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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APPROVAL SHEET

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ABSTRACT

Rohmah, Fatikhatur. 2012. The Parental Involvement on English Achievement of Seventh Grade Students at SMPN 1 Maduran-Lamongan. A Thesis. English Department. Tarbiyah Faculty, State Institute for Islamic Studies Sunan Ampel. Advisor: M. Hanafi and Hernik Farisia,

Key Words: Parental Involvement and English Achievement.

This research is conducted to find out the correlation between parental involvement and students' English achievement. English achievement becomes subject of this study because English is one of major lessons in Junior High School. One of the influential external factors toward students' achievement is parental involvement. The theory of parental involvement used for this study is based on the Epstein's framework of six types of parental involvement; Parenting, communicating, volunteering, learning at home, decision's making, and collaborating with community. Those are known as *Overlapping Spheres of Influence* theory.

The population of this study is seventh grade students of SMPN 1 Maduran, with number of sample is 65 students. The design is quantitative research. The data of parental involvement based on that theory is collected through questionnaire and data about students' English achievement is collected through documentation. Then, the data is analyzed by non-parametric statistic of Kendal's Tau because the data distribution was not normal.

By using those methods, the writer found that the parental involvement of Seventh Grade Students is low and the English achievement of seventh grade students is good enough. The correlation coefficient for parental involvement and students English achievement of SMPN 1 Maduran is τ = 0,7698 and it is strong correlation because the correlation coefficient closed to score 1. It means that Ha is accepted. The result of this study shows that there is correlation between parental involvement and students' English achievement for seventh grade students at SMPN 1 Maduran. For the significant test, the result is 9,04, so the result of this study can be generalized to the population of sample. Therefore, the writer hopes the parents to involve actively in the students' English learning process because the involvement is able to increase the students' English achievement.

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I realize that this is not perfect thesis, but it is expected to be useful for my self and the readers. Therefore, the constructive critics are welcomed.

Surabaya, July 19, 2012

Writer

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CHAPTER I

INTRODUCTION

A. Background of Study

Douglas Brown stated that "in a behavioral view, performance in tasks - and motivation to do- is likely to be at the mercy of external forces: parents, teachers, peers, educational requirements, job specifications and so forth." ¹ According to that, beside internal factors, children's learning success is also influenced by external factors, such as: parents and teachers. Therefore, the children's educational responsibility can not be relied on the teacher only, but also on the parents. They should take a part in their children's learning process because students need support from parents to maximize their potential, and it can be organized by good parental involvement. Heny cited from Hopking that "studies on students' success and good quality of learning process reveal that the best thing a family can do is being involved in their children education."

Parents have to involve in their children's education because parental involvement has been identified by some researchers as an important factor

¹ H. Douglas Brown, *Principles of Language Learning and Teaching* (New York: Person Longman, 2007), 168.

² Heny Purwanti, Bachelor Thesis: "The Influence of Parents' Involvement in English Learning to Their Children English Achievement at the Third Year of SD Al Azhar Syifa Budi Solo in 2007/2008 Academic Year" (Surakarta: UM. Surakarta, 2008), 1.

affecting students' achievement.³ There are some benefits when parents involve in their children's education, such as: the children could have higher grade or test score, positive attitude, long-term academic achievement and so on.

As the children are growing up, they need the involvement of their parents. The fact, some parents do not aware of their children's achievement progress, do not control children's learning time when they are at home, and do not create any conducive environment at home that supports their children's English learning activity.

Whereas in the school, students can not maximize their time to learn well, eventhough the teacher provides good material, strategy, and facility. The problems are: 1) Students do not have enough time to study English in the class, 2) Students are lack of teacher attention because teacher only can give them attention in the class and share it with other students, and 3) Students are lack of practice in the class. More practice is needed by students because English is not students' first language. Shortly, they will face more difficulties than other lessons if they are less practice.

Laurie cited from Feinstein and Symons, they concluded that

".....among the non-school factors of school achievement -socioeconomic status, parents' level of education, family structure

³ B. J. Ogunkola - Olatoye, R.A., "Students' Inherent Characteristics, Parents' Educational Attainment and Family Size as Predictors of Academic Achievement in Integrated Science". *Research Journal of*

International Studies-Issue. No. 16, September 2010, 120.

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and stability, ethnicity, and parental involvement- Parental involvement was most related to academic achievement."

From some kinds of these factors, Feinstein and Symons found that parental involvement has strong correlation to the academic achievement.

Many researchers studied about the parental involvement and students' achievement. They found a positive correlation between parental involvement and students' achievement and also that parental involvement effect on students' achievement. The objects of the study are various from kindergarten, elementary, junior, and senior high school. It suggested the writer knowing further about parental involvement.

There are many kinds of parental involvement. The different concept of parental involvement can make the result of one research and another to be different. This study adapts the Catsambis' concept. Catsambis reconstructed concept of the parental involvement from the Epstein's theory of overlapping spheres of influence. The spheres are family, school, and community. The parental involvement includes:

"(1) parents' basic obligations for establishing a positive home environment, (2) parent-school communications about school programs and student progress, (3) parent participation and volunteering at school, (4) parent efforts to enhance learning activities at home, (5) parent involvement in school decision making, and (6) parent-community contacts that increase students' learning opportunities"

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⁴ Laurie Z.B., Bachelor Thesis: "The Relationship between Parental Involvement and Student Achievement in Three-Working Class" (New Jersey: Seton Hall University, 2009), 4.

⁵ Sophia Catsambis, Bachelor Thesis: "Expanding Knowledge of Parental Involvement in Secondary Education, Effects on High School Academic Success" (New York: Queen Collage, 1998), 23

Based on the theory above, the relation between parents and school is a kind of parental Involvement. Parents should communicate and collaborate with school to support students' learning success. However, the students of SMPN Maduran whom are asked about the relation between parents and school stated that the communication between parents and school is less. The school is rare to give information about school's programs or activities to the parents directly and the other way, parents are rare to contact the school for monitoring the students' progress. That is why the researcher chooses this school. The reason to choose this school also because SMPN 1 Maduran has "A" accreditation, has laboratory to support English learning process, and has Bilingual class program. Therefore, this school is suitable for the study of parental Involvement on English achievement of seventh grade students.

B. Research Problem

Based on the background of the study presented earlier, the researcher tries to answer following questions:

- 1. How is the parental involvement on students' English achievement of seventh grade students at SMPN 1 Maduran, Lamongan?
- 2. How is the English achievement of seventh grade students at SMPN 1 Maduran, Lamongan?

3. What is the correlation between parental involvement and English achievement of seventh grade students at SMPN 1 Maduran, Lamongan?

C. Objectives of the Study

Derived from the above questions, the study is aimed:

- To know the parental involvement on English achievement of seventh grade students at SMPN 1 Maduran, Lamongan.
- To know the English achievement of seventh grade students at SMPN 1
 Maduran, Lamongan.
- 3. To find out the correlation between the parental involvement and the English achievement seventh grade students at SMPN 1 Maduran, Lamongan.

D. Significance of the Study

This study is expected to be significant for:

- Giving contribution for teacher to build good partnership with parents to increase students' achievement.
- 2. Reference to develop another way in enhancing students' achievement.
- Giving knowledge to parents about the important of their involvement in their children learning success.
- 4. Giving awareness to the parents to involve their children education actively.

- 5. Giving knowledge for the researcher to prepare herself as well as possible as a teacher in the future.
- 6. Training to the researcher to develop another research later.

E. Scope and Limitation

The parental involvement on students' English achievement is a kind of affective aspect in the motivation that influences students' learning success, and it relates to the educational psychology. The scope of parental involvement which is studied includes:

"(1) parents' basic obligations for establishing a positive home environment, (2) parent-school communications about school programs and student progress, (3) parent participation and volunteering at school, (4) parent efforts to enhance learning activities at home, (5) parent involvement in school decision making, and (6) parent-community contacts that increase students' learning opportunities"

The limitations of the study are:

- 1. For collecting the data about parental involvement, the writer did not use triangulation because she collects the data from the parents only.
- 2. The research is conducted to study the students' English achievement and the parental involvement in the first semester in year 2011/1012.
- 3. The result of the research just can be applied to the target population, the seventh students of SMPN 1 Maduran, Lamongan.

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⁶ Sophia Catsambis, Bachelor Thesis: "Expanding Knowledge ...p.23

F. Definition of Key Term

The following terminologies are used to contribute the readers to have the same interpretations in understanding the study:

1. Parental Involvement

According to professor Desforges, "parental involvement is a catchall term for many different activities including 'at home' good parenting, helping with homework, talking to teachers, attending school functions, through to taking part in school governance."

Parental involvement for the study is all activities that are done by parents to enhance their children educational success based on Catsambis' concept, there are six types of parental involvement. They are:

"(1) parents' basic obligations for establishing a positive home environment, (2) parent-school communications about school programs and student progress, (3) parent participation and volunteering at school, (4) parent efforts to enhance learning activities at home, (5) parent involvement in school decision making, and (6) parent-community contacts that increase students' learning opportunities"

⁸ Sophia Catsambis, Bachelor Thesis: "Expanding Knowledge ... p.23

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⁷ Charles Desforges - Alberto Abouchaar, *The Impact of Parental Involvement, Parental Support and Family Education on Pupil Achievements and Adjustment: A Literature Review* (Nottingham: Queen's Printer, 2003), 12. (http://www.dfes.go.uk/research, accessed on October 23, 2011)

2. English Achievement

According to Azwar cited by Heny, "achievement is a result which has been achieved by individual after the students accomplished some assignments."9

According to Charles Desforges,

"Students' achievement or child outcome is broadly conceived. It includes attainment as accredited in public examinations and National tests. It also refers to a wide range of attitudes, values and knowledge which, taken together, help sustain a commitment to lifelong learning and good citizenship." ¹⁰

English achievement that the writer means is a result of English achievement at one semester (the first semester) in 2011/2012, and it is taken from the students' achievement report book. The report book covers the mark of examination test, knowledge, comprehension, moral value, attitude and performance. However, the writer considers the aspects as one unit, not as parts. The achievement categorized as:

Heny Purwanti, Bachelor Thesis: "The Influence Of ... 3
 Charles Desforges - Alberto Abouchaar, the Impact of ... 12

G. Research Report Writing Organization

Chapter I: Introduction

This chapter covers the background of study, statement of the problem, objective of study, significant of study, scope and limitation, definition of key terms and the research report writing.

