

CHAPTER I

INTRODUCTION

A. Background of the Research

Education is a crucial thing in life. John Dewey states that “education is the process of renewal of the meaning of experience that will probably occur in the ordinary association of adult people with young people.”¹ It may also occur in a deliberate and institutionalized to generate social sustainability. Part of education is about the process of learning.

The process of learning is marked by a change in student behavior, through activities that can increase knowledge, experience, shaping attitudes, habits, and skills in school. Moreover, the desired change in behavior of the learning process should be accompanied by a strong motivation of the student, so that students can be serious in learning, to reach the desired

¹ Jhon dewey, *Experience and Education*, (New York: Kappa Delta, 1997),p.25.

learning objectives can be achieved. The first thing that we can learn in life and have we learn from childhood is language.

Language is a system or way used to express feelings, ideas, and suggestions. In such a way that language called a means of communication or means of interaction that only humans have it. According to Douglas, language as a system of arbitrary, conventionalized vocal, written, or gestural symbols that enable members of the given community to communicate intelligibly with one another.² Besides, language learning also influential for human social development. English is one of the recognized languages in the world. So, English becomes the most widely studied foreign language on earth.³ English used by people not only for communication but also for all aspects like technology and science. It is because English is one of the international or universal languages in the world.

² H. Douglas Brown, *Principles of Language Learning and Teaching*, 4th ed., (San Francisco: Addison Wesley, 2000), p.5

³ Jeremi Harmer, *The Practice of English Language Teaching 4th Edition*, (Longman: 2007), p.2.

Furthermore, English as a foreign language in Indonesia has taught in every school from elementary to university, but also their reasons for learning English can be varied. According to Harmer, English is learned for some students because it is on the curriculum at the first or secondary level. On the other hand, studying language expresses some kind of choice for some students.⁴

Family is the basic education center for children. So, parents make a meaningful influence on their children's development. Also, for their children's development, they should have to be a responsibility to lead and support. Parents have to create an enjoyable environment for children. It can increase children's capability and self-confidence to develop great. Moreover, attending and following school programs also can do by parents have a functional role in the spare time for their children. Furthermore, school as a formal education can help children learn or study about developing their academic ability, socialization, and communication. For this purpose, a school that gives a

⁴ Jeremi Harmer, *How to Teach English*, (Pearson Longman: 2007),p.11.

position for parents to receive involved in the schooling processes. Therefore, the responsibility to concern in children's education through school programs should have by parents. Then, parents and school will raise children's development and achievement in their education if has positive cooperation or collaboration and communication.

Parents who are the students' closest persons have an important responsibility to make their children realize that English is an essential language. Some students are lucky to have parents who concerned with their education and have the desire that their children should be able to master English. To achieve this purpose, many parents send their children to private courses to have extra English classes. However, they still need guidance from their parents and expect that their parents will support them in learning English. In contrast, other students do not have that kind of parents for example, since both of their parents are working. So they have no time to involve in their children's schooling. Also, another side their parents do not give more attention. As one of the elements which impact students'

achievement, parents have a necessary role in affecting students learning achievement.

This Research, according to researcher experience while doing teaching practice or PPLK from August until October. Then, the researcher chooses this school as a place of research. Especially 7A as a subject of the research, because some of the students always seem to have a high score in their daily test (formative assessment) but also another student made the lack of understanding English subjects and got a low score. The researcher got the data daily test (formative assessment) 7A at SMP N 1 CILEGON in the first semester from the teacher. Then, 80% of the students always got a higher daily test score above KKM for one semester.

Meanwhile, the students of SMP N 1 Cilegon from many varieties of family backgrounds, parents' educational backgrounds, and different environmental backgrounds. These differences possibly make the students have various involvement from their parents. The various in support will influence what the

students' learning is like. By seeing the students with good potential and good support from the parents, it is interesting to recognize the treatment from the parents toward the children. Based on the background explanation, the researcher's interested in analyzing **“PARENTAL INVOLVEMENT IN STUDENTS' ENGLISH ACHIEVEMENT (A Case Study at the Seventh Grade of SMP Negeri 1 Cilegon)”**

B. Statement of the Problem

Based on the background of the research above, the researcher can identify the problems follows:

1. What the parents' perceptions of their children's English achievement?
2. How the parental involvement in students' English achievement of the seventh-grade student at SMP N 1 Cilegon?

C. Objectives of the Research

Relating to the statements of the problem above, the researcher objective of this research is specified:

1. To investigate parental involvement of seventh-grade students at SMP N 1 Cilegon.
2. To analyzing parental involvement in students' English achievement of seventh-grade students at SMP N 1 Cilegon.

D. Limitation of the Problem

Based on the statements of the problems, the researcher limits them as follows:

1. The researcher focuses on parental involvement in students' English achievement.
2. The subject of research is seventh-grade students of SMP N 1 Cilegon in the academic year 2019/2020.

E. Significance of the Research

The result of this research is intended to be an input for teachers, parents, students, and the next researchers. By knowing and understanding the possibility of parental involvement which can influence students' learning achievement in learning English. Teachers can inform and tell parents about students' conditions in the school and parents also give proper recommendations by giving more support and cares in children's academic live. The researcher also expects this research will be helpful for the next researcher who gets interested in parental involvement as they can do deeper and better than this research.

