

The Relationship between Parental Involvement and Students' English Achievement at 8th Grade Students in SMP Negeri 1 Singaraja

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Abstract

The purpose of this study is to investigate the significant relationship between parental involvement and students' English achievement of 8th grade students in SMP Negeri 1 Singaraja. The design of this study is simple correlation involving 58 students and their parents as the sample. The material of the questionnaire was adopted from Shute et al. (2011) and was used to collect the data of the home – based parental involvement, while the data of the English achievement was collected from school principal. Pearson Product Moment Correlation was used to investigate the correlation between parental involvement and students' English achievement. The result shows that parental involvement and students' English achievement have a positive and significant correlation, with the Pearson Correlation value = 0.440 > 0.05.

Keywords: parental involvement, achievement, English achievement

Introduction

The demand of English as communication media is now increasing since the people frequently seek relationship that can bring them to global area for more advantaged career path. Unfortunately, there are many schools in Indonesia which still could not fulfill the standard achievement of the current curriculum which make the English subject's objective of study has not completely achieved yet. In addition, many students cannot reach the Minimum Standard Criteria or *Kriteria Ketuntasan Minimal (KKM)* in the middle and final of school examination. The students' motivation, students' intelligence, students' family condition and school facility are the possible factors which could cause the problem and affect the students' achievement. Further, Purwanto (2010) stated that there are some social factors which could affect the students' learning and achievement. The social factors are family condition, teacher and teaching method, equipment which is used in teaching and learning process, learning environment and social motivation.

As one of factors which affect students' achievement, parental involvement has become an essential variable that positively influences students' education. Parental involvement is all things done by the parents which are related to their children's education area (Grolnick & Slowiaczek, in Pomerantz, Moorman & Litwack, 2007). Basically, there are two major types of involvement done by parents in relation to their children educational practice; they are, home-based and school-based involvement. Home – based parental involvement includes the activities such as encouraging children in doing their homework independently, helping them when they find difficulty in reading, monitoring their activities inside or outside of the house and assisting them to improve their learning in different subject. The school-based involvement is shown mainly by the frequency of contact that is maintained or is made by the parents with the school. This could be perceived as the help to success the

children's learning by communicating easily about the suggestion of the ideas for home learning activities (Epstein, 1987).

A continued effort of parental involvement throughout the child's education can improve academic achievement (Driessen, Smit & Slegers, 2005; Fan, 2001; Hong & Ho, 2005). It means that the students' academic achievement is affected by parents. It is also supported by Pena's statement in 2000 about the positive benefits of students whose parents are involved in their academic lives. In her study about the influence of parents' involvement in a large urban city in America showed that through the parents' involvement which is given to school activities, it could potentially give benefits to influence their children's academic achievement. In line with this, (Pomerantz et al., 2007; Suryanita, Japa & Arini, 2016) found that the importance of parents' involvement in education and influence students' academic achievement. The success of parents' involvement in students' academic lives and the benefits that are got by some students is critical depends on how parents react toward the students.

However, most of parents in Indonesia think that their responsibility for their children's education is not really an important support for their children academic achievement (Satijan, in Widiasmara, 2007). The parents have misinterpretation about the responsibility of educating. Formal and non-formal educational institution mostly takes the responsibility of educating children, therefore these make parents' control weaken and lessen parents' authority on their children. Further, Herlina (in Widiasmara, 2007) argues that the parents in Indonesia, mostly, do not realize that education does not only take place in school, but also in home and a community. Therefore, the parents is critically need to know that education do not only take place in school but also at home.

SMP Negeri 1 Singaraja, one of the qualified junior high school in Bali, is one of examples of the school having high achieving students. In this school, the students who are received are those students who score high in national exam thus the achievement of the students are considered high. In SMP Negeri 1 Singaraja, based on observation, most of the students are picked up by parents or family members when they are already allowed to go home. By seeing this, the intervention of the parents and family members is provided in the children education. It can be said that the idea and willing of wanting to make sure their children's presence at school and follow the learning process seriously is taken into concern. By spreading a questionnaire to the parents through the students about the parental involvement, the possibility of relationship between parental involvement and students' English achievement can be generated conclusively in this study.