Chapter II: Review of Related Literature.

It discusses the literatures of the parental involvement and students' English achievement and previous study.

Chapter III: Research Method.

This chapter consist the discussion of research design, research hypothesis, research subject, data and data collection technique, research instrument, instrument validity and reliability, data analysis technique, and research procedures.

Chapter IV: Data Description and Research Finding

This Chapter is a chapter that discusses the data description, research finding, and discussion of research finding.

Chapter V: Conclusion and Suggestion

It is the last part of the study and consists of the main discussion. The writer summarizes and makes a conclusion for the study in this chapter.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Parental Involvement

Parental involvement covers all terms for many different activities including good parenting, helping with homework, talking to teachers, attending school functions, participating and taking part in school governance. Parental involvement is a complex aspect that can influence children development in the social life and education. Parents have to do little extra effort to develop their children's achievement especially in the educational achievement. "Parental involvement is what parents do to enhance their children's schooling success and strengthen the communication they have with children's school."

Mary categorized parental involvement into some dimensions; "behavioral, cognitive-intellectual, and personal are three dimensions representing resources that parents have available to children." Behavioral resource is like helping with homework activity or volunteering at school, cognitive-intellectual resource includes communicating to children about school related experience and etc., and personal resource is like parents' involvement reflected in expectations, contact,

¹ Charles Desforges - Alberto Abouchaar, *The Impact of* ... 12

² Mary Kelly Haack, a Dissertation: "Parents' and Teachers' Beliefs about Parental Involvement In Schooling" (Lincoln, Nebraska: University of Nebraska, 2007), 1.

³ Mary Kelly Haack, a Dissertation: "Parents' and Teachers' Beliefs... 13

interest to children's school and learning. All the dimensions represent the interaction among parents, children, school, and community.

The important of interaction is explained in the Vygotsky's theory. His theory is *Sociocultural Theory*. It emphasizes how culture and social interaction guide cognitive development. He believed that children can develop their cognitive when they interact with capable adult and peers and he emphasized the role of teacher and parents. The teacher takes their role by teaching well in the class and "parents can play important roles as managers of children's opportunities, as monitors of children's social relationship, and as social initiators and arrangers."

There are many kinds of parental involvement that parents can do. Epstein defined 6 types of parental involvement. The six types of involvement are: Parenting, communicating, volunteering, learning at home, decision's making, and collaborating with community. These are known as overlapping spheres of influence theory. The theory is derived from perspective that considers complex aspect includes family, school, and community. The writer agreed with Epstein theory that parental involvement also has to pay attention about the relation to school and community because to get good achievement (English achievement), parents need to collaborate with the teacher (English teacher) and community in

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⁴ John W. Santrock, *Child Development* (New York: McGraw Hill, 2004), 35.

⁵ John W. Santrock, Child Development... 480

⁶ Joyce L. Epstein, *School, Family, and Community Partnership: Your Handbook for Action* (USA: Corwin Press, 2009), 14. (http://www.amazon.ca/dp/1412959020/ref=rdr_ext_tmb, accessed on April 31, 2012)

English activity to support students' English competence. Using 6 types of involvement, the researcher captured the multitude parental involvement.

The root of the theory of overlapping spheres of theory is from some ideas.

Mary explained that:

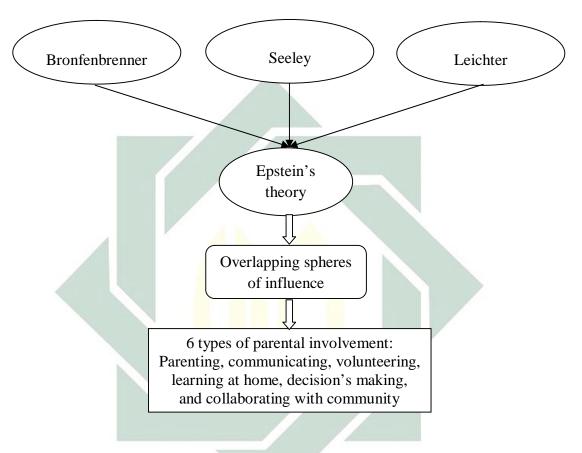
"Epstein (1990) outlined a theory of overlapping spheres of influence on student development based on the work of three theorists: Bronfenbrenner, Seeley, and Leichter. First, Bronfenbrenner's (1979) ecological model proposes that children function within multiple systems. Second, Seeley (1981) proposed that responsibility for child development was shared by parents, teachers and community members. Finally, Leichter (1974) proposed the "families as educators" theory."

Epstein constructed the theory based on the Ecological theory of Bronfenbrenner, Seeley who stated that parents, teacher, and community members partook in the child development responsibility and Leitcher with the theory of "family as educators". From those theories, it is constructed a concept "six type of parental involvement" that is built from a theory considered parents, teacher, and community.

⁷ Mary Kelly Haack, a Dissertation: "Parents' and Teachers' Beliefs... 8

The root of Epstein concept was illustrated into following schema:

2.1 The schema of the Epstein's concept foundation



Epstein concept is used by some researchers in their studies includes Catsambis. She used Epstein concept for her research. Catsambis reconstructed it become:

"(1) parents' basic obligations for establishing a positive home environment, (2) parent-school communications about school programs and student progress, (3) parent participation and volunteering at school, (4) parent efforts to enhance learning activities at home, (5) parent involvement in school decision making, and (6) parent-community contacts that increase students' learning opportunities."

⁸ Sophia Catsambis, Bachelor Thesis: "Expanding Knowledge ... 23

Laurie explained a framework of six parental involvements proposed by Epstein, Coates, Salinas, Sanders, and Simon as follows:9

a. Parenting

Parents can provide a good environment at home to support their children educational success, such as: parents support or motivate their children in learning activity, ensure their children's school attendance, control children's playing and TV viewing time.

b. Communicating

Home-school communication is an opportunity for parents and teachers to discuss about students' progress and problems and allow parents to inform teachers of family experiences that may support learning.

c. Volunteering

Parents participate and volunteering in school activity by volunteering in teaching-learning process, attending sporting events, and helping with fundraising activities.

d. Learning at home

Parents can help their children with homework or other school-related activities. Home based learning is applied to support children achievement. "Parents may also review report cards, schoolwork, and tests; play games or use everyday activities to enhance academic learning."10

Laurie Z.B., Bachelor Thesis: "The Relationship between...7
 Mary Kelly Haack, a Dissertation: "Parents' and Teachers' Beliefs...18

e. Decision's making

Parents take role of the school decision making and participate in parentteacher organization. Being involved in these organizations allows parents to learn about school programs, policies, curriculum, and budgets.

f. Collaborating with community

Involving parents in school-community collaboration is purposed to strengthen school programs, family practice, and students' learning development.11

Based on the explanations, parental involvement can give big effect on students' achievement.

B. Students' English Achievement

Students' achievement has broad meaning. According to Desforges,

"Student achievement includes attainment as accredited in public examinations and National tests. It also refers to a wide range of attitudes, values and knowledge which, taken together, help sustain a commitment to lifelong learning and good citizenship."12

Here, achievement is not seen by the mark or result of tasks. However, achievement is also about what they learn, how the lesson can improve their knowledge, value, attitude, and any other behavior.

Laurie Z.B., Bachelor Thesis: "The Relationship between...7
 Charles Desforges - Alberto Abouchaar, The Impact of ... 1

English achievement is not only the students' accomplishment in English examination, but it is also about students' comprehension, performance, attitude, value, respond, and analysis during learning English in the class. All the aspects are the criteria of the teacher assessment collected during English learning class at one semester, and those are included in the report book. Therefore, the writer uses report book as the instrument to get data for students' English achievement.

English achievement is an achievement of learning English. According to Gagne cited by Abdul Gafur, achievement is a competence in mastering certain lesson showed by the result of a learning test and the result it formed in score, ¹³ Whereas, the learning is "...acquisition of any relatively permanent change in behavior as a result of practice and experience". 14

To know the high or low of the students' achievement, there are 2 kinds of popular approach which is often used to assess the degree of students' Norm-referenced achievement: 1. assessment, 2. Criterion-referenced assessment. 15

1. Norm-referenced assessment is an assessment that compares a student's achievement with the achievement of other students' gotten in that class. The score given to the student refers to comparison result among her score and her friends' score, so if a student's score is worse than other students,

Abdul Gafur, *Desain Instruksional*, (Jakarta: BPT. IKIP, 1983), 9
 Muhibbin Syah, *Psikologi Belajar* (Jakarta: Rajawali Press, 2009), 65

¹⁵ Muhibbin Syah, *Psikologi Belajar* ... 216

that student will get low score and if his score is better than others, he will get high score.

