

**THE CORRELATION BETWEEN PARENTS' EDUCATIONAL  
BACKGROUND AND STUDENTS' SELF-EFFICACY IN ENGLISH  
LEARNING**

**THESIS**

Submitted in partial fulfillment of the requirements for the degree of Sarjana  
Pendidikan (S.Pd) in Teaching English



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S U R A B A Y A**

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## ABSTRACT

Wulandari, Dyah Peni. (2023). *The Correlation between Parents' Educational Background and Students' Self-Efficacy in English Learning*. Thesis. English Language Education Department, Faculty of Tarbiyah and Teacher Training, UIN Sunan Ampel, Surabaya. Advisor I: H. Mokhamad Syaifudin, M.Ed, Ph.D, Advisor II:Dr. Siti Asmiyah, S.Pd, M.TESOL

Keywords: *Correlation, Parents' education background, Students' self-efficacy, English learning.*

Self-efficacy is one of the elements that can be predictors that influence whether learning a language is successful or not, and is influenced by various factors, including parents' socioeconomic status (SES), particularly their educational level. This interpretation aims to investigate the correlation between parents' educational background and students' self-efficacy in English learning. The research adopts a correlation design and is conducted at SMAN 15 Surabaya, involving two classes, 10-7 with 34 students and 10-12 with 36 students, and parents are also included in this study. However, the participants gathered around 57 students. The data collection instruments consist of a close-ended questionnaire and interviews, supplemented by Microsoft Excel and SPSS for data analysis. The findings reveal a significant correlation in the middle of parents' educational background and students' self-efficacy in English learning, with a Sig.(2-tailed) score of 0.004. This indicates that the null hypothesis ( $H_0$ ) is rejected, and the alternative hypothesis ( $H_a$ ) suggesting a correlation between the variables is accepted. The Spearman's coefficient of 0.374 suggests a weak correlation within the range of 0.3 - 0.5. Therefore, while a correlation exists, it is a low level. In conclusion, this study demonstrates the correlation between parents' educational background and students' self-efficacy in English learning, it also finds out students' English learning self-efficacy based on each fathers and mothers' education level. However, further research is entail to identify additional components that can modify students' self-efficacy in language learning.

## ABSTRAK

Wulandari, Dyah Peni. (2023). *The Correlation between Parents' Educational Background and Students' Self-Efficacy in English Learning*. Thesis. English Language Education Department, Faculty of Tarbiyah and Teacher Training, UIN Sunan Ampel, Surabaya. Pembimbing I: H. Mokhamad Syaifudin, M.Ed, Ph.D, Pembimbing II: Dr. Siti Asmiyah, S.Pd, M.TESOL

Kata Kunci: *Hubungan, Latar belakang pendidikan orang tua, Efikasi diri siswa, Pembelajaran bahasa Inggris.*

Efikasi diri merupakan salah satu elemen yang dapat memprediksi keberhasilan atau kegagalan dalam pembelajaran bahasa, dan dipengaruhi oleh berbagai faktor, termasuk status sosioekonomi (SES) orang tua, terutama tingkat pendidikan mereka. Penelitian ini bertujuan untuk menginvestigasi hubungan antara latar belakang pendidikan orang tua dan efikasi diri siswa dalam pembelajaran bahasa Inggris. Penelitian ini menggunakan desain korelasi dan dilakukan di SMAN 15 Surabaya, melibatkan dua kelas, yaitu kelas 10-7 dengan 34 siswa dan kelas 10-12 dengan 36 siswa, serta melibatkan orang tua sebagai subjek penelitian. Namun, jumlah peserta yang terlibat sekitar 57 siswa. Instrumen pengumpulan data terdiri dari kuesioner tertutup dan wawancara, yang didukung oleh Microsoft Excel dan SPSS untuk analisis data. Temuan penelitian ini mengungkapkan adanya hubungan signifikan antara latar belakang pendidikan orang tua dan efikasi diri siswa dalam pembelajaran bahasa Inggris, dengan skor Sig.(2-tailed) sebesar 0.004. Hal ini menunjukkan bahwa hipotesis nol ( $H_0$ ) ditolak, dan hipotesis alternatif ( $H_a$ ) yang mengindikasikan adanya hubungan antara variabel diterima. Koefisien Spearman sebesar 0.374 menunjukkan adanya korelasi lemah dalam rentang 0.3 - 0.5. Oleh karena itu, meskipun terdapat korelasi, tingkatnya rendah. Secara keseluruhan, penelitian ini membuktikan adanya hubungan antara latar belakang pendidikan orang tua dan efikasi diri siswa dalam pembelajaran bahasa Inggris, ini juga mencari tau efikasi diri siswa berdasarkan latar belakang pendidikan ibu dan ayah. Namun, penelitian lebih lanjut diperlukan untuk mengidentifikasi komponen-komponen tambahan yang dapat mempengaruhi efikasi diri siswa dalam pembelajaran bahasa.

## TABLE OF CONTENTS

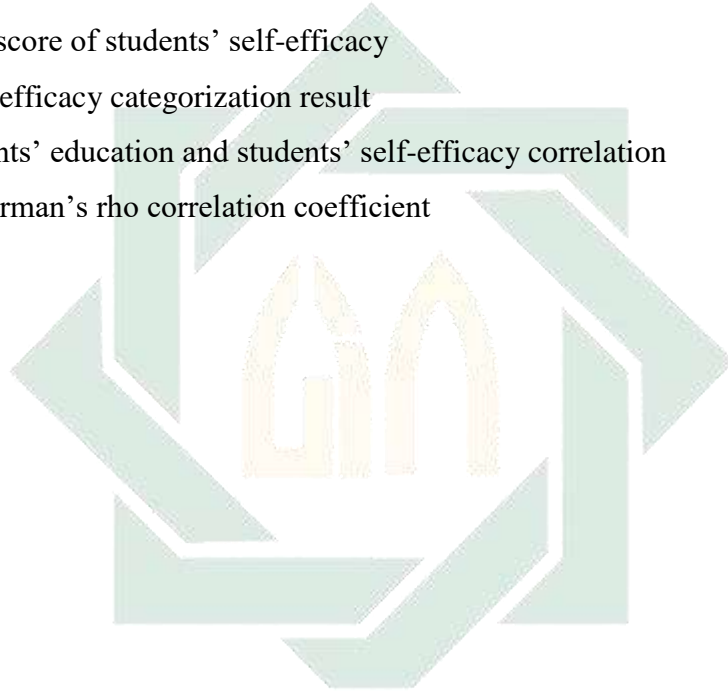
COVER .....	i
PERNYATAAN KEASLIAN TULISAN .....	ii
ADVISOR APPROVAL SHEET .....	iii
EXAMINER APPROVAL SHEET .....	iv
LEMBAR PERSETUJUAN PUBLIKASI .....	v
DEDICATION .....	vi
ACKNOWLEDGEMENT .....	vii
ABSTRACT .....	viii
TABLE OF CONTENTS .....	x
LIST OF TABLES .....	xii
LIST OF FIGURES .....	xiii
LIST OF APPENDICES .....	xiv
CHAPTER I .....	1
INTRODUCTION .....	1
A. Research Background .....	1
B. Research Questions .....	8
C. Objective of the Research .....	9
D. Hypothesis .....	9
E. Significance of the Research .....	9
F. Scope and Limitation of the Research .....	10
G. Definition of Key Terms .....	11
CHAPTER II .....	13
REVIEW OF RELATED LITERATURE .....	13
A. Theoretical Framework .....	13
1. Parents' Involvement in Education .....	13
2. Self-Efficacy .....	18
3. Self – Efficacy in English Learning .....	20
B. Previous Studies .....	22





## LIST OF TABLES

Table 3.1 Categorization Table	33
Table 4.1 Parents educational level	37
Table 4.2 The score of students' self-efficacy	39
Table 4.3 Self-efficacy categorization result	40
Table 4.4 Parents' education and students' self-efficacy correlation	50
Table 4.5 Spearman's rho correlation coefficient	51



UIN SUNAN AMPEL  
S U R A B A Y A

## LIST OF FIGURES

Figure 2.1 Socioeconomic & Educational Achievement	15
Figure 2.2 Self-efficacy & Outcomes	19
Figure 3.1 Spearman's Correlation Rank	34
Figure 4.1 Parents' educational level and students' self-efficacy	41
Figure 4.2 The average of students' self-efficacy based on paternal education level	41
Figure 4.3 The average of students' self-efficacy based on maternal education level	43
Figure 4.4 The average of students' self-efficacy based on similar both parents' education level	45
Figure 4.6 The average of students' self-efficacy based on the different of both parents' education level	46

UIN SUNAN AMPEL  
S U R A B A Y A

## LIST OF APPENDICES

Appendix 1 Questionnaire of Parents' Educational Background and Students' Self-Efficacy in English learning	74
Appendix 2 Parents' Educational Background Result	77
Appendix 3 Students' Self-Efficacy in English Learning Result	79
Appendix 4 Result of Interview from Teacher	81
Appendix 5 Result of Interview from Students	83
Appendix 6 Surat Izin Penelitian Individu	86
Appendix 7 Surat Keterangan Penelitian Sekolah	87
Appendix 8 Dokumentasi	88



UIN SUNAN AMPEL  
S U R A B A Y A

## CHAPTER I

### INTRODUCTION

The first chapter is the explanation of the background of this research and its objectives. In addition, it presents research questions, hypotheses, scope and limitations of the research, its significance, and even the definition of key terms.