The focus of this research is on parents' involvement based at home because students' achievement is not only from teaching and learning process in the school but it is also determined by the role and influence of parents in giving motivation and guidance to their children from early childhood to school years at home. The more parents involve in their children's education, especially in English, the better children's English achievement will be and vice versa. Furthermore, it is quite rare in Indonesia to find any case where parents are really active at giving their school-participation especially at public school. Finally, based on the background, the researcher initiates to do research about the relationship between parental involvement and students' English achievement of 8th grade in SMP Negeri 1 Singaraja.

Methods

The correlation design was used in this study to investigate the significant relationship between parental involvement and students' English achievement. The study involved the use

of distributed questionnaire in order to test the hypothesis generated in the study and students' report books of second semester to find out the relationship between parental involvement and students' English achievement. The population of this research was the 8th grade of SMP Negeri 1 Singaraja in academic year 2017. There were nine classes of 8th grade students in SMP Negeri 1 Singaraja, in which seven classes had 30 students and two classes had 28 students. The total number of the population was 266 students

In this study, the sample of the respondents was selected by using cluster random sampling; there were 58 students and their parents as the sample. Thus, the researcher decided to select two classes as the sample that represented the whole population in the research. In order to select the chosen classes, the researcher used lottery as the technique to choose the classes to be the sample.

There were two variables used in this research: one independent variable and one dependent variable. Independent variable is the variable that is presumed to be cause of the dependent variable, while dependent variable is the consequence of the independent variable. The independent variables of this study was the parental involvement while the dependent variable was the students' English achievement. Therefore, there was one independent variables that was tested to one dependent variable.

The research instrument that was used in collecting the data was a close – ended questionnaire which was formulated and designed based on indicators of the variables of parental involvement in students' English achievement. The questionnaire about parental involvement was given to students consisting 25 items. In this case, it concerned about the relationship between parental involvement and students' English achievement. The questionnaire in this study used a Likert Type Questionnaire which provided the parents with four scales categories; Always (selalu), Often (sering), Sometimes (kadang – kadang), and Never (tidak pernah). Normally, Likert Scale consists of five scales categories; Always (selalu), Often (sering), Seldom (jarang), Sometimes (kadang – kadang), and Never (tidak pernah), but the researcher wanted to avoid the situation where the respondents choose middle category (Seldom). It is because according to Shaw and Wright in (1967 in Widhiarso, 2010), the respondents tend to choose middle category because they do not have a clear attitude and opinion, as the result, the score of the scale can be bias. Moreover, Widhiarso in 2010 argued that it is nearly impossible for the respondents to choose middle category if it is about their experience or attitude and then, there is no meaningful difference between the result of four and five scales validity and reliability measuring. However, the researcher does not want to imply that four scales categories in questionnaire are better than five scales. Thus, by considering those statements, the researcher decides to use only four categories because it is still relevant. The questionnaire is translated into Bahasa Indonesia. This is aimed to avoid the possibility of different perception in understanding the statement.

Pearson Product Moment Correlation was used to analyze the validity of the instrument. It was found that only 1 item which was not valid after the total items of 26 were tried toward 30 parents who were not being selected as a sample of this study. The items which were not valid have the coefficient correlation lower than 0.361 ($r < 0.361$). The researcher conducted descriptive statistics to describe the data and inferential statistics to test the hypothesis. It includes mean, median, mode, standard deviation and total score. They were analyzed using SPSS 16. In analyzing the data of the relationship between parental involvement and students' English achievement, the researcher used correlational product moment which developed by Carl Pearson. Person product moment correlatio was used to show whether there was a correlation between X variable and Y variable. Before the data

were analyzed using Pearson Product Moment, the researcher conducted the testing requirement analysis, namely normality and linearity testing.

Findings and Discussions

Findings

The data description was conducted to analyze the characteristics of each variable. In addition, it covered the mean, median, mode, the highest score, the minimum score, standard deviation, and variance of each variable. The data were obtained based on the result of the questionnaire and students' English score. The descriptive statistics were conducted by using SPSS 16.0 for Windows.

Table 1: The result of Descriptive Statistics of Home – Based Parental Involvement Questionnaire and students' English score

| Descriptive Statistics | | | | | | | |
|-------------------------|----|-------|-----|-----|-------|-------|----------|
| Variables | N | Range | Min | Max | Mean | SD | Variance |
| Home – Based PI | 58 | 22 | 63 | 85 | 74.52 | 4.366 | 19.061 |
| Students' English Score | 58 | 19 | 74 | 93 | 81.95 | 3.795 | 14.401 |

As it was seen on Table 4.1, the data of Home – Based Parental Involvement are obtained by using Home – Based Parental Involvement Questionnaire distributed to 58 students. The data of Home – Based Parental Involvement shows that the Range = 22. Minimum score = 63, maximum score = 85, mean = 74.52, standard deviation = 4.366, and variance = 19.061.

