THE CORRELATION BETWEEN

PARENTS' SUPPORT AND STUDENTS' ENGLISH ACHIEVEMENT

AT MTS MA'ARIF AL-ISHLAH BUNGKAL PONOROGO

THESIS

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ABSTRACT

Solikah, Umi. 2022. *The Correlation between Parents' Support and Students' English Achievement at Mts Ma'arif Al-Ishlah Bungkal Ponorogo.*Thesis, English Education Department, Faculty of Tarbiyah and Teachers Training, State Institute of Islamic Studies of Ponorogo. Advisor : Fenty Andriani, M.Pd.

Keyword **:** *Parents' support, English Achievement*

Parents' support is an awareness of the responsibility to educate and nurture children continuously by providing parental assistance to meet children's basic needs, giving attention, feeling safe and comfortable, and feeling affection. Students'achievement motivation is very important with regard to the influence of parents' support on student achievement, and acts as a mediator of this influence. Therefore, it appears that the effect of parents' support on students' achievement should be examined taking into account the child's motivation.

The purpose of this study was to examine the relationship between parents' support and students' English achievement at MTs Ma'arif Al-Ishlah Bungkal Ponorogo. Research problem: is there a relationship between parents' support and students' English achievement at MTs Ma'arif Al-Ishlah Bungkal Ponorogo?

This study uses a quantitative approach and uses a correlational design. The sample of this study were students of class VII A at MTs Ma'arif Al-Ishlah Bungkal Ponorogo school. The data collection procedure is using a questionnaire and a test. To analyze the data, the researcher used the pearson product moment correlation formula and used SPSS 25 to determine whether there was a relationship between parents' support and English achievement at MTs Ma'arif Al-Ishlah Bungkal Ponorogo.

Based on data analysis, it was found that parental support (X) and Students' English achievement (Y) have medium level correlations. The results showed that the correlation

coefficient between parental support and students' English achievement was 0.458. The significance value (2-tailed) was 0.049. Significance test if Sig 0.049 then the alternative hypothesis Ha is accepted. This means that there is a relationship between parental support (X) and students' English achievement (Y).Therefore, if it gets highersupport parents thenimprovement of students' English achievement.

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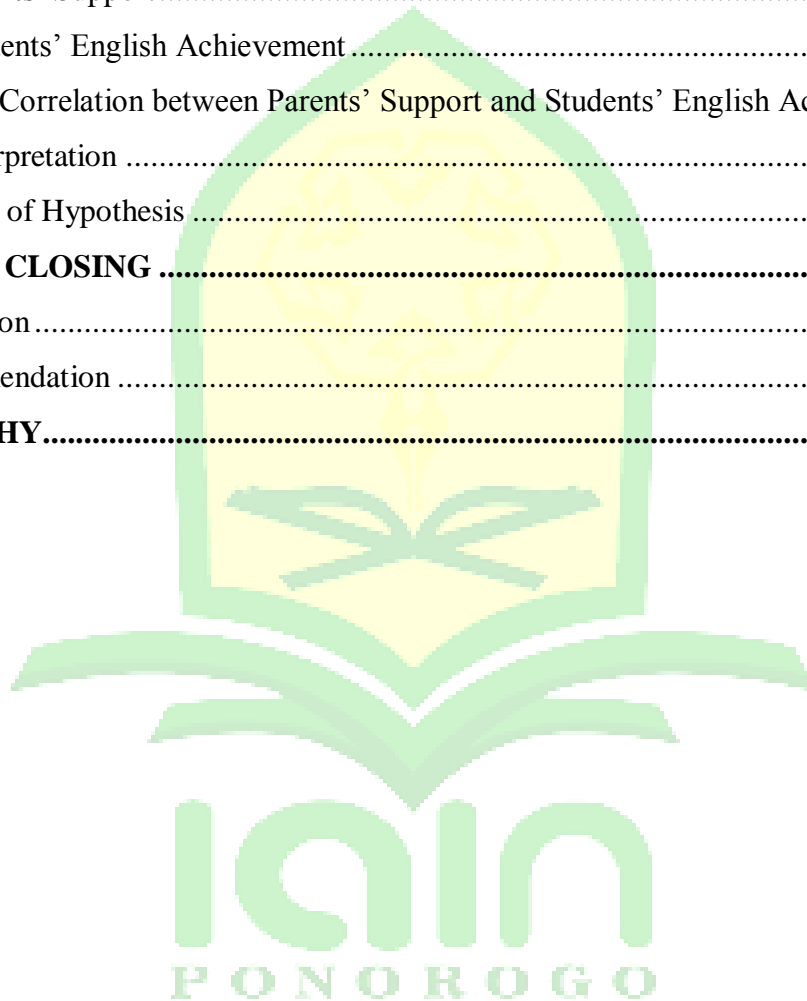
Yang Membuat Pernyataan

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CHAPTER 1

INTRODUCTION

Introduction is general description of the thesis. The first chapter consists of background study, limitation and statement of the problem, objective, significance of the study, and organization of the thesis.

A. Background of Study

Education is very important in this life. Education is the process of updating the meaning of experiences that can occur in a normal relationship between an adult and an adolescent. It can also be deliberated and institutionalized to achieve results and maintain capacity. This process involves the development and care of minors and the groups in which he or she lives.

Education is one of the keys for developing and generating stable income growth for the country. Education does not educate people in advance about all anxieties. The education that children receive has relied heavily on the support of their parents since childhood. Parents' literacy has a strong impact on their children's education. Preschool children experience reading literacy skills primarily as a social process. Parents have the greatest impact on this social learning process, as they are the most influential in the early stages of a child's life.[1]

It is undeniable that education is also one of the keys to the progress of the nation in improving the quality of human resources so that the potential that exists in a person can develop. The success or failure of educational goals, among others, depends on how the

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[1] Jusni, "The correlation between parents' support and the students' ability in learning English vocabulary at the second year students of sman 3 bantaeng", English education department tarbiyah and teaching science faculty alauddin state islamic university of makassar, 2017.

learning process experienced by students as students. The introduction of a person to the results or progress of his learning is important, because by knowing the results that have been achieved, students will try to improve their learning outcomes. Learning outcomes can also be seen from changes in the results of personal input in the form of hopes for success, which cannot be separated from a good achievement.

Students' achievement includes the quality and quantity of student work. Achievements are achieved by humans, especially after much effort. Education and learning in the classroom are activities to transform knowledge, attitudes and skills. Students are expected to improve their learning skills and abilities. Students must work in the learning process so that can achieve results.[2]

Learning achievement is the result of changes that occur students in terms of knowledge, attitudes, and skills. The expected learning outcomes are usually in the form of, Good or optimal learning success. However, achieving good learning outcomes still presents difficulties and non-maximum outcomes, such as difficulties in learning English. Not a few children have difficulty learning English, even though learning English is very important, because the international language that is definitely used by all people in the world is English.

English is the basis of all learning from elementary school to higher education which has an important role in improving students' abilities in human civilization. Therefore, these subjects must be administered by educational institutions so that the objectives of learning English can be achieved.[3]

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[2]Nur Rafasah, "The Correlation between Students' Motivation andTheir Achievement in Studying English (A Correlational Study at SMAN 1 Woyla)", Student of Faculty of Education and Teacher Training Department of English Language Education,n.d., 2019, 72.

[3]Suwartono And Hum, "Berkaca Dari Belajar Bahasa Inggris Siswa Berprestasi".Yogyakarta : Cv.Building Nusantara, 2010. 01

English is a language that is recognized as an international language. English can be a medium or a means to facilitate communication with foreigners more precisely. In Indonesia, English is a foreign language. On the other hand, English is not applied as a medium of daily communication. English language skills can only be acquired at school. Formally, English can be learned when entering Junior High School.[4] Whereas someone learning a language ideally takes place in conditions where the language is a first language, or at least a second language. The success of learning English cannot entirely depend on the process that takes place in the classroom, but on how students have developed themselves to master the language, including outside the academic context.

Given the importance of having the ability to speak English, English continues to be learned by almost everyone in the world, both through formal, non-formal and informal education. However, in reality, students' English skills in Indonesia are still relatively low. Based on the results of research conducted in the fifth edition of the 2015 English Proficiency Index, Indonesia is ranked eighth behind Singapore, Malaysia and India. The low competence of English in Indonesia is caused by several factors, including self-motivation, educational facilities and infrastructure, encouragement from parents, and the environment. For this reason, education is the only way for humans to achieve success.[5]

The achievement of learning achievement is strongly supported by two main factors, namely the environment and encouragement. The environment is a place where a person lives and hangs out or conducts social interaction with the people around him that can affect his pattern of life, namely thinking and acting. The environment is very influential on the growth and development of a human child, especially the family. Parents are the

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[4] Harmer, Jeremy. 2007. How to Teach English. England: Pearson Longman.12

[5] Bahri, Samsu. "Pengaruh Pendidikan Orang Tua dan Motivasi Belajar Terhadap Prestasi Belajar Bahasa Inggris Siswa (Survey Pada SD Negeri di Kabupaten Lebak).Pdf," STKIP Setia Budhi Rangkasbelitung. 2019.

closest and most influential people for their children in their growth and development. Thus it can be said that the child is a reflection and embodiment of his parents, the good and bad of an intelligent child is influenced by the pattern of education and parents' support.

Parents' support for learning is an important predictor of motivation in maintaining achievement because it suggests subtle forms of parents' involvement at home may be more important than real forms of parents' involvement in school. If parents support at home for learning increases student achievement motivation, it may offer parents and educators another avenue in which they can assist students' academic success.[6]Parents in the family act as teachers as well as work leaders and set an example. Therefore, they must help and support what child does. The form and content as well as the ways of education in the family will always affect the growth and development of each individual.

