



## **CORRELATION AMONG THE EIGHTH GRADE STUDENTS' LEARNING MOTIVATION, PARENTS' INVOLVEMENT, AND ENGLISH SPEAKING SKILL AT SMP IT ISHLAHUL UMMAH PRABUMULIH**

**Kurniati<sup>1</sup>, Artanti Puspita Sari<sup>2</sup>, Baginda Simaibang<sup>3</sup>**

<sup>1</sup>SMP IT Islahul Ummah Prabumulih,  
<sup>2,3</sup>University of PGRI Palembang

Email: [kurniatiiwan91@gmail.com](mailto:kurniatiiwan91@gmail.com)

Accepted :

20 August 2022

Published :

10 January 2023

Corresponding Author:

Kurniati

Email Corresponding :

[kurniatiiwan91@gmail.com](mailto:kurniatiiwan91@gmail.com)

### **ABSTRACT**

This thesis is concerned with the inquiry on the correlations among students' learning motivation, parents' involvement, and English speaking skill of the eighth grade students at SMP IT Islahul Ummah Prabumulih. The problem of the study is to investigate the correlation among students' learning motivation, parents' involvement, and English speaking skill. The total number of the population were 69 students. The sample for this study was 69 students. Data were collected by adopting a questionnaire for students' learning motivation, parents' involvement, and test for English speaking skill. Data were analyzed by using r-Product Moment and Multiple Regression. Finding show that there are correlations among learning motivation, parents' involvement, and English speaking skill. The data analysis shows that  $R_{yx1x2} = 0.978$  with  $r^2=0.757$  and p-Value is 0.000. This value is lower than 0.05. This is significant. So,  $H_a$  is accepted while  $H_o$  is rejected. Therefore, there are significant correlation among students' learning motivation, parents' involvement, and English speaking skill. Conclusions suggest that there are significant correlations among students' learning motivation, parents' involvement, and English speaking skill of the eighth grade students of SMP IT Islahul Ummah Prabumulih.

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***Keywords: Students' learning motivation, Parents' involvement, English speaking skill.***

### **1. INTRODUCTION**

Motivation, according to Richards & Schmidt (2002), is "the driving force in each situation that leads to action." The expectation value theory is a popular motivation theory. He goes on to say that this presupposes people are motivated to undertake something they believe is worthwhile and that they anticipate to succeed. Dornyei (2001) claims that there are two major components in this theory: first, individual expectations of success; and second, the value people place on

achievement (or their negative fear of failure). Individuals will have a high level of positive motivation if they have strong favorable thoughts about both aspects. They will be less driven if one of these factors is lacking.

Parental involvement" refers to parents' participation in regular, two-way, meaningful contact about their children's academic learning and other school matters activities, such as making certain.

Based on the Research interview some students, they said not interest study

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English because difficult and many aspect, because many subjects that need concentration also. The students have fewer of activities to develop speaking skill. And they also said that, English facilities in this school still not enough.

Aside from that, the researcher is interested in involving eighth grade students at SMP IT Ishlahul Ummah Prabumulih in a study on the correlation between these three variables. The researcher is interested in knowing about their learning motivation and parental participation, as well as how these characteristics relate to their English speaking ability. As a result, the researcher would want to undertake this study to examine the relationships between students' learning motivation, parental participation, and English speaking ability among eighth grade students at SMP IT Ishlahul Ummah Prabumulih.

However not many studies have examine correlation of students' learning motivation, parents' involvement, English speaking skill, especially in Prabumulih, and than this is the first time study about students' learning motivation, parents' involvement, and English speaking skill at SMP IT Ishlahul Ummah. So that this research is able to help other researcher. And especially stakeholder in this school, may be will open minded to make a new facilities in English activities for the next time, since their students will be more active in speaking English.

**2. LITERATURE REVIEW**

Motivation refers to a learner's motives for striving to learn a second language, but the question of how motivation is generated is the crux of the problem. In relation to academic motivation, (Gary Chambers) has described as a figure follows:

Motivation is an effort that encourages someone to do something. (Handoko: 2012). In (Fakhrian: 2015) journal stated that motivation is a driving force in a person to do something order force in student learning activities, in order to achieve certain goal. Based on

(Sardiman: 2012), motivation is a driving force in student learning activities, in order to achieve the expected goals. Motivation has several important roles in teaching and learning activities, including making the goals to be achieved clearer and more focused, as learning reinforcement, as a variety of control over learning stimuli and determining learning persistence. (Uno: 2015). The motivation that grows in students can be a stimulus for students to improve learning outcomes or student achievement.

Parents' involvement is used broadly in this writing. It includes several different forms of participation in education and while the school. In their children's education, parents get involved because one of their function is giving education for their children. The children's education is primarily a concern of the family, not the society. Based on Republic of Indonesia law 23 of the year 2002 on Child Protection article Parents obligate and assume responsibility for: 1) nurturing, taking care, giving education, and protecting the child, 2) developing their child's ability, talent, and interest. Then, in Republic of Indonesia law 20 of the year 2003 on National Education.

