post-secondary non-tertiary education provides the formation of learning experiences in secondary education, preparing the labor market as well as tertiary education. It aims for individuals to develop educational skills, skills, and competencies below the level of complexity characteristic of tertiary education. This education program is designed for students who have completed education at level 3 but require qualifications for tertiary education or workers who have completed level 3 educations but are not given access.

Completion of the ISCED 3 program requires continuing education programs at ISCED level 4. However, the requirements needed to enter it are lower than tertiary programs at ISCED level 5, 6, or 7. There are many programs classified at this level, for example primary professional education, technician diploma.<sup>24</sup>

f) Short-cycle tertiary education

The ISCED program at level 5 or short-cycle tertiary education is designed to provide students with professional education, skills, and competencies. Identical to activities that are practice based, linked to specifications, and prepare students for the job market. However, this program often provides other programs in tertiary education. The academic

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<sup>23</sup> International Standard Classification of Education (ISCED) 2011. (Canada: UNESCO Institute for Statistic. 2011), Page 38

<sup>24</sup> International Standard Classification of Education (ISCED) 2011. (Canada: UNESCO Institute for Statistic. 2011), Page 43



tertiary education program is still below the undergraduate education program or its equivalent which is classified as ISCED level 5.

Enrolled in ISCED level 5 or entering the ISCED level 5 program requires successful completion of ISCED level 3 or 4 with access to tertiary education. Programs at ISCED level 5 are more complex in content than programs at ISCED levels 3 and 4, but they are mostly shorter and often less in terms of theoretical orientation than programs at ISCED level 6. Examples of ISCED level 5 programs include community college education, (higher) technical education, higher vocational training.<sup>25</sup>

g) Bachelor's or equivalent level

The educational program at ISCED level 6 is designed to provide students with intermediate academic or knowledge skills, skills, competencies oriented towards a first degree or equivalent education. Educational programs at this level are mostly theoretical-based but may include a practical component that is informed as part of arts research and/or skills best practice. They are simply offered by universities and equivalent tertiary education institutions.

Instructions on this label are often taken by lecturers who have attained ISCED level 7 or 8 education or who already have senior expert experience in the field they are working on. This program rarely provides completion of education by providing a research project or thesis, if there is it will be less in terms of promotion, independent or will be mentored under the supervision of ISCED level 7 or 8. There are many programs classified at ISCED level 6, for example undergraduate programs, license or first

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<sup>25</sup> International Standard Classification of Education (ISCED) 2011. (Canada: UNESCO Institute for Statistic. 2011), Page 48

university cycle. In addition, if there is an education equivalent to a bachelor's program, it must meet the criteria according to ISCED level 6.<sup>26</sup>

h) Master's or equivalent level

ISCED level 7 education programs or masters education or equivalent are often designed to provide students with advanced academic and/or expert education, skills, and competencies, leading to a second degree or similar qualification. Programs at this level are an important research component but do not lead to the promotion of doctoral qualifications. Similar to undergraduate education, master's education is oriented to theoretical education but also includes a practical component formed by part of art research or best practice experts, this education is also often offered by universities or other tertiary education institutions.

Instructions at this level are often taught by lecturers or staff that have attained ISCED level 7 or 8 education. This education also has the fulfillment of completing studies by providing a research project or thesis that is higher than ISCED level 6 but below ISCED level 8. Classified as master education, among others, master programs or masters. Education equivalent to a master's degree must also have the same criteria as a master's program.<sup>27</sup>

i) Doctoral or equivalent level

The doctoral program or ISCED level 8 is specifically designed to lead to advanced research qualifications. The ISCED program at this level is

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<sup>26</sup> International Standard Classification of Education (ISCED) 2011. (Canada: UNESCO Institute for Statistic. 2011), Page 51

<sup>27</sup> International Standard Classification of Education (ISCED) 2011. (Canada: UNESCO Institute for Statistic. 2011), Page 55

devoted to further study and original research which is often offered only by research-oriented tertiary educational institutions such as universities. Doctoral programs are available in both academic and professional fields.

ISCED level 8 often conclude with the adherence and preservation of a thesis, dissertation, or written work of commensurate quality, making a significant contribution to education in the respective field of study. This program is based solely on research not just daily assignments, in some ISCED level 8 education system programs there are only a few daily assignments, or not all of them, and each individual works towards a doctoral degree using research mostly independently or in small groups with different degrees and from different supervisions. In some educational systems, doctoral research is carried out by individuals as workers by universities as young researchers or research assistants who then enroll as doctoral students.<sup>28</sup>

## **2. Student Motivation**

The term motivation is indeed often heard before, but motivation is not just a trivial thing that we can underestimate its existence, here is an explanation of motivation starting from the definition, source of motivation, and types of motivation.

### **a. Definition of Motivation**

The word motivation itself comes from the Latin word for the word "move", and identification by Boekhaerts that: motivation is the best thing to consider as a source of internal energy that will push a person towards the

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<sup>28</sup> International Standard Classification of Education (ISCED) 2011. (Canada: UNESCO Institute for Statistic. 2011), Page 59

desired result and away from the undesired result. Motivation itself is closely related to the fulfillment of one's needs, expectations of goals, desires and ambitions.<sup>29</sup>

In other words, motivation can be interpreted as a reason why someone wants to do something. This motivation is often influenced by the surrounding environment, one's interests and talents in self-development. This also applies to carrying out learning activities, generally students will be motivated because of several things around them, but motivation can also come from the students themselves. For example, a student is motivated to learn English because he has a passion and interest in a new form of language that often appears or is heard in his environment. However, a student may be interested or motivated in learning English because the grades of his peers are higher than himself. In short, motivation can come from oneself or from outside which will determine the goals, achievements, ideals for that person.

Motivation is closely related to a student's learning system. Students will be motivated to learn because of several factors that affect them. Good motivation will make these students progress and achieve good learning goals, and vice versa, low or even bad student motivation will also affect their progress and learning outcomes later.

#### **b. Motivations and their Source**

Motivation will determine the next goal for someone. As explained earlier, a small sample of the source of motivation can come from within or outside a student's personality and it will create goals and outcomes for each.

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<sup>29</sup> Kieon Sheehy, et all. *The Psychology Education*, (USA: RoutledgeFalmer, 2011), Page 112



Briefly, the theory of motivation and where it is formed is divided into six parts, including:

1) Motives as behavior

Motivation that does not only come from within will regulate students' actions but also has the same position as the influence of students' external actions. The motivation that will influence the next student's action, the student will show cooperative action in the learning process by giving certain codes to attract the teacher's interest and attention. The code can be in the form of asking a lot of questions during the discussion, curious about the content of the learning material or wanting to look diligent while in class.

2) Motives as Goals

One of the things that changes motivation is the goals a student sets for himself, and how that motivation supports students in academic learning outcomes. In general, motivation in learning outcomes has a higher influence on a student than other motivations, but this motivation will not directly affect student performance. Goals that contribute to learning outcomes will be different for each student, from this goal motivation will be formed in students both academically and non-academically. In short, motives as goals are divided into two, namely intrinsic and extrinsic goals.

In intrinsic motivation, students feel comfortable because they learn something and want to develop their talents and expertise, while extrinsic motivation has a goal to display the performance of their skills and talents. However, in extrinsic motivation, the results will be much different when compared to intrinsic motivation. In performance goals, students will only

get short-term benefits than students with mastery goals that have long-term benefits.

### 3) Motives as Interest

Interest in an object will determine motivation and of course will also have an impact on the results obtained. Motives as interest can be described with two students who are faced with one subject of learning material. Both have different views on the subject matter, the first view assesses that the subject must be studied hard to understand the subject and the second view will judge the subject as an interesting thing to learn. Effort and interest have different level positions, students with system effort will try to complete the task of a subject and try to understand the subject. However, in contrast to students who have an interest system, they will assess the subject like an interesting puzzle game to solve and will relate the problem to other problems.

These two things, effort and interest will be interrelated with each other. When the interest system in students appears, an effort system will appear which will affect student performance. Students will be interested in a subject but it takes an effort to solve problems and keep trying to find out their curiosity.

### 4) Motives Related to Attributions

Attributions are perceptions that will lead to success and failure. In cases that often occur during learning is the value obtained is low, then students will explore the causes that make the score low. Maybe the low score comes from not studying hard, the possibility of difficult exam questions, maybe being unlucky or even students not understanding the material. From the explanations why failure occurs is a self-reflection about

the source or cause of success or even failure. This is what will affect motivation in different ways, depending on the reasons for what happened.

Attributions themselves have three differences; locus, stability, and contrability.

- a) Locus itself can be said as the place of the source of success or failure.

A small example of the locus itself is, if a student fails to take the test due to the lack of student ability, it means that the locus is located internally, but if the student's success lies in the ease of the test questions given, then the locus is located externally.

- b) Stability can be defined as permanent attributions. Using the example of test results, if the source of the success of the exam comes from the ability of students in learning is relatively stable. However, if the source of test failure comes from student learning efforts, it is relatively unstable, because student learning efforts will go up and down along with the learning material.

- c) Controllability. The control effect of the individual students themselves. Using the example of success in the test again, students who feel that the source of their success comes from their learning effort is controllable, students can measure their study effort before taking the exam independently. However, failing a test based on luck is uncontrollable, because no one can control the odds.

## 5) Motives as Self-Efficacy

In addition to the influence of motivation that comes from goals, interests, attributions, student motivation can be formed from specific

beliefs about students' personal capacities. In self-efficacy theory, belief is the main, explicit explanation of motivation. Students have the awareness to get things done well and achieve learning goals in self-efficacy. This opinion is more general than self-concepts or self-esteem. They have similarities and interests in their respective terms, and sometimes affect motivation, but indirectly.