#### A. Research Background

Nowadays, learning English has become necessary for many people. Both private and public schools teach English as a foreign language. The English language also became the main requirement for scholarship. In learning English, students have to master the skills, grammatical, and even performance. In order to be successful in English language learning, students require several variables and elements, such as language competence, learning styles, learning strategies, confidence, and motivation.<sup>1</sup> In addition, self-efficacy is one of the elements that can be predictors that influence whether learning a language is successful or not. SE (Self-Efficacy) expound as individuals' belief in their abilities to finish the exercise in predicting learning performance.

According to Bandura, self-efficacy is known as the belief in an individual's potential to complete a certain activity. Bandura also stated that academic achievement is more likely to be achieved by students with upper

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<sup>1</sup>Zoltan Dörnyei, "The Psychology of The Language Learner: Individual Differences in Second Language Acquisition", In *The Psychology of the Language Learner: Individual Differences in Second Language Acquisition* (2014).

scores of self-efficacy than by those with low scores. Additionally, students with upper scores of self-efficacy put a lot of effort to accomplish tasks and attain their scholastic goals.<sup>2</sup> It pertains to the previous study of scholastic self-efficacy as the predictor that capable to influence students' scholastic achievement.<sup>3</sup> SE (Self-Efficacy) in academics of each student is different. Existing researches showed that efforts and consistency are attributes of students with high self-efficacy.<sup>4</sup> For example, if students cannot follow the course, they will find effective ways to accomplish their objective or manage their adversities. Otherwise, students with low scores of self-efficacy will discontinue removing the problems in achieving their learning goals. Moreover, students' self-efficacy in learning can be affected by the students' inside factor, which is the family factor.

The first children's education is from their family, especially parents. In accordance to Slameto states, the primary source of education is the family.<sup>5</sup> How children grow up, behave, and interact with social life, habits, and many more. Parents have vital roles in guiding and educating them. In guiding and educating children, parents' factors affect children's development. Children's

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<sup>2</sup> Albert Bandura, W.H. Freeman, and Richard Lightsey, "Self-Efficacy: The Exercise of Control", *Journal of Cognitive Psychotherapy*, 13(2) (1999).

<sup>3</sup> Alay Ahmad and Triantoro Safaria, "Effects of Self-Efficacy on Students' Academic Performance", In *Journal of Educational, Health and Community Psychology*, Vol. 2, Issue 1 (2013).

<sup>4</sup> Anna Zajacova, S.M. Lynch, and T.J. Espenshade, "Self-Efficacy, Stress, and Academic Success in College", In *Research in Higher Education* (Vol. 46, Issue 6) (2005).

<sup>5</sup> Emi, "The Influence of Parents' Role toward The Students' Achievement in Learning English (A Descriptive Research at SMK Muhammadiyah 4 Tallo)", *University of Makassar* (2019).

development also brings significant effects on their development in learning. Nevertheless, components that exert profound impact on children's cognitive development divide into two: school-based and out-of-school-based factors. School-based factors are factors which consist of school's control (e.g., instructional teaching-learning practices, curriculum design, Etc.). In contrast, out-of-school-based factors are variables beyond educational institutions have limited or nonexistent over the students (e.g., primary tongue, parent's socioeconomic status, parenting style).<sup>6</sup> The most common factor that is related to parents is socioeconomic status.

Parents' Socioeconomic Status (SES) means the status owned by the parents of the family. Some factors considered a family has high or low socioeconomic status. The three components of SES as defined by the Michigan State Department of Education are family salary, parents' education levels, and parents' profession; this concept has been broadly referenced in diverse research.<sup>7</sup> Furthermore, people generally believe that parental socioeconomic status (SES) bears significant implications in conjunction with children's learning achievement and cognitive development. It is because parental implication affects children's cognition outcomes and influences their learning motivation, learning self-efficacy, attention, task persistence, Etc.

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<sup>6</sup> Liz Browne, "Influencing Student Learning", In *Effective School Leadership in Challenging Times* (2020): 87-96.

<sup>7</sup> Qishan Chen, et al., "Effects of Socioeconomic Status, Parent-Child Relationship, and Learning Motivation on Reading Ability", *Frontiers in Psychology*, 9 (2018).

One of the dimensions of parents' SES, which is educational level, also can be related to students' learning. Schneider J. and Coleman H. revealed that parents with low educational levels might need more expertise or information about interacting with their children's education.<sup>8</sup> Meanwhile, educated parents were more aware of the resources their children were using for their academics, especially when it came to studying English.<sup>9</sup>

Further, there were three previous studies about parental socioeconomic status (SES) and attainment of students' academic. First, a study by Lenny, Nova, Herizal, Holandyah, Dian, and Indah<sup>10</sup> used the correlational approach of descriptive statistics which are Pearson's correlation and regression analysis, as long as the discussion is about the connection amidst educational attainment of parents toward students' English achievement. This study investigates the connection between parents' educational background and students' English achievement at one upper secondary school in Palembang, South Sumatra, Indonesia. The outcome discovered that there was a connection between students' competency in English and their parents' educational status, according to the linear regression analysis. Parents' educational background is crucial in

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<sup>8</sup> Alemneh Amesalu Fekadu, Gezahegn Mengesha Negassa, and Mengistu Abebe Tegegne, "The Impact of Parents' Socioeconomic Status on Academic Performance of Grade Twelve Students: in Case of Dire Dawa City, Ethiopia", *International Journal of Mathematics and Statistics Studies*, 7(4) (2019): 28-39.

<sup>9</sup> Ghuntla Tejas, et al., "A Study of Socioeconomic and Parental Educational Background of First Year Medical Students in Medical College Bhavnagar", *International Research Journal of Pharmacy*, 3(9) (2012): 253-255.

<sup>10</sup> Lenny Marzulina, et al., "Looking at the Link between Parents' Educational Backgrounds and Students' English Achievement", In *Raden Fatah* (Vol. 2) (2018).



encouraging their children's English achievement, even though it made a tiny contribution and other factors affected students' performance. In addition, a study by Fekadu, Negassa, and Tegegne<sup>11</sup> used questionnaires and document assessment, focusing on the control of parents' socioeconomic status (SES) on academic accomplishment. The primary purpose is to study the effect of parents' socioeconomic status (SES) towards academic attainment of twelve grade students. The result showed that some factors of SES, like family size, negatively affect students' academic performance; students from large families lead to the lowest academic performance. However, other factors, such as parents' income, educational level, and occupational status, have a significant relationship with students' academic performance. Then, another study by Dini, Wardi, and Ulfa<sup>12</sup> used proportional random sampling and path analysis in the discussion about the influence of parents' matter, educational background, learning environment, and learning motivation on students' learning accomplishment. The goal of this study is to determine how parental involvement, educational background, home of study resources, and learning motivation affect students' achievement in considering competency at SMK in Padang. The findings showed that parents' concerns, education level, and

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<sup>11</sup> Alemneh Amesalu Fekadu, Gezahegn Mengesha Negassa, and Mengistu Abebe Tegegne, "The Impact of Parents' Socioeconomic Status on Academic Performance of Grade Twelve Students: in Case of Dire Dawa City, Ethiopia", *International Journal of Mathematics and Statistics Studies*, 7(4) (2019): 28-39.

<sup>12</sup> Ega Sri Dini, Yunia Wardi, and Sri Ulfa Sentosa, "The Influence of Parent's Attention, Parents' Educational Background, Learning Facilities and Learning Motivation toward Student Learning Achievement", *Atlantis Press* (2019): 308-316.

learning resources significantly influence students' motivation. Parents' attention and home study facilities significantly positively affect learning achievement. Meanwhile, the opposite result in parents' educational level has no significant effect on learning achievement.