This study aimed at finding the relationship between the independent variables (X) and dependent variable (Y). By the purpose of the study, the hypothesis of the study was analysed by using Pearson Product Moment Correlation. Before the data were analyzed using Pearson Product Moment, the researcher conducted the prerequisite test, namely normality and linearity testing.

a. Normality testing

In order to find out whether the data were normally distributed or not, the normality test was conducted by using Kolmogorov – Smirnov test which was applied to the score of Home – Based Parental Involvement Questionnaire and Students' English Achievement. In this case, the researcher conducted the test of One – Sample Kolmogorov – Smirnov because by using this test, the researcher could merge the variables into one sample. There are two variables in this research, the independent variable is Parental Involvement and the dependent variable is Students' English Achievement. The result of the normality test can be seen in the following table:

Table 2: The Result of One – Sample Kolmogorov – Smirnov test

| One-Sample Kolmogorov-Smirnov Test |
|------------------------------------|
| Unstandardized Residual |

| | | |
|---------------------------------|----------------|------------|
| N | | 58 |
| Normal Parameters ^a | Mean | .0000000 |
| | Std. Deviation | 3.40769762 |
| Most Extreme Differences | Absolute | .110 |
| | Positive | .107 |
| | Negative | -.110 |
| Kolmogorov-Smirnov Z | | .838 |
| Asymp. Sig. (2-tailed) | | .484 |
| a. Test distribution is Normal. | | |

As it is seen from Table 4.6, the value of Asymp. Sig. is 0.484, it means that the data are normally distributed. The data are normally distributed because the value of Asymp. Sig. is higher than 0.05 (> 0.05) and vice versa (Raharjo, 2004).

b. Linearity Testing

In order to find out whether the correlation between independent and dependent variables was linear or not, the linearity test was conducted to the data of Home – Based Parental Involvement and Students’ English Achievement. The correlation analysis could be done if the data were linear. The linearity test was done by using SPSS 16.0 for Windows. The result of linearity test can be seen in the following table:

Table 3: The Result of Linearity Test

| No | Dependent Variable | Independent Variable | Deviation from Linearity | Linearity | Interpretation |
|----|-------------------------------|----------------------------------|--------------------------|-----------|----------------|
| 1 | Students’ English Achievement | Home –Based Parental Involvement | 0.387 | 0.001 | Linear |

The value of Sig. Deviation from Linearity was used to determine the linearity test of data. According to Raharjo in 2004, if the value of Sig. Deviation from Linearity is higher than 0.05 (> 0.05), it means that the data is linear and vice versa. Meanwhile, the significant of the linearity is determined from the Sig. of Linearity. According to Raharjo in 2004, if the value of the Sig. of Linearity is lower than 0.05 (< 0.05), it means that the linearity is significant and vice versa. As it is seen from the above table, the value of Sig. Deviation from Linearity was higher than 0.05 (> 0.05) and the value of Sig. of Linearity is lower than 0.05 (< 0.05). It means that the correlation between Parental Involvement and Students’ English Achievement is linear and significant.

The hypothesis of this research was, there was a significant relationship between Parental Involvement and students’ English achievement. The data were analysed by using SPSS 16.0 for Windows. In order to test the hypothesis of parametric statistical test, Pearson Product Moment Correlation is conducted. The result of Pearson Product Moment Correlation can be seen in the following table:

Table 4: The Result of Product Moment Correlation

| | | PI | NILAI_ING |
|-----------|---------------------|--------|-----------|
| PI | Pearson Correlation | 1 | .440** |
| | Sig. (2-tailed) | | .001 |
| | N | 58 | 58 |
| NILAI_ING | Pearson Correlation | .440** | 1 |
| | Sig. (2-tailed) | .001 | |
| | N | 58 | 58 |

** . Correlation is significant at the 0.01 level (2-tailed).

As it was seen from Table 4.8, the value of Pearson Correlation was 0.440, it showed that there was a positive correlation between parental involvement and students' English achievement. Meanwhile, the value of Sig. was 0.001, according to Raharjo in 2004, the correlation between two variables was significant because the value of Sig. was lower than 0.05 (< 0.05). It could be concluded that the more parents involve in their children English Education, the better students' English achievement will be.

