


THE EFFECT OF PARENTAL INVOLVEMENT ON STUDENTS' ENGLISH ACHIEVEMENT OF PUBLIC JUNIOR HIGH SCHOOL

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| ARTICLE INFO | ABSTRACT |
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| <p>Article history: Received: July 23, 2023 Revised: September 17, 2023 Accepted: November 5, 2023 Published: Desember 9, 2023</p> <p>Keywords: Parental Involvement, English Achievement, Correlation, English Final Examination</p> | <p>The principal objective of this study is to know the effect of parental involvement on students' achievement of public junior high school at SMPN 10 Bantimurung. This research used a quantitative research method. The population of this study is SMPN 10 Bantimurung second grade students total of number was 95 students, and the sample was eighth grade (8.3), which consists of 30 students. The questionnaire and documentation was used in this study. To determine parental involvement score the researcher used a likert-type questionnaire with four response options: Always, Often, Ever, and Never. And documentation was used to determine students' achievement score that taken from students' English final examinations from the previous semester after they had completed the teaching learning process in English. The result of questionnaire showed that parental involvement was categorized into high level and students' achievement score was categorized into enough level. The data was analyzed used Person Product Moment Formula to know the correlation between parental involvement and students' achievement. The writer found that there was no correlation or no effect between parental involvement and students' achievement in learning English among the eighth grade class 8.3 at SMPN 10 Bantimurung.</p> <p><i>This is an open access article under the CC BY-SA license.</i></p>  |
| <p>Nurhidayah, Amin, H. B., & Andi Baso, F. THE EFFECT OF PARENTAL INVOLVEMENT ON STUDENTS' ENGLISH ACHIEVEMENT OF PUBLIC JUNIOR HIGH SCHOOL. Indonesian Journal of Sociolinguistics. Retrieved from https://jurnal.fkip.unismuh.ac.id/index.php/ijs/article/view/81</p> | |
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INTRODUCTION

The earliest learning is being at home through interaction with family. Informal educational is a family environment that can connects several aspects of a child development, such as the establishment of behavior, personality, and morals. Parents not only act as caregivers for their children but also act parents act as adviser, and tutor. Parents are an important factor in formation and cultivation of the basic personality that helps specify of the child's personality.

Parental involvement is an important predictor of student achievement in children's education. According (Bower & Griffin, 2011), Parental involvement had many positive effects such as increase motivation, self-esteem, and independence. And students need parental involvement in their education because students spend more time at home than at school, so parents play an important role in the students learning process. Based on research conducted by (Haeruddin, Cahyani, & Sitihanifah, 2020), which shows that the role of parents is very large in determining student achievement.

Achievement in education is signed by scores that maybe taken from the average of daily scores and final from test. According to Scott (2006) English achievement means that is what student have learned about English, over week, month, and term or entire course. From all of the definition, the writer concludes that students' English achievement is the ability, knowledge and skill in English that students have acquired or learned in a given time which are expressed in the form of score.

Based on the results of a dialogue with an English teacher at SMPN 10 Bantimurung where the writer did a pre-research on November 6 2021, she said that only a few parents contacted her to ask about their children's assignments or grades at school, especially in English subjects, and even then only parents of students whose children's grades are low, while parents of students whose children have high or good grades rarely contact them. Moreover, based on data of the result of students' English Score given by the teacher, there are some students' had high score without involvement of his parents. However, students' parents of SMPN 10 Bantimurung come from various kind of parents' educational background and socioeconomic. Some of them don't give their best contribution upon their children's education, because most of them are busy parents, don't know about their role or influence as parents of their children education and they don't understand well about students' achievement especially in English subject. Furthermore, from the previous study there are not have investigated at public junior high school, especially in SMPN 10 Bantimurung.

RESEARCH METHOD

In this research, the writer was used quantitative research method, the reason for using a quantitative research method because this research aims to know whether or not the effect of parental involvement on students' achievement and to test hypotheses.