Second, four previous studies focused towards parental socioeconomic status (SES) and students' self-efficacy. A finding by Siregar and Marwan<sup>13</sup> used associative descriptive research and discussed parents' socioeconomic status (SES), adversity quotient, and self-efficacy on students' entrepreneurship needs. The purpose of this study was to examine the connection between entrepreneurship interests and parental socioeconomic status (SES), the connection between entrepreneurship interests and adversity quotient, the connection between entrepreneurship interests and self-efficacy, the connection between entrepreneurship interests and parental socioeconomic status as mediated by self-efficacy, and the connection between entrepreneurship interests and adversity quotient as mediated by self-efficacy. The findings indicated that there is a positive correlation for each variable above. Then, a study by Kee Tan, Fitriana, Sin Siau, Govindasamy, and Chuan Ho<sup>14</sup> used quantitative methods, specifically survey research, and discussed the

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<sup>13</sup> Shiddiq Ali Azis Siregar and Marwan, "The Effect of Parents' Socioeconomic Status, Adversity Quotient, and Self-Efficacy, on Students' Entrepreneurship Interest", *Advances in Economics, Business and Management Research*, Vol. 124 (2020).

<sup>14</sup> Yee Kee Tan, et al., "Influence of Parental Income and Encouragement on Academic Self-Efficacy and Achievement Among Malaysia University Students", *International Journal of Education, Psychology and Counseling*, 6(44) (2021):81-94.

impact of parental earning and engagement towards academic self-efficacy and achievement among Malaysian university students. The goal of the study was to figure out about the connections in the middle of parental impact and university students' academic self-efficacy and academic accomplishment, as well as the correlation between these two variables in the Malaysian environment. This research revealed that Pearson's correlation showed parents' support is highly associated with academic self-efficacy, while academic self-efficacy positively linked with Cumulative Grade Point Average (CGPA). The multiple linear regression model revealed that part-time working status and academic self-efficacy were linked with CGPA. Parents should be stimulated and educated to support children's learning self-efficacy.

Furthermore, a study by Jing Han, Xiaoyuan, Huicun, and Yuan Li<sup>15</sup> discussed Social capital, Socioeconomic Status (SES), and Self-Efficacy. It used cluster sampling methods with correlation analysis and Regression Analysis. This study aims to internalize social capital based on the definitive study of the impact of economic issues on self-efficacy and the relationship among the family socioeconomic status (SES), social capital, and self-efficacy. The result showed a significant association between family socioeconomic status (SES) and its dimensions and self-efficacy. Then, a study by Karaarslan and Sungur<sup>16</sup> used correlational research and discussed primary students' self-

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<sup>15</sup> Jing Han, et al., "Social Capital, Socioeconomic Status and Self-efficacy", *Applied Economics and Finance*, 2(1) (2014).

<sup>16</sup> Serma Karaarslan, Guliz, Sungur, "Elementary Students' Self-Efficacy Beliefs in Science: Role of Grade Level, Gender, and Socioeconomic Status", *Science Education International*, 22(1) (2011): 72–79.

efficacy convictions regarding science: part of grade degree, gender, and socioeconomic status (SES). The amount of books in the home, the regularity with which a daily newspaper is purchased, and earning were all found to be effectively connected with self-efficacy in science and technology.

Nowadays, there are three previous studies on parents' socioeconomic status (SES) and students' learning or academic attainment and four previous studies in the areas of parents' socioeconomic status and students' self-efficacy. Those previous studies have different methods to be used. One of the studies revealed a negative conjunction between parents' socioeconomic (SES) and students' learning accomplishment. Moreover, in accordance with the phenomenon in this research, the researcher chooses a suitable location for this study. Thus, this study purposed to investigate the obvious association between parents' educational background, one of the elements of socioeconomic status (SES), and the student's self-efficacy in English learning. Moreover, this study uses a correlational method suitable for collecting those variables' data. As a result, this study looks into the effective relationship towards students' self-efficacy within English learning and parents' educational backgrounds.

## **B. Research Questions**

In accordance with the research background in the previous section, research questions are constructed as follows.

1. What is the correlation between parents' educational background and students' self-efficacy in English learning?
-



2. For teacher

This study can be an introspection for teachers as educators about the importance of students' self-efficacy development in their learning at school.

3. For researchers

This study can be a recommendation to the research on the parents' socioeconomic status (SES) aspects and the students' characteristics in English learning since the previous studies did not use specific subjects such as English in their research. Besides, this study can extend the research topic to the Correlation of socioeconomic status (SES) and students' aspects in English learning.

#### **F. Scope and Limitation of the Research**

This study concentrates on the association between parental educational background and students' English learning self-efficacy. Additionally, this study also limits the parents' educational background with regard to the degree of education. Then, the limit for the subject of the students' self-efficacy is English learning rather than science, mathematics, and technology usually used by the previous researchers. This study takes place at SMAN 15 Surabaya.

In addition, the involvement of students' parents at SMAN 15 Surabaya is huge. It proves by the school's agenda that parents always participate in it. This study will conduct research in 10-1 and 10-12 classes academic year 2022/2023. Furthermore, this study will use correlational data analysis techniques.

## G. Definition of Key Terms

With the intention of restrain confusion and miscomprehension of the contents from various points in this research, the study defines a number of terms to provide the same simplification and comprehension between the reader and the researcher.

### 1. Parents' Educational Background

Parents' educational background in this research is expound as the level of the education of the students' parents at SMAN 15 Surabaya.

### 2. Students' Self- Efficacy

In Bandura's social cognitive theory, self-efficacy is known as an individual's belief in the potential to assemble and apply actions to achieve the desired goals.<sup>17</sup>

In this research, self-efficacy is the SMAN 15 students' beliefs about their ability in English learning to achieve the expected learning competencies.

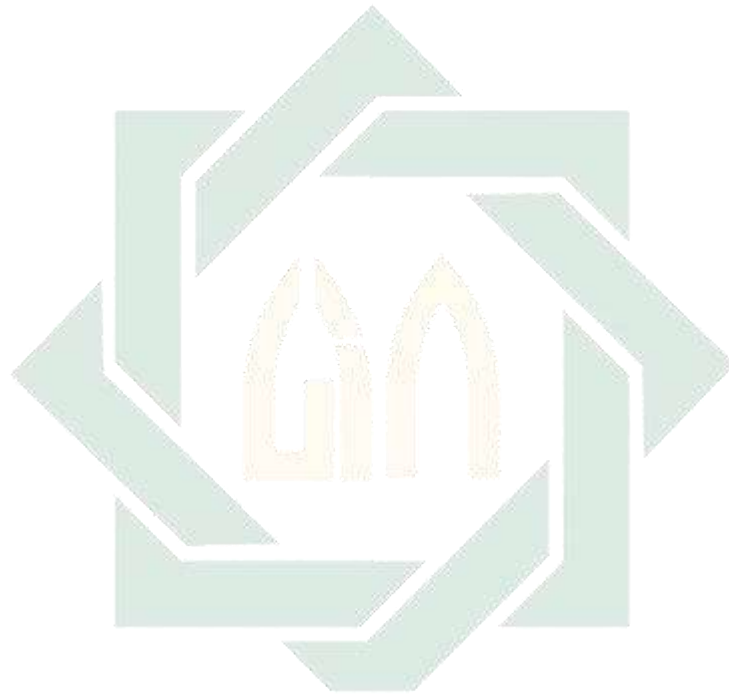
### 3. English Learning

English is a compulsory subject in Indonesian education. Every student has their styles to learn English, as long as there are many aspects that students must take notice of this subject. Students may have different purposes in learning English, such as the requirement of a scholarship, to master their skills, to pass the exam, and so on. In this context, the students

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<sup>17</sup> Albert Bandura and National Inst. of Mental Health, "Social Foundations of Thought and Action: A Social Cognitive Theory", In *Social learning theory* Vol. 16 (1986).

are from SMAN 15 Surabaya. Further, the researchers will focus on the students' self-efficacy in English learning.



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## CHAPTER II

### REVIEW OF RELATED LITERATURE

The chapter involves an analysis of previous literature for such topics and problems and earlier studies pertinent to this study.

#### A. Theoretical Framework

##### 1. Parents' Involvement in Education

The involvement of parents strongly influenced many aspects of their children. Different parents have different capacities of engagement in their offspring's advancement. The difference of participation can be connected with social class, poverty, health, and parental perception about their role. It also refers to how parents-child interact at home. However, the outcome that children get outside-home can be influenced by many issues, such as social interactions, school, teachers, and so on. One of the focuses that parents are positively involved in is children's education and development. In accordance with Molly, parental participation is commonly defined as participation of parents over their children's education foster academic and social success.<sup>18</sup> Parents engagement whether inside-home or outside-home (e.g. at school) is

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<sup>18</sup> Molly Zhou, "Teachers' and Parents' Perceptions of Parental Involvement on Inner City Children's Academic Success", *Georgia Educational Researcher*, 11(1) (2014).

kindly important point towards their children's development although many aspects still participated in it.