It can be said that parental support is an awareness of the responsibility of educating and fostering children continuously by providing assistance by parents to children to meet children's basic needs in the form of giving attention, feeling safe and comfortable, and feeling affection. Achievement motivation is very important with regard to the effect of parents' support on student achievement, and it acts as a mediator of this influence. Therefore, it is shown that the effect of parents' support on achievement should be examined taking into account children's motivations as stated by Eccles, J. S.[7]

Parents have an important role in the success of children's learning. Parents are the first and foremost people who are responsible for the survival and education of their

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[6]Sarita Y. Shukla et al., "Parental Support for Learning and High School Students' Academic Motivation and Persistence in Mathematics," *Journal of Educational and Developmental Psychology* 5, no. 1 (March 25, 2015): p44, https://doi.org/10.5539/jedp.v5n1p44.

[7]Iris Dinkelmann and Alex Buff, "Children's and Parents' Perceptions of Parental Support and Their Effects on Children's Achievement Motivation and Achievement in Mathematics. A Longitudinal Predictive Mediation Model," *Learning and Individual Differences* 50 (August 2016): 122–32, https://doi.org/10.1016/j.lindif.2016.06.029.

children. Therefore parents must be able to help and support all the efforts made by their children and can provide formal and informal education at point schools.

Parents' support can be in the form of material support or moral support. Moral support from parents for their children's education can be in the form of attention to the fulfillment of psychological needs which include exemplary love, guidance and direction of encouragement, adding self-confidence. With parents attention in the form of fulfilling psychological needs, it is hoped that it can provide children's learning motivation in order to achieve an ideal or point achievement. when full parental support is present in the family.

In this case, such parents' support refers to the assistance provided by parents to their children in supporting student studies.Parents are recognized as the first and most important teacher in a student's life. Parents' support is one of the important contributions of parents who can give a positive impression in the process of child development. Parents' support in the form of encouragement that children can and give praise can foster optimism in children to learn and motivate children in growing achievement.

When children are learning, parents should not give responsibility. However, children must be given assistance, namely an encouragement from parents to be able to solve the problems they face, both academic problems and personal problems. Parents' support is a factor that has a significant contribution in the development of positive self-esteem which is statistically related to students' academic achievement.[8]

As based on previous research conducted by Fairus Sakila which stated that parental support had a positive effect on students' English achievement. The research was conducted by students of the State Islamic Institute of Religion (IAIN) Tulungagung with

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[8]Bushra Iqbal Chohan and Rehana Masrur Khan, "Impact of Parental Support on the Academic Performance and Self Concept of the Student," n.d., 15. Journal of Research and Reflections in Education June 2010, Vol.4, No.1, pp 14 -26.

the title "The Relationship of Parental Support with Students' English Learning Achievement at MTsN 7 Tulungagung. The research shows that the null hypothesis (Ho) is rejected and the alternative hypothesis (Ha) is accepted. In other words, it can be said that there is a positive correlation between parental support and English student achievement at MTsN 7 Tulungagung. With this statement, it can be concluded that parental support has an influence on students' learning achievement in English at MTsN 7 Tulungagung.

Parents' support fosters motivation and persistence in academics, which in turn leads to an increase in academic performance.[9] Parents have an influence on student achievement. Because with high support from parents, children's learning achievement is getting better. Parents' support can serve as a driving force for effort and achievement. So it can be concluded that if a student has parents' support to be able to learn English, the student's learning achievement will increase. So that parents' support can help children or adolescents become more successful.[10]

Based on an interview with one of the teachers at MTs Ma'arif Al-Ishlah Bungkal Ponorogo and the preliminary observation, it was found that there were problems where students tended to still receive less attention and encouragement from parents for their children to learn. because his parents are busy working. Therefore, students do not get motivated to learn and can speak English so that students do not feel that learning English is very important. This is a problem for researcher, so researcher would like to know more about the correlation between parents encouragement and students' achievement in English. Based on the above considerations, the researcher took the title "The Correlation between

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[9]Ruholt, Rachel dkk. "Is Parental Support or Parental Involvement More Important for Adolescents?", Undergraduate Journal of Psychology, Volume28,No.1(2015).

[10]Debra Burdick. Minfulness Skills for kids and Teens. PESI Publishing & Media. 2014.88.

Parents' Support and Students' English Achievement at Mts Ma'arif Al-Ishlah Bungkal Ponorogo".

B. Scope and Limitation of the Study

To avoid a deviation of the discussion, the study is focused on :

The Correlation between parents' support and students' English achievement at MTs Ma'arif Al-Ishlah Bungkal Ponorogo.The subject of this study is the seventh grade students at MTs Ma'arif Al-Ishlah Bungkal Ponorogo.

C. Statement of the Problem

The main problems of this research can be formulated:

Is there any significant correlation between parents' support and students' English achievement at MTs Ma'arif Al-Ishlah Bungkal Ponorogo?

D. Objective of the Study

Based on the statements of the problem, this study aims :

To find out the correlation between parents' support and students' English achievement at MTs Ma'arif Al-Ishlah Bungkal Ponorogo.

E. Significance of the Study

Hopefully this research can contribute for supporting students to be able to learn English and improve student learning achievement, so that students can get good and satisfying learning achievements in school.

For parents, it is hoped that they could be to more aware in supporting their children in terms of education. The higher the parental support, the better the children's learning achievement.

This research can also be a view and direction for teachers and school principals to further improve their performance in teaching and guiding the rest by providing continuous guidance and frequent communication with parents in order to provide the maximum possible support for their children.

For future researchers, this research can be a reference, source of information, and reference material for further research so that it can be further developed in order to improve the quality of learning.

F. Organization of the Study

The researcher organizes the process of this research report systematically. This thesis covers five chapters in which the organization of the thesis. They are:

1. Chapter I (Introduction)

Introduction is general description of the thesis. The first chapter consist of background study, limitation and statement of the problem, objective, significance of the study, and organization of the thesis.

2. Chapter II (Literature Review)

The second chapter consists of previous research findings, theoretical background, conceptual framework and hypothesis. In this chapter, the researcher provides an understanding of parents' support, learning achievement, and English achievement.

3. **Chapter III (Research Methodology)**

   The third chapter is research methodology. This chapter involves research design, population and sample, data collection instrument, technique of data collection, and technique of data analysis.

4. **Chapter IV (Research Result and Discussion)**

   The fourth chapter is research findings. This chapter consists of the research location, data description, data analysis and interpretation and discussion.

5. **Chapter V (Closing)**

   The last chapter involves conclusion and suggestion. This chapter, the writer will conclude and give the suggestion based on her research.
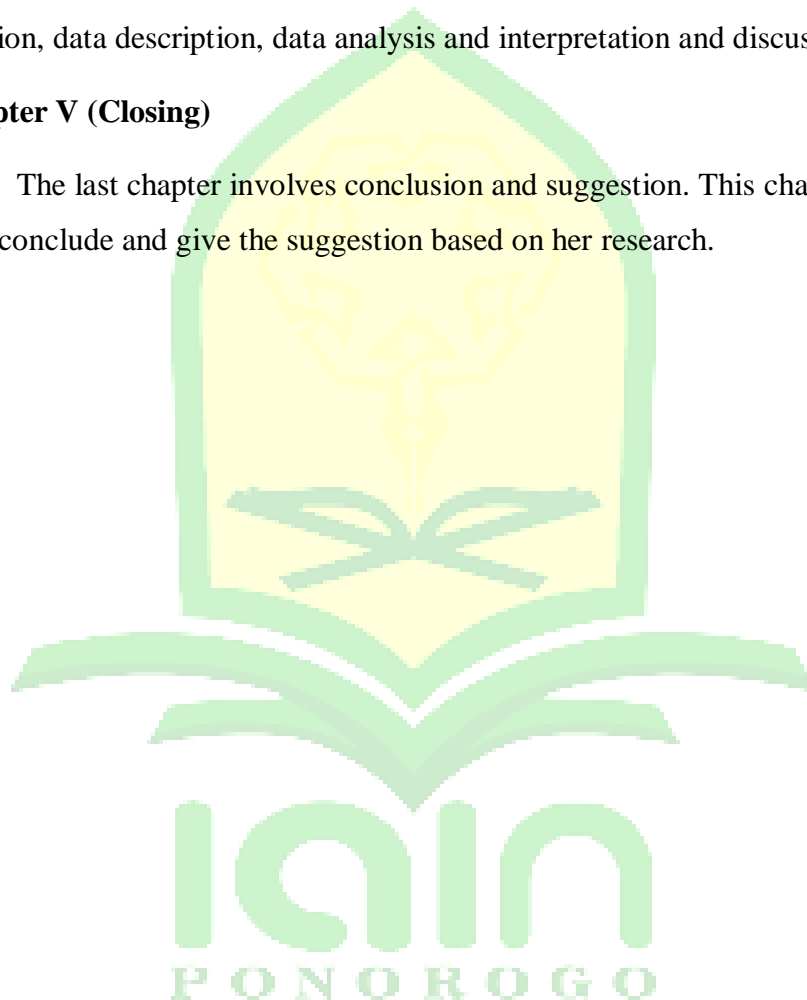
CHAPTER II

PREVIOUS STUDIES AND REVIEW OF RELATED LITERATURE

In this chapter, the researcher discusses theoretical background, theoretical framework, previous research finding and hypothesis.

A. Theoretical Background

In this study, researcher used relevant theories. The theories in this study include learning achievement, Students' English achievement, and parents' support.

