CHAPTER III
RESEARCH METHOD

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

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

A. Research Design

The study is quantitative research because the way to analyze the data uses statistical method. According to William, typically data is called quantitative if it is in numerical form.\(^1\) This is non-experimental research. Both of the data for parental involvement and students’ achievement are interval. Interval data is data which has same distance, but it does not have absolute zero.\(^2\) Therefore, it is kind of parametric statistic because parametric statistic used if the data that will be analyzed is interval or ratio.\(^3\) The research is included inferential statistic. Inferential statistic is a statistic used to analyze sample, and the result will be

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\(^3\) Sugiyono, *Statistika untuk…* 95.
generalized (to the population). It is kind of correlation product moment because the data are interval and interval.

B. Research Hypothesis

Ho: \( \tau = 0 \)
Ha: \( \tau > 0 \)

\( \tau \) is the symbol of Kendall’s Tau and 0 showed that there is no correlation.

C. Research Subject

1. Variables

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

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

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(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”\textsuperscript{5}

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

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

2. **Research Population and Sampling**

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

\textsuperscript{5} Sophia Catsambis, Bachelor Thesis: “Expanding Knowledge … 23
depend on parents, so the students of seventh grade need more involvement of their parents. Therefore, this subject is suitable for this research.

There are eight classes of seventh grade students. Each class consists of 30 students. The total of the students is 250 students. The sample is 25% students of the population. It is about 63 students. The writer uses the minimum amount of sample because the object is the students’ parents, and it is difficult enough asking their time and to fill the questionnaire. One of the suggestions from Roscoe cited by Sugiyono is the criterion of the proper sample in the research is around 30 – 500.\footnote{Sugiyono, \textit{Statistika untuk …} 74.}

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

$\begin{align*}
\text{Excellent} & \rightarrow 3 \\
\text{Very Good} & \rightarrow 50 \times 63 = 12 \\
\text{Good} & \rightarrow 98 \times 63 = 25
\end{align*}$
Average $\rightarrow \times 63 = 24$

Poor $\rightarrow 1$

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

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

D. Data and Data Collection Technique

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

1. Documentation

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

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2. Questionnaire

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

E. Research Instrument

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

And the score of students categorized as:

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>91 – 100</td>
<td>excellent</td>
</tr>
<tr>
<td>81 – 90</td>
<td>very good</td>
</tr>
<tr>
<td>71 – 80</td>
<td>good</td>
</tr>
<tr>
<td>61 – 70</td>
<td>average</td>
</tr>
</tbody>
</table>

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< 60 = poor

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

1. Parents’ basic obligations for establishing a positive home environment.
   Indicators:
   - Parents’ support and expectation in children’s English achievement
   - Parents’ control in children learning activity

2. Parent-school communications about school programs and students’ progress.
   Indicators:
   - Parent-teacher communication about students’ English performance and behavior
   - Parent-teacher communication about school’s English program and students’ class placement

3. Parents’ participation and volunteering at school. Indicators:
   - Parents’ volunteering and fund raising in school activity

4. Parents’ efforts to enhance learning activities at home. Indicators:
   - Parents’ supervision in the English learning activity
   - Parents’ enhancement English learning activity through private lesson
   - Parents’ communication to children about school related to experience
5. Parents’ involvement in school decision making. Indicators:
   - Parents’ participation in parent-teacher meeting to make school policy
   - Parents’ participation in parent-teacher organization

6. Parent-community contacts that increase students’ learning opportunity.
   Indicator:
   - Parent’s collaboration with community to develop students’ English learning activity

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

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

   \[
   \frac{104}{104} \times 100 = 100
   \]
The highest score for the questionnaire is 100, and the score is categorized as:

- $91 - 100$ = excellent
- $81 - 90$ = very high
- $71 - 80$ = high
- $69 - 70$ = enough
- $< 60$ = low
Table 3.1
The Blue Print of Parental Involvement

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

The internal validity for this research is only relay on the construct validity because this research is using non-test instrument that is used to measure behavior. It is based on the Sugiyono explanation, that “…for non-test instrument that is used to measure behavior is sufficient by eligible the construct validity.”\(^{10}\) And the construct validity test for this research instrument is based on the some lectures that is considered have high competent to examine the instrument.

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

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

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

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\(^{10}\) Sugiyono, *Metode Penelitian Kuantitatif* …123
translation. It is a crucial thing where the item may not different from the theory mean.

G. Data Analysis Technique

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

The formula for Kendall’s Tau is: \[ \tau = \frac{\sum \sum}{\left( \frac{2}{N+5} \right)} \]

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

\[ z = \frac{\tau}{\frac{2(2N+5)}{9N(N-1)}}} \]
H. Research Procedures

1. Collecting data:
   - Collecting data of the students’ English achievement from the report book
   - Collecting data of the parental involvement from the questionnaire

2. Checking the questionnaire, giving score for each item and summing up.

3. Tabulating the data of students’ English achievement and parental involvement.

4. Analyzing the data using statistic of Kendall’s Tau in SPSS 16.

5. Taking conclusion.