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.¹ 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.”²

Mary categorized parental involvement into some dimensions; “behavioral, cognitive-intellectual, and personal are three dimensions representing resources that parents have available to children.”³ 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.\(^4\) 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.”\(^5\)

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.\(^6\) 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

\(^5\) John W. Santrock, *Child Development*... 480
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.

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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’s theory

Overlapping spheres of influence

6 types of parental involvement:
Parenting, communicating, volunteering,
learning at home, decision’s making,
and collaborating with community

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:  

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.”

9 Laurie Z.B., Bachelor Thesis: “The Relationship between…”
10 Mary Kelly Haack, a Dissertation: “Parents’ and Teachers’ Beliefs…”
e. Decision’s making

Parents take role of the school decision making and participate in parent-teacher 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.

11 Laurie Z.B., Bachelor Thesis: “The Relationship between…7
12 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,\(^\text{13}\) Whereas, the learning is “…acquisition of any relatively permanent change in behavior as a result of practice and experience”.\(^\text{14}\)

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’ achievement: 1. Norm-referenced assessment, 2. Criterion-referenced assessment.\(^\text{15}\)

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,

\(^{13}\) Abdul Gafur, *Desain Instruksional*, (Jakarta : BPT. IKIP, 1983), 9
\(^{14}\) 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.\textsuperscript{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

\textsuperscript{16} Slameto, \textit{Belajar dan Faktor-faktor yang Mempengaruhi} (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.

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17 Slameto, 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.\(^\text{18}\)

\(^{18}\) Muhibbin Syah, *Psikologi Belajar*..., 145.
a. Students’ internal factors

1) Physiological aspect. It includes body and sense healthy

2) 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.\(^\text{19}\)

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:

1) 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.  

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:

2.2 The Schema of Parental Involvement

- Parental involvement
- Students’ English Achievement
- Parents’ basic obligations for establishing a positive home environment
- Parent-school communications about school programs and student progress
- Parents’ participation and volunteering at school
- Parents’ efforts to enhance learning activities at home
- Parents’ involvement in school decision making
- Parent-community contacts that increase students’ learning opportunities
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. 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

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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.* 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,*

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23 Heny Purwanti, Bachelor Thesis: “The Influence Of ...
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 citizenship; contact with schools to share information; participation in school events; participation in the work of the school; and participation in school governance.”

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. 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

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24 Charles Desforges - Alberto Abouchaar, *The Impact of …* 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.* 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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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. 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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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’s 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

\(^{28}\) 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.