#### 6) Motivation as Self-Determination

Often human motivation is defined as a part that comes from the "wants / needs" of the human person himself has a need in the form of food, the desire to be accompanied which will have an impact on our choices and activities. In the division of motivation as self-determination is divided into three, namely:

- a) Autonomy. The desire to feel free from the outer limitations of attitudes and behavior
- b) Competence. The desire to feel capable and have skills
- c) Relatedness. The desire to feel connected and connected to others.

The key word of self-determination theory is when a person (e.g. teacher and student) feels that there is a basic, justified desire to meet. In these cases they turn attention into a variety of activities that they can find attractive or important, but that are not directly connected to their basic needs. Self-determination itself is an intrinsic motivation. Students and teachers feel free even though students have to carefully control something urgent external.<sup>30</sup>

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<sup>30</sup> Rosemary Sutton, Kelvin Seifert, *Educational Psychology*. (Switzerland: The Global Text Project, 2009), Page 110-126



### c. Kinds of Motivations

Motivated means having the motion to do something. A person is said to have no motivation because he does not have the impetus to act. Many theories state that motivation describes attention by viewing motivation as a unified phenomenon. Although motivation is a unified phenomenon, everyone has not only different values but also different types of motivation. In addition, the level and orientation of motivation is also different for each person.

In Self-Determination Theory (SDT), Deci and Ryan distinguish between types of motivation based on different reasons or goals supported by action. The basic difference between types of motivation is between intrinsic motivation and extrinsic motivation. Intrinsic motivation refers to doing something because it cannot be separated from interest or comfort, while extrinsic motivation refers to doing something because it is led by an inseparable outcome.<sup>31</sup>

#### 1. Intrinsic Motivation

In general, intrinsic motivation can be interpreted by doing activities for inherent satisfaction rather than some inseparable consequences or consequences.<sup>32</sup> In simple terms, actions are carried out on the basis of personal will, minimal coercion, and are not affected by the results obtained. Generally, someone who is intrinsically motivated will carry out activities based on pleasure or challenge.

In the human body, intrinsic motivation is not only in the form of motivation or even volitional activity but can also be felt and is very important. Outwardly, humans who are in a healthy position have a desire to

<sup>31</sup> Richard M. Ryan, Edward L. Deci. *Intrinsic and Extrinsic Motivation: Classic Definitions and New Directions*. (Academic Press, Contemporary Educational Psychology 25, 2000), page 55

<sup>32</sup> Richard M. Ryan, Edward L. Deci. *Intrinsic and Extrinsic Motivation: Classic Definitions and New Directions*. (Academic Press, Contemporary Educational Psychology 25, 2000), page 56

move forward, are active, feel curious, creatures who like to play, and have a high curiosity.<sup>33</sup> This tendency to natural motivation is critical, social, and physical because it plays a role in the inherent interest that grows in knowledge and skills.

In one sense, intrinsic motivation is present in humans, in another sense intrinsic motivation is present between individual relationships and activities. People will feel intrinsically motivated for some activities and not for others, and not everyone is intrinsically motivated for every real task.

## 2. Extrinsic Motivation

Although intrinsic motivation is something that is very important in this type of motivation, for some activities carried out by a person it is not intrinsically motivated. This case is often encountered at the age after childhood, the freedom to be intrinsically motivated turns into a significant limitation by social and role demands that require individuals to assume responsibility for non-intrinsically interesting tasks.

Extrinsic motivation is an idea that at any time alludes to an activity that has been completed to achieve several separate outcomes. This motivation is in stark contrast to intrinsic motivation, which refers to doing an activity simply for the enjoyment of the activity, rather than its instrumental value. However, this is not the case with some perspectives which suggest that attitudes are extrinsically motivated as autonomous which is not fixed. However, SDT suggests that extrinsic motivation is capable of changing well on an autonomous level. For example, if a student does his homework because he is afraid of being punished by his parents if

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<sup>33</sup> Richard M. Ryan, Edward L. Deci. *Intrinsic and Extrinsic Motivation: Classic Definitions and New Directions*. (Academic Press, Contemporary Educational Psychology 25, 2000), page 56

he doesn't do it, that is included in being extrinsically motivated because he wants to achieve a separable outcome to avoid sanctions.<sup>34</sup>

### 3. The Influence of Parents on Student Education

The influence of parents on student education is large. As previously explained, parents have an important role in the learning process of students. In addition to teachers, indirectly parents and the community also have the same role in the education of a student. The role of parents will be clearly visible when students are at home, in other words students will receive informal education from their parents. Parents are also required to create an educational environment that is able to understand students so that students are interested in taking action aimed at educational goals.<sup>35</sup> In addition to providing facilities and a supportive learning environment, parents must also set good and relevant examples for their children, children will imitate attitudes and behaviors that are indirectly exemplified by parents every day. And it can be concluded that the role of parents will greatly affect the process of subsequent life.

In a study, it was stated that parents who have high involvement in the learning process of their children are believed to make it easier to achieve goals, and vice versa.<sup>36</sup> The involvement of parents in children's education is still linear with the role of parents in providing facilities and a good learning environment for children, examples of parental involvement in the child's education process include attending parent meetings at school, dropping off and picking up children to school, helping answer difficult questions from homework given by the teacher, and many others.

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<sup>34</sup> Richard M. Ryan, Edward L. Deci. *Intrinsic and Extrinsic Motivation: Classic Definitions and New Directions*. (Academic Press, Contemporary Educational Psychology 25, 2000), page 60

<sup>35</sup> Uyoh Sadullah, *Pedagogik*, (Bandung: Alfabeta, 2010)

<sup>36</sup> Karen-Bogensneider. *Parental Involvement in Adolescent Schooling: A Proximal Process with Transcontextual Validity* Page 3

However, it should be realized that not all parents are able to be involved in the learning process of their children at home. One of the biggest difficulties for parents when they want to be involved in their child's learning process is helping answer difficult questions that are assignments or homework given by the teacher.

Hill explained in the results of his research that parents with low levels of education tend to be less skilled and not confident in their ability to play a role in their child's academic process.<sup>37</sup> The parent feels that he or she does not understand the material being explained and is often uncomfortable with their level of expertise. This proves that in addition to the role, facilities, environment and involvement of parents in the child's learning process, there is an important level of parental education in supporting the child's learning process, and it will also affect their academic success. In addition, parents who have low economic finance will also have an impact on the lack of knowledge sources that can help children in the learning process. However, there are still many ways for parents to support their child's learning process so that the goals of the child's learning process are achieved.<sup>38</sup>

Therefore, the learning environment created by the influence of the education level of parents will form a different learning environment. Parents who have a higher education level will be more active and put more pressure and attention on the learning process.<sup>39</sup> However, from Battleheim's research, it is stated that parents who often accompany their children every day, especially in terms of children's education, the continuity of the future will be brighter every day, even though parents do not have a high level of education.

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<sup>37</sup> N.E Hill, et all (2004). *Parents Academic Involvement As Related To School Behavior, Achievement, And Aspirations: Demographic Variations Across Adolescence*. *Child Development*, 75, 1491-1509.

<sup>38</sup> W. S Grolnick, et all, *Parenting and Children's Motivation at School*. In K. R. Wentzel & A. Wigfield (Eds.), *Handbook of Motivation at School*. (New York & London: Routledge, 2009) , page 279- 300

<sup>39</sup> C.M Tavani, S.C Losh, *Motivation, self-confidence, and expectations as predictors of the academic performances among our high school students*. (Child Study Journal, 2003), page 141-151.



Parents' trust and their high expectations can also affect the child's motivation later.<sup>40</sup> For example, parents who have high expectations for their children's education will support the competencies possessed by children, explore more fully to new experiences, encourage curiosity, perseverance, problem solving that are able to develop students' intrinsic motivational abilities to learn.<sup>41</sup> Parental support in the form of motivation will help children achieve better learning goals, commit to studying at school and be able to control themselves in their behavior. Meanwhile, parents who control their children's activities will grow their extrinsic motivation. Even though parents are not from higher education, they can still play a role in their child's education by providing the right motivation at the right time.

It can be concluded that the role of parents in terms of extrinsic and intrinsic is very influential in the child's learning process, starting from the provision of facilities, learning environment, support, motivation, to parental involvement in children's academics.

## **B. Previous Research Findings**

There are many related research have been conducted before. The researcher takes some to be guidance to finish this study:

The first previous research that related to this research by Zeti' Mawaddata has been conducted a research under title "The Influence Of Parents' Education Level Background to the Students' English Learning Achievement at 7th Graders of Mts Darul Huda Wonodadi Blitar". This reseach used quantitative method, the research design used correlation regression and predictor analysis. The data were collected through test and

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<sup>40</sup> Bruno Bettelheim, *A Good Enough Parent: A Book on Child Rearing*. (New York, 1987)

<sup>41</sup> Gottfried, A. E, et all, *Role of Parental Motivational Practices in Children's Academic Intrinsic Motivation and Achievement*. (Journal of Educational Psychology, 1994), page 104-113.

quisionnaire. The population of this study was parents and students of seventh grade of MTs Darul Huda in academic year 2015/2016.

The result of the research are: (1) The average of parents' education level background of the seventh grade student of MTs Darul Huda in academic year 2015/2016 was 57, it was considered as medium category, (2) The average of students' achievement in English learning was 75, (3) The significant correlation and significant influence between parents' education level background and students' English learning achievement. It could be seen from correlation result that the  $r$  count 0,574 and Freg 18,663.<sup>42</sup>

The similarity previous study and this research is both of them analyze parents' education level. Meanwhile the difference between both of them is previous research analyzed students' learning achievement while this research analyzed students' motivation in learning English.

