

**THE PARENTAL INVOLVEMENT ON ENGLISH
ACHIEVEMENT OF SEVENTH GRADE
STUDENTS AT SMPN 1 MADURAN-LAMONGAN**

THESIS

**Submitted in partial fulfilment of the requirement for the degree of
Sarjana Pendidikan Islam (S.Pd.I) in Teaching English**



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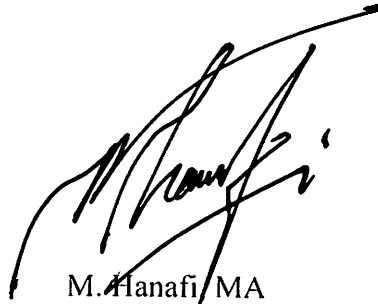
**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TARBIYAH
STATE INSTITUTE OF ISLAMIC STUDIES
SUNAN AMPEL
SURABAYA
2012**

APPROVAL SHEET

This thesis by Fatikhatur Rohmah entitled The Parental Involvement on English Achievement of Seventh Grade Students at SMPN 1 Maduran-Lamongan has been approved by the thesis advisors for further approved by the Board of Examiners.

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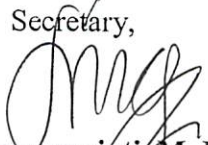

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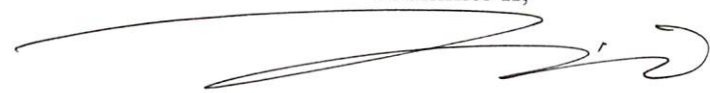
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internal factors include: the physical condition, intelligent, talent, interest, motivation and others related to the inside of the individual. The external factors include: human and the culture, teacher, media, teaching instrument, and etc.

Douglas brown explained in the students' performance, there are external factors that influence it. One of the external factors is parents. Parents play an important role in the students' achievement. Therefore, parental involvement becomes one of the important factors that influence students' achievement.

The involvement of parents can be formed as parents' basic obligations for establishing a positive home environment, parent-school communications about school programs and students' progress, parents' participation and volunteering at school, parents' efforts to enhance learning activities at home, parents' involvement in school decision making, and parent-community contacts that increase students' learning opportunities.

Parental involvement is a basic education for children before they are in the school age. After they entered school, the responsibility of the educational achievement become the responsibility both of the parents and the school so it can not be relayed on the teacher only but the parent also still involve in students' learning process. It is aimed to enhance students' educational achievement, especially English achievement.

In his research, Laurie found when the parenting skills are increase, the attainment of both Math and Language Art are increase. The significant relation is

Based on the categories determined, 0 frequencies were for interval class 91-100 and 81-90. It meant there were no parental involvements that attain category of either excellent or very high. There were 2 frequencies of 71-80. It was showed only two students who their parents got score among 71-80 or the involvement was high. 5 parents who was the involvement on their children were categorized as average. Many of the respondents only got score in the interval less than 60 for their involvement; they were 58 respondents that their involvements were categorized as low.

Furthermore, the mean of the parental involvement was calculated. The mean of the data processed was 47,19846 and it could be changed into integral number become 47. It was found that the mean of the parental involvement score was 47.

2. The English Achievement of Seventh Grade Students

The data of the students' achievement was obtained from the students' report book. The researcher asked the report book from the teacher. From the report book, the researcher took the sample based on the categories excellent, very good, good, average, and poor. The score of the students' report book was a whole students' score from assessment of assignments and tests during one semester.

After the score of the sample counted in the Excel, the result for the mean of the students' English achievement was 75,6 point.

Determining the achievement of each student was also based on the school KKM (Minimum Passing Standard) that was determined by the school. The School Minimum Passing Standard was divided into two standards. For the Bilingual Classes; A and B class, the Passing Standard was about 75. For the Regular Classes; C, D, E, F, G, and H class, the Passing Standard was about 66.

To know the students were passed or not, the students were divided into their own classes. Bilingual Class was seen based on the Passing Standard 75 and regular class was seen based on the Passing Standard 66. For Bilingual class, A class there were 10 students and B class there were 17 students. For regular class, C class there was 1 student, D class there were 8 students, E class were 6 students, F class were 7 students, G were 7 students, and H class were 9 students.

