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.”²

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

affecting students’ achievement. 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

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and stability, ethnicity, and parental involvement. Parental involvement was most related to academic achievement.4

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”5

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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:

1. To know the parental involvement on English achievement of seventh grade students at SMPN 1 Maduran, Lamongan.
2. 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:

1. Giving contribution for teacher to build good partnership with parents to increase students’ achievement.
2. Reference to develop another way in enhancing students’ achievement.
3. 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 catch-all 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.”

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8 Sophia Catsambis, Bachelor Thesis: “Expanding Knowledge … p.23
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.”

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.”

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:

- $91 - 100 = $ excellent
- $81 - 90 = $ very good
- $71 - 80 = $ good
- $61 - 70 = $ average
- $< 60 = $ poor

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9 Heny Purwanti, Bachelor Thesis: “The Influence Of ... 3
10 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.