Second, Angga Alfian Saputra has conducted a research under title "The Correlation between Parent's Educational Level and Student's Learning Motivation in English Language Education Department (ELED) 2012". In this research, the researcher used quantitative method, then the research design used the correlation by Pearson Product Moment. To collect the data, the researcher used questionnaires that consist of 30 questions which relatable with the variable. The population of this research is 11 student of ELED UMY in academic year 2012 that divided into 3 classes, and the sample is around 80 students. The result of the reseach is the number of correlation is -0,101, it

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<sup>42</sup> Zeti'Mawaddata, *The Influence Of Parents' Education Level Background To The Students' English Learning Achievement At 7th Graders Of Mts Darul Huda Wonodadi Blitar*, (Tulungagung: IAIN Tulungagung. 2016)

means that there was a correlation between parent's educational level and student's learning motivation in English language education department.<sup>43</sup>

The similarity previous research and this research both of them analyze parents' education level and students' motivation in learning English. Meanwhile the different between both of them is previous research used English Language Education Department (ELED) 2012 students as the sample while this research used MA Al-Islam Joresan Mlarak Ponorogo as the sample.

Third, Nur Rafasah has conducted a research under title "The Correlation between Students' Motivation and Their Achievement in Studying English (A Correlational Study at SMAN 1 Woyla)". This research used quantitative approach and correlational research design. The population of this research is the third grade at SMAN 1 Woyla that consist of 4 classes and the sample is around 31 students because it uses simple random sampling technique to choose the sample. The result of this research is 64,09 for students' motivation which mean that the students have high motivation in learning English. The result of correlation between two variable or  $r_{xy}$  is 0,719. So that  $r_{xy} > r_{table}$ ;  $0,719 > 0.355$  which showed that the null hypothesis was rejected and the alternative hypothesis was accepted.<sup>44</sup>

The similarity previous research and this research is both of them analyze about students' motivation. Meanwhile the difference between both of them is previously research analyzes studying English achievement and this study analyzes parents' education level.

Fourth, Dwi Gitawaty has conducted a research under title "The Correlation Between the Students' Learning Motivation and their Achievement in English (A

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<sup>43</sup> Angga Alfian Saputra, *The Correlation between Parent's Educational Level and Student's Learning Motivation in English Language Education Department (ELED) 2012*, (Yogyakarta: Universitas Muhammadiyah Yogyakarta, 2018)

<sup>44</sup> Nur Rafasah, *The Correlation between Students' Motivation and their Achievement in Studying English (A Correlational Study At SMAN 1 Woyla)*, (Banda Aceh: Ar-Raniry State Islamic University, 2019)

Correlational Study in the Eight Class of MTs Al-Hamidiyah)”. The population is eight grade student of MTs Al-Hamidiyah Depok and the sample is students of VIII class that consist of 4 classes. To collect the data, the researcher used questionnaire and report book. This research using quantitative approach and correlation research design. The result of the research is the  $r_{xy}$  is smaller than  $r_{table}$ ;  $r_{xy} 0,271 > r_{table} 0,312$ , it means that there is no significant correlation between student’ learning motivation and their achievement in English.<sup>45</sup>

Almost same with other research, similarities from previously research with this research is analysis about students' learning motivation however the previous research analyzed about students' achievement in English while this research analyzed parents' education level.

Fifth, Nemi Zuniarti, Urai Salam, Zainal Arifin has been conducted a research under title “Students’ Motivation in Learning English”. This research is descriptive-survey research of third grade students on SMP Negeri 2 Pontianak in academic year 2014/2015. They were 34 students who participated the research. To collect the data, the researcher use questionnaire and interview. From the data, the researcher found that 91.2% of students have a good average level in learning motivation from the questionnaire it was 58.8% of students that has intrinsic motivation to learning English. Beside the questionnaire, the result of interview showed that the student taught they learn English because it is an international language, and it’s important to be learnt.<sup>46</sup>

The similarity between previous research and this research is both of them analyze about students' motivation in learning English. However, the previous research only used one variable, which is different with research also that analyzes parents’ education level.

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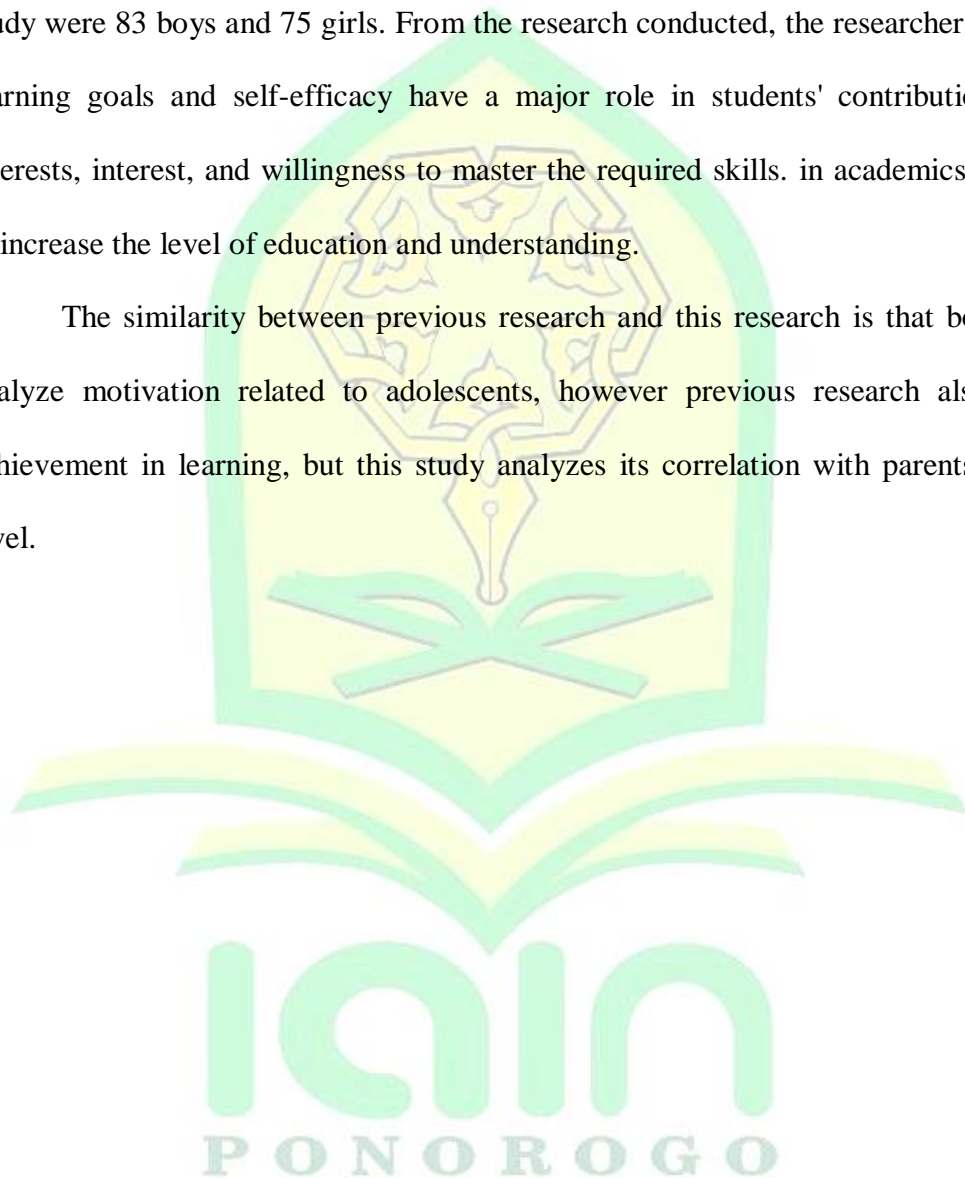
<sup>45</sup> Dwi Gutawaty, *The Correlation between the Students’ Learning Motivation and Their Achievement in English (A Correlational Study in Eight Class Of “Mts Al-Hamidiyah,* (Jakarta: ‘Syarif Hidayatullah’ State Islamic University Jakarta, 2010)

<sup>46</sup> Zainal Arifin, et all, *Students’ Motivation In Learning English.* (Pontianak: Tanjungpura University. 2014)



The last one Joyce F. Long, Shinichi Monoi, Brian Harper, Dee Knoblauch, and P. Karen Murphy has been conducted a research under title “Academic Motivation and Achievement Among Urban Adolescents”. This research is cross-sectional investigation of eight- and ninth- grade students who focus on motivation and GPA on a large scale, and in urban areas especially American and African nationals. The samples used in this study were 83 boys and 75 girls. From the research conducted, the researchers found that learning goals and self-efficacy have a major role in students' contribution to basic interests, interest, and willingness to master the required skills. in academics and efforts to increase the level of education and understanding.

The similarity between previous research and this research is that both of them analyze motivation related to adolescents, however previous research also analyzes achievement in learning, but this study analyzes its correlation with parents' education level.