1. Learning Achievement

Achievement is the driving force that motivates one's enthusiasm, because the need for achievement encourages one to develop creativity and actualize all of his abilities and energy in order to achieve maximum performance. People will be enthusiastic about high achievers, as long as the ability to do so is given the opportunity. Someone realizes that by achieving high achievements will be able to get a big reward or prize. Someone who has a higher need for achievement prefers jobs where they have personal responsibility, will get a return and work tasks have moderate risk.

Achievement is the result of an activity or human activity, as stated in the *KBBI* that achievement is the result that has been achieved from what has been done or done. Many activities are used as a means to get achievements depending on the profession of each individual. In education, students' achievement is the result of student learning activities in the form of values, development and progress of students with regard to mastery of the subject matter presented and the values in the curriculum.

Achievement is a result that has been achieved by someone because doing an activity. The high and low achievements of a person can change according to a person's abilities when carrying out the actions or activities assigned to him. So achievement is the result achieved by someone from what has been done according to each individual

for students, the achievements obtained are the result of learning activities including the use of learning facilities.

While learning is a form of growth or change in a person which is expressed in new ways of behaving thanks to experience and practice. Learning is a change in behavior due to experience and practice. This means a change in behavior, both concerning knowledge, skills and attitudes, even covering all aspects of the organism or personal. Learning is an activity to achieve intelligence or knowledge.[11] Learning is a change that is manifested as new response patterns that shape various attitudes, knowledge skills, disciplines, and skills. Attitudes, skills, knowledge, discipline, and skills that are formed and developed in students are the result of learning activities.[12]

Learning achievement according to the *kamus besar bahasa indonesia* (KBBI) is the result achieved (from what has been done, done). From the above definition, learning achievement is the mastery of knowledge and skills developed by subjects, which are commonly indicated by test scores or numbers indicated by test scores or numbers given by the teacher. While the general understanding of learning achievement is the highest result that has been achieved by someone in a particular field. The success of students in learning activities will be seen in the learning achievements they have achieved. Student achievement can be known from the evaluation of their learning.

From some of the understanding of the experts mentioned above regarding learning achievement, it can be concluded that learning achievement is an assessment of the level of mastery achieved by students that is educative as evidenced by numbers,

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[11]Syaiful and Aswan, "Strategi Belajar Mengajar". Jakarta : Rineka Cipta. Golda Simarmata. 2013. 5.

[12]Fausi, Mia Rlzky, "Pengaruh Perhatian Orang Tua, Disiplin Belajar, dan Motivasi Belajar Terhadap Prestasi Belajar Akuntansi Siswa Kelas Xi IPS SMA Negeri 1 Depok Tahun Ajaran 2016/2017", Program Studi Pendidikan Akuntansi Jurusan Pendidikan Akuntansi Fakultas Ekonomi Universitas Negeri Yogyakarta, 2017, 181.

achievement data from each subject that is collected and then compiled into a report card and reported to students' parents at the end of each semester.

2. **Students' English Achievement**

Achievement is a value which is the final formulation that can be given by the teacher regarding the progress or achievement of student learning during a certain period. Achievement is the level of success of students in achieving the goals that have been set in a program. From this explanation, it can be concluded that achievement is the final result achieved by students for the success of students in achieving learning goals during the learning process activities. Students' achievement will be said to be good if it is in accordance with the standard value set, otherwise it will be said to be not optimal if it has not met the standards that have been set.

English achievement means the result that students have achieved in English language subjects.[13] Students' achievement includes all psychological domains that change as a result of the experiences and learning processes of the students concerned. Learning achievement can be assessed in the following ways:

a. Formative Assessment

Formative Assessment is an assessment of student achievement conducted by the teacher based on the recommended lesson plans and those that have been carried out by the students concerned.

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[13]Lisma, Viviana, Lestari. "The Role Of Parental Attention And Learning Motivation In Increasing Students' English Learning Achievement", Thesis, UIN Syarif Hidayatullah Jakarta, 2020.

b. Summative Assessment

Summative assessment is an assessment that is used by the teacher periodically to determine the level of student achievement. Learning achievement is the result of changes that occur in students in terms of knowledge, attitudes, and skills.

Likewise with English achievement, students are said to excel in English when students are able and able to speak English. English is a language that is recognized as an international language. English can be a medium or a means to help facilitate communication with foreigners more precisely. In Indonesia, English is a foreign language. On the other hand, English is not applied as a medium of daily communication. English language skills can only be acquired at school. The success of learning English cannot depend entirely on the process that takes place in the classroom, but on how students have developed themselves to master the language, including outside the academic context and it cannot be separated from the support of parents to provide direction and encouragement to their children to learn English. English.

It can be said that English achievement is achieved if four skills are achieved in English, namely listening, speakking, reading, and writing. The four skills can be explained as follows:

1. Listening

The ability to hear (Listening skills), which is most often done is listening to music or radio in English. It is very easy to do and very economical. Apart from these two things, you can also try watching a series of films in English, in the first few episodes, let the translation of the text on the screen guide us, but then try not to pay attention to the translated text that is usually on the screen. It could be because it's normal, over time, we will get used to hearing native speakers speak

in English. Directly or indirectly, the ability to listen to conversations in English will increase.

The achievement in this skill is being able to listen and examine or filter conversation and communication using English. Then how to master the listening skill, here is the explanation:

a) Often listen to or watch movies in English.

b) Understand song lyrics in English.

c) Practice spelling after we hear a word in English.

d) Look for the meaning of words or sentences that we do not know from what we hear.

2. Speaking

Speaking skills, speaking is actually an easy thing, especially for people who like to tell stories. The easiest way to make it easier, of course, is to practice. Try to find a topic of conversation, for example, want to tell about an incident to a friend, tell it in English, if you are still shy, do it in front of a mirror, talk to yourself, of course in English.

There are several ways that can be done to easily master this speaking skill, including the following:

a. Look for interlocutors or partners such as friends to talk to in English.

b. To master speaking, start by mastering vocabulary or vocabulary in English.

c. Start speaking English about daily activities or daily activities.

d. Don't be shy to speak English.

e. It's okay to speak English with a language that is still mixed like Indonesian, because if we practice continuously it will definitely disappear.

f. Don't be shy to ask if you don't know or don't understand how to pronounce it.

Practice seriously about pronouncation so that we know how to pronounce it correctly.

3. Reading

Improving reading skills, this ability can be improved by reading writings in English, such as newspapers or magazines. If it is difficult to get it can read textbooks or novels in English. At first, maybe we will have a little difficulty understanding the overall meaning, because of possible vocabulary limitations, but over time, believe me, we will get used to it and everything will become easy. a writing in English properly and correctly. Here's how to master reading skills:

a. Often read books or readings in English such as newspapers or magazines.

b. Look for vocabulary in the text that you don't know and don't understand.

c. Read an article in English at least twice a day.

d. Look for pronouncations or spellings in English that you don't know and don't understand.

4. Writing

Writing skills, practice is the main key. Write in English, either one paragraph or one sentence. Be sure to learn grammar to be able to write well. However, there is no need to worry too much about grammar or grammar rules that seem complicated, by reading a lot in English, writing skills with correct grammar will follow by itself.

Writing or writing in English is a skill that can be categorized as complicated, because if we don't practice, we will face difficulties in writing in English because the pronunciation and writing of words in English is different, unlike in Indonesian. Here's how to master writing in English:

a. Be diligent in practicing writing words or sentences in English.

b. Find a friend or partner to learn English as a dictation (Dictation).

c. Learn to write a letter or paragraph in English sentences.

English achievement for students is a measure of students' ability during the process of learning activities in English subjects. The English achievement referred to in this study is the result of the assessment of English skills that have been achieved by students after participating in the English learning process which is carried out intentionally at a certain time.

3. Factors that Affect Learning Achievement

Student achievement can be influenced by several factors, including : Internal and external factors :

a. Internal Factor

Internal factors are factors that arise from within the childalone. These internal factors include the following:

1) Clear learning objectives from students.

Students consider themselves to go to high school just to fulfill their parents' advice or just use their free time and just to maintain the prestige of continuing school with the intention of getting a good bicycle prize or some think that high school is a place for students to socialize. So a person who is going to study must have a clear goal if he wants his performance to be good.

2) Interest in learning materials.

Interest determines the success or failure of a student's activities. In following lessons in high school, every student should have an interest in the lessons he is following. Lack of interest in learning affects his achievement.

3) Health.

A healthy body will be more profitable for everyone. With a body that is often sickly and lacking in energy and lack of vitamins, it is a factor inhibiting one's learning progress. The existence of emotional disturbances race is not calm, worried, irritable, it will make activities disrupted.

4) Ability to follow lessons

Being able to follow lessons if students follow the things that are taught and then will add broader knowledge to be able to understand and understand the content of the lesson requires attention and concentration, responding critically to what is being taught, before following the lesson first read the points being taught. Failures or obstacles in learning progress are often caused because students are less proficient in following lessons well.

b. External factors

External factors are factors that come from outside the child. These external factors include the following.

1) Factors originating from the family environment, for example, the way parents educate their children, the family atmosphere, and the socioeconomic conditions of the family.

2) Factors that come from the community, for example, the way of life, the environment, friends to hang out with and the mass media.

3) Factors that come from the school environment, for example, the way teachers deliver lessons, lesson standards, and the school library.[14]

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[14]Kurniawan, Lukas Purwahadi. "Hubungan antara Tingkat Pendidikan Orang Tua, Perhatian Orang Tua, dan Motivasi Belajar dengan Prestasi Belajar Siswa Studi Kasus Kelas VIII SMP Negri 1 Pundong, Bantul, Yogyakata. Universitas SANATA DHARMA Yogyakarta. 2010.