2. Criterion-referenced assessment is a process of learning achievement's measurement by comparing the students' achievement with well-defined domain behavior as an absolute determinant. This approach needs absolute criterion that refers to aim of study so the score or achievement of a student is determined by his mastery of a lesson up to the criterion that agree with instructional objective.

Students' achievement is a configuration of learning while learning is not only influenced by one factor. However, there are many factors that influence it. Such as: motivation, attitude, physical and mental healthy, personality, diligence and others.

According to Slameto, there are many kinds of factor that influence students' learning achievement, but it is generally divided into 2 parts, internal and external factors. ¹⁶ They are:

a. Internal Factors

1) Students' Physiological Factors, such as:

• Physical Healthy

Someone's health can influence the learning because someone's learning process can be disturbed if someone is sick. The healthy can influence the concentration, spirit, and adding capacity. That

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¹⁶ Slameto, *Belajar dan Faktor-faktor yang Mempengaruhinya* (Jakarta : Bina Aksara, 1988), 54

is why during the learning process, someone should be in good condition.

Physical Defect

It can be blind, deaf and etc. Someone who has special need has to get special help in the special institution that can help to limit the defect so the student who has that physical defect can learn well.

2) Students' psychological factors, such as:

Intelligent

Slameto cited from J.P Chaplin, the meaning of intelligent is three abilities which are done easily, quickly and effectively. They are; ability of adaptation, ability of applying the abstract concepts, ability of conceiving the relation.

Attention

To get best result in the learning, students have to give all minds to the lesson and teacher should give the interesting material of the lesson and deliver it with interesting method or strategy to catch the students' attention. If students can always pay attention the lesson well, the students will achieve good achievement.

Interest

According to Hilgrad that is cited by Slameto, "interest is persisting tendency to pay attention and to enjoy some activities or content." Interest become an important factor in learning because if students learn lesson which they interest in, the learning process will be fun and there is no forces so it will make easy students to learn.

Aptitude

The aptitude is the ability that someone has in something or it is like innate born. If it is compared with the learning process of someone who has aptitude in the certain lesson and someone who has not, so the result is the student who has aptitude in that lesson will learn fast to the lesson then the student who has not so it can not be forced to someone to learn something which is different from his aptitude.

• Motive

Motive is something that becomes a reason for someone to reach something. It is important because it will determine the goal of someone.

lomato Dalai

¹⁷Slameto, Belajar dan Faktor-faktor...55

Maturity

Maturity is completely grown physically and well developed mentally in a certain phase. It is needed to know the students maturity to get a lesson in the learning process. A student who is not mature yet to learn junior high school subject, may not be forced to learn that because it is beyond the student's reach.

Readiness

In learning process the teacher should consider the students' readiness. It is to learn maximally. That is why the warming up before the lesson is necessarily. It is done to make all the students ready to get lesson.

3) Exhaustion Factor

There are two kinds of exhaustion; physical exhaustion and mental exhaustion. The physical exhaustion cause someone body becomes limp and weak, and mental exhaustion can cause someone bored so there is no interested to the lesson.

b. External Factors

1) Family

Parenting Style

Parenting style can effect on the students' character and habit, where it influence in the way students' learning. Irresponsive act is showed by parents who do not aware of the students' academic achievement. They do not arrange students' learning time, do not facilitate students' learning necessary, and do not monitor their children's progress so it can make children do not accustomed to discipline in learning. Parents who over spoiled children or over restricted also will give bad impact to the children. That is why the parental involvement is important to support students' learning success.

• Home Environment

To support students' learning, parents have to create a comfortable environment because students need calm and pleasure during learning process. If the home is always noisy and uncomfortable, how children can learn well whereas learning at home can effect the students' achievement.

• Economic Background

Except principle commodity such as: meal, clothes, healthy protection etc, parents also should provide learning facilities such as: book, learning table, lighting, reading room etc. all can be served if the parents have enough money.

• Parents' Understanding

Here, parents should understand if the children are studying. They may not disturb the learning time with home duties, so children can learn well.

• Culture Background

The habitual of family and education level impact to the students, so it needs to inculcate good habit to support students' learning.

2) School

Teaching Method

The teaching method of teacher influences the students' learning. It has to be appropriate, efficient, and effective. If teacher only uses speech method, students will be not active or even bored and sleepy. It will give bad effect to the students.

Curriculum

Inappropriate curriculum also can give bad impact to the children.

Teacher is demanded to be able to adapt the present curriculum with the students' requirement.

• Teacher-Student Relation

Teacher-students relation becomes one of factors that influence students' learning because sometimes students, who like the teacher or the teacher's teaching method, will like the lesson. The other side, teacher who is lack of interacting with students can cause inactive of students, there is a gap between teacher and students, so it can be an obstacle in the teaching-learning process.

• Students' Relation

Creating good interrelation among the students is necessary to get good environment during teaching-learning process in the class.

School Discipline

Discipline always becomes determinant factor for everything, and so does for learning. School discipline includes all the staff, teacher and students' discipline, head master in managing all the staff and students, staff in serving for students' and parents, teacher's discipline in teaching process, and students' discipline in learning process.

Learning Equipment

Providing equipments for teaching-learning process will facilitate students to achieve the lesson, so students can learn well.

School Time

The school time, morning, noon, or night is necessary to be considered. Students in the fresh condition are predicted can achieve lesson easier. The selection of right school time can help students' concentration in learning.

• The Lesson is Over the Standard

Deciding high standard for students has to be agreed with the students' capability. If the lesson is over the standard, it just will make the students failed. The teacher should consider each student's capability and make it agree with the standard.

• Building Condition

The building condition has to be sufficient with the students' number, so it does not disturb the teaching-learning process.

Learning Method

The effective learning method can contribute to the learning achievement. It can help students comprehend the lesson easier and faster.

Homework

Teacher is hoped not to give many home works that can burden students' time.

3) Community

The influence of community is there because students are part of the community. Some things that can influence students are:

• Students' Activity in Community

Following activity in the community such as: organization, social activity, religion activity, and etc. will be good for students except the activity is not useful.

Mass Media

Good mass media will give good influence to the students. Mass media includes movie, radio, TV, newspaper, magazine, and etc. parents and teacher should supervise and control students to minimize the effect of mass media.

Friend

Students have to have good friend in their society and good social intercross, so it can give good effect to the students.

Social Life

The community or the society life also gives a contribution to the students' learning process. To create good environment to the students' learning, parents should pay attention and choose good social life around the home.

According to Muhibbin Syah, factors that influence learning generally divided into students' internal factors, external factors and learning teaching approach.¹⁸

¹⁸ Muhibbin Syah, *Psikologi Belajar...*, 145.

a. Students' internal factors

- 1) Physiological aspect. It includes body and sense healthy
- Psychological aspect, such as: intelligent, attitude, talent, interest, and motivation

b. Students' external factors

- 1) Students' environmental factors. The factor is divided into 2: the first is nature environmental factor or nonsocial factor such as temperature, air humidity, time (morning, noon, and night), school location, and so on. The second is social factor such as human and the culture.
- 2) Instrumental factors such as building or class infrastructure, teaching tools or instruments, teaching media, teacher and curriculum or learning material, and also teaching learning strategy. ¹⁹

c. Learning approach factor

There are many approaches that can be used by students to learn. It depends on each student which approach that is chosen. The approach used will influence the students' learning success. Some approaches are:

- High approach. There are two kinds of high approach; speculative and achieving.
- 2) Medium approach. There are two kinds; analytical and deep.
- 3) Low approach. There are two kinds; reproductive and surface.

¹⁹ M. Dalyono, *Psikologi Pendidikan* (Jakarta: Rineka Cipta, 1997), 57

C. Parental Involvement and Students' Achievement Relation

The parental involvement can help students in learning. There are many ways for parents to help their child's learning to increase the achievement such as: help children in doing home work, supervise children learning at home, monitor children educational progress, and keep in communication with school and community that can increase children's achievement. Therefore, the students' achievement is strongly related to the parents.

According to Sears cited by Tam Cai Lian "that parent-child relationship can be described as socialization between parent and child." Cai Lian explained the socialization can be illustrated as mutual, reciprocal, and relation-based enterprise between parents and child. It means the relation between parents and children is an interrelationship which is built two ways by parents and children and it give positive and good impact. The involvement of parents can contribute greatly to children's language development, disposition, attitudes, and expectations in schooling. ²¹

D. Theoretical Framework

From the explanation above, we knew that there are some factors that influence students' achievement; they are internal and external factors. The

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²⁰ Tam Cai Lian, "Parental Bonding and Parent-Child Relationship among Tertiary Students". *Sunway Academic Journal*. 5, 113

²¹ Laurie Z.B., Bachelor Thesis: "The Relationship between... 9

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.

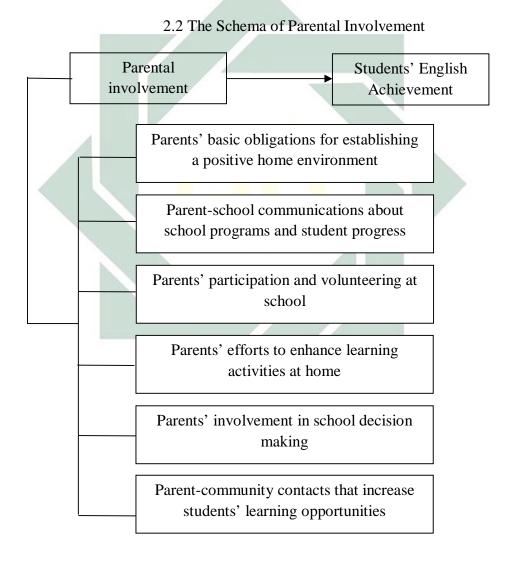
The involvement of parents can be formed as parents' basic obligations for establishing a positive home environment, parent-school communications about school programs and students' progress, parents' participation and volunteering at school, parents' efforts to enhance learning activities at home, parents' 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

showed between parenting skills and both lessons. Another study of Catsambis found significant relation between parental involvement and the twelfth grade achievement based on Epstein typology.