### C. Theoretical Framework

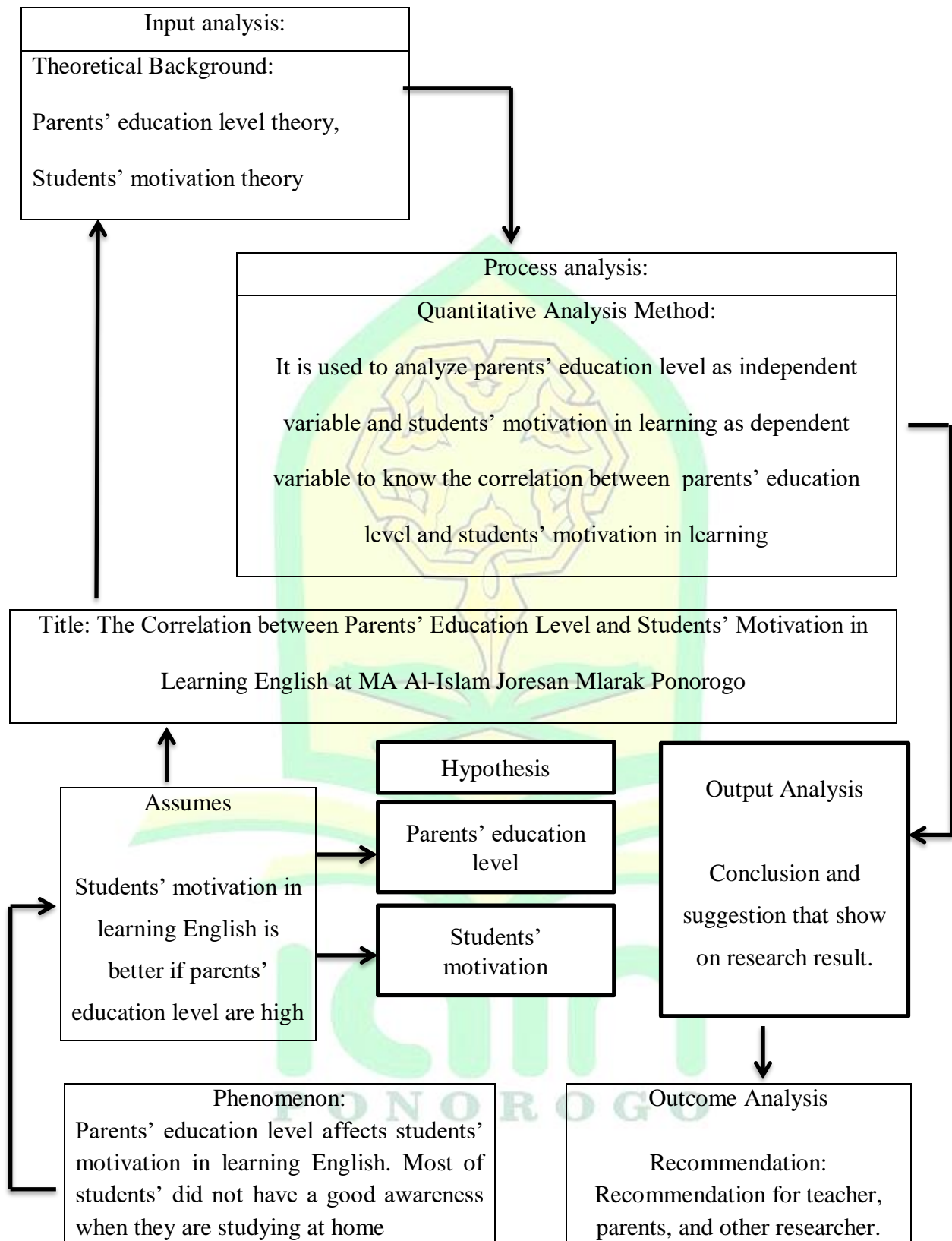


Figure 1. Theoretical Framework for this Research

From the figure above, the researcher has observed that is a phenomenon about parents' education level affecting students' motivation in learning English. Therefore, the students do not have a good awareness from their parents' when they are studying at home.

Based on this phenomenon, the researcher assumes that students' motivation in learning will be high when parents have a high level of education, so the researcher analyzed the correlation between parents' education level and students' motivation in learning at MA Al-Islam Joresan Mlarak Ponorogo.

The researcher conducted research using theories that are relevant to parents' education level and students' motivation in learning English. The approach used is quantitative research with correlation research methods. There are two variables in this study, namely parents' education level as independent variable and students' motivation as dependent variable. After conducting the research, the researcher drew conclusions and provided suggestions that were shown in the research results and provided recommendations to teachers, parents, and future researchers.

#### **D. Hypothesis**

Hypothesis is statement to make prediction or conjecture to make outcome of a relationship among attributes or character in investigator, especially in quantitative research. To make prediction is not simply as educated guess, the researcher builds the prediction on the result of the previous study and literature where the researcher found certain result when investigate and now make the prediction with the same study but different people or new conditions.<sup>47</sup>

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<sup>47</sup> Creswell, John W. *Educational Research: Planning Conducting and Evaluating Quantitative and Qualitative Research*. (Pearson: University Of Nebraska-Lincoln. 2012)

From the definition above, the researcher makes the hypothesis that:

H <sub>0</sub> :	There is no significant correlation between parents' education level and students' motivation in learning English at MA Al-Islam Joresan Mlarak Ponorogo academic year 2021/2022
H <sub>a</sub> :	There is a significant correlation between parents' education level and students' motivation in learning English at MA Al-Islam Joresan Mlarak Ponorogo academic year 2021/2022





## CHAPTER III

### RESEARCH METHOD

This chapter presents the research methods used in this research. The purpose of the research method is to organize the research to be carried out to obtain maximum results. The research method is divided into several points, namely: research approach and design, researcher's role, research setting, data and data source, data collection technique, data analysis technique, validity and reliability checking.

#### A. Research Design

The approach in this study uses quantitative research. Quantitative research has a research procedure that finds knowledge by using data in the form of numbers as a tool to find information about what you want to know.<sup>48</sup> The results of this research can be in the form of numbers or qualitative data that is scored.<sup>49</sup>

The type of this research is Correlational research. Correlational research is a quantitative research method designed to show the relationship between two or more variables. Correlational research is almost the same as descriptive survey in that it is non-experimental, consisting of only a group or individual and consisting of two or more variables that cannot be manipulated and controlled by the researcher. The variables used are as determinants if they are related to each other in the direction and magnitude of the relationship.<sup>50</sup>

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<sup>48</sup> Rahmadi, *Pengantar Metodologi Penelitian*, (Kalimantan Selatan: Antasari Press, 2011), Page 14

<sup>49</sup> Rifa'i Abu Bakar, *Pengantar Metodologi Penelitian*. (Yogyakarta: SUKA-Press UIN Sunan Kalijaga, 2021), Page 2

<sup>50</sup> Marguerite G Lodico, *Methods in Educational Research: From Theory to Practice*, (USA: Hb Printing) Page 14

## B. Research Setting

The schedule for the research conducted by researcher is as follows:

**Table 3.1**

**Schedule of the Research**

No	Date	Activity	Note
1	05 March 2022	Permission to carry out research with the principal	
2	07 March 2022 11 March 2022	Discussion with the English teacher	a. Class timetable b. Class condition
3	12 March 2022	To test the validity and reliability	
4	13 March 2022	Collecting the data	
5	15 March 2022	Collecting the data	
6	15 March 2022	Interview for school data	School administration and identity data
7	10 April 2022	Closing of the research	

## C. Population and Sample

### 1. Population

Population is an individuals or a group that have same condition in characteristic for the research.<sup>51</sup> The population is the research subject. If a researcher wants to carry out research using all parts of the research area, the research conducted is a population study. The study or research is called a population study or census study. In a study, the population may be in the form of subjects or objects which of course have the same qualities or conditions as the characteristics that have been determined by previous researchers so that they can be studied and conclusions drawn<sup>52</sup>.

Population for this quantitative research is students of MA Al-Islam Joresan Mlarak Ponorogo in academic year 2021/2022. The total population is 233 students which are divided into ten classes; each class consists of 18 until 29 students.

<sup>51</sup> John W Creswell, page 142

<sup>52</sup> Adam Malik, Minan Chusni, *Pengantar Statistika Pendidikan: Teori dan Aplikasi*, (Yogyakarta: DEEPUBLISH, 2018), Page. 48

## 2. Sample

Sample is a target population in a sub group that the researchers have plan to study or doing research for generalization about the target population.<sup>53</sup> It is not possible for a researcher to examine the entire available population, various backgrounds require researchers to take samples, and for example, limited research funds, time and energy, and therefore researchers are sufficient to take samples from the population with the consideration that the sample is sufficient to represent the population existing (representative).<sup>54</sup> For sampling, the researcher used simple random sampling.

The most basic thing in determining a random sample is that the researcher finds a list of each element in the population. All units in the population can, for example, include employee lists, student lists, university/school lists, and company lists the researcher need to obtain. Registration of each of these units can be done based on the serial number, code number, identity number, etc. Thus, the researcher can determine the research sample by taking certain numbers. The researcher can also write their names on a card and the researcher randomly selects their names (like in a lottery). Telephone surveys can also use simple random sampling by selecting the population based on their telephone digits.<sup>55</sup>

Based on Arikunto, if the subject or research population only consists of less than 100 participants, it is better to use the entire existing population. However, if the subject or population of the study is more than 100, it is advisable to take 10 - 15% or 20 - 25% or more.<sup>56</sup> The availability of a population of more than 100, the researcher

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<sup>53</sup> John W. Creswell, page 142

<sup>54</sup> Adam Malik, Minan Chusni, *Pengantar Statistika Pendidikan: Teori dan Aplikasi*, (Yogyakarta: DEEPUBLISH, 2018), Page 49

<sup>55</sup> Dyah Budiastuti, Agustinus Bandur, *Validitas dan Reliabilitas Penelitian: dengan Analisis NVIVO, SPSS, dan AMOS*, (Jakarta: Mitra Wacana Media, 2018), Page 39

<sup>56</sup> S. Arikunto, *Prosedur Penelitian, Suatu Pendekatan. Praktek*, (Jakarta: Rineka Cipta, 2002), page 112

took 15% of the total population or about 35 students. So the researcher used 35 students as the sample of the research.

#### **D. Definition of Research Variable Operation**

Divided into two kinds of variable, there are independent and dependent variable.

The explanation as bellows:

##### **1. Independent Variable**

Parents' education level deals with the last education of each student's parent start from elementary school (SD), junior high school (SMP), senior high school (SMA), and university (PT). This variable was measured by survey for the chosen students as sample

##### **2. Dependent Variable**

Motivation is one of the things that encourages students to learn. Motivation itself is influenced by conditions from inside and outside the individual body of each student. Motivation that comes from within the individual's body can be called intrinsic motivation, while that which comes from outside the individual's body is called extrinsic motivation. There is no special influence of intrinsic motivation, but several things such as the learning environment, classmates, parents, teachers, and facilities can affect extrinsic motivation in individuals. The measuring instrument used to determine the level of student motivation is a questionnaire.