The most dominant environmental factor in influencing children's education is the family. The condition of the family environment is different both in terms of socio-economic conditions, social status and intellectual conditions. So it can be concluded that a person's learning activities are different this is due to the supporting factors. Children's learning activities will be achieved well if the supporting factors are good too. Supporting factors from within the child himself as well as factors that come from outside, namely the school environment and the social environment of the community.

How much success of students in learning activities can be seen from the presence of children at school, active in teaching and learning activities, positive hobbies or hobbies and having a good personality in everyday life both at home and at school.[15]

4. Parents' Support

Parents' support is parental apathy or active resistance to responsible involvement in their child's education. So that the student learning process also needs parents' support. With parents' support for the child's learning process, the child will be more enthusiastic in learning so that it can lead to good achievements for the child.[16]Parents' support is very important in student achievement, because parents act as mediators for their children.[17] Parents' support for student achievement, especially English achievement can be shown such as guiding their children, helping children with learning difficulties, giving gifts or awards to appreciate the good achievements

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[15]Nur'afianti, Lip. Hubungan Motivasi Orang Tua Terhadap Prestasi Belajar Pada Siswa Kelas V Di Sdn Curug 2 Cimanggis Depok", UIN Syarif Hidayatullah, Jakarta. 2018 64.

[16]Froyen, Len A. Classroom Management the Reflective Teacher Leader. USA: Macmillan Publishing Company. 2010.

[17]Iris Dinkelmann, Alex Buff, "Children's and parents' perceptions of parental support and their effects on children's achievement motivation and achievement in mathematics.A longitudinal predictive mediation model", *journal homepage: www.elsevier.com/ locate/lindif, Learning and Individual Differences* 50 (2016) 122–132.

achieved by children and these awards will encourage children to continue to do their best, and also provide advice in order to foster children's interest in learning in order to get good English achievement.

Inside In teaching and learning activities, the role of parents' support is needed so that children are diligent in learning English. Parents' support can cause children's motivation to learn. Therefore, parents as supporters of student learning at home, parents continuously provide support to be able to speak English to their children. Parents' support is support from parents to children in the form of parents' support availability to provide what is needed by children, in the form of time to accompany children, full understanding of people to recognize and know the capacity of children's abilities and shortcomings, and children's development. Not only in social interaction but in providing access facilities that help build children's self-concepts and children's learning achievements.[18]

The form of parents' support for children's learning activities can be in the form of providing guidance and advice, giving rewards and punishments, fulfilling learning needs, creating a calm, peaceful, and conducive learning environment. The support given by parents in learning English for their children is support that comes from outside the child. This support is included as a form of extrinsic support. Extrinsic support involves external stimuli, such as rewards, punishments, and helping children with difficulties in learning English. Giving awards will encourage children to continue to do their best. The award given will make the child remember what his parents gave him if he did something good. Giving punishment is a form of negative encouragement.

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[18]Sakila, Fairuz. The Correlation between Parental Support and Achievement at MTsN 7 Tulungagung. Thesis. English Education Department. Faculty of Tarbiyah and Teacher Training. State Islamic Institute (IAIN) of Tulungagung. 2018.

Punishment is to stop an action or scare, while the award is to appreciate the effort that has been done. Punishment can be a good encouragement tool when done with an educational approach. The educational approach is meant as a punishment that educates and aims to improve attitudes and actions that are considered wrong. Giving negative support to children does not reflect a good impact on children, especially if it is done incorrectly, so that it becomes a tool of support that is not good and ineffective.

Parents' support in children's learning is very important, because those who play a role in children's education are not only teachers at school but parents also have a role to support their children to study hard and support them. Support parents effectively, among others by doing:

a. Get the kids interested in the job.

b. Simplify tasks.

c. Always remember the intent and purpose of the task.

d. Show the child the important part to do and try to give him another way to do the part of the task.

e. Demonstrating the ideal form of the task.[19]

Parents' support is an important factor in parents involvement in influencing academic success and persistence in school.[20] Parents' support when students study can support students' enthusiasm for learning. A harmonious family relationship between father, mother and children is the dream of every student, children will ask their parents if they encounter things they do not know, on the other hand, parents always ask about their learning progress all the time. A pleasant atmosphere in the family can also affect

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[19]Suyanto, Kasihani. *English for Young Learners*. Jakarta : Bumi Aksara. 2010.

[20]Ruholt Rachel. "Is Parental Support or Parental Involvement More Important for Adolescents?" Department of Pshycology J. Muray Atknis Library: Undergraduate Journal of Psychology 2015

children's learning because children can study quietly so that in the end they will also be successful in the teaching and learning process.

Parents' support was developed using six aspects that are closely related to student behavior and attitudes towards learning in school. The six dimensions are:

a. Parents' expectations ofchildren's achievements.

b. Satisfaction or dissatisfaction of parents with their children's school achievements.

c. Parents' expectations of thechild's ability to achieve important goals.

d. The level and type of parental assistance providedwhen the children does homework.

e. Parents reinforcement behavior for children's achievement.

All parents want their children to grow up perfectly in life. They dare to give everything they need to be physically and mentally healthy, have good skills and be wise.

B. Previous Research Finding

There are several studies conducted by other researchers that can be used as a reference in this study.The first research was conducted byViviana Lisma Lestari (2020) conducted a study entitled "The Role of Parental Attention and Learning Motivation in Increasing Students' English Learning Achievement" from UIN Syarif Hidayatullah Jakarta. The purpose of this study was to determine the effect of parental attention on English learning achievement, the effect of learning motivation on English learning achievement and to determine the effect of parents' attention and learning motivation on English learning achievement simultaneously. The results showed that there was a significant effect of parental attention and shared learning motivation on students, There was a significant effect of parental attention on students, There was a significant effect of learning motivation on students, and parental attention and learning motivation had a significant effect. significant

to learning achievement. The similarity between this previous research and this study is that the dependent variable is the same. The difference lies in the independent variables, the school level studied, and the method used in the study.[21]

The second research was conducted by Deviana (2019) conducted a study entitled "The Influence of Parental Involvement on Student Achievement". The purpose of this study was to determine the involvement of parents and student achievement at MTsN 4 Aceh Besar and to determine the effect of parental involvement on student achievement. The results of this study there is a sufficient relationship between parental involvement and achievement. Thus, parental involvement and student achievement have a positive relationship. This previous research has similarities with this research, namely: student level, research design, and instrument. While the difference is the title between the independent variable and the dependent variable and the schools studied are also different.[22]

The third research was conducted by Luvi Liniarti (2019) conducted a research entitled "Parents' Involvement And Its Influence On Students English Achievement". The purpose of this study was to determine the relationship between the influence of parental involvement with students' learning achievement in English at SMPN 06 Kaur. After calculating the results of students' scores on parental involvement and students' English achievement, the researcher found that students' scores on parental involvement and students' English achievement, the researchers found that parental involvement was on average low 17 (60%) and high medium 8 (40%) while the students' English achievement (Repot Book) with an average of 14 (70%) with an average of 80 and 6 (30%) means a high level. Furthermore, the correlation coefficient of the two variables: 0.575. that is, the

[21]Viviana Lisma Lestari, "The Role Of Parental Attention And Learning Motivation In Increasing Students' English Learning Achievement," *SELTICS* 3,no. 1 (June 13, 2020): 12–21, https://doi.org/10.46918/seltics.v3i1.540.

[22]Deviana, "The Influence Of Parents Involvement On Students Achievement.Pdf," Faculty Of Education And Teacher Training Ar-Raniry Stateislamic University Banda Aceh. 2019 .

correlation is moderate (there is a moderate correlation). Based on the data above, the researcher concludes that Ha is accepted and Ho is rejected.The similarity between this previous research and this study are instrument, student level, and the type of research is quantitative correlation. While the difference are the schools studied and the independent variables.[23]

The fourth research was conducted by Viona Rosalina (2014) conducted a study entitled "The Relationship Between Students' Motivation And Their English Learning Achievement (A Correlational Study at the Second Grade of the SMAN 3 South Tangerang)". The purpose of this study is to find out the correlation between students' motivation and their English learning achievement at the second grade of SMAN 3 South Tangerang academic year 2013/2014. The sample of this study is the 31 students in the XI Science 4 class. The English learning achievement in this study refers to the students' English learning score. The result of this research is that there is no correlation between students' motivation and their English motivation in SMAN 3 South Tangerang for 2013/2014 academic year. From interpretation correlation table that the researcher displayed in the previous chapter, 0.143 is included in the first category that the correlation between X variable and Y variable is very weak that be stated there is no correlation. It can be guessed that motivation has the correlation in students' score even it is very weak. So if the teachers increase the students' motivation or the students aware about the important role of motivation, the result score will be better than the researcher got from this data. This previous research has similarities with this study : quantitative correlation studies, the

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[23]Liniarti, Luvi. "English Achievement (A Correlation Research At 7th Grade Students Of SPMN 06 Kaur In Academic Year 2018/2019) Pdf," Program Study Of English DepartmentFaculty Of Tarbiyah And TadrisState Institute For Islamic Studies(Iain) Bengkulu. 2019.

determining variables, and the instruments. While the difference is the school level studied and the independent variables..[24]

The fifth research was conducted by Fitri Ainurrohmah (2020) conducted a research entitled "The Influence of Motivation, Learning Discipline, Teacher Competence, and Parental Support on Academic Achievement of Students (Study on Gama English Course Sukoharjo)". The purpose of this research is to determine the effect of motivation, learning discipline, teacher competence, and parental support on student academic achievement. The results of this study showed that motivation, learning discipline, teacher competence, and parental support could explain the student's academic achievement by 62.3%. The results of the study concluded that there was a positive effect of teacher motivation and competence on student academic achievement, but learning discipline and parental support had a negative effect on student academic achievement. This previous research has similarities with this research, they are independent variables and instruments used.The difference is the research subject, if the research is Gama Engish Courses and this research is in high school.[25]

The equation of this research with previous research is only one of the variables, not the whole variable. There are several similar studies that are both correlation research, and there are also studies where the data analysis technique uses person product moments like this study. Meanwhile, the difference between this research and previous research is that all the variables in this study are not the same as the previous research. From previous

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[24]"Viona Rosalina.The Relationship between Students' Motivation and Their English Learning Achievement (A Correlational Study at The Second Grade of The Sman 3 Tangsel)Pdf,"The Department Of English EducationThe Faculty Of Tarbiyah And Teachers' TrainingThe Syarif Hidayatullah State Islamic UniversityJakarta. 2014.