The explanations reveal the existence of relation between parental involvement and students' achievement. Here is the schema:



From that explanation, it can be concluded and presented hypothesis:

Ho: That there is no correlation between parental involvement and students' English achievement.

Ha: That there is positive and significant correlation between parental involvement and students' English achievement.

E. Previous Study

Sophia Catsambis studied Expanding Knowledge of Parental Involvement in Secondary Education (Effects on High School Academic Success). The study sought to clarify and expand existing knowledge of parental involvement in secondary education, specifically in high school, and to resolve some of the inconsistencies reported in the literature. ²² The National Educational Longitudinal Study of 1988 (NELS) is chosen as the data source because it is nationally representative and longitudinal in scope, and because it includes surveys from both students and their parents. These indicators are drawn from the parent surveys. The result or finding of this study shows that within the six types of parental involvement identified by Epstein, only some indicators significantly affect educational outcomes in high school and the other effects may be positive or negative. Parents who always supervise their children's coursework have a

²² Sophia Catsambis, Bachelor Thesis: "Expanding Knowledge... 6

positive influence on the number of credits completed. The pattern is strongest for credits in English than others (Math and Science). Both of Catsambis' research and this research use the general typology of parental involvement by Epstein. Catsambis studied the eight and twelfth students. There are twelve indicators of family practices for eighth grade and fifteen indicators for twelfth grade. She sought the long term academic achievement that influenced by parental involvement, which achievement (Math, Science, and English) and which parental involvement. It is different from the researchers' study where she just looks for the correlation from the parental involvement (as one unit) on one subject, English achievement.

Heny Purwanti studied *The Influence of Parents' Involvement in English Learning to Their Children English Achievement at The Third Year of SD Al Azhar Syifa Budi Solo in 2007/2008 Academic Year.* ²³ She found that parents' involvement gave a positive and significant influence to the children English achievement at the third year of SD AL Azhar Syifa Budi Solo. Heny studied the Elementary students but the researcher studies the Junior high school, and Heny just used parenting on children as the parental involvement concept but the researcher uses the complex parental involvement consider parent, teacher, and community.

The next previous study is a doctoral dissertation by Professor Charles

Desforges with Alberto Abouchaar entitled *The Impact of Parental Involvement*,

 23 Heny Purwanti, Bachelor Thesis: "The Influence Of \dots

Parental Support and Family Education on Pupil Achievements and Adjustment: A Literature Review. The data is from the National Child Development study in the UK. In his study,

"Parental involvement takes many forms including good parenting in the home, including the provision of a secure and stable environment, intellectual stimulation, parent-child discussion, good models of constructive social and educational values and high aspirations relating to personal fulfillment and good with schools to share information; citizenship; contact participation in school events; participation in the work of the school; and participation in school governance."24

It shows that Parental involvement is strongly and positively influenced by the child's level of attainment, the higher the level of attainment, the more parents get involved. The most important finding from the point of view of this review is that parental involvement in the form of 'at-home good parenting' has a significant positive effect on children's achievement and adjustment. Desforges only conducted the literature review in his study. He collected other researchers' studies and studied it carefully but the researcher does the research directly by entering into the field.

Laurie Zikler Bandlow in his doctoral dissertation studied about The Relationship between Parental Involvement and Student Achievement in Three Working Class Elementary Schools. 25 The population is parents of 4th, 5th, 6th grade students at 3 elementary schools in a working-class school. The data has been taken from New Jersey Department of Education. He found significant

 $^{^{24}}$ Charles Desforges - Alberto Abouchaar, The Impact of \dots 4 25 Laurie Z.B., Bachelor Thesis: "The Relationship between...

relationships in the research of parenting skills and parental efficacy on students' achievement in both Language Arts and Mathematics. He proved that when parental involvement increased, the level of students' achievement in both subject areas also increased. Laurie studied the elementary graders, three classes, and two subjects; Language Art and Math, whereas the researcher studies the junior high school students, only seventh grade students, and only English subject.

Nisa'ul Mustafidah studied *Pengaruh Tingkat Pendidikan Orang Tua terhadap Prestasi Belajar Pendidikan Agama Islam Anak Kelas V-VI SD di Perumahan Bukit Bambe RT 23 RW 2 Driyorejo – Gresik.*²⁶ She used correlation approach in this study with Product Moment statistic. The study revealed the negative result of the effect of Parents' educational level for students' Islam study achievement class V-VI in Bukit Bambe Regency RT 23 RW 2 Driyorejo – Gresik. Mustafidah focuses on the educational background of the students' parents whereas the researcher focused on the parental involvement. The subject of the study is different, Mustafidah's subject was Islamic education whereas the researcher's subject is English and Mustafidah conducted the research to the Elementary students but the researcher conducts the research to the junior high school.

The Teacher Relationship Behavior and Parenting Style Correlates of Students' scholastic achievement at Grade Seven English by Ewnetu seid and

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²⁶ Nisa'ul Mustafidah, Bachelor Thesis: "Pengaruh Tingkat Pendidikan Orang Tua terhadap Prestasi Belajar Pendidikan Agama Islam Anak kelas V-VI SD di Perumahan Bukit Bambe RT 23 RW 2 Driyorejo – Gresik" (Surabaya: IAIN Sunan-Ampel Surabaya, 2011)

Fisseha Mikre is an article used 210 students as sample to study if the teacher relationship behavior and parenting style significantly correlate to the students' scholastic achievement of the English at Grade Seven. ²⁷ Based on the analysis, there are 3 identified patterns of the teacher relationship behavior; positively involved, functional average, and negatively involved. The score of the students with positively involved is higher in their English. The different of the study is the focus of the study. This article looked for the correlation of teacher behavior and parenting style on the students' achievement but the researcher's study looks for the correlation of parental involvement with the multitude aspects on the English achievement.

The next previous study is by Ahmad Syafi'i entitled A Study on the Correlation between Socioeconomic Background of the Students and Their Achievement in Learning English in the Second Year Students of SMK NU, Lamongan. In that study, he divided socioeconomic into three groups; the upper socioeconomic, the middle socioeconomic, and the lower socioeconomic background of the students. It is classified based on the type of the parents' occupation, amount of income, and qualification. The sample of the study is 100 students of the third semester of second year 2003/2004. He used correlation product moment and found that there is correlation between the students'

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²⁷ Ewnetu seid - Fisseha Mikre, "The Teacher Relationship Behavior and Parenting Style Correlates of Students' Scholastic Achievement at Grade Seven English". *Ethiopia Journal Education and Science*. Vol. 4 No. 1, September 2008. (http://www.ethiopianjournaleducation&science.org/vol.4 no.1/the teacher.htm, accessed on October 23, 2011)

socioeconomic background and their achievement in the English learning.²⁸ Socioeconomic is one of factors that influence parenting and parenting is one type of parental involvement in this study. The study of Ahmad Syafi'i is more specific than the researcher, the researcher studies the complex aspect of involvement that should be done by parents.

Hubungan Pola Asuh Orang Tua dengan Prestasi Belajar Siswa Mts Al-Falah Jakarta Timur is a title of Yusniah's study. She looked for the correlation of parenting style and students' achievement. The population that she studied was the first class of Mts Al-Falah Jakarta with number 114 students. The sample that she took was 25 students. In her studied, the students' achievement of first class at Mts Al'Falah was in level "enough", the parenting style that was practiced was democratic enough, and the correlation analysis result showed that there was positive and significant correlation between parenting style and students' achievement.²⁹

Even though not all of the studies focused on English, but some of the studies have the same subjects; parental involvement and English achievement. Here, the researcher studies whether in the SMPN 1 Maduran the parental involvement on English achievement also has significant correlation or not. The researcher's study is aimed to know the correlation between parental involvement

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²⁸ Ahmad Syafi'i: "A Study On The Correlation Between Socioeconomic Background Of The Students And Their Achievement In Learning English In The Second Year Students Of SMK NU, Lamongan" (Lamongan: Lamongan Islamic University, 2003)

²⁹ Yusniyah: "Hubungan Pola Asuh Orang Tua dengan Prestasi Belajar Siswa Mts Al-Falah Jakarta Timur" (Jakarta: UIN Syarif Hidayatullah, 2008)

and English achievement on the seventh grade students of SMPN 1 Maduran by applying *Overlapping Spheres of Influence*.



CHAPTER III

RESEARCH METHOD

The focus of the study is about what is the correlation between parental involvement and students' English achievement, whereas the subs focus are the achievement of students SMPN 1 Maduran, and involvement of their parents.

In this chapter, the writer discusses about research design, hypothesis, research subject, research population and sampling, data and data collection technique, research instrument, validity and reliability, and data collection technique.

A. Research Design

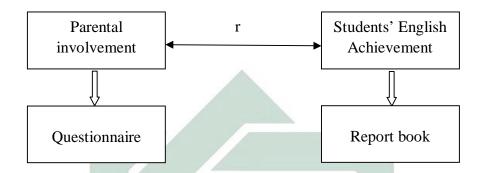
The study is quantitative research because the way to analyze the data uses statistical method. According to William, typically data is called quantitative if it is in numerical form. This is non-experimental research. Both of the data for parental involvement and students' achievement are interval. Interval data is data which has same distance, but it does not have absolute zero. Therefore, it is kind of parametric statistic because parametric statistic used if the data that will be analyzed is interval or ratio. The research is included inferential statistic. Inferential statistic is a statistic used to analyze sample, and the result will be

¹ William M.K. Trochim, *The Research Methods Knowledge Base*, 2nd edition (Ithaca, N.Y.: Cornall Custom Publishing, 1999), 11.