#### **E. Research Instruments**

Instrument is the device used by the researcher to collect data. The instrument of this research used is questionnaire. Widely used questionnaires are useful and used as instruments to collect data in the form of surveys, provide structure, often in the form of numerical data, can be arranged administratively without the presence of researchers, and



often comparatively can be analyzed.<sup>57</sup> There are two questionnaires used for this study, the first questionnaire used for parents' education level and the second questionnaire used for students' motivation in learning English.

### 1. Parents' Education Level Instrument

The first instrument was the parents' education level questionnaire. The questionnaire used was adopted from the level of education according to ISCED 2011. The International Standard Classification of Education (ISCED) itself was adopted from the 36<sup>th</sup> UNESCO general conference session in November 2011, originally developed by UNESCO in 1970s and was first revised in 1997. This ISCED classification serves as an instrument for compiling and presenting education statistics nationally and internationally. There are nine levels divided by ISCED 2011, each level has a value ranging from 0 to 8.

Details of the questions used as research instruments for parents' education level are as follows:

**Table 3.2**

**Parents' Education Level Questionnaire and Score**

No.	Education level	Score
1.	Early childhood	0
2.	Primary education	1
3.	Lower secondary	2
4.	Upper secondary	3
5.	Post-secondary non-tertiary	4
6.	Short-cycle tertiary	5
7.	Bachelor's or equivalent level	6
8.	Master's or equivalent level	7
9.	Doctoral or equivalent level	8

<sup>57</sup> Manion Cohen L., M. Morrison K. *Research Methods in Education*, (London and New York: Routledge Taylor and Francis Group, 2007), page 319

## 2. Students' Motivation in Learning English Instrument

The second instrument to obtain data from students' motivation in learning is questionnaire. The questionnaire used is an adoption of R. C. Gardner, or the Attitude/Motivation Test Battery (AMTB). This questionnaire consists of 104 questions related to learning English as a foreign language. Researcher selected 30 questions related to students' motivation in learning English. To provide an assessment score for the students' motivation in learning questionnaire, the researcher used a Likert scale.

The Likert scale is a scale that has categories so that respondents can choose and display their opinions, attitudes or feelings towards a problem. The Likert scale is often used to measure and analyze individual variables, such as motivation, self-confidence, anxiety, and so on. The effectiveness of using the Likert scale in the questionnaire includes:

- a. Relatively fast data collection for large respondents
- b. Respondents can estimate their abilities
- c. The validity of the data that has been made can be tested in various ways
- d. The data that has been obtained can be compared, contrasted, combined; for qualitative data collection techniques.<sup>58</sup>

In this questionnaire there are 30 multiple choice questions provided with 4 answer choices, and each answer can be calculated as follows:

**Table 3.3**  
**Likert Scale**

<b>Likert Scale</b>	<b>Description</b>	<b>Positive</b>	<b>Negative</b>
SA	Strongly Agree	4	1
A	Agree	3	2
D	Disagree	2	3
SD	Strongly Disagree	1	4

<sup>58</sup> Nemoto, T., & Beglar, D. (2014). Developing Likert-scale questionnaires. In N. Sonda & A. Krause (Eds.), *JALT2013 Conference Proceedings*. Tokyo: JALT. Page 2

Details of the questions that were used as research instruments are as follows:

**Table 3.4**

**Students' Motivation in Learning English Questionnaire**

NO.	Questionnaire Statement	Alternative Answer			
		SA	A	D	SD
1	My parents try to help me to learn English ( <i>Orang tua saya mencoba membantu saya dalam belajar bahasa inggris</i> )				
2	I don't pay much attention to the feedback I receive in my English class ( <i>Saya tidak terlalu memperhatikan terhadap umpan balik yang saya terima di kelas bahasa inggris saya</i> )				
3	I look forward to going to class because my English teacher is so good ( <i>Saya terus memperhatikan apa yang berlangsung di dalam kelas karena guru bahasa inggris saya sangat bagus</i> )				
4	Learning English is really great ( <i>Belajar bahasa inggris sangatlah baik</i> )				
5	Studying English is important because it will allow me to be more at ease with people who speak English ( <i>Belajar bahasa inggris merupakan hal penting karena memudahkan saya untuk memahami orang yang berbicara bahasa inggris</i> )				
6	I have a strong desire to know all aspects of English ( <i>Saya memiliki keinginan kuat untuk mengetahui seluruh aspek dalam bahasa inggris</i> )				
7	Studying foreign language is not enjoyable ( <i>Mempelajari bahasa asing sangat tidak menyenangkan</i> )				
8	Knowing English isn't really important goal in my life ( <i>Mengetahui bahasa inggris bukanlah hal penting dalam tujuan hidup saya</i> )				
9	Saya lebih suka menghabiskan waktu di kelas bahasa inggris daripada di kelas lain ( <i>I would rather spend more time in my English class and less in other classes</i> )				
10	My parents feel that it is important for me to learn English ( <i>Orang tua saya merasa bahwa sangat penting bagi saya untuk belajar bahasa inggris</i> )				

11	I really enjoy learning English ( <i>Saya sangat menikmati dalam belajar bahasa inggris</i> )				
12	Studying English is important because it will allow me to meet and converse with more people and varied people ( <i>Belajar bahasa inggris sangat penting karena akan memudahkan saya untuk bertemu dan bertukar kabar dengan banyak orang yang beragam</i> )				
13	I really have no interest in foreign language ( <i>Saya tidak memiliki ketertarikan dengan bahasa asing</i> )				
14	Studying English is important because it will make me more educated ( <i>Belajar bahasa inggris merupakan penting karena membuat saya lebih terpelajar</i> )				
15	My parents feel that I should continue studying English all through school ( <i>Orang tua saya merasa bahwa saya harus melanjutkan belajar bahasa inggris setelah pulang sekolah</i> )				
16	My parents have stressed the importance English will have for me when I leave school ( <i>Orang tua saya menekankan pentingnya bahasa inggris terhadap saya ketika saya sudah lulus sekolah</i> )				
17	Studying English is important because it will enable me to better understand and appreciate the English way of life ( <i>Mempelajari bahasa inggris sangatlah penting karena memudahkan saya untuk lebih memahami dan mengapresiasi</i> )				
18	I want to learn English so well that it will become natural to me ( <i>Saya ingin mempelajari bahasa inggris dengan baik sehingga terbiasa untuk dilakukan</i> )				
19	It is not important for us to learn foreign language ( <i>Bukan hal penting bagi saya untuk mempelajari bahasa asing</i> )				
20	My parents urge me to seek help from my teacher if I am having problems with my English ( <i>Orang tua saya menyarankan saya untuk meminta bantuan kepada guru ketika saya memiliki masalah dengan bahasa inggris</i> )				
21	Studying English is important because it				



	will be useful in getting a good job (Mempelajari bahasa inggris sangat penting karena hal itu akan berguna untuk mendapatkan pekerjaan yang bagus)				
22	My parents are very interested in everything I do in my English class (Orang tua saya sangat tertarik dengan apa yang saya lakukan pada kelas bahasa inggris)				
23	Studying English is important because I will be able to interact more easily with speakers of English (Mempelajari bahasa inggris sangatlah penting karena saya bisa berinteraksi secara mudah dengan orang yang menggunakan bahasa inggris)				
24	I would like to learn as much English as possible (Saya ingin mempelajari bahasa inggris sebanyak yang saya bisa)				
25	I really work hard to learn English (Saya berusaha keras untuk belajar bahasa inggris)				
26	My parents encourage me to practice my English as much as possible (Orang tua saya menganjurkan untuk mempraktekkan bahasa inggris sebanyak mungkin)				
27	I love learning English (Saya sangat suka belajar bahasa inggris)				
28	When I am studying English, I ignore distractions and pay attention to my task (Ketika saya belajar bahasa inggris, saya menghiraukan segala gangguan dan lebih memperhatikan dengan tugas saya)				
29	English is one of my favorite courses (Bahasa inggris adalah salah satu pelajaran favorit saya)				
30	My parents think I should devote more time to studying English (Orang tua saya berpikir jika saya harus meluangkan waktu lebih untuk belajar bahasa inggris)				

## **F. Data Collection Technique**

The questionnaire itself is basically a structured structure, in other words, respondents can choose from a limited number of answers or unstructured answers; a condition where respondents can choose and also answer the numbers provided (open-ended questions). In this study, the researcher uses a closed questionnaire technique, respondents will be given a questionnaire and answer it by choosing a limited number of answers, the questionnaire given is also limited to only the parents' education level and students' motivation in learning English in the classroom. The distribution of questionnaires will be carried out directly in the classroom because students have started learning with a limited face-to-face learning system according to the instructions of each Madrasah.

In addition, before filling out the questionnaire, the researcher directed students to check the contents of the questionnaire, and the researcher also gave brief directions for filling out the questionnaire. Students are allowed to discuss with their classmates but with a note that the filling is an assessment of each individual, not affected by other conditions.

## **G. Data Analysis Technique**

In analyzing this data, the researcher used several tests related to the research. This aims to determine whether there is a correlation between two related variables. Tests that will be used in this study include:

### **1. Validity Test**

One of the important keys in a study is the validity test, a study will have no meaning if the research conducted is not valid. This validity test has an important role for both types of research, namely qualitative and quantitative. The latest version of

validity is based on the view that it is the essence of a demonstration which is part of the instrument used to measure the core of the measurement, besides that validity is also taken from several forms. For example, in qualitative data, validity is aimed at honesty, size, richness and field of archived data, participant approach, and extension of triangulation and objectivity of the researcher.<sup>59</sup> In making the test, optimism is also needed for perfection in making, this optimism can take the form of developing prudence in determining sampling, using appropriate instruments, and using appropriate statistical data treatments.