[25]Fitri Ainurrohmah And Rini Handayani, "The Influence of Motivation, Learning Discipline, Teacher Competence, and Parental Support on Academic Achievement Of Students (Study on Gama English Course Sukoharjo)," *International Journal* 4, No. 4 (2020): 13.

studies, it is clear that there is no research with the same title with all the variables with the research that I will be reviewing. There is only one variable in common among all these studies, which can help me as a reference or illustration for this research. Because there are no similarities in all the variables with previous research, the research I will do is a new study to prove the relationship between the two variables.

C. Theoretical Framework

Theoretical framework is a concept in a proposal about how theorists can relate to the factors identified as important problem. As in this research, namely about student support and student achievement in English.Parents' support in children's learning is a motivating factor for children's motivation to learn English and can lead to good children's achievements in English. Parents who pay attention to their children's English learning activities will know the difficulties faced by their children and know how far the children's abilities have mastered in English. This will make it easier for parents to guide children, because parents can follow up or give solutions when children have difficulty in English.[26]

This research consists of two variables, namely:

1. Independent variable   : Parents' Support (X)

2. Dependent variable   : Students' English Achievement (Y)

X is for parents' support as the independent variable and Y is for English achievement as the dependent variable. The researcher assumes that there is a correlation between parental support and students' English achievement.

D. Hypothesis

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[26]Mohammad Hasan, "Correlates of Parental Support and Academic Achievement of Male and Female Secondary School Students," *International Journal of Indian Psychology* 3, no. 2 (March 25, 2016),https://doi.org/10.25215/0302.134.

The hypothesis of this study can be seen as follows:

1. Null Hypothesis (Ho) :

   There is no Correlation between Parents' Support and Students' English achievement at MTs Ma'arif Al-Ishlah Bungkal Ponorogo.

2. Alternative Hypothesis (H_1) :

   There is Correlation between Parents' Support and Students' English achievement at MTs Ma'arif Al-Ishlah Bungkal Ponorogo.

CHAPTER III

RESEARCH MHETODOLOGY

This chapter presentsthe research methodology. This chapter involves research design, population and sample, data collection instrument, technique of data collection, and technique of data analysis.

A. Research Design

The design of this research is quantitative research. Quantitative research is a research process that is deductive in nature, where to answer the problem formulation, concepts or theories can be used so that hypotheses can be formulated. Quantitative research is needed from the beginning, which is determined in advance, a sample of the population is very important because it will be analyzed and then opened. Quantitative research analyzes data that is numerical which processed by statistical methods for data interpretation.[27]

Research design is a research plan, structure, and strategy designed to find answers to research questions and problems. The plan ends with a research plan or program. It provides an idea of what the researcher will do after writing the hypotheses for the final analysis of the data and their operational implications.[28]

This research is a quantitative correlation research. Correlational quantitative research is research using statistical methods that measure the influence between two or more variables. The purpose of correlational research according is to detect the extent to which variations in a factor are related to variations in one or more other factors based on

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[27]Raihan. Metodologi Penelitian. Jakarta : Universitas Islam. 2017. 35.

[28]Ranjit Kumar, Research Methodology : A Step-By-Step Guide for Beginners Third Edition New Delhi : SAGE Publications, 2011.

the correlation coefficient. This study was used to determine the degree of the correlation between parental support and students' English achievement.

This study aims to determine the relationship between two variables. They are parents' support and students' English achievement. In this study, the hypothesis provides the following variables:

1. Independent variable   : Parents' support (X)

2. Dependent variable   : Students' English achievement (Y)

B. Location and Time of the Research

This research was conducted in class VII A at MTs Ma'Arif Al-Ishlah Bungkal Ponorogo. The location of the school is on Kapuas number 41, in the village of Kalisat, Bungkal District, Ponorogo Regency. This research was conducted in February 2022.

C. Population and Sample

In this research, the researcher collected population and sample to do the research as follows:

1. **Population**

    The population is the whole of the unit under study. Population is a collection of individuals with quality traits that have been defined. Population is a group of people,events or things that have characteristicscertain. Population is a generalization area consisting ofon subjects that have certain qualities and characteristicsset by the researcher to be studied and thenconclusion is drawn. So, the population is not just people, but it can also be organizations, animals, human creations, and other natural objects.

A population is a group of elements or cases, whether individuals, objects, or events, that fit certain criteria and which are common research results. The population is the whole of the unit under study.[29] Population is a group or whole people who participate in research. The population in this study were all seventh grade students of MTs Ma'Arif Al-Ishlah Kalisat with a total of 81 students.

Table 3.1

Population of the Research

Classes	Student in each class
Class A	21
Class B	21
Class C	20
Class D	19

2. **Sample**

The small group that is observed is called the sample. Sample is part of the population. This research uses random sampling method. In a random sampling, each individual has an equal chance of selected, and taken at random.[30] Random sampling is a type of probability sampling where everyone in the entire target population has an equal chance of being selected. A randomly selected sample is selected as an unbiased representation of the total population. The sample in this study was taken from class VII A which consists of 19 students.

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[29]Kurniawan, Agung Widhi, dkk. Metode Penelitian Kuantitatif. Yogyakarta : Pandiva Buku. 2016. 66.

[30]Yusuf, A Muri. Metode Penelitian: Kuantitatif, Kualitatif, Dan Penelitian Gabungan. Jakarta : Kencana. 2017.

D. Data Collection Technique

Based on explanation above, the technique used to collecting data in this research as followed :

1. Questionnaire

The questionnaire is an indirect data collection technique (research does not directly ask and answer with the respondent). Instrument or data collection tool, also called a questionnaire or questionnaire, containing a list of questions that have been compiled systematically that must be answered or responded by respondents according to their perceptions.

Questionnaire is data collection that is done by giving questions or written statements to respondents to answer them.[31] In this study, the questionnaire used the form of a multiple choice test, which was 20 questions. The test results use an assessment rubric.

This study uses a closed questionnaire method, it is a technique data collection using a questionnaire or a list of predefined questions the answer.[32] The scale used is the Likert scale. The researcher used likert's scale which has four options to answer the questions, they are strongly agree (SA), agree (A), disagree (DA), and strongly disagree (SD). It is used to detect data about parental support. This study uses a questionnaire totaling 20 statements.With a Likert scale, the variables to be measured are translated into variable indicators. Then the indicator isused as a starting point for compiling instrument items which can be in the form of statements or questions.[33]

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[31]Sugiyono. "Metode Penelitian Kuantitatif", Bandung : AFABETA. 2019. 219.

[32]Op.cit pg.82

[33]Sugiono. Metode Penelitian Kuantitatif, Kualitatif, Dan R & D. Bandung : ALFABETA. 2013. 93.

Table 3.2

Questionnaire of Parents' Support

NO	STATEMENTS	SA	A	DA	SD
1.	My parents hope my English is good. (Orang tua berharap prestasi inggris saya bagus)				
2.	My parents hope that I am good at English because it is for my future. (Orang tua saya berharap supaya saya pandai inggris karena untuk masa depan saya)				
3.	My parents try to help me to learn English. (Orang tua saya berusaha membantu saya untuk belajar bahasa Inggris)				
4.	My parents feel that it is very important for me to learn English. (Orang tua saya merasa bahwa sangat penting bagi saya untuk belajar bahasa Inggris)				
5.	My parents have emphasized the importance of English to me when I left school. (Orang tua saya telah menekankan pentingnya bahasa Inggris bagi saya ketika saya meninggalkan sekolah)				
6.	My parents think I should have more time to study English. (Orang tua saya berpikir saya harus mencurahkan lebih banyak waktu untuk belajar bahasa Inggris)				
7.	My parents always pay attention to my problems when learning English. (Orang tua saya selalu memperhatikan masalah saya ketika belajar bahasa inggris)				
8.	My parents advised me to take private English lessons. (Orang tua saya memberikan saran kepada saya untuk les privat bahasa Inggris)				

9.	My parents' expectations of me help me to study harder. (Harapan orang tua terhadap saya membantu saya untuk belajar lebih giat)				
10.	My parents give me advice to support my study. (Orang tua saya memberikan nasehat sebagai dukungan belajar saya)				
11.	My parents reward me when my English is good. (Orang tua memberi hadiah ketika prestasi Inggris saya bagus)				
12.	My parents gave strict punishments or warnings to study hard when my performance in England was not good. (Orang tua memberi hukuman atau peringatan tegas untuk belajar giat ketika prestasi Inggris saya tidak bagus)				
13.	My parents help me with my problems when I do my homework. (Orang tua saya membantu kesulitan saya saat mengerjakan PR)				
14.	My parents gave me a solution to my difficulties while learning English. (Orang tua saya memberikan solusi dari kesulitan saya saat belajar bahasa Inggris)				
15.	My parents give private English lessons to improve my English performance. (Orang tua saya memberikan les privat bahasa Inggris untuk meningkatkan prestasi Inggris saya)				
16.	My parents pay special attention when asking questions. (Orang tua saya memberikan perhatian khusus ketika akan ujian)				
17.	My parents told me to keep learning English in class if the teacher in question is something				

	that comes. (Orang tua saya menyuruh tetap belajar bahasa inggris dikelas jika guru yang bersangkutan berhalangan datang)				
18.	My parents do control my English performance. (Orang tua saya mengontrol prestasi inggris saya)				
19.	My parents did play an important role in improving my English performance. (Orang tua saya berperan penting dalam meningkatkan prestasi inggris saya)				
20.	My parents gime me punishment me if I skip English lessons. (Orang tua memberi saya sangsi jika saya bolos dalam pelajaran bahasa Inggris)				

The following is the indicators of the parents' support questionnaire:

Table 3.3

The Indicators of Parents' Support

Title of the Research	Variable	Indicator	No. Item of Instrument
The correlation between parents' support and students'English achievement at MTs Ma'Arif Al-Ishlah Bungkal Ponorogo	Variable X : Parents' Support	a. Parents' expectations ofchildren's achievements.	1, 9
		b. Satisfaction or dissatisfaction of parents with their children's school achievements.	11, 12, 18
		c. Parents' expectations of thechild's ability to achieve important goals.	2, 4
		d. The level and type of parental assistance providedwhen the children does homework.	13, 14
		e. Parental reinforcement behavior for children's	3, 5, 6, 7, 8, 10, 15, 16, 17, 19, 20

		achievement.	