Parental socioeconomic status, according to Gandara (2007), in Roberto (2012) was a consistent determinant for explaining academic success variations among students. Low socioeconomic level was typically linked to poor background characteristics and limited chances, such as a lower likelihood of enrolling in early education classes, which explained why most Latino pupils fared worse than the majority of students. Children from low-income families have less opportunity to attend pre-school. Children have the lowest likelihood of attending pre-school of any of the other ethnicities, and hence are more likely to attend kindergarten without the benefit of attending preschool (Gandara, 2007). Early kindergarten enrolment resulted in a higher chance of educational failure.

Parental involvement is defined as "parents' active commitment to spend time in their children's academic and general

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development" (Bakker & Denessen, 2007), Yulianti, (2018) "in boarder sense, parental involvement includes by the parent to the child within a given domain" (Grolnick & Slowiaczek, 1994, p.238), or "parents' active commitment to spend time in their children's academic and general development" (Borgonovi & Mont).

1. Parenting, providing family support, and creating a learning environment.
2. Contact: Establishes and sustains two-way communication between the school and the home about school programs and children' development.
3. Volunteering, whether at the school or in other areas, to support school programming.
4. Learning at home refers to providing academic learning for children, such as assisting with homework and discussing goal-setting.
5. Making decisions, participating in school discussions, governance, and advocacy.
6. Collaborating with the community is becoming actively involved in providing community services.

Speaking, according to Ladouse (1991), is defined as the ability to explain oneself in a circumstance or the action of reporting. Speaking, according to Harmer (2007:284), is the ability to talk fluently and requires not only understanding of language features, but also the ability to process information and language "on the fly."

Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Brown, 1994; Burns & Joyce, 1997). A good speaker synthesizes this array of skills and knowledge to succeed in a given speech act.

**3. METHODS**

This is a quantitative research project. Quantitative research is the process of collecting and interpreting

numerical data. Correlation research is used in this study since the goal of the study was to find a correlation between the variables. (Bhandari's prediction for 2020)

The practical "how" of any piece of research is referred to as research technique. It's about how a researcher designs a study in a systematic way to produce accurate and reliable results that address the study's goals and objectives. (2020, Jansen & Warren)

The goal of this study is to see if there is a link between students' motivation and parents' involvement in students' speaking skill, as well as how students' motivation and parents' involvement affect students' speaking skill "classroom description". By giving speaking test.

The study involves two variables: an independent variable and a dependent variable. An independent variable is one that is unaffected by changes in the value of another variable but has an impact on the value of another. Meanwhile, a dependent variable is a variable whose value may change as the independent variable changes.2018 (Shukla).

**4. RESULTS AND DISCUSSION**

Some are made relating to the research findings and shown below based on the outcomes of the analyses.

**1). Correlation between students' learning motivation and English speaking skill of SMP IT Ishlahul Ummah Prabumulih.**

The discussion of this research finding focuses on the result of hypothesis testing. Based on the result of the study, it was found that there was positive and significant correlation between the students' learning motivation and English speaking skill of the eighth grade students of SMP IT Ishlahul Ummah Prabumulih. If we interpret it based on the table of the Strength of Correlation Coefficient, it can be inferred that there is strong correlation between learning motivation and English speaking skill of the eighth grade students at SMP IT Ishlahul Ummah Prabumulih.

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The learning motivation influence the students' English speaking skill of the eighth grade students at SMP IT Ishlahul Ummah Prabumulih in the academic year 2021/2022. It means that when the students have high motivation, they will have a high English speaking skill.

Theoretically, motivation is all of inner power reinforcing any person to do something. So, learning motivation is an inner power that determines successful speaking activity. The students need motivation in speaking, because with motivation they will active to do speaking activity.

This Research hypothesis resulted that there was a significant correlation between students' learning motivation and English speaking skill of the eighth grade students' of SMP IT Ishlahul Ummah Prabumulih. The correlation coefficient (RX1Y), was weak and positive correlation. There were four dominant influencing factors in this significant correlation; the aspect of competence in speaking competence aspect, fluency, vocabulary, grammar, and, accent reason for speaking. From the descriptive statistics, it could be concluded that first, speaking competence aspect had the highest mean value and had a fluency because in this aspect it tried to provide several statements related to their competition in learning motivation, one of which was the competition in being the best among their friends.

It was also found that learning motivation had a contribution on students' English speaking skill. It meant that when a student had a fair/good learning motivation, he/ she would have a high or good English speaking skill too. In short, the correlation between learning motivation and parents' involvement indicated that motivation was connected to English speaking skill in this research. To be a proficient speaker, motivation take an important role in its' processing. This research proved that motivation is crucial, just aptitude, intelligence, and attitudes, and can have a big impact on a learners' ability to learn a foreign language, According to Haryudin, Siti (2018) in

Monika, speaking English is very difficult to learn for students, because students have to think and speak at the same time to convey information orally.

It means there is a positive correlation between students' that learning motivation and their speaking skill at the eighth grade students at SMP IT Ishlahul Ummah Prabumulih in academic year 2021/2022.