9.	A	Fatikhatul Koiroh	77	Passed
10.	A	Ayu Wika Alda Sari	76	Passed
11.	B	Syafina Zahara	94	Passed
12.	B	Faizatul Khusnia	87	Passed
13.	B	Laili Nur Izzah	86	Passed
14.	B	Wulan Septi L.	85	Passed
15.	B	Rani Tri Permadani	82	Passed
16.	B	Bunga Izzatul Lutfiyah	81	Passed
17.	B	Ega Delia Rizqah Firnanda	81	Passed
18.	B	Sherlian Zurifatul Jannah	80	Passed
19.	B	Medina Azizah	80	Passed
20.	B	Dina Aresa Kumala	80	Passed
21.	B	Ifa Fauziah	79	Passed
22.	B	Ilmi Nafiatul Maghfiroh	79	Passed
23.	B	Arum Kencana Sari	78	Passed
24.	B	Istiana Mita Musdalifah	77	Passed
25.	B	Romi Setiawan	75	Passed
26.	B	Sendy Andika Putra	75	Passed
27.	B	Dimas Prasetyo	75	Passed
28.	C	Rakmat Sodik	68	Passed
29.	D	Ayu Oktalina Anggraini	89	Passed
30.	D	Ahmad Lukyanto	76	Passed
31.	D	Dita Ayu Pratiwi	76	Passed
32.	D	Amanda Defina	74	Passed
33.	D	Siti Zulaikhah	70	Passed
34.	D	M. Yogie Adam	67	Passed
35.	D	Yuningsih	66	Passed
36.	D	Risky Maulana	66	Passed
37.	E	Erwin Ardiansyah	80	Passed
38.	E	Ahmad Rizky W.	77	Passed
39.	E	Hidayatul Khasanah	75	Passed
40.	E	Mela Septia Katsar	69	Passed
41.	E	Ratih Rahmawati	68	Passed
42.	E	Eka Novita Sari	66	Passed
43.	F	Elva Febiyanti	92	Passed
44.	F	M. Muttaqil Ali	78	Passed

30.	77	28.5	47	35.5
31.	76	32.5	46	37
32.	76	32.5	49	31
33.	76	32.5	48	33.5
34.	76	32.5	42	46.5
35.	75	36.5	45	38
36.	75	36.5	42	46.5
37.	75	36.5	42	46.5
38.	75	36.5	44	40.5
39.	74	39	47	35.5
40.	72	40	44	40.5
41.	70	43	43	43.5
42.	70	43	44	40.5
43.	70	43	48	33.5
44.	70	43	39	52.5
45.	70	43	44	40.5
46.	69	46	42	46.5
47.	68	50	40	50
48.	68	50	39	52.5
49.	68	50	51	26
50.	68	50	39	52.5
51.	68	50	41	49
52.	68	50	36	58
53.	68	50	36	58
54.	67	55	34	61
55.	67	55	39	52.5
56.	67	55	34	61
57.	66	60.5	36	58
58.	66	60.5	34	61
59.	66	60.5	37	56
60.	66	60.5	33	63
61.	66	60.5	53	23
62.	66	60.5	43	43.5
63.	66	60.5	38	55
64.	66	60.5	29	64

parents. It could be observed from the items which had low and 0 value of the questionnaire. They were items number 9, 12, 13, 19, 22, 24, 25, and 26.

Item number 9 was for indicator Parent-school communications about school programs and students' progress of type 2. It was about the teacher initiative to give information for parents. Parents feel that teacher was lack of giving information to them about either their children's progress or behavior.

Item number 12 was also type 2, but it was for indicator Parent-teacher communication about school's English program and students' class placement. Parents rarely talked and discussed about their children's placement. Only few of them concerned about their children's placement, so item number 12 had low score.

The value of item number 13 was 0 because there were no parents who were volunteering in the teaching-learning process or other activities in the school. For parental involvement type 3 with indicator Parents' volunteer and fund rising in school activity, only fund rising that parents did to participate in the school activity.

Item number 19 was the parental involvement type 4 from the indicator parents' enhancement in English learning activity through private lesson. The item was about the parents' effort to enhance students' learning opportunity by joining the private lesson. The result of the questionnaire showed that item value was low. It meant not all parents were joined their children to the private lesson

routinely because factor of the money and children. Some of them were caused by the limitation of the finance for extra lesson and some of them were caused by the children who were lazy to follow private lesson.

Parental involvement type 5 for indicator Parents' participation in parent-teacher meeting to make school policy was low, even for item number 22 was zero because in that school there were no meeting between parents and teacher routinely to discuss about school policy, and for item 24 was low because according to parents, the school was lack of involving students' parents in making school policy whereas those of parents were active attending and giving their aspiration in the meeting if held. It was showed by item 22 and 23.

The item number 25 was also parental involvement type 5. It was about parent-teacher organization (PTO). The value was 0 because there were no any organization of parents and teacher in the school.

The last is item number 26 which was about parents' collaboration with community to develop students' English learning activity. Parents and community around the school or around their home were never done any activity that developed students' learning activity.

The parental involvement according to the Epstein theory was still less in this school. Epstein theory was very complex. It looked the parental involvement from many aspects; beside the relation of parents and children, it also looked at parents' relation with school and community. It was one of the cause of the low