In this research, there are two variable; independent and dependent. Variable independent in this study is parental involvement as variable (X) and variable (Y) is variable dependent which identified as students' English achievement. Variable independent is

measure through questionnaire and variable dependent is taken from final examination in the semester before.

The population of this research was the second grade students of SMPN 10 Bantimurung it consisted of three classes and total of students was 95 persons. And then sample of this research was the second grade (8.3) students of SMPN 10 Bantimurung which consist of 31 students.

In this research, there are two variable independent and dependent

- a. Variable independent (variable X) is identified as parental involvement
- b. Variable dependent (variable Y) is identified as students' English achievement

The indicators of this research based the opinion of Joyce Epstein (2002) there are six different types of parental involvement school might emphasize in a comprehensive partnership with parents as follow:

1. Parenting
2. Communication,
3. Volunteering,
4. Learning at home,
5. Decision making,
6. Collaborating with the community

In this research, the writer used questionnaire and documentation as instrument of the research. The questionnaire that is used in collecting data which design and formulate based on indicator of the variable of parental involvement in students' achievement which consisting in 20 items with four responses option there Always, Often, Ever, and Never. And documentation in this study used as form of the score that taken from students English final examination in the semester before after they followed teaching learning process in English subject at the school to be analyzed.

RESULT AND DISCUSSION

The writer distributed the questionnaire on February 14th - 16th at SMPN 10 Bantimurung, the population of this research was the students of eighth grade, and the sample is 8.3 consist of 31 students. The data of parental involvement score obtained from questionnaire given to students, which consists of 20 items with four responses option there Always, Often, Ever, and Never. Further, the research used the score in the report book of students' English achievement on the school semester of academic year 2021-2022. In this research, parental involvement as an independent variable and the data were collected from questionnaire which has been answered by the students. The writer used formula below to get total of questionnaire score;

$$P \frac{F}{N} \times 100$$

Based on the above formula, the outcome score for parental involvement can be summarized as follow:

- a. Result of questionnaire

The result of questionnaire shows that each student has different score and level of parental involvement category, it can be concluded that there 0 students have low parental involvement, 8 (26%) students moderate parental, 23 (74%) students high parental involvement and 0 students very high parental involvement. The average number of parental involvement scores is 45.70, meaning that most of the 8.3 grade students at SMPN 10 Bantimurung have moderate parental involvement.

To find out the indicator or types of parental involvement can be seen from the result of questionnaire as follow;

1. Parenting

Based on the result percentage of students' answered questionnaire, the students responded refers to indicator of parenting in questionnaire number 1,2,3 and 4 show that 17.1 % responded always, 19.3% is often, ever 39.4%, and never 23.3%, This shows that most students who get parenting from their parents and a small part who always get parenting. It can be concluded that most of the 8.3 grade students have moderate parenting styles from their parents.

2. Communication

Based on the results of the percentage of student answer questionnaires, students answered referring to the communication indicators in questionnaire numbers 5, 6 and 7 which showed that 3.2% answered always, 8.5% often, 39.7% never, and never 48.3%. This means that most students never communicate with their parents and a small percentage always get such communication.

3. Volunteering

Based on the result percentage of students' answered questionnaire, the students responded refers to indicator of volunteering in questionnaire number 8 and 9 shows that 19.3 % responded always, 17.7% is often, ever 38.6%, and never 24.1%. This means that most of the students who have received volunteerism and a small portion who always get volunteerism from their parents.

4. Learning at home

Based on the results of the percentage of student answer questionnaires, students answered referring to the learning at home indicators in questionnaire numbers 10,11 and 12 which showed that 21.4% answered always, 19.3% often, 36.5% ever, and never 22.5%. This means that most students ever learning at home with their parents and a small percentage often get such communication.