Parents' involvement as self-assessment in two components; what parents do on the school grounds and at home to support educational progress. Singh et al. categorized parental involvement into four classifications: parental expectations for children's education, parent-child interaction and conversation regarding school, home structure, and parents' engagement in school-related activities.<sup>19</sup> It described that 'parental aspiration' is parents' desire and assumption for their children's future education. Then, "Parent-child communication" has to do with academic issues; "Home structure" refers to the level of control parents try to have over their children's participation in potentially distracting activities (e.g., playing games); "Parental participation in school" describes parents' assistance and active involvement in educational activities.<sup>20</sup> From the explanation above, Singh et al revealed that parental aspiration had the greatest influence on students' academic performance after considering social class characteristics. It has a dominant influence directly or even indirectly through discussion.

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<sup>19</sup> Charles Desforges and A. Abouchaar, "The Impact of Parental Involvement, Parental Support and Family Education on Pupil Achievements and Adjustment: A Literature Review with", *Education*, 30(8) (2003): 1-110.

<sup>20</sup> J. Kevin Barge and William E. Loges, "Parent, Student, and Teacher Perceptions of Parental Involvement", *Journal of Applied Communication Research*, 31(2) (2003): 140-163.



calculated by parents' educational and earning levels, effects children's academic attainment throughout parental views and actions (PSID-CDS).<sup>23</sup> It suggests that parents' involvement connected to socioeconomic status through some elements such as parenting, interactions or communication, and even parents activities.

Parents' educational background is one of the elements in socioeconomic status (SES). That element refers to the level of education of students' parents. According to International Standard Classification of Education (ISCED) from UNESCO (2011) has gathered nine levels of education, which are, early stages education, elementary education, junior secondary education, senior secondary education, post-secondary non-tertiary education, short-cycle tertiary education, bachelors or comparable level, masters or equivalent level, and doctoral or advanced level.<sup>24</sup> However, Parents have important roles in their children and people believe that parents with higher education level have a good contribution to their children's accomplishment in scholastic areas.<sup>25</sup> It is not the only factor that contributes to children's achievement, many elements contribute to children's achievement through socioeconomic status (SES), such

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<sup>23</sup> Pamela Davis-Kean, "The Influence of Parent Education and Family Income on Child Achievement: The Indirect Role of Parental Expectations and The Home Environment", *Journal of Family Psychology*, 19(2) (2005).

<sup>24</sup> Lenny Marzulina, et al., "Looking at the Link between Parents' Educational Backgrounds and Students' English Achievement", In *Raden Fatah* (Vol. 2) (2018).

<sup>25</sup> Rana Muhammad, Nadeem Iqbal, and Saima Tasneem, "The influence of Parents' Educational Level on Secondary School Students Academic Achievements in District Rajanpur", *Journal of Education and Practice*, 6(16) (2015): 76-79.



be easily accessed by parents, they can still supervise their children's development through the institution, with the educational knowledge that parents' have. On the other hand, Hawkes stated that students' academic performance does not depend on parents' competency or educational level. It also depends on the other factors that affect children's academic performance outside the educational background.<sup>30</sup> Parents with higher education tend to have their own style in raising their children, giving facilities for learning, and having easily access for education. However, those points still need other factors to strengthen children's performance.

## 2. Self-Efficacy

People always have an effort to control actions that affect their lives, the ability to control can have positive or negative effects. People's motivation levels, emotional states, and behavior are more influenced by their beliefs than what is true.<sup>31</sup> Efficacy belief is a main basis of an action or behavior. Self-Efficacy has existed in every individual; it can appear naturally based on the human's behavior and its consequences. Self-efficacy refers to an individual's belief in abilities to execute or present a task.<sup>32</sup> The impact of people's belief in their efficacy is diverse, such as the extent of their exertion, the duration of their perseverance the barriers and setbacks, the level of accomplishment that they have reached, and so on. For example, if people believe they have no strength

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<sup>30</sup> *Ibid*

<sup>31</sup> Chai M. Tyng, et al., "The Influences of Emotion on Learning and Memory", *Frontiers in Psychology*, 8 (2017).

<sup>32</sup> Albert Bandura, "Self-Efficacy: The Exercise of Control", *Choice Reviews Online*, 35(03) (1997).











This research focused on the influence of parents' awareness, educational pedigree, educational facilities and motivation toward students' learning achievement by Dini, Wardi and Ulfa.<sup>44</sup> The data collection techniques used are descriptive and inductive analysis. The result is parents' attention, education attainment, and learning environment have significant results on students' motivation. Parent's attention, and home study facilities also significantly affect students' learning achievement. However, the opposite result of parents' educational level on students' learning achievement indicated no significant result.

The research focused on the effect of parents' socioeconomic status (SES), adversity quotient, and self-efficacy on students' entrepreneurship interest by Azis Siregar and Marwan.<sup>45</sup> The research was conducted on students' vocational high school, it used data collection of questionnaires (*likert scale*). The data analysis used descriptive and inductive analysis. The outcome of this study showed there is a significant connection between those variables.

This study was about the influence of parental income and encouragement on academic self-efficacy and achievement used by Kee Tan, Fitriana, Sin Siau, Govindasamy, and Chuan Ho.<sup>46</sup> The method that is used is quantitative,

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<sup>44</sup> Ega Sri Dini, Yunia Wardi, and Sri Ulfa Sentosa, "The Influence of Parent's Attention, Parents' Educational Background, Learning Facilities and Learning Motivation toward Student Learning Achievement", *Atlantis Press* (2019).

<sup>45</sup> Shiddiq Ali Azis Siregar and Marwan, "The Effect of Parents' Socioeconomic Status, Adversity Quotient, and Self-Efficacy, on Students' Entrepreneurship Interest", *Advances in Economics, Business and Management Research*, Vol. 124 (2020).

<sup>46</sup> Yee Kee Tan, et al., "Influence of Parental Income and Encouragement on Academic Self-Efficacy and

specifically survey research. The participants are university students. The outcome of this study is the positive result of those variables associated with Cumulative Grade Point Average (CGPA).

This study focused on social capital, socioeconomic status (SES), and self-efficacy. This research used cluster sampling for investigation by Jing Han, Xiaoyuan, Huicun, and Yuan Li.<sup>47</sup> The outcome of this research showed a substantial correlation exist between socioeconomic status (SES) and its elements in relation to self-efficacy.

This research focused on primary students' self-efficacy beliefs in science: part of grade degree, gender, and socioeconomic status (SES) by Karaarslan and Sungur.<sup>48</sup> The subject is elementary students in Ankara, Turkey. Convenience sampling and the instrument employed in this study to measure self-efficacy regarding science and technology was developed by Tatar, Yildiz, Akpinar, & Ergin (2009). These research results show that the total quantity of books present at home, regularity of newspapers purchases, and salary are definitely associated with self-efficacy in the domains of science and technology.

Furthermore, the previous studies in socioeconomic status (SES), learning achievement and self-efficacy. Other than that, a few preceding studies conducted the association between parents' educational background and

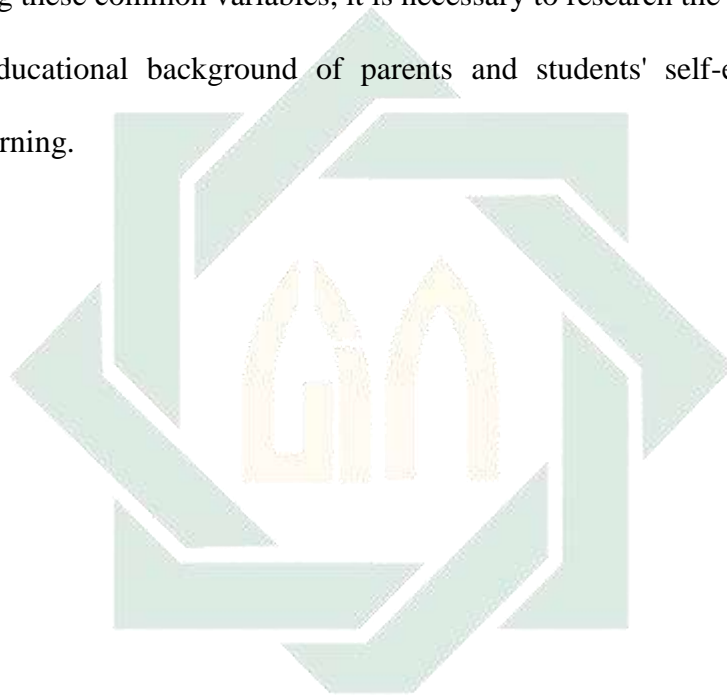
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Achievement Among Malaysia University Students”, *International Journal of Education, Psychology and Counseling*, 6(44) (2021):81-94.