2. Test

Test is a series of questions or exercises or other tools used to measure the skills, knowledge, intelligence, abilities or talents of an individual or group. In this study, the test was used to determine the students' English achievement. The score is taken from the student's English score on the student's daily test.

The second data collection technique is by using a test. The purpose of the test as a whole is to find out the students' abilities and how the learning process can achieve the goals. The material used for the test are giving and asking for information obout the characteristics ofpeople, animal, and things . It's like describing a physical appearance, describing a person's nature, describing animal traits, and describing the quality of an object.

The material given is basic on basic competence 3.5 Identify social functions, text structures, and linguistic elements of spoken and written transactional interaction texts that involve the act of giving and asking for information related to the nature of people, animals, objects according to the context of their use (Note the linguistic element be, adjective) and 4.5 Compose very short and simple spoken and written transactional interaction texts involving the act of giving and asking for information related to the nature of people, animals, and objects, taking into account social functions, text structures and linguistic elements that are correct and in context. The questions used for the test are 40 questions. Part one is multiple choice (1-20), part two is cloze procedure text (21-30), and part three is essay (31-40).

This test is used to measure students' English achievement based on the indicators in the lesson plans :

Table 3.4

The Indicaors of students' English achievement

Title of the Research	Variable	Indicators	No. Item of Instrument
The correlation between parents' support and students' English achievement at MTs Ma'arif Al-Ishlah Bungkal Ponorogo	Variable Y : Students' English achievement at MTs Ma'arif Al-Ishlah	▪ Students are able to identify objects or social functions of objects in terms of their properties	3, 4
		▪ Students are able to identify a text or text structure about objects in terms of their nature	1, 6, 16, 17, 18 31, 32, 33, 34, 35
		▪ Students are able to identify linguistic elements about objects in terms of their nature	2, 11 36, 37, 38, 39, 40
		▪ Students are able to identify sentences with pictures in terms of their nature	9
		▪ Students are able to complete the gap text about objects in terms of their properties	8, 10, 12, 13, 14, 15, 19 21, 22, 23, 24, 25, 26, 27, 28, 29, 30
		▪ Students are able to arrange random sentences into perfect sentences	5, 7, 20

E. Data Analysis Technique

Before the instrument is used in research, the instrument must be tested first. It aims to obtain information about the validity and reliability of the instrument.

1. **Validity Test**

Validity which comes from the word validity means the extent to which the accuracy and precision in a measuring instrument performs its measuring function. A test or measurement instrument is said to have high validity if the tool performs its measuring function, or provides measurement results that are in accordance with the purpose of the measurement.[34] Validity test is a measure that shows the level of validity of an instrument. An instrument is said to be valid if it is able to measure what is desired and can reveal data from the variables studied appropriately.[35] The formula used is the Pearson Product Moment correlation, which is as follows by Sugiono.[36]

$$r_{xy} = \frac{N \sum xy \,(\sum X)(\sum y)}{\sqrt{\{N \sum x^2 - (\sum x)^2\}\{N \sum y^2 - (\sum y)^2\}}}$$

Description :

r_{xy} = Validity coefficient

N = Number of Respondents

x = Total score x

y = Total score y

In research, it can be said to be valid if the instrument can be measured what it should measure and is able to reveal what it wants to measure. Meanwhile, Validity is a measure that shows the levels of validity or validity of an instrument.In this study, to check the validity of the test using SPSS 25.

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[34]Annisa Puspanita, "Pengaruh Motivasi Orang Tua Terhadap Minat Baca Siswa Sma Kosgoro Bogor," n.d., 119.

[35]"Fausi, Mia, R. 'Pengaruh Perhatian Orang Tua, Disiplin Belajar, Dan Motivasi Belajar Terhadap Prestasi Belajar Akuntansi Siswa Kelas Xi Ips SMA Negeri 1 Depok Tahun Ajaran 2016/2017'. (Thesis, Fakultas Ekonomi Universitas Negeri Yogyakarta, 2017).

[36]Sugiono. "Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif, dan R & D)". Bandung : ALFABETA. 2015. 255.

Table 3.5

The Result of Validity Test

Item	"r" hitung	"r" table	Criteria
1	0,662	0,468	Valid
2	0,550	0,468	Valid
3	0,670	0,468	Valid
4	0,755	0,468	Valid
5	0,768	0,468	Valid
6	0,687	0,468	Valid
7	0,639	0,468	Valid
8	0,713	0,468	Valid
9	0,528	0,468	Valid
10	0,654	0,468	Valid
11	0,661	0,468	Valid
12	0,538	0,468	Valid
13	0,616	0,468	Valid
14	0,763	0,468	Valid
15	0,613	0,468	Valid
16	0,748	0,468	Valid
17	0,625	0,468	Valid
18	0,784	0,468	Valid
19	0,844	0,468	Valid
20	0,491	0,468	Valid

Based on the data above, it is concluded that all of items are valid.

2. Reliability Test

Reliability is an index that shows the extent to which the measurer can be trusted or relied on. An instrument is said to be reliable if it gives constant results even if it is done by anyone. The formula used to measure reliability in this study is the Alpha Cronbach formula.[37]

$$r_{11=\left(\frac{K}{k-1}\right)\left(1-\frac{\Sigma_{si}2}{st^2}\right)}$$

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[37]Samsu. Metode Penelitian (Teori dan Aplikasi Penelitian Kualitatif, Kuantitatif, Mixed Method, serta Research & Development). Jambi : Pusat Studi Agama dan Kemasyarakatan (PUSAKA). 130.

Description :

$r_{11=}$ Test reliability coefficient

K = Count items/lots of statement items (valid)

$\sum_{si} 2$ = Item score variance

st^2 = Total score variance

In this research, the reliability of the test was measured by comparing the scores obtained with the r_{alpha} of the product moment. Calculation of reliability test using SPSS 25. The results of reliability are said if the r_{alpha} obtained is greater than the of r_{table}, then the test can be said to be reliable. Then, if the r_{alpha} obtained is lower than the r_{table}, it can be said that the test is not reliable. The results of the reliability test canculations can be seen in the following table.

Table 3.6

The Result of Reliability Test

r-alpha	r-table	Criteria
0,928	0,468	Reliable

Case Processing Summary

		N	%
Cases	Valid	21	100,0
	Excluded[a]	0	,0
	Total	21	100,0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
,928	20

The sample of the reliability test was the 7B grade students of MTs Ma'arif Al-Ishlah Bungkal Ponorogo. Table significance in 5% is 0.468. Based on the results of the study, the reliability of the instrument was 0.928. That means r-alpha > r-table. So, the instrument is declared reliable.

3. **Assesing Two Variable**

All data collected in this study were analyzed using the pearson product moment correlation technique to determine the correlation between two variables, namely parental support and English Achievement for class VII A students at MTs Ma-arif Al-Ishlah Bungkal Ponorogo. Pearson product moment correlation is usually used to measure the closeness of the relationship between two variables with the following formula:

$$r_{xy} = \frac{N \sum xy \, (\sum X)(\sum y)}{\sqrt{\{N \sum x^2 - (\sum x)^2\}\{N \sum y^2 - (\sum y)^2\}}}$$

Description :

r$_{xy}$ = Coefficient of correlation between X variable and Y Variable

N =Number of respondents

$\sum x$ = Sum of x score

$\sum y$ = Sum of Y score

$\sum$ y = Sum of multiplication of X score and Y score

X^2 = Sum of X quadrat

Y^2 = Sum of Y quadrat

CHAPTER IV

RESEARCH RESULT AND DISCUSSION

In this chapter the researcher discusses about general findings, data description, and data analysis.

A. General Findings

1. **The Geographical Location of MTs Ma'arif Al-Ishlah Kalisat Ponorogo**

   MTs Ma'arif Al-Ishlah Bungkal Ponorogo is located on Jl. Kapuas No. 41, Kalisat Village, Bungkal District, Ponorogo Regency.