Discussions

The data that have been presented in the finding shows that there is a positive and significant correlation between parental involvement and students' English achievement. The calculation gets 0.440 as the value of Pearson Correlation, 0.001 ($\rho = 0.001$) as the value of Sig. with the level of significance 0.01 ($\alpha = 0.01$). Based on the above finding, it can be assumed that the more parents involve in their children English education, the better students' English Achievement will be. Besides, the result of descriptive statistics analysis shows that the mean score of both variables are in moderate category. It means, the involvement of parents of their children as students in SMP Negeri 1 Singaraja and the students' English achievement are average. By knowing the category, the researcher can assume that if the moderate involvement can result moderate English achievement thus, it can be inferred that high involvement can result high English achievement since the correlation between both variables are positive and significant.

The result of this study that has been explained in finding is supported by some studies which basically took the concern on the relationship on parental involvement and students' achievement. The research by Porumbu et al. (2013) has shown support to this research. Porumbu et al. (2013) research shows support to the result of this research. His result showed several variables that consistently associated to high levels of academic achievement are authoritative parenting style, parental high and clear expectations and aspirations for their children's school results, communication between parents and children about their school activities and plans for the future.

As similar study with Porumbu et al. (2013), the research by Castro et al. (2015) has shown support to this research. Based on his research, the parental involvement in students' education has positive impact toward the students' achievement by having the families have high academic expectation for their children, develop and maintain communication with them about school activities, and help them to develop reading habits as the the strongest associations or influences. The results of both research (Porumbu's and Castro's) have shown that there is positive relationship between parental involvement and students' achievement which supports present study.

Further, a research by Sultana and Nuraini (2016) also supports the result of this study. Their research was about the relationship between parental involvement and students' English achievement in SMK Sultan Abdul Samad. The result of theirs is that the only aspect of parental involvement that result significant relationship to the students' English learning ability and achievement is parents' education.

By seeing the result of this research, it is specifically known that the home – based parental involvement activities, such as (1) discussing school activities, (2) aspiration and expectation, (3) parenting style, (4) reading at home, (5) checking homework, (6) and home rules and supervision cause high students' English achievement. Some studies done by number of researchers provide support for strengthen the present study result. It is supported by McNeal (1999) who argued that discussing school activities was the only factor associated to the students' improved achievement and the decreasing number of students' problematic behavior occurrence. Meanwhile, the research by Fan and Chen (2001) concluded that parental involvement activities which had the “strongest dimension” among the other is parental aspiration in relation to the students' achievement.

Moreover, Jeynes' (2007) study showed supports for the present study by stating that there was a strong and positive relationship between parental style and academic achievement. The other support comes from Keith et al. (1993 in Shute et al 2011) who stated that the students who had higher achievement were those whose parents involved in checking their children's homework and the activity of monitoring the children's agenda at home by the parents was also shown as the predictor of the students' achievement. In addition, a study conducted by Chen (2009) found that there was a strong relationship between children-reading at home parental involvement and the students' academic achievement.

By taking a look to those studies closely, all of the factors of home-based parental involvement presented in this research are important to be implemented by parents to support the students' achievement. Eventually, the researcher can draw implication. The implication is that the parents who are in need to see their children achievement to become high should try their best to play their role in implementing at home the factors or aspects of suggested home-based parental involvement.

In the end, based on the result, there is a positive and significant correlation between parental involvement and students' English achievement of 8th grade students in SMP Negeri 1 Singaraja. Therefore, the positive and signifiant correlation between parental involovement is proven theoretically and empirically.

Conclusion

Based on the finding and discussion of this research, it can be concluded that, there is a positive and significant correlation between parental involvement and students' English achievement. Thus, the more parents involve in their children English education, the better students' English achievement will be and vice versa. The suggestions are didicated for the parents; they should realize that they are the first educators who provides educational environment for their children, they should get involved in their children' English learning as a foreign language, they should take any active participations in supporting their children' English achievement by involving themselves in their children' English learning especially at home and for the future researchers, since this research has limitation in time and financial, thus, there is a need to make future research in the same topic. The suggestion for the future research is to add spesification, such as parents' gender or parents' education to make the research more insightful.

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