<sup>47</sup> Jing Han, et al., “Social Capital, Socioeconomic Status and Self-efficacy”, *Applied Economics and Finance*, 2(1) (2014).

<sup>48</sup> Serma Karaarslan, Guliz, Sungur, “Elementary Students' Self-Efficacy Beliefs in Science: Role of Grade Level, Gender, and Socioeconomic Status”, *Science Education International*, 22(1) (2011): 72–79.

students' self-efficacy. It still does not show the direct relationship between specific aspects between parents' involvement (educational level) and students' learning (self-efficacy) in certain subjects, such as English language learning. Considering these common variables, it is necessary to research the correlation between educational background of parents and students' self-efficacy in English learning.



UIN SUNAN AMPEL  
S U R A B A Y A

## CHAPTER III

### RESEARCH METHOD

The chapter discusses some elements of methodology. It presents the research's method, subject and setting, data instrument, data collection technique, data validity and reliability, data analysis technique, and research stages.

#### A. Research Design

The current research uses a research design such as quantitative. Quantitative research design is identifying a research problem based on a specific industry or the requirement to explain why something occurs. This research design requires the researcher to explain whether one variable affects another variable. The common characteristic of quantitative analysis is gathering numerical data from an extensive cohort of individuals through measurement instruments. Then, Correlational research designs are methods used in quantitative research to evaluate the degree of an association between two or more variables by doing correlational analysis, it is the same as the quantitative, whether one variable can predict or relate with another.<sup>49</sup>

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<sup>49</sup> John W. Cresswell, "Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research", In *Pearson* (2014).

Therefore, this present study aims to identify the association of two variables, parents' educational background and students' self-efficacy in English learning, to get the outcome of the significant Correlation between both variables above. Further, the research data will be correlated with each other, in order to explain in the form of numeric data. Hence, according to the aim, the correlational research design is suitable.

### **B. Subject and Setting of the Research**

The location of SMAN 15 Surabaya is at South Dukuh Menanggal Street No.103, Dukuh Menanggal, Gayungan, Surabaya. This research is going to measure the correlation between educational backgrounds of parents and students' self-efficacy in English learning and how significant the correlation of both variables is.

Then, the subject in this research will be tenth grade students of SMAN 15 Surabaya who learn English as a compulsory subject at school. The research will be done in the class of 10-7 consisting of 34 students and 10-12 consisting of 36 students. The other subject is students' parents as the family and first educators of the students at home. The subjects of this research are chosen since English is a compulsory subject in this school and the school also achieves some academic or non-academic achievement in some fields. Furthermore, the researcher needs to identify whether the parents of the students of SMAN 15 Surabaya also contribute to their achievement. It will be more focused on the subject, English lesson.





This study will use structured questionnaires which are close-ended questions to discover the parents' educational background and the questionnaire wrote in Indonesian language that it might be easier for informants to answer the questions. The questionnaires contained parents' educational level questions (include 10 levels). Another structured questionnaire will be used to gather the data of students' self-efficacy in English learning which adopted from Questionnaire for English Self-Efficacy (QESE) include 10 items developed by Wang.<sup>51</sup> The students' English self-efficacy questionnaire contains four skills: Listening, Reading, Speaking, and Writing. Furthermore, students were requested to provide self-assessment ratings on 5 points ratings from 'Not at all capable, to, extremely capable'. The total of the scores will reflect the students' level of efficacy.

## 2. Interview

The second instrument in this study is interview. The researcher designed the interview guideline by itself by considering the research needs of the topic parents' education background and students' self-efficacy in English learning. The interview was conducted after the researcher gathered the data through questionnaires and calculated the scores of questionnaires. The

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<sup>51</sup> Chuang Wang, et al., "Examining Measurement Properties of An English Self-Efficacy Scale for English Language Learners in Korea", *International Journal of Educational Research* 59 (2013): 24-34.

purpose of the interview was to assemble supplementary information supporting the findings derived from the questionnaire analysis. The interview respondents included students and a teacher. Students were asked about their parental educational background and their own self-efficacy in learning English, while the teacher, who taught in their classes, was also asked the same questions along with additional inquiries concerning the teacher's perspective on parents' educational background and students' self-efficacy in English learning. As a result, the researcher recorded the interview session.

#### **D. Data Collection Technique**

This study will use surveys and interviews to assemble the data. According to Babbie, a questionnaire is an instrument restraining questions and supplementary points constructed to gather the appropriate information for interpretation. The questionnaire is usually used in experiments, surveys, and so on. Then, an interview serves as a method to obtain in-depth information regarding the participants' experiences in any given situation.

At first, the researchers will use the questionnaire to collect the data by spreading the link of the Google Form questionnaire to two classes of tenth grade students (57 students). The students will get 2 Google Form questionnaires, one questionnaire for self-efficacy of students in English language acquisition and another for parents' educational background.

Then, the limit to fill and submit the questionnaire is one day or 24 hours to avoid negligence in filling and submitting the questionnaire.

The second, after participants filled the questionnaires that measured the scores of parents' educational background and students' self-efficacy in English learning, the researcher did an interview as the next step. The researcher selected three students, categorized as having high, medium, and low self-efficacy levels, as well as one English teacher who taught in the classes of these three students. However, the students used Indonesian language to response the questions, while the teacher used mixed (Indonesian and English languages). Subsequently, the researcher transcribed the interviews into the English language and typed the data into a file for analyzing it. Throughout this process, direct communication and interaction took place between the researcher, students, and a teacher at the school.

#### **E. Data Validity and Reliability**

Validity was specified by Whiston as gaining data that is suitable for the intended purpose of the measurement instruments.<sup>52</sup> It was more challenging to evaluate an instrument's validity than its reliability since validity involves gathering information about knowledge, whereas reliability simply looks at score consistency (Md Ghazali). Using a recognized measurement tool ensures the validity of the research findings.

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<sup>52</sup> Lutfi Sürücü and Ahmet Maslakçı, "Validity and Reliability in Quantitative Research", *Business & Management Studies: An International Journal*, 8(3) (2020): 2694-2726.







- If Sig. of  $r_{\text{count}} < 0.05$  or  $0.01$  stands for there is significant correlation and  $H_a$  is accepted,  $H_0$  is rejected.
- If Sig. of  $r_{\text{count}} > 0.05$  or  $0.01$  stands for there is no significant correlation and  $H_a$  is rejected,  $H_0$  is accepted.

### **G. Research Stages**

There are several stages in conducting this study from the first until the result of the research.

1. The first stage is to design the research, consisting of identifying the research background, research gap and creating the research question, literature review, and the methodology.
2. The second stage is asking permission from the school. In this research is SMAN 15 Surabaya.
3. The third stage is collecting the data. After the researcher gets approval from the school, the researcher conducts data collection steps using questionnaires in accordance with the research questions.
4. The fourth stage is examining the data. After gaining the data, the researcher analyzes the data, and makes it into a conclusion.

## CHAPTER IV

### RESEARCH FINDINGS AND DISCUSSIONS

This section explores the findings and discussions in order to address the research questions. The initial findings examined the educational background of parents, specifically investigating whether the father and mother possessed a higher or lower level of education. The subsequent finding centered around students' self-efficacy in English learning. Furthermore, the researcher utilized both a questionnaire and interviews.

#### A. Findings

According to the research methodology, the researcher spread the questionnaire to the respondents which is students to find out information about their parental educational background and students' self-efficacy with regard to English learning. The primary goal of this study was to determine how parents' educational backgrounds relate to students' self-efficacy in English learning.

After gathering all of the data, the researcher grouped each set of data into tables and determined the variable's score by Microsoft Excel. Then, SPSS and Spearman's correlation rank were used to analyze both sets of data.

The outcome of the questionnaire for parents and the student's self-efficacy score is shown in the descriptions below.

#### 1. Descriptions of Parents' Educational Backgrounds

In this study, parental educational level background is as the variable 'X'.