2. **Vision and Mission of MTs Ma'arif Al-Ishlah Bungkal Ponorogo**

   a. **Vision**

   Vision of MTs Ma'arif Al-Ishlah Bungkal Ponorogo are is *UPRES BERIMTAQ* and *AKHLAQUL* KARIMAH *(Unggul Prestasi berdasarkan Iman dan Taqwa serta Berakhlaqul Karimah).*

   The indicators are:

   1. Excellent in Islamic religious development.

   2. Excellent in improving UNAS achievements.

   3. Excellence in Arabic achievement improvement.

   4. Excellent for improving English performance.

   5. Excellent for improving athletic ability.

   6. Excellent for improving art performance.

   7. Create a comfortable and helpful madrassa environment.

   8. Gain the trust of society.

b. **Mission**

To realize the vision above, MTs Ma'arif Al-Ishlah Bungkal Ponorogo has the following missions, they are the values developed at Madrasah Tsnawiyah Ma'arif Al-Ishlah support moral values, morals and skills included in the learning curriculum.

1. Developing Islamic religious attitudes and practices

2. Develop quality science and technology education and education to improve the quality of education.

3. Effectively implement learning and teaching so that all students can do it. Optimal development according to those possibilities.

4. Strongly fosters a spirit of excellence for all Madrassa citizens, both academic and non-academic.

5. Create a sane, clean and beautiful madrassa environment.

6. Encourage and help students understand their potential.

7. Implement participatory management involving all madrassa residents and the madrassa committee.

8. Encourage students to be motivated to learn, cooperate and have a high sense of responsibility for society.

B. **Data Description**

As mentioned in the resrach method, the researcher obtained data to determine parental support by using a questionnaire. Then, to find out the students' English achievement, they used scores from the test. After all the data was collected, the researcher then analyzed the data using SPSS 25.

The questionnaire was assessed using a Likert Scale and student learning achievement was measured by the achievement test scores on the worksheets. Then to find out the relationship between parents' support and students' English achievement, the researcher analyzed the two data by applying the person product moment correlation formula.

C. Data Analysis

In this study, the independent variable (X) is parents' support and the dependent variable (Y) is students' English Achievement. To measure these two variables, the researcher used two techniques, namely distributing a questionnaire and conducting an students' English achievement test.

1. Parents' Support

Researchers get data about parents' support with a questionnaire. The researcher modified the questionnaire based on the context of this study. The questionnaire in this study consisted of 20 numbers. The questionnaire was assessed with a Likert scale. The seal has four options, namely strongly agree (SA), agree (A), disagree (DA), and strongly disagree (SD).

Table 4.1

Questionnaire of Parents' Support

NO	STATEMENTS	SA	A	DA	SD
1.	My parents hope my English is good. (Orang tua berharap prestasi inggris saya bagus)	6	11	2	0
2.	My parents hope that I am good at English because it is for my future. (Orang tua saya berharap supaya	7	9	2	1

No.	Statement				
	saya pandai inggris karena untuk masa depan saya)				
3.	My parents try to help me to learn English. (Orang tua saya berusaha membantu saya untuk belajar bahasa Inggris)	4	6	8	1
4.	My parents feel that it is very important for me to learn English. (Orang tua saya merasa bahwa sangat penting bagi saya untuk belajar bahasa Inggris)	2	12	5	0
5.	My parents have emphasized the importance of English to me when I left school. (Orang tua saya telah menekankan pentingnya bahasa Inggris bagi saya ketika saya meninggalkan sekolah)	1	8	8	2
6.	My parents think I should have more time to study English. (Orang tua saya berpikir saya harus mencurahkan lebih banyak waktu untuk belajar bahasa Inggris)	3	5	11	0
7.	My parents always pay attention to my problems when learning English. (Orang tua saya selalu memperhatikan masalah saya ketika belajar bahasa inggris)	3	7	9	0
8.	My parents advised me to take private English lessons. (Orang tua saya memberikan saran kepada saya untuk les privat bahasa Inggris)	1	6	9	3
9.	My parents' expectations of me help me to study harder. (Harapan orang tua terhadap saya membantu saya untuk belajar lebih giat)	11	7	1	0
10.	My parents give me advice to support my study. (Orang tua saya memberikan nasehat sebagai dukungan belajar saya)	9	9	1	0
11.	My parents reward me when my English is good. (Orang tua memberi hadiah ketika	1	9	8	1

	prestasi Inggris saya bagus)				
12.	My parents gave strict punishments or warnings to study hard when my performance in England was not good. (Orang tua memberi hukuman atau peringatan tegas untuk belajar giat ketika prestasi Inggris saya tidak bagus)	1	2	12	4
13.	My parents help me with my problems when I do my homework. (Orang tua saya membantu kesulitan saya saat mengerjakan PR)	5	10	2	2
14.	My parents gave me a solution to my difficulties while learning English. (Orang tua saya memberikan solusi dari kesulitan saya saat belajar bahasa Inggris)	3	12	4	0
15.	My parents give private English lessons to improve my English performance. (Orang tua saya memberikan les privat bahasa Inggris untuk meningkatkan prestasi Inggris saya)	1	6	8	4
16.	My parents pay special attention when asking questions. (Orang tua saya memberikan perhatian khusus ketika akan ujian)	6	8	5	0
17.	My parents told me to keep learning English in class if the teacher in question is something that comes. (Orang tua saya menyuruh tetap belajar bahasa inggris dikelas jika guru yang bersangkutan berhalangan datang)	5	11	7	1
18.	My parents do control my English performance. (Orang tua saya mengontrol prestasi inggris saya)	2	10	5	2

19.	My parents did play an important role in improving my English performance. (Orang tua saya berperan penting dalam meningkatkan prestasi inggris saya)	1	9	9	0
20.	My parents gime me punishment me if I skip English lessons. (Orang tua memberi saya sangsi jika saya bolos dalam pelajaran bahasa Inggris)	3	5	8	3

After distributing the above questionnaire, the researcher got the data of the parental support as follows :

Table 4.2

Scores of Parents' Support

No	Name	Score
1.	AAM	64
2.	ARP	45
3.	AW	34
4.	BAA	39
5.	FIN	40
6.	FH	37
7.	IM	49
8.	ME	51
9.	MF	53
10.	MSA	48
11.	LFR	28
12.	LRM	51
13.	NCGF	35
14.	NCA	48
15.	NA	48
16.	SNM	46
17.	SWNF	44
18.	US	64
19.	VV	38

Students (N)	Parents' Support
N = 19	$\sum X = 862$

Based on the description of the variable description of parents' support data using SPSS 25, the data obtained are as follows:

Statistics

Parents' Support

N	Valid	19
	Missing	.
Mean		45,37
Median		46,00
Std. Deviation		9,382
Minimum		28
Maximum		64
Sum		862

From the data above, it can be seen that with 19 respondents the total score is 862. The calculation of the data above uses SPSS 25 which shows the mean score of parents' support is 45,37, the median score of parents' support is 46, the minimum score of parents' support is 28 and the maximum score of parents' support is 64.

The parents' support could be explained clearly as follow :

Table 4.3 Category of Parents' Support

Category	Formula	F	Percentage
High Category	$X \geq$ mean + 1.SD $X \geq 55$	2	11%
Moderate Category	Mean – 1.SD < X < Mean + 1.SD $35 \leq X < 55$	14	74%
Low Category	X < Mean - 1.SD $X < 35$	3	15%

Based on the data listed above, parents' support which is included in the high category is parents' support that has a score above 55, then what is included in the medium category is parents' support who has a value of 35 – 54, and parents' support which is included in the low category is parents' support who have a value below 35.

a. The percentage of parents' support described above for the high category is 11%, meaning that there are 2 parents' supports in the high category.

b. The percentage of parents' support described above for the moderate category is 74%, meaning that there are 14 parents' supports in the moderate category.

c. The percentage of parents' support described above for the low category is 15%, meaning that there are 3 parents' supports in the low category.

2. **Students' English Achievement**

The dependent variable (Y) is students' English achievement. To know the students' English achievement score, the researcher used the scores from the achievement test.

Table 4.4

Scores of the Students' English Achievement

NO	NAME	SCORE
1	AAM	79
2	ARP	87
3	AW	74
4	BAA	75
5	FIN	72
6	FH	75
7	IM	87
8	ME	89
9	MF	85
10	MSA	57
11	LFR	66
12	LRM	90
13	NCGF	65
14	NCA	98

15	NA	88
16	SNM	88
17	SWNF	97
18	US	85
19	VV	78

Based on the description of the variable description of students' English achievement data using SPSS 25, the data obtained are as follows:

Statistics

Students' English Achievement

N	Valid	19
	Missing	0
Mean		80,11
Median		83,00
Std. Deviation		11,752
Minimum		56
Maximum		98
Sum		1522

From the data above, it can be seen that with 19 respondents the total score is 1522. The calculation of the data above uses SPSS 25 which shows the mean score of students' English achievement is 80,11, the median score of students' English achievement is 83, the minimum score of students' English achievement is 56 and the maximum score of students' English achievement is 98.

The parental support could be explained clearly as follow :

Table 4.5 Category of Students' English Achievement

Category	Formula	F	Percentage
High Category	X ≥ Mean + 1.SD X ≥ 86	7	37%
Moderate Category	Mean − 1.SD < X < Mean + 1.SD 74 ≤ X < 86	5	26%
Low Category	X < Mean - 1.SD X < 74	7	37%

Based on the data listed above, students' English achievement included in the high category is students' English achievement with a score above 86, then included in the moderate category is students' English achievementwith a score of 74 – 86, and students' English achievementincluded in the low category is students' English achievement which has a value below 74.

a. The percentage of students' English achievement described above for the high category is 37%, meaning that there are 7 students' English achievement in the high category.

b. The percentage of students' English achievement described above for the moderate category is 26%, meaning that there are 5 students' English achievement in the moderate category.

c. The percentage of students' English achievement described above for the low category is 37%, meaning that there are 7 students' English achievement in the low category.