While the construct validity test was conducted by correlating the score of each item with the total by using the product moment formula with the following formula:

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

Information:

$r_{xy}$  = correlation coefficient between item scores and total item scores.

$N$  = the number of subject owners value

$X$  = Item score 1,2,3,4 and so on

$Y$  = Total score of all items

The tolerance given is 5% so the question item is said to be valid if the arithmetic coefficient is less than 0.05. To measure the level of instrument validity, researchers used the SPSS application to facilitate calculations.

After the researcher calculated using the SPSS application, it was known that the results of  $r_{\text{value}}$  were as follows which were then compared with  $r_{\text{table}}$  to determine the validity of the instrument used.

<sup>59</sup> Cohen L. Manion, M. Morrison K. page 133

**Table 3.5****Validity Test for Parents' Education Level Questionnaire**

No.	$r_{\text{value}}$	$r_{\text{table 5\%}}$	Criteria
1	0.908	0,4329	Valid
2	0.786	0,4329	Valid

The data above shows that  $r_{\text{value}}$  is greater than  $r_{\text{table}}$  at a significance level of 5% and 1%, it can be concluded that the parents' education level questionnaire is valid.

**Table 3.6****Validity Test for Students' Motivation in Learning English Questionnaire**

Number of Item	$r_{\text{value}}$	$r_{\text{table 5\%}}$	Criteria
1	0.433	0.4329	Valid
2	0.729	0.4329	Valid
3	0.100	0.4329	Invalid
4	0.643	0.4329	Valid
5	0.796	0.4329	Valid
6	0.691	0.4329	Valid
7	0.394	0.4329	Invalid
8	0.795	0.4329	Valid
9	0.215	0.4329	Invalid
10	0.623	0.4329	Valid
11	0.724	0.4329	Valid
12	0.864	0.4329	Valid
13	0.361	0.4329	Invalid
14	0.733	0.4329	Valid
15	0.175	0.4329	Invalid
16	0.443	0.4329	Valid
17	0.666	0.4329	Valid
18	0.852	0.4329	Valid
19	0.446	0.4329	Valid
20	0.799	0.4329	Valid
21	0.683	0.4329	Valid
22	0.536	0.4329	Valid
23	0.474	0.4329	Valid
24	0.855	0.4329	Valid
25	0.756	0.4329	Valid
26	0.709	0.4329	Valid
27	0.900	0.4329	Valid
28	0.735	0.4329	Valid
29	0.864	0.4329	Valid
30	0.752	0.4329	Valid



The table above is a comparison of  $r_{\text{value}}$  with  $r_{\text{table}}$  with a significance of 5% and 1%, from the table above it can be concluded that the number of invalid questionnaires is five questions, including numbers 3, 7, 9, 13, and 15. So there are 25 valid questions, and the number of questions can be used as research instruments are 1, 2, 4, 5, 6, 8, 10, 11, 12, 14, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, and 30.

## 2. Reliability Test

There are different definitions of reliability test in each qualitative and quantitative research. Reliability in quantitative research actually has the same core as dependability, consistency, and replicability over time, over instrument, and over groups of respondents. Reliability is also tied to thoroughness and accuracy; For example, in terms of height, height can be measured accurately, while for example, musical skills cannot be measured.<sup>60</sup>

Meanwhile, the instrument reliability level test will use the Alpha coefficient formula with the criteria that if the reliability coefficient is greater than 0.70, then the instrument is declared reliable. If the reliability coefficient is less than 0.07, it is considered less convincing even though it is acceptable. To measure the level of instrument validity, researchers used the SPSS application to facilitate calculations. The formula used is as follows:

$$CA = \left[ \frac{k}{k-1} \right] \left[ 1 - \frac{\sigma_b^2}{\sigma_t^2} \right]$$

Information:

CA = Coefficient of Cronbach's Alpha

K = The number of the question in point

<sup>60</sup> Manion Cohen L, M. Morrison K. page 146

Sigma b squared = Variance grain

Sigma t squared = The total variance

After the researcher knew the formula and also looked for the value of the validity of the research instrument, then the researcher calculated the value of the reliability of the instrument which is declared valid, the results are as follows:

**Table 3.7**

**Reliability Test for Parents' Education Level**

Cronbach's Alpha	$r_{table}$	N of Items	Criteria
0,593	0,4329	2	Reliable

From the calculation results, it is known that Cronbach's Alpha value is  $0.593 > r_{table} 0.4329$ , which means that the research instrument is reliable because  $r_{value}$  is greater than  $r_{table}$  so that the research instrument can be used.

**Table 3.8**

**Reliability Test for Students' Motivation in Learning English**

Cronbach's Alpha	$r_{table}$	N of items	Criteria
0,962	0,4329	25	Reliable

From the calculation results, it is known that Cronbach's alpha value is  $0.962 > r_{table} 0.4329$ , which means that the research instrument is reliable because  $r$  is larger than  $r_{table}$ , so the research instrument can be used.

### 3. Hypothetical Analysis

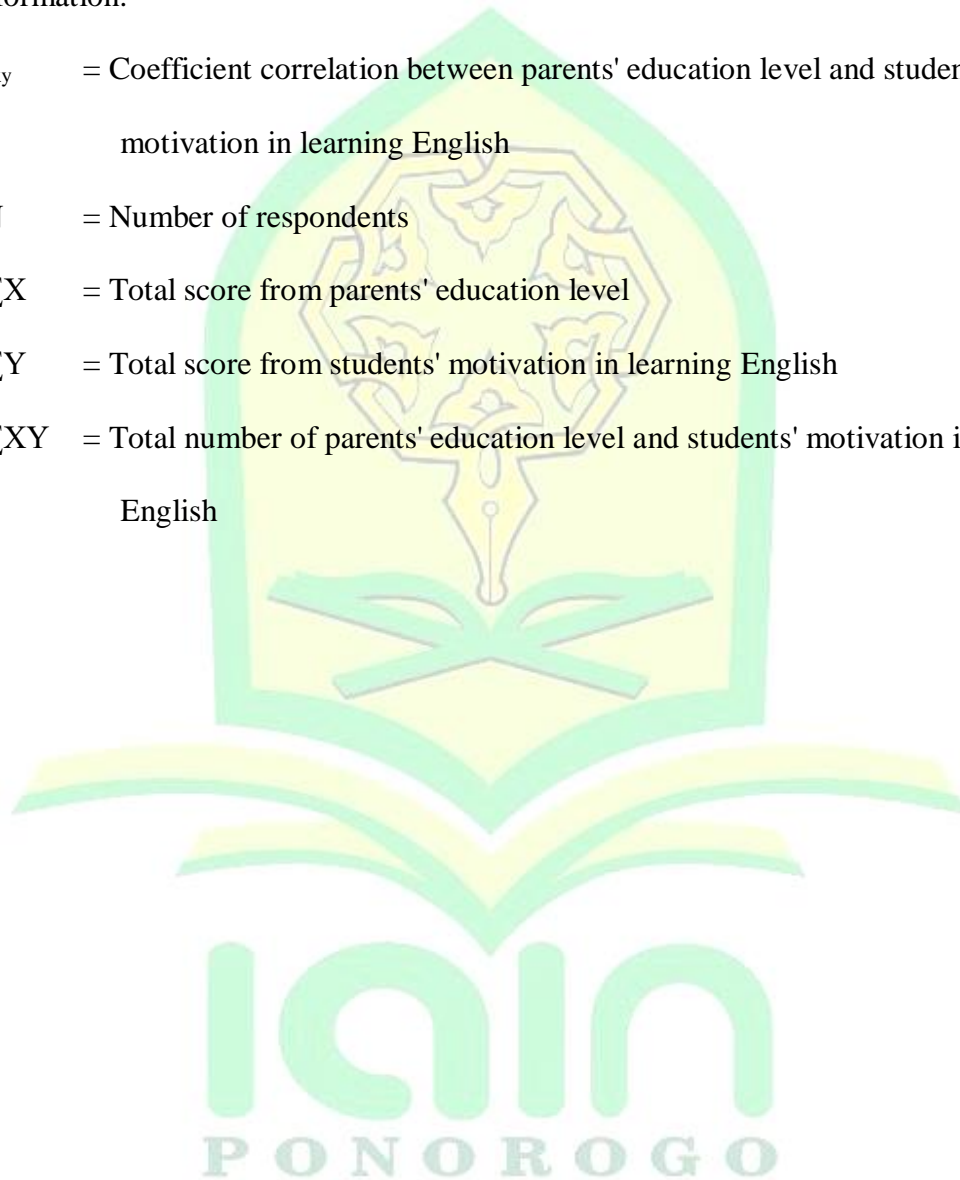
To find out whether there is a significant correlation between parents' education level and students' motivation in learning English, the first step the researcher did was to total the sum of the two data. Then the researcher calculated the correlation coefficient of the two variables using the Pearson product moment formula with a significance level of 5%. The pearson product moment formula is used to determine whether there is a

correlation between parents' education level and students' motivation in learning English, the formula used is as follows:

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

Information:

- $r_{xy}$  = Coefficient correlation between parents' education level and student motivation in learning English
- $N$  = Number of respondents
- $\sum X$  = Total score from parents' education level
- $\sum Y$  = Total score from students' motivation in learning English
- $\sum XY$  = Total number of parents' education level and students' motivation in learning English



## CHAPTER IV

### RESEARCH RESULT

This chapter shows the preparation of the research and the results obtained after carrying out the research. This chapter is divided into several major points, namely, general findings, data description, data analysis and discussion and interpretation.

#### A. Statistic Description

The statistic descriptive shows the result of both parents' education level score and students' motivation in learning English.