There are 10 levels of education derived from the International Standard













school (*SD*), and Junior High School (*SMP*). When the fathers have high school education, the students' English acquisition self-efficacy reaches a value of 26.73. This indicates that paternal education at high school level correlates positively to students' self-efficacy in learn English. When the fathers' have diploma (1 and 2) education, the students' English learning self-efficacy reaches a value of 43.58. It shows that education background at diploma level has significantly correlation with students' English learning self-efficacy. Then, the fathers have polytechnic diploma education, the students' English learning self-efficacy has a value of 35.55. As the same as maternal education level at polytechnic diploma, it indicates that students' English learning self-efficacy remains low compared to higher paternal education background. When the fathers' have a bachelor's degree, the students' English learning self-efficacy reaches a value of 32.05. It shows that the students' English learning self-efficacy at bachelor's degree is lower than previous education level. Furthermore, the students' English learning self-efficacy has a high level at a value of 41.8 when fathers have master's degree education. When the fathers have doctorate degrees, the students' English learning self-efficacy measures a value of 45. This shows that paternal education at doctorate degree has significant correlation to higher level of students' self-efficacy in their ability to learn English.



learning self-efficacy reaches a value of 39.8 (n=20). It shows that maternal education at bachelor's degree has a positive relation on students' English learning self-efficacy. Furthermore, if the mothers have a master's degree level, the students' English learning self-efficacy reaches a value of 44.75 (n=8). This indicates that maternal education at master's degree has a significant correlation to students' self-efficacy in learning English.

Derived from those data, it suggests that maternal education more significantly correlate to the students' self-efficacy in learning English than paternal education background. The maternal education background shows the lowest students' English learning self-efficacy score at education level of elementary school (*SD*) and junior high school (*SMP*), while the highest students' English learning self-efficacy score at the education level of Master's degree. Furthermore, a maternal education background has a significant correlation to the level of students' self-efficacy in English learning.

The description of English learning self-efficacy of students with similar parental education backgrounds as presented in Figure 4.4 below.







efficacy of students' English learning in this group is comparatively higher than the two previous groups. According to the interpretations above, it is evident that students' self-efficacy in learning English tends to be higher when the mothers have a higher level of education, despite the fathers' educational background remaining the same.

In cases where the fathers have a Diploma degree and the mothers have a Senior High School (*SMA*) education, resulting in students' English learning self-efficacy of 34.75 (n=4), the self-efficacy of students' English learning in this group is higher than the group where the fathers have Senior High School education and the mothers have an Elementary School (*SD*) education, or where the fathers have a Senior High School (*SMA*) and the mothers have a Junior High School (*SMP*) education. If the fathers have a Diploma degree and the mothers have a master's degree, resulting in students' English learning self-efficacy of 47 (n=2), the self-efficacy of students' English learning in this group is remarkably high. Based on the interpretations above, it is evident that students' self-efficacy in learning English tends to be higher when the mothers have a higher level of education (from Senior High School to Master's degree), despite the fathers' educational background remaining the same which is Diploma degree.

When the fathers possess a Bachelor's degree and the mothers possess a Senior High School (*SMA*) education, resulting in students' English learning self-efficacy of 44.25 (n=4), the self-efficacy of students' English learning in

this group is also high. If the fathers have a Bachelor's degree and the mothers have a Diploma degree, resulting in students' English learning self-efficacy of 38 (n=3), the self-efficacy of students' English learning in this group tends to be lower compared to the group where the fathers have a Bachelor's degree and the mothers have a Senior High School (*SMA*) education. When the fathers have a Bachelor's degree and the mothers have a Master's degree, resulting in students' English learning self-efficacy of 36 (n=1), the self-efficacy of students' English learning in this group is slightly lower compared to the group where the father has a Bachelor's degree and the mothers have a Diploma degree. In contrast with two interpretations above, higher mothers' education, then higher students' self-efficacy in learning English. This explanation showed that mothers' education level of Senior High School tends to have higher scores of students' English learning self-efficacy than mothers' education level of Diploma or Master's degree, despite the fathers' education level remaining the same which is Bachelor's degree.

If fathers have a Master's degree and the mothers have a Diploma degree, resulting in students' English learning self-efficacy of 38 (n=1), the self-efficacy of students' English learning in this group is similar to the group where the fathers have a Bachelor's degree and the mothers have a Diploma degree. When the fathers have a Master's degree and the mothers have a Bachelor's degree, resulting in students' English learning self-efficacy of 40.75 (n=4), the self-efficacy of students' English learning in this group is higher compared to the group where the fathers have a Master's degree and the mothers have a











Therefore, upon the outcome of Spearman's coefficient = 0.374, it becomes apparent within the range of  $0.3 < 0.5$ . It implies that the correlation observed as weak or possessing low level of correlation.

Furthermore, from the output above that the significant score or Sig.(2-tailed) is 0.004, it suggests that  $0.004 < 0.05$  or  $0.01$ . Consequently, the null hypothesis ( $H_0$ ) is rejected and the alternative hypothesis ( $H_a$ ) which posits the presence of correlation between two variables is accepted. From the result above, it is shown that there is correlation between parents' educational background and students' self-efficacy in English learning. It signifies that as the degree of parents' education higher, students tend to exhibit higher levels of self-efficacy in English learning. The category of the correlation suggests a low positive association between those variables.

As shown in the statistical calculations in point 3, the relationship between parents' educational background and students' self-efficacy in English language learning is **significant** ( $0.004 < 0.05$  or  $0.01$ ). It means that the higher the parents' educational background, the higher the level of students' self-efficacy in English language learning. However, this result contradicts with the statement made by the teacher in the interview as presented in Excerpt 4 below.

Excerpt 4

*Parental high education can possibly relate with students' self-efficacy, however, it is not the main factor that influences students' self-efficacy. In other words, it is more important on how parents educate them at home and it doesn't always refer to parents' high education. (T)*









students whose fathers completed a bachelor degree are 32.05, while for students whose mothers completed a bachelor degree, the average English learning self-efficacy score is 39.8. This suggests that students whose mothers obtained a bachelor degree tend to have higher average self-efficacy scores in learning English compared to students whose fathers achieved the same educational level. Women with higher levels of education experience advantages from enhanced comprehension and cultivation of advanced cognitive abilities, such as problem solving and language skills. These skills are then utilized in their parenting approaches.<sup>64</sup>

Furthermore, during the interviews, students' expressed that the level of parental involvement in their education is well balanced and positively contributed to their learning. This is evident in Figure 4.4, where it can be observed that students whose parents possess higher educational backgrounds, such as Diploma, Bachelor's, and Master's degrees, exhibit higher average scores of self-efficacy in English learning. This suggests a strong correlation between the educational level of parents and their children's self-efficacy in English learning. Consequently, parents who possess higher levels of education tend to prioritize their children's education and academics to greater extent.<sup>65</sup> Additionally, noteworthy is the finding that students with both parents who have different educational backgrounds in Figure 4.5 also experienced significant correlation in their self-efficacy scores in learning English when one of the parents had a higher level of education, especially in maternal education. These

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<sup>64</sup> Marie-Anne Suizzo and Laura M. Stapleton, "Home-based Parental Involvement in Young Children's Education: Examining The Effects of Maternal Education Across U.S. Ethnic Groups", *Educational Psychology*, Vol. 27, No. 4, pp. 533 – 556, (2007).

<sup>65</sup> Li Fengliang, Hou Longlong, and Wen Dongmao, "The Effect of Parents' Education on Children's Studies at School and Social Activities", *Chinese Education & Society*, 48: 143 – 156, (2015).

results underscore the influential role of parental education in fostering students' confidence and belief in their English learning abilities. When comparing fathers and mothers, it is observed that mothers tend to spend more of their time with children. They provide greater assistance in their children's lessons, due to this physical closeness, develop stronger emotional connections with their children. This close bond can have a significant impact on the children's attitudes and interests towards language learning.<sup>66</sup> A highly educated mother has the ability to put essential educational values, such as self-discipline and cultivating good learning and study habits, in her children as fundamental principles.<sup>67</sup> In summary, the higher the mother's education, the higher the students' self-efficacy tends to be. The correlation between a mother's education and students' self-efficacy also has implications for parental involvement in school. Recognizing and promoting the role of mothers in school involvement initiatives can foster a more collaborative and effective educational experience for students. It relates to the level of parental engagement in school-related activities.