3. The Correlation between Parents' Support and Students' English Achievement

In this data, both of score of parents' support and students' English achievement are correlated by Person's Product Moment.

Table 4.6
The Calculation of Parents' Support and Students' English Achievement

Students (N)	Parents' Support (X)	Students' English Achievement (Y)
1	64	79
2	45	87
3	34	74
4	39	75
5	40	72
6	37	75
7	49	87

8	51	89
9	53	85
10	48	57
11	28	66
12	51	90
13	35	65
14	48	98
15	48	88
16	46	88
17	44	97
18	64	85
19	38	78
TOTAl	862	1522

Correlations

		Parents' Support	Students' English Achievement
Parents' Support	Pearson Correlation	1	,458[*]
	Sig. (2-tailed)		,049
	N	19	19
Students' English Achieveme nt	Pearson Correlation	,458[*]	1
	Sig. (2-tailed)	,049	
	N	19	19

*. Correlation is significant at the 0.05 level (2-tailed).

D. The Interpretation of Data

After analyzing the data above, the correlation coefficient between parents' support (X) and students' English Achievement (Y) is 0.458. This means that the two variables have a medium level correlation. Can be seen in the following table:

Table 4.7

The Interpretation of r_{xy}

Product Moment r_{xy}	Interpretation
0.00 – 0.20	Very Weak
0.21 – 0.40	Weak

0.41 – 0.60	Medium
0.61 – 0.80	High
0.81 – 1.00	Very High

The results show that the significant (2-tailed) value is 0.49. Test of significance when $sig < 0.05$, ($0.049 < 0.05$) the alternative hypothesis (Ha) is accepted. Then it can be called that there is correlation between parents' support (X) and students' English Achievement (Y), they are medium level. Thus, parents' support can affect students' English achievement. So the results indicate that if parents' support increases, the students' English achievement will be increase. Then the dimensions analyzed by the researchers of the two variables indicate that there is a positive relationship.

Parents become a strong support to achieve good achievement for students. In this study, the results showed that students needed support from their parents. Students who receive higher support from their parents mean high English achievement, then students who receive low support from parents mean low English achievement. Contribution from parents is very influential on the achievement of learning English for students. So, it can be said that for the success of learning, especially English, students must have the support of their parents.

E. The Test of Hypothesis

The researcher proves the results of the hypothesis in this study by using the following hypothesis formulation to calculate the data :

1. Null hypothesis (Ho)

There is no correlation between parents' support and students' English achievement at MTs Ma'arif Al-ishlah Bungkal Ponorogo.

2. Alternative hypothesis (Ha)

There is correlation between parents' support and students' English achievement at MTs Ma'arif Al-ishlah Bungkal Ponorogo.

The result of Sig 0.049 < 0.05. So, from the statement it can be calculated that :

1. Ho is rejected (There is no correlation between parents' support and students' English achievement at MTs Ma'arif Al-ishlah Bungkal Ponorogo).

2. Ha is accepted (There is correlation between parents' support and students' English achievement at MTs Ma'arif Al-ishlah Bungkal Ponorogo).
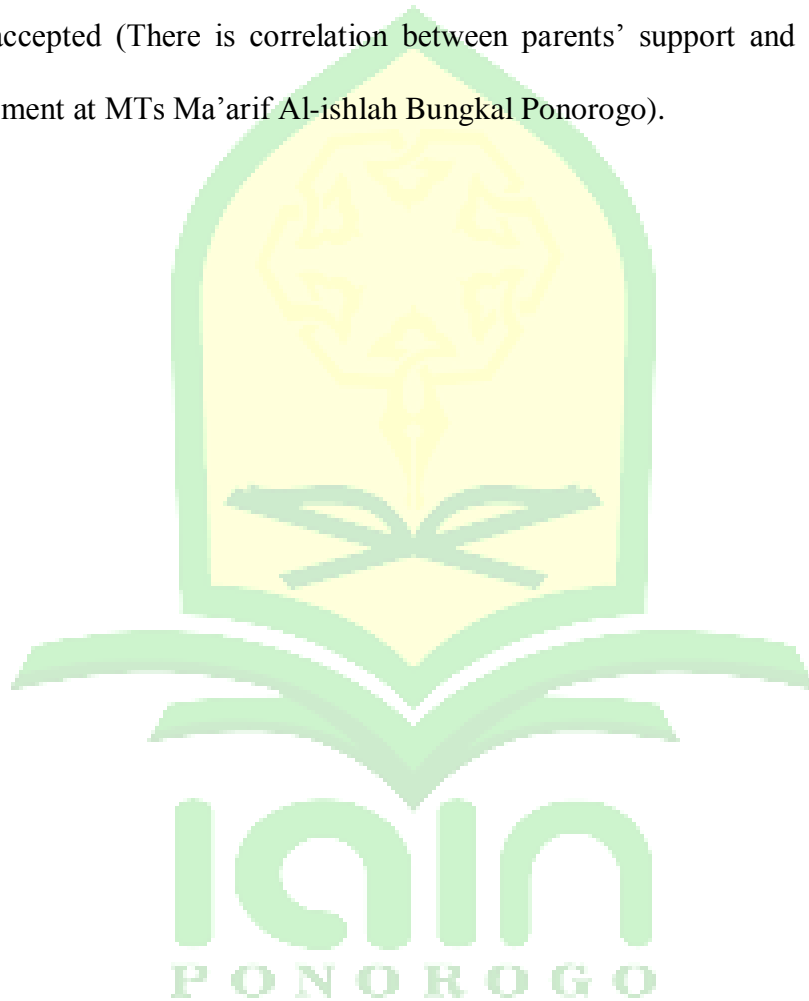
BAB V

CLOSSING

In this chapter, the researcher explains the conclusion and recommendations.

A. Conclusion

Based on the results of research that has been conducted at MTs Ma'arif Al-Ishlah Bungkal Ponorogo, it can be said that parents' support has a significant relationship with students' English Achievement, class VII A at MTs Ma'arif al-Ishlah Bungkal Ponorogo. This is evidenced by the research data calculated using the product moment correlation using SPSS 25. The Rcount value is 0.458 and Rtable is 0.456 with the provisions Rcount > Rtable with a significance level of 0.49. So it can be said that the relationship between parents' support and students' English achievement results is Medium.

B. Recommendations

1. For Teacher

   Teachers should pay more attention to students' interest in learning English and always provide support and advice on the importance of learning English for students in order to improve students' English achievement. Holding a meeting with the guardians of students, they should also remind parents to always guide and provide support for the students because the success of studentss is not only from the teacher at school but also at home.

2. For Parents

   Parents are hoped to be closer culth children and could improve the development of children in the family. Thus, all activities carried out by students in the school environment and in the home environment are monitored. That way, it will be easier for

parents to provide support for a good motivation for the child and be well received by the child. From the responses received from parents to children, it will also be seen that children's interest in learning English can also affect their English achievement.

3. For Student

   In order to be able to grow self-awareness about the importance of English. Students have the awareness to study seriously in order to get good should achievement.

4. For Researchers

   For other researchers, it is suggested that they can continue this research more broadly, especially with regard to the effect of parental support on students' English achievement in other schools.
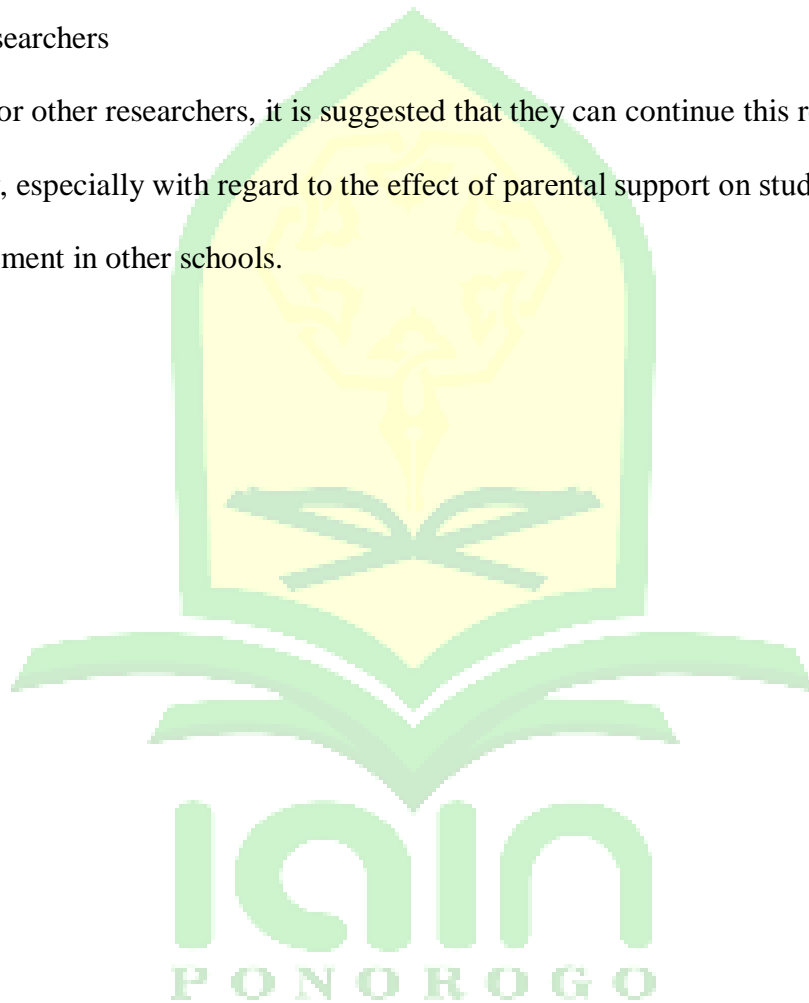
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