##### 1. Parents' Education Level Score

This study aims to find a correlation between parents' education level and students' motivation in learning English at MA Al-Islam Joresan Mlarak Ponorogo. To obtain data, the researcher used a questionnaire as a measuring tool for parents' education level. The questionnaire used to measure parents' education level is the level of education based on ISCED 2011, which is divided into eight levels. The assessment of the questionnaire used is by adding up the scores between the education of the father and mother which is adjusted to the level of education regulated by ISCED 2011, the results of the questionnaire are as follows:

**Table 4.1**  
**Score of Parents' Education Level**

No	Respondent	Score		Total
		Father	Mother	
1	R-1	6	6	12
2	R-2	3	3	6
3	R-3	3	3	6
4	R-4	2	2	4



5	R-5	6	6	12
6	R-6	3	3	6
7	R-7	2	2	4
8	R-8	3	3	6
9	R-9	2	3	5
10	R-10	2	3	5
11	R-11	2	3	5
12	R-12	3	6	9
13	R-13	1	1	2
14	R-14	3	3	6
15	R-15	1	2	3
16	R-16	2	6	8
17	R-17	2	3	5
18	R-18	1	1	2
19	R-19	3	3	6
20	R-20	3	3	6
21	R-21	1	1	2
22	R-22	3	2	5
23	R-23	3	3	6
24	R-24	3	2	5
25	R-25	6	3	9
26	R-26	2	2	4
27	R-27	3	2	5
28	R-28	1	1	2
29	R-29	3	3	6
30	R-30	2	2	4
31	R-31	1	3	4
32	R-32	2	3	5
33	R-33	3	4	7
34	R-34	1	2	3
35	R-35	3	2	5
<b>TOTAL</b>		90	100	190

After obtaining data on the level of parental education, then the average number ( $M_x$ ) is calculated using the data, for the calculation steps are as follows:

$$M_x = \frac{\sum x}{n}$$

$$M_x = \frac{190}{35}$$

$$Mx = 5,428$$

From the data on the education level of parents, it is known that the highest score is 12, while the lowest value is 2. For the next step is to determine the class and interval from the data on the level of education of parents, the formula used is as follows:

a. Interval (K)

$$K = 1 + 3,3 \log n$$

$$K = 1 + 3,3 \log 35$$

$$K = 1 + 3,3 (1,544)$$

$$K = 1 + 5,0954$$

$$K = 6,0954$$

b. Range (R)

$$R = \text{highest score} - \text{lowest score}$$

$$R = 12 - 2$$

$$= 10$$

c. Interval Class (i)

$$i = \frac{R}{K}$$

$$i = \frac{10}{6,0954}$$

$$i = 1,6405$$

Rounded to 2

**Table 4.2****Distribution Frequency of Parents' Education Level**

NO	Interval	F	X	Fx	X	X <sup>2</sup>	FX <sup>2</sup>
1	2 – 3	6	2,5	15	-2,928	8,57318	51,4391
2	4 – 5	14	4,5	63	-0,928	0,86118	12,0565
3	6 – 7	10	6,5	65	1,072	1,14918	11,4918
4	8 – 9	3	8,5	25,5	3,072	9,43718	28,3115
5	10 – 11	0	10,5	0	5,072	25,7251	0
6	12 – 13	2	12,5	25	7,072	50,0131	100,0264
<b>TOTAL</b>		35		193,5			203,3254

**STANDART OF DEVIATION**

$$SD = S$$

$$S^2 = \frac{\sum fx^2}{n-1}$$

$$S^2 = \frac{203,3254}{34}$$

$$S = \sqrt{5,98016}$$

$$S = 2,445437$$

After the researchers found the standard of deviation, the next step was to determine the category of parents' education level using the following five standard scales:

$$M + 1,5 SD = 5,428 + 1,5 (2,445437) = 9,09615485 = 9$$

$$M + 0,5 SD = 5,428 + 0,5 (2,445437) = 6,65071828 = 7$$

$$M - 0,5 SD = 5,428 - 0,5 (2,445437) = 4,20528172 = 4$$

$$M - 1,5 SD = 5,428 - 1,5 (2,445437) = 1,75984515 = 2$$

From these results, the category division is obtained, and the results are as follows:

**Table 4.3****Analysis Parents' Education Level**

Interval	Category
9 – above	Very High
8 – 9	High

5 – 7	Medium
3 – 4	Low
2 – below	Very Low

The table above shows that the level of parents' education is medium because the average result of parents' education level is 5,428 which are in the intervals 5 – 7.

## 2. Students' Motivation in Learning English Score

The second variable (Y) in this study is students' motivation in learning English, to find research data using a questionnaire the results will be calculated using a Likert scale. The Likert scale used is using 4 scales. The results of the students' motivation in learning English questionnaire are as follows:

**Table 4.4**

### **Students' Motivation in Learning English Score**

NO	Respondent	Total Score	Percentage
1	R-1	85	85%
2	R-2	83	83%
3	R-3	80	80%
4	R-4	82	82%
5	R-5	79	79%
6	R-6	72	72%
7	R-7	84	84%
8	R-8	69	69%
9	R-9	67	67%
10	R-10	74	74%
11	R-11	71	71%
12	R-12	70	70%
13	R-13	58	58%
14	R-14	87	87%
15	R-15	71	71%
16	R-16	91	91%
17	R-17	72	72%
18	R-18	58	58%
19	R-19	84	84%



20	R-20	84	84%
21	R-21	60	60%
22	R-22	71	71%
23	R-23	84	84%
24	R-24	63	63%
25	R-25	80	80%
26	R-26	72	72%
27	R-27	71	71%
28	R-28	67	67%
29	R-29	70	70%
30	R-30	70	70%
31	R-31	98	98%
32	R-32	69	69%
33	R-33	73	73%
34	R-34	65	65%
35	R-35	79	79%
<b>TOTAL</b>		<b>2613</b>	

The next step, after obtaining data on students' motivation in learning English, then the average number ( $M_y$ ) is calculated using the data, for the calculation steps are as follows:

$$M_y = \frac{\sum y}{n}$$

$$M_y = \frac{2613}{35}$$

$$M_y = 74,6571$$

From the data on students' motivation in learning English, it is known that the highest score is 98, while the lowest value is 58. For the next step is to determine the class and interval from the data of students' motivation in learning English, the formula used is as follows:

a. Interval (K)

$$K = 1 + 3,3 \log n$$

$$K = 1 + 3,3 \log 35$$

$$K = 1 + 3,3 (1,544)$$

$$K = 1 + 5,0954$$

$$K = 6,0954$$

b. Range (R)

$$R = \text{highest score} - \text{lowest score}$$

$$R = 98 - 58$$

$$R = 40$$

c. Interval Class (i)

$$i = \frac{R}{K}$$

$$i = \frac{40}{6,0954}$$

$$i = 6,5623 \text{ Rounded to } 7$$

**Table 4.5**

**Distribution Frequency of Students' Motivation in Learning English**

NO	Interval	F	Y	FY	Y	Y <sup>2</sup>	FY <sup>2</sup>
1	58 – 64	4	61	244	-13,6571	186,5176	746,0702
2	65 – 71	12	68	816	68	4624	55488
3	71 – 78	5	75	375	75	5625	28125
4	79 – 85	11	82	902	82	6724	73964
5	86 – 92	2	89	178	89	7921	15842
6	93 – 99	1	96	96	96	9216	9216
<b>TOTAL</b>		35		2611			183381,1

## STANDARD OF DEVIATION

$$SD = S2$$

$$S2 = \frac{\sum fy^2}{n}$$

$$S2 = \frac{2572}{34}$$

$$S = \sqrt{5393,561}$$

$$S = 73,440870$$

After the researcher found the standard of deviation, the next step was to determine the category of students' motivation in learning English using five standard scales as follows:

$$\begin{aligned} M + 1,5 \text{ SD} &= 74,6571 + 1,5 (73,44087) = 184,8184428 = 185 \\ M + 0,5 \text{ SD} &= 74,6571 + 0,5 (73,44087) = 111,3775762 = 111 \\ M - 0,5 \text{ SD} &= 74,6571 - 0,5 (73,44087) = 37,93670955 = 38 \\ M - 1,5 \text{ SD} &= 74,6571 - 1,5 (73,44087) = -35,5041570 = -36 \end{aligned}$$

From these results, the division of categories is obtained, and the results are as follows:

**Table 4.6**

### Analysis Students' Motivation in Learning English

Interval	Category
186 – above	Very high
112 – 185	High
38 – 111	Medium
37 – 37	Poor
37 -- below	Very poor

From the table above, it shows that the level of students' motivation in learning English is medium because the average result of students' motivation in learning English is 74.6571 which is in the 38-111 interval.

## B. Inferential Statistic

The purpose of data analysis is to find out the correlation between parents' education level and students' motivation in learning English. Data from parents' education level (X), and students' motivation in learning English (Y) can be seen in the following table:

**Table 4.7**  
**Correlation Coefficient of Parents' Education Level and Students' Motivation in Learning English.**

No of Resp.	X	Y	X <sup>2</sup>	Y <sup>2</sup>	XY
1	12	85	144	7225	1020
2	6	83	36	6889	498
3	6	80	36	6400	480
4	4	82	16	6724	328
5	12	79	144	6241	948
6	6	72	36	5184	432
7	4	84	16	7056	336
8	6	69	36	4761	414
9	5	67	25	4489	335
10	5	74	25	5476	370
11	5	71	25	5041	355
12	9	70	81	4900	630
13	2	58	4	3364	116
14	6	87	36	7569	522
15	3	71	9	5041	213
16	8	91	64	8281	728
17	5	72	25	5184	360
18	2	58	4	3364	116
19	6	84	36	7056	504
20	6	84	36	7056	504
21	2	60	4	3600	120
22	5	71	25	5041	355
23	6	84	36	7056	504
24	5	63	25	3969	315
25	9	80	81	6400	720
26	4	72	16	5184	288
27	5	71	25	5041	355
28	2	67	4	4489	134
29	6	70	36	4900	420



<b>30</b>	4	70	16	4900	280
<b>31</b>	4	98	16	9604	392
<b>32</b>	5	69	25	4761	345
<b>33</b>	7	73	49	5329	511
<b>34</b>	3	65	9	4225	195
<b>35</b>	5	79	25	6241	395
<b>TOTAL</b>	190	2613	1226	198041	14538

After all data had been collected, it was be calculated using Pearson's product moment to prove whether the research hypothesis has a significant change or not.