High education of parents usually relates with getting better jobs.<sup>68</sup> Better jobs bring big impact of better income, this condition can be related with father's high

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<sup>66</sup> Simin Jalili, "Parents' Educational Level and Children's English Language Proficiency", *Language Teaching Research Quarterly*, Vol.3, 25 – 39, (2017)

<sup>67</sup> Hymes, D. H., "On communicative competence", In J. B. Pride & J. Holmes (Eds.), *Sociolinguistics: Selected readings*, Harmondsworth, UK: Penguin Books, (pp. 269-293), (1972)

<sup>68</sup> Udoh and Sanni, "Parental Background Variables and The Career Choice of Secondary School Students in Uyo Local Government Area, Nigeria", *Mediterranean Journal of Social Sciences*, Vol.3 (1) January (2012).

educational level which also tend to have better jobs.<sup>69</sup> Related to the previous study by Arwini Arfah that a higher level of education can provide access to resources such as income, time, energy, and community connections, which enable increased parental engagement in a child's education.<sup>70</sup> In other words, they are better to give children's learning facilities, such as good professional courses. It was also supported by the interview from students with higher self-efficacy in English stating that parents give learning facilities which are English courses to improve their English ability. Nevertheless, it is the responsibility of parents to offer significant resources to their children, including hiring tutors, acquiring reference books, computers, and mobile phones, as well as ensuring their health, nutrition, and providing home visits and other supportive services. These measures aim to enhance the children's learning process and promote their academic achievements. Nonetheless, it is important to note that some students with parents of lower education levels may still excel in English learning, depending on their own motivation and the involvement to their parents in their education and guidance.<sup>71</sup> In this context, with higher education, parents may have access to proper learning resources that can support their children's English learning. On the other hand, parents should actively engage and motivate their children in learning English, regardless of their own educational background.

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<sup>69</sup> Arnaud Chevalier & Colm Harmon & Vincent O' Sullivan & Ian Walker, "The impact of parental income and education on the schooling of their children," *IZA Journal of Labor Economics*, vol. 2(1), pages 1-22, December (2013).

<sup>70</sup> Arwini Arfah, "The Effect of Parents' Educational Background to The Students' English Learning Achievement at The Second Year of SMPN 8 Makassar", *Bosowa University*, (2021).

<sup>71</sup> Hagai Depsin Sembiring, Rupa Shema, and Christina Natalina, "The Effect of the Parents' Education Background and Income on the English Study Achievement of the Eighth Grade Students at SMP HKBP Sidorame", *Jurnal Scientia*, Vol.11 No.1, August (2022).



During the interview, students expressed that those with a higher level of self-efficacy exhibit greater enthusiasm in accomplishing challenging tasks, whereas students with moderate and low levels of self-efficacy face greater difficulty in completing such tasks. It is in line with the efficacy dimensions stated by Bandura in chapter two, students themselves must cultivate their own strength of belief, which refers to the level of self-efficacy (*Strength Dimension*) they have in their abilities.<sup>72</sup> Nevertheless, students may experience a decrease in confidence when confronted with challenging learning tasks (*Level Dimension*). Consequently, individuals with a strong recognition of self-efficacy approach task completion with eagerness. In contrast, students with low self-efficacy tend to experience feelings of sadness or hesitation when faced with the task at hand.<sup>73</sup>

Students also stated that they have to regularly practice to improve their self-efficacy by joining an English course or even practice individually at home, so they can be able to complete a level of learning tasks. Seng (stated in Widya Astuti Ridwan's research) stated that learning involves the acquisition of knowledge and represents a lasting transformation in a living organism that is not determined by genetic factors. It encompasses a relative but permanent change in behavior that arises from deliberate practice.

However, there is another factor that correlates to the varying levels of self-efficacy in learning English among students, namely learning interest. According to the interview with S1 who falls into the higher self-efficacy category, it was revealed

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<sup>72</sup> Albert Bandura, "Self-Efficacy: The Exercise of Control", *Choice Reviews Online*, 35(03) (1997).

<sup>73</sup> *Ibid*

that S1 has been exposed to learn English since early age and has actively participated in English courses. This early exposure and engagement with English have fostered a deep interest in the language, consequently strengthening S1's confidence in the English skills. Similarly, S2, whose self-efficacy is medium, mentioned having around 50% confidence. S2 tends to practice English skills individually at home by listening to music, watching movies, or even reading several books. Deep interest on English can positively motivated students to learn and improve their skills.<sup>74</sup> On the other hand, S3 whose self-efficacy is low, stated that it primarily practices English at home and tends to have stronger learning interest in Physical Education (PE) rather than English subject. Research on learning interest and students' self-efficacy has been discussed in several previous studies as conducted by Osin, Sriarta, and Wesnawa;<sup>75</sup> Ismayanti, Anwar, and Rafianti.<sup>76</sup> Interest is considered as the preference of learners to choose a particular task or activity over others, and it is demonstrated through increased focus and emotional involvement of the learners.<sup>77</sup> Low interest can decrease students' motivation to engage in learning activities, seek further understanding, or improve their skills in a subject. When learning interest is low, students tend to face challenges and obstacles with a negative attitude. They

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<sup>74</sup> Muhammad Sandi, "Hubungan Efikasi Diri dan Minat Belajar Siswa-Siswi", *Psikoborneo*, Vol. 5, No. 2, 208 – 214, (2017).

<sup>75</sup> Rosalia Osin, I Putu Sriarta, & I Gede Astra Wesnawa, "Pengaruh Efikasi Diri dan Dukungan Orang Tua terhadap Minat Belajar Siswa pada Mata Pelajaran Geografi di SMA Kecamatan Sano Ngoang Kabupaten Manggarai Barat", *Jurnal Pendidikan Geografi Undiksha*, Vol. 11 No. 1, April (2023).

<sup>76</sup> Wida Ismayanti, Cecep Anwar Hadi, & Isna Rafianti, "Minat Belajar, Efikasi Diri, dan Kemampuan Berpikir Kritis Berpengaruh terhadap Hasil Belajar Matematika Siswa", *Jurnal Educatio*, Vol.8, No. 3, 943 – 952, (2022).

<sup>77</sup> Ulrich Schiefele, "Interest and Learning from Text", *Scientific Studies of Reading*, 3:3, 257-279, (1999).

may feel incapable or unsure of their ability to overcome difficulties that arise during the learning process. This can relate to students' self-efficacy, where they may feel inferior, lacking in confidence, or doubting their ability to succeed in the learning context.<sup>78</sup> In this case, students may have different results of self-efficacy based on their learning subject interest. So, it needs more research on how the result of their self-efficacy score in other learning subjects.

With regard to this, the present study finding indicated that a positive and statistically significant correlation exists between educational background of parents and students' self-efficacy in English learning (Sig.  $0.004 < 0.05$  or  $0.01$ ). Conversely, the connection between the two variables indicated a weak or low group (coefficient of 0.374).

Those two variables showed correlation with each other, albeit in a weak category. On the other hand, teachers have expressed their belief that the correlation between educational background of parents and students' self-efficacy is not significant. According to their perspective, factors such as parents' support and learning environment play a major role relate to students' self-efficacy in English learning.

The teacher argues that while parents' educational background may correlate to some extent, it is the support and encouragement provided by parents that have a stronger correlation on students' self-efficacy in learning English. Jacquelynn & Eccles and Pamela Daviskean stated that the connection between parents' education and their children's scholastic accomplishment depends on particular beliefs and behaviors. The educational qualifications of parents are associated with their

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<sup>78</sup> Usman Effendi E. & Juhaya S. Praja, "*Pengantar Psikologi*", Aksara, (1993).

language proficiency, which significantly impacts how parents communicate with their children.<sup>79</sup> This agrees with how parents educate their children at home, such as giving support “motivation”. So, children can improve their belief in their ability. Motivation is a factor that impacts individuals, driving them to engage in specific activities and seek particular purposes.<sup>80</sup> The children’s ability to comprehend academic activities to a significant degree relies on the level of parental support they receive.<sup>81</sup> Associated with students’ statements about parents’ motivation that are important to courage their belief about their abilities. In this case, verbal persuasion in the form of giving suggestion, advice, and guidance given by family can increase children’s beliefs about their abilities to achieve success.<sup>82</sup> It will differ in the implementation at home based on parents’ approach.

This also applies when students are in a learning environment, teacher’s motivation is also useful for increasing students’ enthusiasm for learning or self-efficacy. Teacher also stated in an interview that students usually need support first when the teacher request them to perform in front of the class. It is good as encouragement for students to be brave in presenting their task, however, this situation is not sustainable in the long run as students also need to possess internal motivation. The academic success of students is directly influenced by the way

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<sup>79</sup> Jacquelynne S. Eccles and Pamela E. Davis-Kean, “Influences of Parents’ Education on Their Children’s Educational Attainments: The Role of Parent and Child Perceptions”, *London Review of Education*, Vol. 3 No. 3, November (2005).

<sup>80</sup> Jon E. Rockelein, “*The Psychology of Humor: A Reference Guide and Annotated Bibliography*”. Westport, CT: Greenwood Press, (1988).

<sup>81</sup> James Griffith, “School Climate as “Social Order” and “Social Action”: A Multi-Level Analysis of Public Elementary School Student Perceptions”, *School Psychological of Education*, 2, 339 – 369, (1999).