² Sugiyono, *Statistika untuk penelitian*, 17th edition (Bandung: Alfabeta, 2010), 24.

³ Sugiyono, *Statistika untuk*... 95.

generalized (to the population).⁴ It is kind of correlation product moment because the data are interval and interval.



B. Research Hypothesis

Ho: $\tau = 0$

Ha: $\tau > 0$

 τ is the symbol of Kendall's Tau and 0 showed that there is no correlation.

C. Research Subject

1. Variables

There are two variables of this study. These are parental involvement and students' English achievement.

For the parental involvement concept, the researcher uses Catsambis concept:

⁴ Ali Anwar, Statistika Untuk Penelitian... 2.

(1) parents' basic obligations for establishing a positive home environment, (2) parent-school communications about school programs and student progress, (3) parent participation and volunteering at school, (4) parent efforts to enhance learning activities at home, (5) parent involvement in school decision making, and (6) parent-community contacts that increase students' learning opportunities".

The English achievement is a result of English achievement at one semester (the first semester) in 2011/2012. It is taken from the students' achievement report book. The report book covers the mark of examination test, knowledge, comprehension, moral value, attitude and performance. However, the writer only uses the score of students' report book. The achievement is categorized as:

2. Research Population and Sampling

The population for the study is the seventh grade students of SMPN 1 Maduran, Lamongan. The study is conducted on seventh grade because students at seventh grade are students that still need much attention from parents. Seventh grade is a transition age from elementary school age, where in elementary all of things of the students' life need and educational necessary

⁵ Sophia Catsambis, Bachelor Thesis: "Expanding Knowledge ... 23

depend on parents, so the students of seventh grade need more involvement of their parents. Therefore, this subject is suitable for this research.

There are eight classes of seventh grade students. Each class consists of 30 students. The total of the students is 250 students. The sample is 25% students of the population. It is about 63 students. The writer uses the minimum amount of sample because the object is the students' parents, and it is difficult enough asking their time and to fill the questionnaire. One of the suggestions from Roscoe cited by Sugiyono is the criterion of the proper sample in the research is around 30 - 500.6

The researcher takes a little amount of sample, so the error probability can not be ensured. Therefore, stratified random sampling is conducted for this study to decrease the error probability. The sample is stratified from the achievement, excellent, very good, good, average, and poor. For the excellent are 3 students, very good are 50 students, good are 98 students, average are 97 students, and poor is 1 student. For excellent and poor, all the students are taken as the sample because the number is little and for other are determined by:

Excellent $\rightarrow 3$

Very Good
$$\rightarrow -- \times 63 = 12$$

$$Good \rightarrow --- \times 63 = 25$$

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⁶ Sugiyono, *Statistika untuk* ... 74.

Average
$$\rightarrow --- \times 63 = 24$$

 $Poor \rightarrow 1$

The total of 3+12+25+24+1=65

The number of sample that is used in this study is 65 students from the excellent are 3 students, very good are 12 students, good are 25 students, average are 24 students, and poor is 1 student.

D. Data and Data Collection Technique

The methods that are used by researcher to collect the data are documentation and questionnaire. The researcher uses these 2 techniques because these techniques are representative for all the data needed.

1. Documentation

Documentation is an active work for a corporation or an institution by providing the result of processing the useful document's materials for the corporation or institution. The researcher uses the documentation to collect the data because it is the suitable technique to collect data that is documented. The documentation is used to collect the data from the document which is valid and complete resource content of students' identity and background and students' achievement point, where these data are the target of the researcher.

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⁷ Juhana S. Mariadinata - Wiana Mulyana, *Dokumentasi dan Perpustakaan*, 2nd edition (Bandung: CV Armico, 1991), 21.

2. Questionnaire

"The questionnaire is data collection technique that uses method by giving a set of written question or statement to the respondents to be answered." It is a list of written statements about parental involvement used to get needed information from the respondents about their own perception report or experience of their parental involvement.

E. Research Instrument

The instruments of the study are document and questionnaire. The document is the students' report book. The students' report book will be used to look for the data because it contains the students' English achievement needed for the study. According to Fred, achievement can be measured using grade point or according teacher assessment. The writer uses report book because it contains teacher assessment for the students' grade point during one semester and others. And the score of students categorized as:

91 - 100 = excellent

81 - 90 = very good

71 - 80 = good

61 - 70 = average

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⁸ Sugiyono. Metode Penelitian Kuantitatif, kualitatif dan R&D (Bandung: Alfabeta, 2008), 142.

⁹ Fred N. Kerlinger, *Asas-asas Penelitian Behavioral*, 11th edition (Yogyakarta: Gadjah Mada University, 2006), 69.

$$< 60$$
 = poor

The questionnaire is list or written statements that are made by the researcher herself related to the parental involvement with indicators toward Catsambis' concept and represent the general typology of Epstein towards 6 types of Epstein's parental involvement:

- 1. Parents' basic obligations for establishing a positive home environment.

 Indicators:
 - Parents' support and expectation in children's English achievement
 - Parents' control in children learning activity
- 2. Parent-school communications about school programs and students' progress.

 Indicators:
 - Parent-teacher communication about students' English performance and behavior
 - Parent-teacher communication about school's English program and students' class placement
- 3. Parents' participation and volunteering at school. Indicators:
 - Parents' volunteering and fund raising in school activity
- 4. Parents' efforts to enhance learning activities at home. Indicators:
 - Parents' supervision in the English learning activity
 - Parents' enhancement English learning activity through private lesson
 - Parents' communication to children about school related to experience

- 5. Parents' involvement in school decision making. Indicators:
 - Parents' participation in parent-teacher meeting to make school policy
 - Parents' participation in parent-teacher organization
- 6. Parent-community contacts that increase students' learning opportunity.

 Indicator:
 - Parent's collaboration with community to develop students' English learning activity

The choice of each item is a Likert scale 0-4. From never = 0, rarely = 1, occasionally = 2, frequently = 3, very frequently = 4. Never is for never done although once, rarely is the activity have done but only once or twice, occasionally means the activity have done at a particular time, frequently is for often done activity, very frequently means an activity is always done.

The total of each respondent is the data used to be studied. And it is joined with the score of the students' English achievement. The high mark of the questionnaire is 104, but the writer uses accumulation 0-100 for the questionnaire total.

$$\frac{104}{104} \times 100 = 100$$

The highest score for the questionnaire is 100, and the score is categorized

as:

91 – 100	= excellent
81 – 90	= very high
71 – 80	= high
69 – 70	= enough
< 60	= low

Table 3.1
The Blue Print of Parental Involvement

No	Туре	Indicator	
1	Parents' basic obligations for establishing a positive home environment.	 Parents' support and expectation in children's English achievement Parents' control in children learning activity 	1,2 3,4,5, 6
2	Parents-school communications about school programs and students' progress.	 Parents-teacher communication about students' English performance and behavior Parents-teacher communication about school's English program and students' class placement 	7, 8, 9 10, 11, 12
3	Parents' participation and volunteering at school	Parents' volunteering and fund raising in school activity	13,14
4	Parents' efforts to enhance learning activities at home	 Parents' supervision in the English learning activity Parents' enhancement English learning activity through private lesson Parents' communication to children about school related to experience 	15,16 17,18 ,19 20, 21
5	Parents' involvement in school decision making	 Parents' participation in parent-teacher meeting to make school policy Parents' participation in parent-teacher organization 	22,23 ,24 25
6	Parents' community contacts that increase students' learning opportunity	Parents' collaboration with community to develop students' English learning activity	26

F. Instrument Validity and Reliability

The internal validity for this research is only relay on the construct validity because this research is using non-test instrument that is used to measure behavior. It is based on the Sugiyono explanation, that "...for non-test instrument that is used to measure behavior is sufficient by eligible the construct validity." And the construct validity test for this research instrument is based on the some lectures that is considered have high competent to examine the instrument.

The instrument is checked by Miss Hernik Farisia, the lecture in English Department and as one of the supervision of this thesis, she helps to correct the items in the instrument. Some inappropriate items and some items which have similar meaning with another item or repetition items have reduced from the instrument.

To make the questionnaire, the researcher is also helped by the Lecture from Psychology faculty, Mrs. Arik Irawati, who teach about scale making. The compatibility between the item and the indicator is checked to make sure that the item covered all the indicators.

For the theory understanding, the researcher got much help from Mr. Ainur Rosyid who has ever learned about Epstein Theory. He helped giving right meaning about the theory in order to avoid misunderstanding in the theory

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¹⁰ Sugiyono, *Metode Penelitian Kuantitatif* ...123

translation. It is a crucial thing where the item may not different from the theory mean.

G. Data Analysis Technique

The writer uses statistical method to analyze the data. The research has to be analyzed by analysis technique for non-parametric statistic because the data distribution one of the data used is not normal. The statistic analysis that is chosen for this study is Kendall's Tau. It is a statistic method that is usually used for the research with ordinal data and research that is planned to be analyzed by product moment before but after tested the normality, the data distribution of the variable is not normal or the sample is less than 30.