Formula used:

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

Information:

$r_{xy}$  = Coefficient correlation between parents' education level and student motivation in learning English

N = Number of respondents

$\sum X$  = Total score from parents' education level

$\sum Y$  = Total score from students' motivation in learning English

$\sum XY$  = Total number of parents' education level and students' motivation in learning English

$$r_{xy} = \frac{35 (14538) - (190)(2613)}{\sqrt{(35 (1226) - (190)^2) (35(198041) - (2613)^2)}}$$

$$r_{xy} = \frac{508.830 - 496.470}{\sqrt{(42910 - 36100)(6931435 - 6827769)}}$$

$$r_{xy} = \frac{12360}{\sqrt{(6810) (103666)}}$$

$$r_{xy} = \frac{12360}{\sqrt{705965460}}$$

$$r_{xy} = \frac{12360}{26570}$$

$$r_{xy} = 0,46518$$

It can be concluded that the correlation coefficient of parents' education level and students' motivation in learning English is 0.46518

### C. Discussion and Interpretation

The results of the correlation analysis show that the correlation coefficient between parents' education level and students' motivation in learning ( $r_{xy}$ ) is 0.46518. The result of  $r_{xy}$  is then compared with the Pearson product moment table ( $r_{table}$ ) where df is the value of n minus 2 and uses a significant level of 5% and 1%. If  $r_{xy} > r_{table}$  it means that there is a positive correlation between parents' education level and students' motivation in learning English, but if  $r_{xy} < r_{table}$  then there is no correlation between the two, and the hypothesis is rejected.

$$df = n - 2$$

$$= 35 - 2$$

$$= 33$$

$$r_{xy} = 0,46518$$

$$r_{table} 5\% = 0,3338$$

$$r_{table} 1\% = 0,4296$$

From the data above shows that:

$$a. \quad r_{xy} = 0,46518 > r_{table} 5\% = 0,3338$$

$$b. \quad r_{xy} = 0,46518 > r_{table} 1\% = 0,4296$$

It means that there is a positive correlation between parents' education level (variable X) and students' motivation in learning English (variable Y). From all the data that has been obtained, the researcher then interprets based on the category of the correlation coefficient

between parents' education level and students' motivation in learning English referring to the following criteria table:

**Table 4.8**

**Interpretation from Product Moment Score**

Coefficient from Correlation “r”	Interpretation
0.00 – 0.20	The correlation is neglected
0.20 – 0.40	The correlation is weak
0.40 – 0.70	The correlation is strong enough
0.70 – 0.90	The correlation is strong
0.90 – 1.00	The correlation is very strong

Based on the table, the researcher concludes that there is a positive correlation between the dependent and independent variables and a significant correlation with a correlation score of 0.46518 and can be categorized as strong enough correlation.

**Table 4.9**

**Hypothesis Test**

N	Hypothesis analysis	Result	Significant level		Information	Hypothesis
			5%	1%		
35	$r_{xy}$	0,4651	0,333	0,429	Significant	Accepted

This study aims to find out whether there is a correlation between parents' education level and students' motivation in learning English at MA Al-Islam Joresan Mlarak Ponorogo. In this section the researcher wants to discuss and interpret the findings of the study. To interpret the data, the researcher compares the results of  $r_{xy}$  with  $r_{table}$  if  $r_{xy}$  is higher than  $r_{table}$ , it means that  $H_0$  is rejected and  $H_a$  is accepted. There are two hypotheses in this study, namely:

$H_0$  : There is no significant correlation between parents education level and student motivation in learning English at MA Al-Islam Joresan Mlarak Ponorogo academic year 2021/2022

$H_a$  : There is significant correlation between parents education level and student motivation in learning English at MA Al-Islam Joresan Mlarak Ponorogo academic year 2021/2022

After collecting data, the researcher analyzed the two hypotheses by comparing the  $r_{xy}$  with the  $r_{table}$  of the product moment, but before that the researcher had to find  $df$  first.

$$df = n - nr$$

$$= 35 - 2$$

$$= 33$$

Note:

a. If  $r_{xy} > r_{table}$ ,  $H_a$  is accepted and  $H_o$  is rejected

b. If  $r_{xy} < r_{table}$ ,  $H_a$  is rejected and  $H_o$  is accepted

From the table it shows that the significant standard of 5% = 0,333

a. The significant standard of 1% = 0,429

b. Value of  $r_{xy} = 0,4651$

c. Comparison of  $r_{xy}$  with significant standard of 5% =  $0,4651 > 0,333$  it shows  $r_{xy} > r_{table}$

d. Comparison of  $r_{xy}$  with significant standard of 1% =  $0,4651 > 0,429$  it shows  $r_{xy} > r_{table}$

e. So it can be concluded if  $r_{xy} > r_{table}$

The accumulated data that has been obtained shows that  $r_{xy} > r_{table}$ , therefore it can be concluded that "There is a significant correlation between parents education level and student motivation in learning English at MA Al-Islam Joresan Mlarak Ponorogo academic year 2021/2022".

The results of the study also show that  $r_{xy}$  is medium, not too high or vice versa, it is also proportional to the results of the two variables indicating the position of the medium. Although students' motivation in learning English has a positive influence from parents' education level, from field data the average value of students' motivation in

learning is only 74.6571 which cannot reach the maximum score of 100. So it can be concluded that parents' education level is not the only thing that can affect students' motivation in learning English.

Based on the interpretation of the data above, students' motivation in learning English can be influenced by many factors in the environment where students study, whether it's at school or when repeating subject matter at home. Motivation itself is generally divided into two, namely motivation that comes from oneself (intrinsic) and motivation that comes from outside the body or the environment (extrinsic). However, the influence of self-motivation in motivating children's learning process has a big role in achieving the goals in learning.

One of the factors that influences students' extrinsic motivation is the level of education of their parents. According to Hill statement, parents with low levels of education tend to be less skilled and not confident in their ability to play a role in their child's academic process.<sup>61</sup> Parents who have a high level of education will try to provide a good education so that student motivation is well formed. However, parents who have a low level of education tend to be less concerned with the importance of the learning process and indirectly students' motivation to learn is also low.

It is also related with Gardner's statement that motivation is one of the main factors affecting learning English and students with high motivation will learn properly.<sup>62</sup> From a quality learning process accompanied by parental support in every process, students get learning goals and get a positive influence for the future.

However, it should also be remembered that parents who have low education can still support their child's learning process by paying more attention and often communicating the learning difficulties they have and are able to provide more support

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<sup>61</sup> N.E. Hill, et all, *Parents Academic Involvement as Related to School Behavior, Achievement, and Aspirations: Demographic Variations Across Adolescence*. (Child Development, 2004), page 1491-1509.

<sup>62</sup> F.K Ariel, *Motivation Strategies in English Language Learning*. (Languages and Social Sciences Department Cebu Technological University, 2010) 1-9



for the child's learning development process later. There are many things that can be done to support the learning process of children from either parent who have high or low education.



## CHAPTER V

### CONCLUSION

In this chapter, the researcher presents conclusions from the results carried out during the research process and also suggestions addressed to students, teachers, and further researchers.

#### A. Conclusion

After the researcher conducted the research and analyzed the data according to the steps for the research title "The Correlation between Parents' Education Level and Students' Motivation in Learning English at MA Al-Islam Joresan Mlarak Ponorogo", it can be concluded that after the calculation process, the researcher found that the education level of the parents of the students at MA Al-Islam Joresan Mlarak Ponorogo was medium. This is based on the category table regarding parents' education level with an average result of 5,428 which is in the medium interval (5 – 7).

Meanwhile students' motivation in learning English at MA Al-Islam Joresan Mlarak Ponorogo was also medium. This is based on a category table about students' motivation in learning English with an average result of 74.6571 which is in the medium interval (38 – 111).

The correlation coefficient between parents' education level and students' motivation in learning English is 0.46518. This shows that there is a significant correlation because  $r_{xy} = 0.46518 > r_{table\ 5\%} = 0.3338$  and  $r_{xy} = 0.46518 > r_{table\ 1\%} = 0.4296$ . Therefore, it can be concluded that there is a significant correlation between parents' education level and students' in learning English. So  $H_a$  is accepted and  $H_o$  is rejected.

## **B. Suggestion**

After discussing the results of the research, the researcher hopes that his thoughts can be useful for the participants, for that the researcher conveys several suggestions, including the following:

### **1. For Students**

Parents' education level does have an important influence in shaping students' motivation in learning English. Parents will guide, give advice, and help solve problems during the learning process at home. However, it should also be noted that the education level of parents is not the only thing that has a dominant influence in shaping students' learning motivation.

### **2. For Teacher**

Involving parents in the children's learning process at home is something that teachers need to implement. The involvement of parents in the learning process makes students have strong bonds with parents and feel cared for in terms of their education. Students will also be easily controlled in the learning process if parents pay more attention to their children, and this is a challenge for teachers to involve parents during the learning process.

### **3. For Further Researcher**

For further research that is still related to parents' education level and students' motivation in learning English, this research can be a reference when researchers to start research that is still related. They can learn related topics and be taken into consideration in conducting further research.

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