F. Previous Study

1. Fitri Ayu Kusumaningrum⁵ conducted a researcher entitled *Parents Support, Teachers Support, and*

⁵ Fitri Ayu Kusumaningrum. *Parents Support, Teacher Support, and Intelligence as Predictors of Mathematichs Learning Achievement in Class XI of Yogyakarta*

Intelligence as Predictors of Mathematics Learning Achievement in Class XI of Yogyakarta Senior High Schools. state that, the results showed that parental support cannot predict mathematics achievement in high school students. The support given by parents to students of senior high school is the most important form of support that is felt in all aspects of life. However, parental support is not a form of support that can assist students in their academic success. The support should be attached to students' developmental stages and also internal factors inherent in the student, for example, intelligence, aptitude, interest, personality, and so on.

2. Rashin Mozafarinejad⁶ conducted research entitled *Study of Correlation between Parental Involvement and Iranian EFL Preschoolers' English Language*

Senior High Schools. Mediteranian Journal of Social Sciences MCSER Publishing, Rome-Italy. Vol 7 No 1. 2016.

⁶ Mozafarinejad, R. & Mazandarani, O. Study of Correlation between Parental Involvement and Iranian EFL Preschoolers' English Language Learning. *International Journal of English Language & Translation Studies.* 4(3), 116-123.2016.

Learning state that this study was conducted to investigate the likely relationship between PI and EFL preschoolers' language learning outcomes. To this end, 50 EFL students studying in Golbaran and Setarebaran nursery schools in Gorgan, Iran together with their parents were invited to participate in this study. The data collection instruments included an achievement test along with the Family Involvement Questionnaire (FIQ) adapted from Fantuzzo, Tighe, & Childs (2000, as cited in Jeffries, 2012) consisting of three main parts, namely home-based involvement, school-based involvement and home-school conference (video and telephone). The analysis of the data revealed a moderate, positive, and significant relationship between PI and preschoolers' English achievement.

3. Hafiz Muhammad Waqas Rafiq ⁷conducted a researcher entitled *Parental Involvement and Academic Achievement; A Study on Secondary School Students of Lahore, Pakistan*. Stated that, parental involvement in school has been linked with academic achievement. Although little research has been done in the area of parental involvement and secondary school students, the literature review examines the many factors that may contribute to the level of parental involvement and academic achievement in secondary school. This Master's research project sought to identify the different levels of parental involvement in academic activities and how parental involvement affects the academic achievement of secondary school students.

⁷ Muhammad, Hafiz Waqas Rafiq. *Parental Involvement and Academic Achievement; a Study on Secondary School Students of Lahore, Pakistan*. International Journal of Humanities and Social Science. Vol 3 No. 8. 2013.

4. Shute⁸ conducted research entitled *A Review of the Relationship between Parental Involvement and Secondary School Students' Academic Achievement*. Stated that, Parents appear to have an important opportunity to influence their children's academic achievement through the influence that may not be as great as traditionally believed. Others have agreed that the influence of parents is modest but goes on to assert that peer influence is likewise modest. It seems that both parents and peers can influence a child's academic achievement.
5. Topor⁹ conducted research entitled *Parents Involvement and Student academic performance: A Multiple Meditational Analysis* state that this study used a sample of 158 seven-year-old participants, their mothers, and their teachers. Results indicated a

⁸ Shute, Valeria J, Dkk. *A Review of the Relationship between Parental Involvement and Secondary School Students' Academic Achievement*. Educational research international. 2011.

⁹ David, R Topor. *et.al. Parents Involvement and Student academic performance: A Multiple Meditational Analysis*. *International Journal of prevention & intervention in the community*. Vol 38. 2010

statistically significant association between parent involvement and a child's academic performance, over and above the impact of the child's intelligence. A multiple mediation model indicated that the child's perception of cognitive competence fully mediated the relation between parent involvement and the child's performance on a standardized achievement test. The quality of the student-teacher relationship fully mediated the relation between parent involvement and teacher ratings of the child's classroom academic performance.

The previous studies above are different from this study. The differences are as follows. First, this research used a qualitative approach. Second, The instruments used for collecting data are questionnaires with an open-ended question and documentation. The last, this study to analyzing only parental involvement in students' English achievement.

G. Organization of Writing

The paper is systematically divided into five chapters.

This following is a short description of each chapter:

Chapter I is an introduction that consists of a background of the research, statement of the problem, objective of the research, significance of the research, limitation of the research, previous study, and organization of writing.

Chapter II is a theoretical framework. They are the definition of learning, the definition of achievement, factors affecting students' achievement, students' English achievement, parental involvement in students' academic education, and parental involvement in students' English as foreign language learning.

Chapter III is a research methodology that consists of research method, place and time, subject of the research,

research instrument, the technique of data collecting, and the technique of data analyzing.

Chapter IV is a finding and discussion that consists of research findings and discussion.

Chapter V is closing that consists of a conclusion and suggestion.