The formula for Kendall's Tau is:
$$\tau = \frac{\sum \sum}{(-1)^n}$$

After the correlation value is known, next the result is entered into z formula because the decision foundation is based on the comparison between z score that is after with z value on the table. To know the score of z from the calculation, it should be calculated with the formula:

$$z = \frac{\tau}{\frac{2(2N+5)}{9N(N-1)}}$$

H. Research Procedures

- 1. Collecting data:
 - Collecting data of the students' English achievement from the repot book
 - Collecting data of the parental involvement from the questionnaire
- 2. Checking the questionnaire, giving score for each item and summing up.
- 3. Tabulating the data of students' English achievement and parental involvement.
- 4. Analyzing the data using statistic of Kendall's Tau in SPSS 16.
- 5. Taking conclusion.

CHAPTER IV

DATA DESCRIPTION AND RESEARCH FINDING

In the Chapter IV, the writer provides the data description, research finding, discussion that is covered during the research. The result of the research finding is used to answer the question of the research. The first data description contains the parental involvement from the questionnaire that fulfilled by the students' parents, the second is the achievement of the seventh grade students at SMPN 1 Maduran which is taken from the students' report book, and third is the description of both of them. Then, from the data provided is taken the answer for the research problem includes how are the students' achievement and their parental involvement, and also finding the correlation to answer the third question by using calculation of SPSS 16.

A. Data Description

1. The Parental Involvement of Seventh Grade Students

The data of the parental involvement was data about the involvement of the parents to the seventh grade students of SMPN 1 Maduran. The data of parental involvement included:

"(1) Parents' basic obligations for establishing a positive home environment, (2) parent-school communications about school programs and student progress, (3) parent participation and volunteering at school, (4) parent efforts to enhance learning activities at home, (5) parent involvement in school decision making, and (6) parentcommunity contacts that increase students' learning opportunities." 1

The data was obtained through questionnaire that filled by parents. The questionnaire consisted of 26 items from 11 indicators. The indicators were based on the six types of parental involvement from Epstein typology. In 26 items, there were 5 choices for each item. The five choices referred to the frequency of the activity that is meant from each item. The choices were never, rarely, occasionally, frequently, and very frequently.

The research respondent here was the students' parents. The writer did the research for the parental involvement to the students' parents because parents are the actor of the parental involvement and the parts who involve in students life directly. After collecting the questionnaires from respondents, the writer checked the completeness of each questionnaire and gave score for the choice in each item. One by one the score was given and then the total was counted to know the point of parental involvement of each respondent.

The total score of each respondent was changed into percentage to get data which the high score 100. The way was; the score was multiplied 100 and then divide by 104 (the higher score of questionnaire). The formula was:

$$P = -x100$$

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¹ Sophia Catsambis, Bachelor Thesis: "Expanding Knowledge ... 23

The result point of the questionnaire was tabulated into table. Then, to make it easy for the reader, the table frequency was provided.

Table 4.1
The Distribution Value of Parental Involvement

	The Distribution value of Latental Involvement								
No.	Interval Class	Frequency							
1	71-80	2							
2	61-70	6							
3	51-60	16							
4	41-50	20							
5	31-40	19							
6	>30	2							
	Total	65							

The table showed that the high score is in the interval class 71-80 and the low score is in the score interval less than 30. There were 3 students who had involvement score of their parents in interval 71-80, for interval 61-70 there were 10 students, 51-60 there were 14 students, in the interval 41-50 there were 22 students, 31-40 there were 14 students, and the parental involvement that had score less than 30 is only 2 students.

The chart score of the parental involvement of the students could be looked by the following chart:

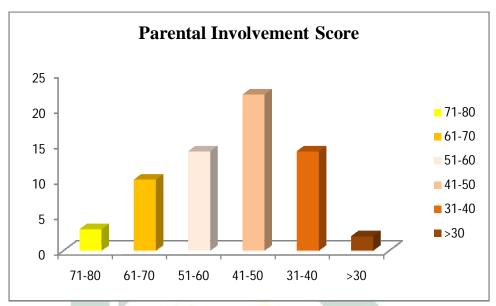


Chart 4.1 the Parental Involvement Score

The table and chart above were based on the data collected. These were only distributed with the high score that obtained, but these were not based on the category that established yet. Next, the parental involvement was analyzed with the categories determined before; 91-100 as excellent, 81-90 as very high, 71-80 as high, 61-70 as high, less than 60 as poor.

Table 4.2
The Categorized of Parental Involvement

No.	Interval Class	Frequency
1	91-100	0
2	81-90	0
3	71-80	2
4	61-70	5
5	< 60	58
	total	65

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.

The teacher assessments during one semester include:

- a. Daily exercise
- b. Middle test
- c. Final test

There were two kinds of daily exercise; oral and written. For the oral test it was done by peering/grouping and monolog. Peering and grouping were done for practicing on the material of transactional, interpersonal and functional whereas monolog was applied for practicing on procedure and report material.

For the written exercise, it was done for reading and writing material.

The type of the test was varying. The type was multiple choice, essay, and gap filling.

The suspension that was done by teacher for each test was based on the quality of the question. The light heavy of the question was determined in the standard competence that derived from the basic competence. It became the criterion and standard for the teacher to give the score. All the students' score for each question were the determinant of the achievement.

The achievement score was derived by calculation with the certain formula. It was obtained from daily grade, middle test, and final test. The daily score was from the mean score of daily exercise and assignment. The form was as followed:

Table 4.3
The Students' Assessment Form

N	0.	Students' Name	KD No.	Dai	ly e	xero	cise	Rt2 UH	As	ssign sco	nme ore	nt	Rt2	NH	NTS	NS	NR
Series	Prime	Name	NO.	1	2	3	4	ОП	1	2	3	4	11 1				
1							260										
2						4											
3															·		

Note:

Rt2UH: mean of the daily exercise score

Rt2NT: mean of assignment score

NH : daily exercise and assignment score

NTS : middle test score
NS : final test score
NR : report score

The first step to calculate the students' achievement score was by plugging the daily test score. It was done 4 times and the total score of four times test was divided by 4 to find out the mean of daily test score. The second step was putting down the assignment test and looking for the mean of assignment test score as there was in the daily test score. The next, daily score was obtained from summing of the mean of daily test score and the mean of assignment test score and divided with 2. Then, the middle test and final test score were entered into the form. After all the scores were complete, the students' achievement score could be counted.

The achievement score was obtained from all the scores that were entered into the formula:

$$NR = \frac{2 rt NH + NTS + NS}{4}$$

The writer provided the data of students' achievement score into frequency table that covered the number of students' English score. The table explained about students' English achievement. The English achievement score of the students were distributed by the writer into following table:

Table 4.4
The Distribution Value of Students' English Achievement

	0
Interval Class	Frequency
91-100	3
81-90	51
71-80	98
61- 70	97
<60	1
total	250

The table above was the table frequency of seventh grade students' English achievement during the first semester in 2011/2012. The frequency referred to the amount of the students. The Interval Class represented the categories of: excellent, very good, good, average, and poor. The interval Class of 91-100 represented excellent category, 81-90 represented Very good category, 71-80 represented good category, 61-70 represented average category, and < 60 represented poor category. The table above was illustrated into following chart:

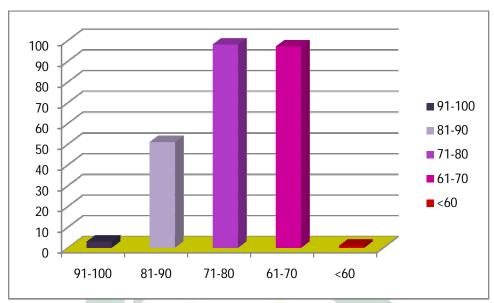


Chart 4.2 the Students' English Achievement

The chart was high in the categories good and average achievement (71-80 and 61-70), and low in category excellent and poor achievement (91-100 and < 60). It was seen only 3 students got score among 91 until 100 point, 51 students had score range among 81-90, 98 students got score among 71-80, 97 students got score in the range 61-70, only 1 student had score < 60 for the English achievement.

It showed the English achievement of seventh grade students at SMPN 1 Maduran of average and good category were in great quantity.

To answer the first research problem, the mean of the data had to be searched. Based on the mean of the English achievement data of the seventh grade students, the students' English achievement could be categorized. Mean was searched using formula: $Me=\frac{\Sigma}{R}$

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.

3. Parental Involvement and Students' English Achievement

The data of parental involvement and students' English achievement was provided in the following table:

Table 4.5
Data of Parental Involvement and Students' English Achievement

Respondent	Parental Involvement	English Achievement
1.	74	96
2.	73	94
3.	70.2	92
4.	64.4	89
5.	63.5	88
6.	62.5	88
7.	58.7	87
8.	58.7	87
9.	63.5	86
10.	60.6	85
11.	58.7	85
12.	61.5	83
13.	60.6	82
14.	55.8	81
15.	55.8	81
16.	52.9	80
17.	54.8	80
18.	51.9	80
19.	52.9	80
20.	53.8	79
21.	49	79
22.	49	79
23.	51	79
24.	51	78
25.	52.9	78
26.	48	78
27.	47	77
28.	47	77

29.	48	77
30.	45.2	77
31.	44.2	76
32.	47	76
33.	46.2	76
34.	40.4	76
35.	43.3	75
36.	40.4	75
37.	40.4	75
38.	42.3	75
39.	45.2	74
40.	42.3	72
41.	41.3	70
42.	42.3	70
43.	46.2	70
44.	37.5	70
45.	42.3	70
46.	40.4	69
47.	38.5	68
48.	37.5	68
49.	49	68
50.	37.5	68
51.	39.4	68
52.	34.6	68
53.	34.6	68
54.	32.7	67
55.	37.5	67
56.	32.7	67
57.	34.6	66
58.	32.7	66
59.	35.6	66
60.	31.7	66
61.	51	66
62.	41.3	66
63.	36.5	66
64.	27.9	66



The data presented was data of students' English achievement score and data of parental involvement that was formed into percentage. By joining both of the data, the graphic of the correlation could be seen.