<sup>82</sup> M. N. Ghufroon & Rini Risnawita S, “*Teori-teori Psikologi*”, Ar-Ruzz Media, (2010).

teachers interact with them. When teachers exhibit positive behavior towards their students, it positively correlates with higher academic achievements among the students.<sup>83</sup> Another element is supportive peers that are needed for students' self-efficacy improvement during class activities. Peers have the potential to exert a deep influence on a student's self-concept when it comes to learning. Therefore, the influence of their peers can serve as a motivating factor for students to excel in language learning during classroom activities and contribute to the overall quality of their school life.<sup>84</sup>

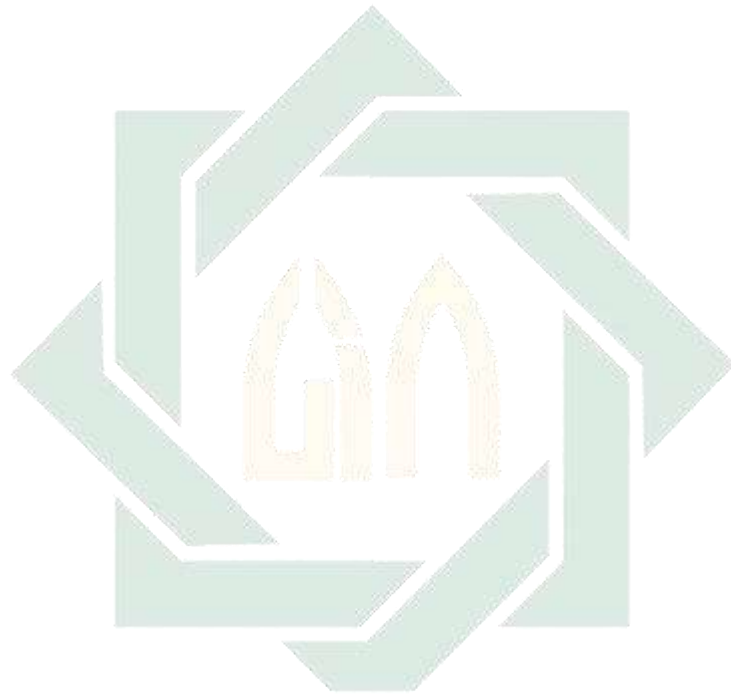
In summary, parents' educational background correlates with students' self-efficacy due to providing valuable support in terms of learning resources, guidance, and motivation. Additionally, other factors outside the family environment which are supportive teachers and a positive peer environment can be considered as a subject for further research or study on students' self-efficacy in future research.

UIN SUNAN AMPEL  
S U R A B A Y A

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<sup>83</sup> Musarat Azhar, et. al., "Impact of Parental Education and Socio-Economic Status on Academic Achievements of University Students", *European Journal of Psychological Research*, Vol.1 No.1, (2014).

<sup>84</sup> Nurul Liza Merianti, "The Influence of Parental Encouragement on Students' English Achievement", UIN Ar-Raniry, Banda Aceh, (2019).



UIN SUNAN AMPEL  
S U R A B A Y A

## CHAPTER V

### CONCLUSION AND SUGGESTION

This part provides a conclusion of the study's findings and offers recommendations for future research. The conclusion section discusses the correlation between parents' educational background and students' self-efficacy in English learning. Following the conclusion, the researcher presents suggestions for further exploration in the field.

#### A. Conclusion

As stated previously, the primary objective of this study was to identify the association between parents' educational background and students' self-efficacy in English learning. To achieve this objective, data was assembled through questionnaires and the conduction of interviews. The result highlights positive and statistically significant correlation in the middle of parents' educational background and students' self-efficacy in English learning with the coefficient correlation was **0.374**, it categorizes as low correlation based on the Spearman's Rank categorization table on table 4.5. The degree of significance is **0.004**. It means  **$0.004 < 0.05$  or  $0.01$** . So, the null hypothesis ( $H_0$ ) is rejected and the alternative hypothesis ( $H_a$ ) is accepted, which is that there is correlation between parents' educational background and students' self-efficacy. This result is also strengthened by the result of interviews with teachers and students. The teacher has another perspective that contradicts with the research result above, which is that educational background of parents is not the

main factor of students' self-efficacy in English learning. Other factors that more significantly related with students' self-efficacy are parents' support and learning environment at school. However, this perspective can be more evaluated or studied for future research.

## **B. Suggestion**

Based on the research finding about the correlation between parental educational background and the self-efficacy of students in English learning, there are some suggestions from the researcher which stated as follows.

### **1. For parents**

Parents are the primary educators for children at home. Parents should support and facilitate their children's learning with proper learning resources, good motivation, and many more that can help them to be more comfortable in their cognitive development, especially their self-efficacy.

### **2. For teachers**

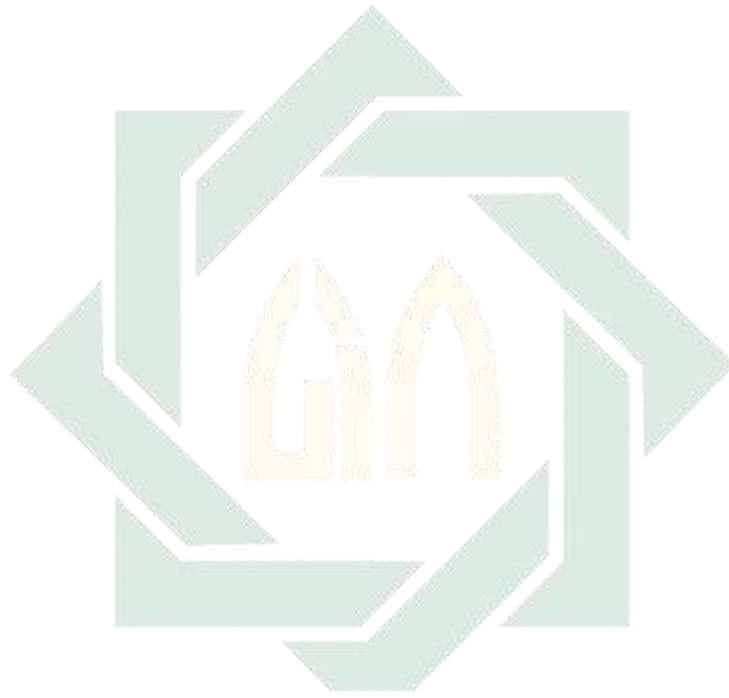
As stated in an interview with a teacher, supportive teachers are indeed needed in improving students' self-efficacy at school. Students who cannot get supportive family or parents, they should have supportive teachers and friends at school. So, they can learn and practice anything well.

### **3. For researchers**

This study can be extended the research topic on other variables of Socioeconomic Status (SES) such as educational background and students' aspects in language learning or other subjects in future research. The future researchers can dig more



detail on the reasons of how the diploma degree have higher score of students' self-efficacy in English rather than bachelor.



UIN SUNAN AMPEL  
S U R A B A Y A

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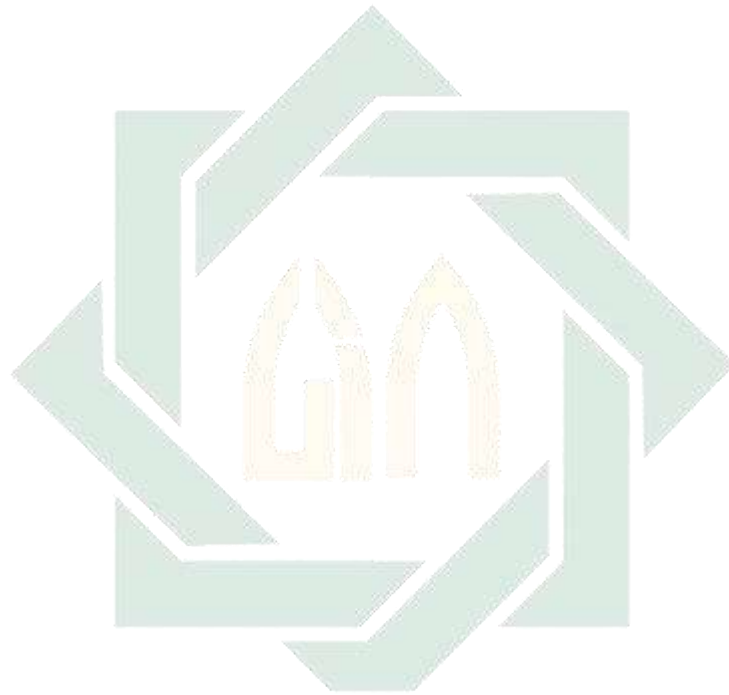
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UIN SUNAN AMPEL  
S U R A B A Y A