5. Decision making

Based on the results of the percentage of student answer questionnaires, students answered referring to the decision-making indicators in the questionnaire numbers 13,14,15 and 16 which showed that 13.6% answered always, 22.5% often, 43.5% never, and never 20 ,1%. This means that most parents have made decisions in solving their children's problems at school and a small proportion always get made decisions.

6. Collaborating with the community

Based on the results of the percentage of student answer questionnaires, students answered referring to the collaborating with the community indicators in questionnaire numbers 17, 18, 19 and 20 which showed that 16.1% answered always, 22.5% often, 32.2% ever, and never 29 %. This means that most students ever learning at home with their parents and a small percentage often get such communication.

In this research, students' English achievement as a dependent variable, and the writer got the data from English teacher Ms. Erna. The data was taken from the score in the report book of students' result semester 1. Based on the score of students' achievement, it shows that each student had different score of students' achievement, there are 8 (26%) students got score below 75 (less) category it means do not pas the KKM, and 22 (74%) students got score above 75 (enough) it means pass the KKM. The average number of students' achievement scores is 76,58 meaning that most of the 8.3 grade students.

In order to know the correlation between parental involvement (X variable) and students' achievement (Y variable), the writer applied Person Product Moment Formula:

$$r_{xy} = \frac{N \cdot \sum XY - (\sum X)(\sum Y)}{\sqrt{[N \cdot \sum X^2 - (\sum X)^2][N \cdot \sum Y^2 - (\sum Y)^2]}}$$

Before the writer analyzing the calculation, the data for formula above were taken from the result of questionnaire score or parental involvement (X) and students' achievement score (Y) :

The calculation can be seen as follow:

$$r_{xy} = \frac{N \cdot \sum XY - (\sum X)(\sum Y)}{\sqrt{[N \cdot \sum X^2 - (\sum X)^2][N \cdot \sum Y^2 - (\sum Y)^2]}}$$

$$r_{xy} = \frac{31 \times 108670 - (1417)(2374)}{\sqrt{[31 \times 65977 - (1417)^2][31 \times 182516 - (2374)^2]}}$$

$$r_{xy} = \frac{3368770 - 3363958}{\sqrt{[2045287 - 2007889][5657996 - 5635876]}}$$

$$r_{xy} = \frac{4812}{\sqrt{[37398][22120]}}$$

$$r_{xy} = \frac{4812}{\sqrt{827243760}}$$

$$r_{xy} = \frac{4812}{28761.845} = 0.1673 = 0.167$$

The result of the formula above showed that the r_{xy} score is 0.167.

After calculated by manually, it's found that r_{xy} score is 0.167, and to make sure the calculation above, the research used Person Product Moment Correlation through SPSS 25. The above result is the same as the following result:

Table 1. The Result Person Product Moment Correlation**Correlations**

| | | Parental Involvement | Students Achievement |
|----------------------|---------------------|-------------------------|-------------------------|
| Parental Involvement | Pearson Correlation | 1 | .167 |
| | Sig. (2-tailed) | | .368 |
| | N | 31 | 31 |
| Students Achievement | Pearson Correlation | .167 | 1 |
| | Sig. (2-tailed) | .368 | |
| | N | 31 | 31 |

The result of correlation between parental involvement and students' achievement is 0.167, concluded that there is no correlation according table 1. This hypothesis described that if $r_{xy} > r_{table}$ means there is correlation between X variable and Y variable, H_a is accepted and H_o is rejected and if $r_{xy} < r_{table}$ means there is no correlation between X variable and Y variable, H_o is accepted and H_a is rejected. From the result formula above show that $r_{xy} < r_{table} = 0.167 < 0.396$. Describes there is the correlation between X variable and Y variable is very weak or in other words there there is no correlation between the variables. Which is mean H_o is accepted and H_a is rejected.