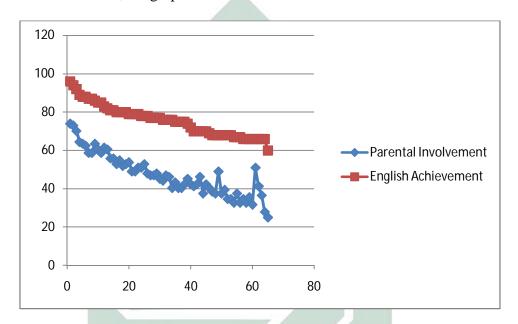


Chart 4.3 the Parental Involvement and Students' English Achievement

It was a crude illustration by chart for parental involvement and students' English achievement relation. The chart showed the high score of parental involvement was followed by the high score of students' English achievement. Although there were some respondents who had high score of parental involvement, but the students' English achievement was low.

B. Research Finding

1. Parental Involvement

The Mean score of parental involvement was 47. It showed that it was in the low category. Because the students' English achievement was high for the high parental involvement, it still showed that there was any relation based on the chart. There was linearity between parental involvement and students' English achievement. It was showed by the harmony of them in the Chart.

2. Students' English Achievement

The assessment of the students' achievement was looked for the passing based on the Minimum Passing Standard. The students were divided into their own classes, then it was seen whether the achievement was passed the Minimum Passing Standard or not. The Passing Standard of the school itself had 2 standards. The first was Passing Standard for Bilingual class, it was about 75 score. The second was Passing Standard for Regular class, it was about 66 score.

Table 4.6
The Passing Achievement

NO.	CLASS	NAME	SCORE	NOTE
1.	A	Retno Endah Larasati	96	Passed
2.	A	Nur Hidayah	88	Passed
3.	A	Kevin Oliver	88	Passed
4.	A	Nabila Shofia Afifah	87	Passed
5.	A	Tiya Nur Khanifa	83	Passed
6.	A	Firdaus Hidayatullah	79	Passed
7.	A	Silviya Arbiyati	79	Passed
8.	A	Chairil Anwar	77	Passed

9.	A	Fatikhatul Koiroh	77	Passed
10.	A	Ayu Wika Alda Sari	76	Passed
11.	В	Syafina Zahara	94	Passed
12.	В	Faizatul Khusnia	87	Passed
13.	В	Laili Nur Izzah	86	Passed
14.	В	Wulan Septi L.	85	Passed
15.	В	Rani Tri Permadani	82	Passed
16.	В	Bunga Izzatul Lutfiyah	81	Passed
17.	В	Ega Delia Rizqah Firnanda	81	Passed
18.	В	Sherlian Zurifatul Jannah	80	Passed
19.	В	Medina Azizah	80	Passed
20.	В	Dina Aresa Kumala	80	Passed
21.	В	Ifa Fauziah	79	Passed
22.	В	Ilmi Nafiatul Maghfiroh	79	Passed
23.	В	Arum Kencana Sari	78	Passed
24.	В	Is <mark>tia</mark> na Mita M <mark>usd</mark> alif <mark>ah</mark>	77	Passed
25.	В	Romi Setiawan	75	Passed
26.	В	Sendy Andika Putra	75	Passed
27.	В	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.	Е	Erwin Ardiansyah	80	Passed
38.	Е	Ahmad Rizky W.	77	Passed
39.	Е	Hidayatul Khasanah	75	Passed
40.	Е	Mela Septia Katsar	69	Passed
41.	Е	Ratih Rahmawati	68	Passed
42.	Е	Eka Novita Sari	66	Passed
43.	F	Elva Febiyanti	92	Passed
44.	F	M. Muttaqi1 Ali	78	Passed

45.	F Robert Vulton F. P. Kusuma 70		70	Passed
46.	F	Reni Dwi Ayu L	68	Passed
47.	F	M yusuf Asrori	68	Passed
48.	F	Bagus Fiqri Hidayatullah	68	Passed
49.	F	M. Akbar	67	Passed
50.	G	Evi Mardiya Ningsih	78	Passed
51.	G	Diana Linda Safitri	76	Passed
52.	G	Ahmad Nabil Fauziansyah	70	Passed
53.	G	Siti Nur Halizah	70	Passed
54.	G	Heri Setiawan	68	Passed
55.	G	Sri Agustin Hidayati	66	Passed
56.	G	Aldim Prayoga	66	Passed
57.	Н	Yesi Permata Sari	85	Passed
58.	H	Alissa Qutronnada	72	Passed
59.	Н	Dewi Andini	70	Passed
60.	Н	A <mark>ris</mark> ki Ageng Prayogo	68	Passed
61.	H	W <mark>ah</mark> yu	67	Passed
62.	Н	M Ima <mark>m Ibatulla</mark> h	66	Passed
63.	Н	Arraply Iqbal Kusuma A.	66	Passed
64.	Н	Anis Saron	66	Passed
65.	Н	Eka Dandi Saputra	60	Failed

From the table, it could be known 27 students of Bilingual class, class A and B, passed 75 of the Minimum Passing Standard. 37 students of Regular class, C, D, E, F, G, and H class passed 66 of the Minimum Passing Standard. Only one student from regular class or from H class who did not passed the Minimum Passing Standard, because the achievement was less than 66 score of the Minimum Passing Standard.

For the students' English achievement, the Mean score is 75,6, where the score passed over the Minimum Passing Standard of the school. Totally, the Mean score of the entire sample passed from the Passing Standard and it was categorized as good achievement.

3. Indicator Analysis

Based on the questionnaire score, it could be analyzed which indicator that had great percentage in the parental involvement of seventh grade students. The percentage was from the mean of each item's mean that was multiplied by 100, then divided by 11 (indicators).

Table 4.7 Type 1

A	Indicator 1		Indicator 2		
	Item	Mean	Item	Mean	
	1	3,2	3	2,2	
	2	3,3	4	2,3	
	Mean	3,25	5	2,1	
		30%	6	1,4	
			Mean	2	
				18%	

For the parental Involvement type 1, the indicator of Parents' support and expectation in children's English achievement got value 30 % than 10 other indicators. The second indicator of type 1 only got value 18 %. It showed that parents' control in children learning was less.

Table 4.8 Type 2

Indicat	or 1	Indic	ator 2
Item	Item Mean		
7	2,3	10	3,2
8	2,5	11	1,6
9	2,6	12	1,6
Mean	Mean 2,5		2,1
	22,7%		19%

Parent-teacher communication about students' English performance and behavior got great enough value of 22.7% and about English program and students' placement only got 19%. From this result it could be concluded that the parent-teacher communication was more often about students' performance and behavior than about English program and placement.

Table 4.9 Type 3

Indica	tor 1
Item	Mean
13	0
14	2,8
Mean	1,4
	12,7%

12,7 % of parental involvement was for the parents' participation at school. Against with parents' fund rising, parents' volunteering in school activity was never done by the parents.

Table 4.10 Type 4

Indic	ator 1	Indic	ator 2	Indica	ator 3
Item	Mean	Item	Mean	Item	Mean
15	1,3	17	1,1	20	2,6
16	1,2	18	2,8	21	2,5
Mean	1,25	19	1,9	Mean	2,55
	11,4%	Mean	1,9		23%
			17,3%		

There were 3 indicators of type 4, and the great percentage was for parents' communication to children about school related to experience, it was 23%. The percentage of parents' supervision in English activity and parents' enhancement in the English learning activity through private lesson were 11,4% and 17,3%.

Table 4.11
Type 5

Indicat	or 1	Indic	ator 2
Item	Item Mean		Mean
22	0	25	0
23	1,8	Mean	0
24	2,3		0%
Mean	1,4		
	12,7%		

For the type 5, the indicator of parents' participation in parents-teacher meeting about making school policy got value 12.7%, whereas the indicator of participation in PTO (Parents-teacher Organization) was 0.

Table 4.12 Type 6

Indicator		
Item Mean		
26	0	
Mean	0	
	0%	

The last type of Epstein parental involvement was 0%. There was no activity that parents and community do to involve students' English achievement.

The greater percentage was for first type, indicator 1 with percentage 30%. Almost of all parents frequently supported their children's English achievement and had big expectation, but not all parents are involved more in their children's English achievement.

4. Hypothesis Test

"Product Moment is an analysis of parametric statistic that used for interval or ratio data, total sample more than 30, and the data distribution is normal." The data of this study was interval, and the sample was 65, so the next requirement for Pearson Product Moment correlation analysis was the data normality. The data for the parental involvement that was used for the normality test was the original data before changed into percentage.

The following table was the output of SPSS for the normality test. If both of the data are normal, the correlation could be analyzed with Pearson

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² Ali Anwar, Statistik untuk Penelitian... 105

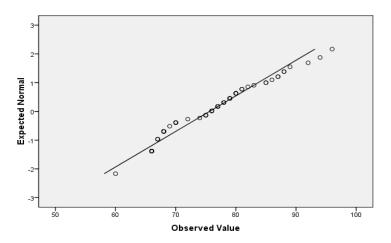
Product Moment, but if the data were not normal or one of the data was not normal, the correlation had to be analyzed using non-parametric technique of statistic.

