**THE CORELATION BETWEEN PARENTS’ INVOLVEMENT AND STUDENTS’ ACHIEVEMENT IN ENGLISH LEARNING OF THE FIRST GRADE STUDENTS’ OF JUNIOR HIGH SCHOOL**

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**ABSTRACT**

This study is aimed at describing the parents’ involvement in English learning achievement, which focuses on one main issue: Is there any significant correlation between parentsinvolvement and students achievement in English learning.

This is a quantitative case study. The data are the result of questionnaire script and the students’school grade report of first semester. The data are collected by giving the questionnaire to the seventh grade students’parents of SMP N 2 Buayan and by documenting the students’ English achievement from school grade report of the first semester. Samples were taken practically by applying cluster random sampling. The validity of the data was established by applying Pearson Product Moment formula. The data consisted of questionnaire data and achievement test. They were analyzed by correlation analysis procedure.

There are two aspects of parents’involvement, types of parental involvement and parents’role. In addition, by applying the analysis of percentage description, it was found that between the two aspects of parents’ involvement, both of the types of parental involvement and parents’ role were high. For the types of parental involvement, parenting (86.11%), communicating (86.66%), learning at home (77.95%). While for the parents’ role, active role (63.89%), passive role (75%). Generally the parents‟ involvement in English learning achievement was high.

Keywords: Parents‟ Involvement, English Learning,Achievement

**A.BACKGROUND**

Nowdays, many people learn foreign languages . One of the foreign languages that people learn is English, which is an international language . The same thing happens in Indonesia. English becomes a trend in this country. Related to this phenomenon, “ many people believe that it is better to learn English as early as possible because they consider that children learn languages faster, with less effort, and with better English as one of the subjects emerge.

Although a lot of young learners or taught English since their early age, unfortunately many of them are not very successful in acquiring this language. There are so many reasons for this failure, such as “unfriendly” English teachers and inefective teaching methods. In addition, many parents are not aware of their involvement towards their children academic succes ( in this case is learning English ). These resons make young learners feel afraid and unmotivated to learn English more seriously .

**B. The Research Design**

The method of investigation is held through a quantitative research. Quantitative is connected with the amount or number of something rather that with how is it. The form of this study is case study. Cohen et.al ( 2007:255 ) states that “ case study can estabilish cause and effect,indeed one of their strengths is that they observe effect in real contexts,recognizing that context is a powerful determinat of both causes and effects”. In constructing research design, I use ex post facto research.Cohen et.al ( 2007:264 ) state that “ ex post facto research is a method that can also be used instead of an experiment,to test hypotheses about case and effect in situations where it is unethical to control or manipulate the dependent variable”. KerlingerinCohen( 2007:264 ) also states that ex post facto research as that in which the dependent variables have already occured and which the researcher starts with the observation of a dependent variable or variables”. In this study I only find out and measure the parents’ involvement as the independent variable. The students’ achievement is got from final score of the first semester.

**C.Discussion**

Based on the research findings about the correlation between parents’ involvement and students’ achievement in english learning ( a case study of grade $7^{th}$ of SMPN 2 BUAYAN ), it as found that there is possitive and significant correlation between them. This can be seen by the result of the correlation analysis. It shows that r$=0.771>r\_{rable=0.329}$.

Data retrieval which was done through quesstionnaire showed that parents’ involvement affects students’ achievement. From the result of the research, the amount parents’ involvement is 78,75%, it suggest that parental involvement may influence students’ achievement. Based on the result of precentagedistribution,it was found that each indicator from the independent variable affect the students’ achievement. Parenting which is related to effort to assist parents with child rearing skills and estabilishing home environment that support children as students affect 86,11%. Communicating ( school-to-home and home-to-school) which related to communication about school programs and students’ progress affect 88,66%. Learning at home which involving parents in home-based learning, including the provision of information and ideas to families about how to help theif children at home with homework and other curriculum- related activities, decisions and planning, affect 77,95% Active role,which involves encouragemen,support,andmonitoring,affect 63,89%. And the last indicator,passive role which involves indirect modeling and communiating attitudes related to second language learning and the second language learning and the second language community, affect 75%. This means the higher level of parents’involvement will have an affect on better achievement of the students.

Parents’ involvement can be shown in giving motivation, and early introduction of a foreign language, especially English,can help the students gain self-motivation and self-confidence that can encourage themselves to learn and master the material the given by the teacher. By having self-motivation, students can support themselves to be better in learning by studying hard, and not easily give up when they find difficulties. These things can pratically give possitive affect to their achievement.

**D. Conclusion**

As it is stated in chapter 1 , the objective of this research was to explain how the correlation between parents’ involvement and students’ achievement in English learning. The subject of the research was first grade or seventh year students of SMP N 2 Buayan ,Gombong in the academic year 2012/2013 was considered high category, where the everage value was 78.75%. Meanwhile the everage value of the students’ achievement in English learning was 82.33 which considered good category. The correlation analysis between parents’ involvement and students’ achievement in English learning was 0.771, while the critical value for 95% significant level with the number of sample ( N ) = 36 was 0.329. Thus the obtained value was higher than the critical value, which means thet there is a positive and significant correlation between parents’ involvement and students’ achievement in English learning.

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