**2). Correlations between parents' involvement and English speaking skill of the eighth grade students at SMP IT Ishlahul Ummah Prabumulih.**

The result of the study showed that there was not any significant correlation between parents' involvement and English speaking skill of the eighth grade students at SMP IT Ishlahul Ummah Prabumulih. If we interpret it based on the table of the Strength of Correlation Coefficient, it can be inferred that there is very weak correlation between confidence and English speaking skill of the eighth grade students at SMP IT Ishlahul Ummah Prabumulih.

According to Evi Setyoningsih (2011), motivations, support, materials, facilities, or direct contributions from parents can all help students achieve good results.

Research hypothesis resulted that there was a significant and positive correlation between parents' involvement and English speaking skill. Based on the Table of descriptive statistics specifications of parents' involvement, there were two dominant factors perceptions that influenced this significant correlation; home learning and spent time together.

**3). Correlations between learning motivation and parents' involvement of the eighth grade students at SMP IT Ishlahul Ummah Prabumulih.**

The result of the study showed that there was significant correlation between learning motivation and parents' involvement the eighth grade students at SMP IT Ishlahul Ummah Prabumulih. If we interpret it based on the table of the Strength of Correlation Coefficient, it can

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be inferred that there is very weak correlation between eighth grade students at SMP IT Ishlahul Ummah Prabumulih.

Students who receive the most parental assistance and have a high English Speaking Skill receive the least parental support and have a low English Speaking Skill. The parents' involvement has a significant impact on the youngsters' ability to learn and speak English. As a result, it may be concluded that success in learning, particularly in English, requires parental assistance.

#### **4) Correlations among learning motivation, parents' involvement and English speaking skill of the eighth grade students at SMP IT Ishlahul Ummah Prabumulih.**

The result of the study showed that there were positive and significant correlation among learning motivation, parents' involvement and English speaking skill of the eighth grade students at SMP IT Ishlahul Ummah Prabumulih. If we interpret it based on the table of the Strength of Correlation Coefficient, it can be inferred that there is strong correlation among learning motivation, parents involvement and English speaking skill of the eighth grade students at SMP IT Ishlahul Ummah Prabumulih.

As according Zuhriyah (2017), is a technique for people to express themselves and communicate with others orally. Speaking, according to Eliyasun, Rosnija, and Salam (2018), is the process of transmitting or exchanging ideas orally. According to Nurmaw (2015), "there is a considerable association between parental involvement and English speaking skill. "In summary, Parental Involvement and English Achievement were found to be significantly connected and influenced. Parental participation, on the other hand, had an impact on students' English speaking skill, even while.

The results are also supported by some studies, for example studies by, (e.g, AA Andini, 2019; A Yuspita, 2018; Baeza Roberto, 2012; Fauzji, 2014; F Sakila, 2018; GA Artasthana, 2017; Ika, 2019; Khoiriyah,2021; Maryam,2019 ; Masitho,

2017;Mulyadi,M, & Simaibang, 2021.Sakila;2018).

Based on some theories above, the researcher concluded that, speaking ability is a communication tool that conveys messages or opinion verbally to the interlocutors.

It can be concluded that the eighth grade students of SMP IT Ishlahul Ummah Prabumulih learning motivation and parents' involvement had *a significant and positive correlation to their English speaking skill*, and these factors contributed to their English speaking skill, though the contribution was not sufficient.

## **5. CONCLUSION**

Based on the findings in the previous chapter, it is possible to concluded that:

1. There was a significant correlation between students' learning motivation (X1) and English speaking skill (Y). The correlation was positive correlation. It means that if students' learning motivation is high, their English speaking skill will improve.
2. There was a significant relationship (X2) between parental involvement and English speaking ability (Y). It means that the greater the involvement of students' parents, the higher their achievement of English speaking skill.
3. There was a significant relationship between students' motivation to learn and parental involvement. It means that the greater the students' learning motivation, the greater the parents' involvement.
4. There was a significant correlations between students' learning motivation (X1), parents' involvement (X2), and English speaking skill (Y). It can be concluded if the students have high students' learning motivation and positive parents' involvement, so the students' English speaking skill is successful.

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All praise and gratitude only to Allah SWT, the Glorious, The Lord and, the Almighty, the Merciful, who give blessing and the opportunity for the writer to finish this thesis entitled “CORRELATION AMONG THE EIGHTH GRADE STUDENTS’ LEARNING MOTIVATION, PARENTS’ INVOLVEMENT, AND ENGLISH SPEAKING SKILL AT SMP IT ISHLAHUL UMMAH PRABUMULIH”.

In conducting this thesis, the writer received valuable contributions, guidance, assistance, support, and motivation from others. First of all, the writer would like to express her gratitude and appreciation to the Rector of PGRI of advisor, Dr. Baginda Simaibang, M.Ed, my second advisor Artanti Puspita Sari, Ph.D. In addition, the writer would also like to express her gratitude to head master of SMP IT Ishlahul Ummah Prabumulih for her support given as well as for having given permission to the research to conduct the research. Last but not least, deep appreciation and thanks to the eighth grader of SMP IT Ishlahul Ummah Prabumulih who have become samples of this research.

Finally, it is hoped that this thesis could give a worthwhile contribution to English teaching particularly for the teaching of speaking English as a foreign language.

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