Table 4.13
Test of Normality

	Kolmogoro	Kolmogorov-Smirnov ^a		Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Parental Involvement	.088	65	.200*	.979	65	.336
English Achievement	.142	65	.002	.951	65	.012

The data normality was determined by the Sig. score. The result of calculation that usually used was Kolmogorov-Smirnov. The Sig. score was compared with standard value 0,05. If the Sig. score was less than 0,05, the data has not normal distribution, but if the Sig. score was more or same with 0,05, it was stated has normal distribution. The Sig. score of the normality test for the variable X or Parental involvement is 0,200. It meant the variable X has normal distribution because $0,200 \ge 0,05$. For the variable Y or the students' English achievement, the Sig. score was less than 0,05 (0,002 < 0,05) so the data distribution of variable Y was not normal.

Normal Q-Q Plot of EnglishAchievement



Detrended Normal Q-Q Plot of EnglishAchievement

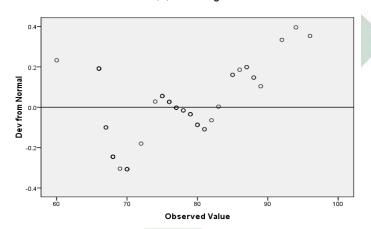


Chart 4.4 Data Distribution of English Achievement

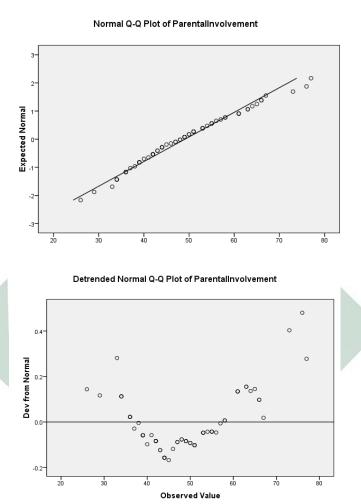


Chart 4.5 Data Distribution of Parental Involvement

The normality of data distribution was also determined by Q-Q Plot result test; chart of Normal Q-Q plot and chart of Detrended Normal Q-Q Plot. The data distribution was normal if the data spread in the Normal Q-Q Plot was bunched up the around of the line test that turned to top-right and there was not data that reside in far of the data spread. For the Detrended Normal Q-Q Plot, the data distribution was normal when the data spread randomly

and it did not shape any pattern. The chart was based on the Sig. score, it was also showed that the data distribution of variable X was normal but the variable Y was not normal.

The normality test showed that the data distribution of Students' English achievement was not normal so the analysis technique for the study has to use non-parametric statistic. The statistic analysis of non-parametric that was chosen for this study was Kendall's Tau. The process of decision making based on the hypothesis:

Ho: There is no correlation between parental involvement and students' English achievement.

Ha: There is correlation between parental involvement and students' English achievement.

The foundation of the decision making was:

Ho is accepted if $z_{calculation} < z_{table}$

Ho is rejected if $z_{calculation} \ge z_{table}$

The first thing that should do to analyze the data was data of the research had to be changed into ordinal by rank because Kendall's Tau was analysis technique for ordinal data.

Giving rank for the data was by ranked it from the higher score was the first, next was second etc. If there were two or more data which had same score, the data were looked for the average. The average was given for the same data.

Table 4.14
The Rank of the Data

Respondent	English Achievement	Rank1	Parental involvement	Rank2
1.	96	1	77	1
2.	94	2	76	2
3.	92	3	73	3
4.	89	4	67	4
5.	88	5.5	66	5.5
6.	88	5.5	65	7
7.	87	7.5	61	12
8.	87	7.5	61	12
9.	86	9	66	5.5
10.	85	11	63	9.5
11.	85	11	61	12
12.	83	12	64	8
13.	82	13	63	9.5
14.	81	14.5	58	14.5
15.	81	14.5	58	14.5
16.	80	17.5	55	19
17.	80	17.5	57	57
18.	80	17.5	54	21
19.	80	17.5	55	19
20.	79	21.5	56	56
21.	79	21.5	51	26
22.	79	21.5	51	26
23.	79	21.5	53	23
24.	78	25	53	23
25.	78	25	55	19
26.	78	25	50	28.5
27.	77	28.5	49	31
28.	77	28.5	49	31
29.	77	28.5	50	28.5

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

65. 60 65 26 65

After all the data were ordinal, the data were entered into SPSS to be calculated. The output of the SPSS for the Kendall's Tau correlation was followed.

Table 4.15
The Correlation

			Parental Involvement	English Achievement
Kendall's tau_b	Parental Involvement	Correlation Coefficient Sig. (2-tailed)	1.000	.768** .000
		N	65	65
	English Achievement	Correlation Coefficient Sig. (2-tailed)	.768 ^{**}	1.000
		N	65	65

The correlation coefficient between Parental Involvement and Students' English Achievement with Kendall's Tau was 0,768, whereas the significant score was 0,000. It meant that Ha was accepted and Ho was rejected. To know whether the coefficient of the correlation could be applied to the population of the sample, the significant needed to be tested using z formula with error level 5%.

Next, the correlation coefficient value was entered into z formula. By calculating z value, it could determine whether the result of the study could be generalized to the population or not, and to know it, the value of $z_{\text{calculation}}$ was compared with z_{table} .

The score of z_{calculation} was:

$$z = \frac{\tau}{\frac{2(2N+5)}{9N(N-1)}}$$

$$z = 0.768/0.084921$$

$$z = 9.043723$$

$$z = 9.04$$

Based on that calculation, the result of $z_{calculation}$ was 9,04. Whereas to know z_{table} score, first 100% was divided by 2, 100% \div 2 = 0,5. Then, z_{table} that would be seen was in the level 5%, so 5% was divided by 2, 5% \div 2 = 0,025. Next, 0,5 – 0,025 = 0,475, and the score of z_{table} for 0,475 was looked for in the table of normal curve. In the table of normal curve z value for number 475 (see figure of 4750) was 1,96. If compared the z value from the calculation and z value from the table, $z_{calculation} \ge z_{table}$ because 9,04 \ge 1,96. The z value showed that the coefficient correlation or the result was significant to be applied to the population.

C. Discussion of the Research Finding

First, the parental involvement of the students' parents was classified as low because the Mean only 47. The parental involvement based on 6 types of parental involvement from Joyce L. Epstein was not all the types were done by

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 value for parental involvement because up till now the parental involvement was only concerned about parents and children, whereas the involvement with school and community was still less. Although there were many items and indicators in this study, but all of those were looked as one unit and not separated.

Second, the researcher found that the students' English achievement of seventh grade students at SMPN 1 Maduran passed the passing score either Bilingual class or Regular class except one student. The mean of the students' English achievement was 75,6 where it showed good achievement.

The third discussion was about the correlation analysis technique. Kendall's Tau analysis was an alternative technique that should be chosen for this study because the data distribution was not normal. The Kendall's Tau was appropriate analysis because it could be used for large sample and it often used to analyze data that had not normal data distribution,³ Where it was planned using Product Moment for the data analysis.

The coefficient of Kendall's Tau was -1<τ<1. It meant the value of the Kendall's Tau was more than -1 and less than 1. The result of the calculation showed that the coefficient of the Kendall's Tau for the study was 0,768. Where it accepted Ha and rejected Ho, so there was correlation between parental involvement and students' English achievement because the score 0,768 was close to 1. It meant the correlation between parental involvement and students' English achievement was strong.

³ Ali Anwar, Statistika untuk Pendidikan... 136

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the data analysis of the study, the involvement of parents is important for students' achievement especially English achievement. The parental involvement of this study is parental involvement that is observed from theory *Overlapping Spheres of Influence*. It is a theory of parental that consists of multitude aspect includes parents, children, school, and community. Based on the *Overlapping Spheres of Influence*, the parental involvement of the seventh grade students' parents at SMPN 1 Maduran is less. Parents do not involve in the school and community yet, whereas school can give many contributions to the students' English achievement and also community.

The English achievement of seventh grade students at SMPN 1 Maduran is categorized as good because the mean of English achievement is 75,6. All the students' English achievement can pass the passing standard of the school except one student. The passing standard for each class is determined by the school by determinate 75 score for Bilingual class (A and B) and 66 score for Regular class (C, D, E, F, G, and H).

This study is planned to be analyzed with Pearson Product Moment Correlation at first. The normality test showed that the data distribution is not normal so the analysis technique for this study is changed using non-parametric statistic. The correlation analysis technique that is used is Kendall's Tau. The correlation coefficient of the study analyzed with Kendall's Tau is 0,768. It means Ha is accepted because $\tau > 0$ and it shows the strong correlation between parental involvement and students' English achievement because the value closes to value 1. After the significant is tested, it can be generalized to the population of study because the $z_{calculation} \ge z_{table}$ (9,04 \ge 1,96). It can be concluded that the high and low of the parental involvement influence on the high/low achievement of seventh grade students' at SMPN 1Maduran.

B. Suggestion

The last part of this study is suggestions. The writer makes the suggestions in order to give contribution in increasing students' English achievement through parental involvement.

1. For parents: parents should concern in involving students' achievement, not only involve in parenting but also relation with school and community because it can enhance the students' learning opportunity. Parents should always supervise children in learning English at home and create conducive environment so children can learn English easily. It can be created by providing English learning facility or drilling children to practice English at home. By accustoming children to practice English at home, it can increase students' English achievement at school.

- 2. For school: school is an official institution that teach students, so it is better to keep eye open about the students' progress and involve parents in the school activity and school decision making. By involving parents into the school activity, it can make a light the teacher to control students' learning and help out the teacher's responsibility in increasing students' achievement.
- 3. For the students: it is better if being open to the parents and teacher. If there is any difficulty especially in learning English, just say and ask for help to the parents and teacher, and always keep communication to the parents and teacher.
- 4. For the next researcher is hoped to do further and depth research so the research can be source of new information for the educational enhancement.

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