Table 2. Correlation Coefficient

| Product Moment (r) | Correlation |
|--------------------|--|
| 0.00-0.20 | The correlation between X variable and Y variable is very weak or can be told there is no correlation between the variables. |
| 0.20-0.40 | There is weak correlation between X variable and Y variables |
| 0.40-0.70 | There is moderate correlation between X variable and Y variables |
| 0.70-0.90 | There is a strong correlation between X variable and Y variables |
| 0.90-1.00 | There is very strong correlation between X variable and Y variables |

Based on the result of questionnaire, that each student has different score and level of parental involvement category, the total of mean score of parental involvement is 45,70 of students SMPN 10 Bantimurung. Thus, it can be concluded that all of the subject or sample was mostly found moderate category. According to the result representation indicator of parental involvement show that students class 8.3 of SMPN 10 Bantimuung get higher parental involvement in leaning at home, the second is volunteering, parenting is the third, the fifth is collaborating with community and the lower score is communicating. For the students' achievement, the writer used the document of students' score in the report book of students' result semester 1. The result show that each students has different score of students' achievement, in other word, the score of students' achievement in English lessons

at eight grades (8.3) of SMPN 10 Bantimurung mostly found in enough level or pass the KKM.

To answer the research question, the writer used the result of questionnaire and students' achievement score, as described by used the person product moment formula, found that score r_{xy} score is 0.167. The result of the analysis of data calculations using manual calculations and SPSS 25 have the same correlation, and the result of formula show $r_{xy} < r_{table} = 0.167 < 0.396$. To see the interpretation of the index number of the Correlation Product Moment, the writer used interpretation correlation table by (Rosalina, 2014) (see table 3.5 correlation coefficient table). From that, the result show that is (0.00-0.20) in the first category or the correlation between X variable and Y variable is very weak or can be told there is no correlation between the variables.

In brief, the writer conclude that parental involvement has no effect with students' achievement in learning English the eighth grade class 8.3 at SMPN 10 Bantimurung, it was similar with the result of the research conducted by Hasanah (2020) she found that there no a significant correlation between parental involvement and students' English learning achievement. In this research the writer found that the most effect of parental involvement in students of SMPN 10 Bantimurung is learning at home. The writer concluded that even though the parents have high of parental involvement or average parental involvement it does not mean that students' have a good English learning achievement and also if the parents have a low parental involvement was not necessarily students have a good score. Such as one of sample initial AP got high score (60) in parental involvement questionnaire but got 76 score in students' achievement. And sample initial NZR got high score (83) in students' achievement but in parental involvement got score 44. In additions the variety of students' English learning achievement can be influenced and come from many factors, such as from students itself or personality, student disability, school derived and other factors.

CONCLUSION

The writer conclude that there was no correlation or no effect between parental involvement and students' achievement in learning English among the eighth grade class 8.3 at SMPN 10 Bantimurung. Although (74%) student high parental involvement or overall students had high parental involvement score, most of students get higher score of parental involvement in leaning at home 21.4%, the second is volunteering was 19.3%, parenting 17.6%, collaborating with community 16.1%, and the lower score is communicating was 3.2%.

And the result of student' achievement at the eighth grade class 8.3 of SMPN 10 Bantimurung show that (74%) students got score above 75 (enough) it means pass the KKM. And the result of the analysis of data calculations using manual calculations and SPSS 25 have the same correlation, and the result of formula show $r_{xy} < r_{table} = 0.167 < 0.396$. To see the interpretation of the index number of the Correlation Product Moment, the writer used interpretation correlation table by (Rosalina, 2014) (see table 3.5 correlation coefficient table). From that, the result show that is (0.00-0.20) in the first category or the correlation

between X variable and Y variable is very weak or can be told there is no correlation between the variables.

So the writer interpreted that even though the parents have high of parental involvement or average parental involvement it does not mean that students' have a good English learning achievement and also if the parents have a low parental involvement was not necessarily students have a good score. In additions the variety of students' English learning achievement can be influenced and come from many factors, such as from students it's self or personality, student disability, school derived and other factors.

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