

THE CORRELATION AMONG PARENTS' EDUCATION, PARENTS' INVOLVEMENT AND TWELFTH GRADERS' ENGLISH ACHIEVEMENT

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Abstract

The objective of this research aims to find out whether or not significant correlation between parents' education and the parents' involvement, parents' education and the twelfth graders' English achievement, parents' involvement and the twelfth graders' English achievement, and parents' education parent's involvement and the twelfth graders' English achievement of SMAN 5 Prabumulih academic year of 2019/2020 which consisted of six classes. A quantitative method used in this research also used a stratified random sampling methods. There are two kinds of data will be analyzed. The first is questionnaire and the second is the data of documents. There was any significant influence because significant output (0,000) was lower than the mean of significant influence at 0.05 levels. It could be concluded that there were any significant influence of parents' education and parents' involvement toward English achievement.

Keywords: Parents, Education, Parents' involvement, Achievement

1. INTRODUCTION

As stated in the Law of the Republic of Indonesia No. 20 of 2003 about National Educational System Chapter IV Article 6 that every citizen is responsible for the continuity of education. Then in Chapter VIII article quality of human resources, we have to pay good attention to our education because

it enables human resources to be creative and productive. Developing and gaining education sector is a responsibility of Indonesian people starting from family, school, environment and government.

Family that is the first place where the children learn and show

34, it is stated that compulsory education activities are the responsibility of educational institutions, the government, regional governments and the public. It means that in developing and gaining the

themselves as social members is the first educational institution where people enter, and parents have duty to educate their children. Family has big responsibility for children's education because children's characteristics are formed in the family. Lock in Amin (2007) claimed that the results of

education and students' development are decided by the experience that they have achieved during their life. Further, Amin states that "Every child was born in purity, like unwritten white paper, and family is like a pen which writes their characters".

Latif (2007.p37) stated that "The development of the basic potential of the children depends on their physical and / or social environment. The environment can be family, school and society. It will be decided that the characteristics of the children on certain point of view which they get through education in their environment." In this case, we can conclude that the education which they get from their family will determine their own ways of life. In other words, we can say that education taken from the family has a chance to develop the children's personalities.

Parents' large amount of knowledge which is important in guiding children development is taken from their whole life education. It can be taken through informal, non-formal and formal education. Latif (2007.p100) clarified that "Education functions as a mean of knowledge transformation which will never end. Education would be ended if there is no subject or object of the education itself, that is, human or earth." In short, education still exists if there is still human life. It means that we have the learning process not only at school but also everywhere we are. In other words, we can say that learning process happens during the whole life. The output of learning itself gives us many contributions in managing our

life. By using it, of course, parents can manage their children well.

Gratz (2006.p9) clarified that "Parents' personal educational backgrounds and economic backgrounds have a significant effect on their children's education." However, if parents give a positive influence on their children's everyday lives, and most importantly in their everyday education, the future of our society will look brighter and brighter every day. It means that parents' educational background plays important part in their children education. Parents with a personal, educated background have a much easier time preparing their children for school compared to parents lacking this background. The education received by the children is very much depended on education that their parents received when they were children. It is unfortunate that less educated parents are less likely to be involved in their children's education processes because when parents are engaged as equal partners in the decision making that affects their children and their schools.

Parents, as managers for their children's life know that their children will face globalization era. So, they are supposed to prepare their children with various kind of knowledge and language ability. Tirmidzi cited in Amin (2007) stated that Prophet Muhammad PBUH asked people to educate their children because their children will face different era with what the parents face. It means that it is important for parents to give their children good education, and various

knowledge and language ability, so their children will survive in facing globalization era.

Parents who have high educational background and good English competence generally prepare their children to face globalization with good English preparation. They will help learning English by doing many ways, such as, provide their children with facilities, or pay private teachers. Fadhlun (2006) wrote that during her research at Izzudin elementary school, she found one pupil who could use English in daily expression correctly to his friends and teachers. He belongs to the parents who have high educational background and good English competence. His mother is S-1 graduate and his father is S-2 graduate. It happened because his parents always practiced English to their children, so we can conclude that parents' educational background plays important part in guiding their children to get better life.

The reasons why the writer would like to do this research on twelfth graders of SMAN 5 Prabumulih is because He finds the data in administration office that parents' Educational background of twelfth graders of SMAN 5 Prabumulih are various from the parents who graduated from elementary school to the parents who graduated from college. But, the population are dominated by the parents who graduated from Senior high school and Junior high school. And, the the population is dominated by the parents who graduated from Junior high school and elementary

causes them cannot involve more on their students' learning process. It happened because they are busy with their own bussiness to fulfill their family daily needs. It causes them seem do not care about their children's achievements. The writers also found that twelfth graders English scores are also various from low scores to high scores. The score are dominated by middle category scores. But, the writer found that there are some students whose parents graduated from college got a low scores, vice versa there are some students whose parents graduated from elementary got a good scores.

LITERATURE REVIEW

CONCEPT OF PARENTS

Lam (2003. P. 147) defined "Parents are the first educators of their descendants. Parents not only have roles as educators, but also as actors. This means that their views, values, and attitudes contribute to the development of their offspring. In everyday life, people assume that parents are someone who has given birth to their children. According to Kamus Besar Bahasa Indonesia (KBBI) (2005) parents are biological mothers and fathers and people who are considered old. Webster (1980) also states that parents are people who are father or mother. Based on the definition above, it can be concluded that parents are fathers and mothers who have the responsibility to feed and fulfill their children daily needs like foods, clothes and education. They have the responsibility to educate their children in order to prepare their children future lives.

CONCEPT OF EDUCATION

Hasbullah (2013. P. 01) stated, "Education is a human effort to build his personality in accordance with the values found in society and culture." Ahmadi and Uhbiyati (2015) defined that education is a conscious activity intentionally, and full responsibility that is carried out by adults to children. Then, children reach the maturity they want continuously. Meanwhile, Soyomukti (2013) clarified that education is a process of providing various human situations aimed at empowering oneself. He also divided the definition of education in a broad sense and limited meaning. In a broad sense, education is a process without being bound by time and place. Within the limits of meaning, education is identical to school and is limited by time and period. Furthermore, it can be concluded that education is a systematic process through which children or adults obtain healthy knowledge, experience, skills and attitudes.

PARENTS' INVOLVEMENT

Eisenberg in Pradipta (2013. P. 7) clarified that "Parents' involvement is a role performed by parents as a form of mastery of their lives by involving themselves in the development of their children's lives" In addition, Davis in Amariana (2012) suggests that parents' involvement is a mental participation accompanied by contributions and responsibilities. It means that every parents will show the role how to guide their children by using their own knowledge about how

they manage their lives to their children, at least they will prepare their children to face the real lives. Guiding their children to learn how to face the lives is their contribution and responsibilities to prepare their children's future similar with their own experience. This process involve parents' mental participation during the process.

Next, Herderson, et al. Cited in Ferrara (2005) also revealed that parents' involvement is very important to support children's learning, both in formal schools and in learning courses. So, it can be concluded that parents' involvement in the next level also include the parents' participation by supporting their childrens' learning in school or course by preparing the payment for their childrens' school, preparing the facilities for their children to learn, like; book, dictionary, transportation tool, etc.

Hawes & Jesney in Tolada (2012) revealed that parents' involvement is defined as parents' participation in the education and experience of their children. So, it can be concluded that parents' involvement is a process where parents actively participate in managing and deciding the best way for their children's future, education and life.

ACHIEVEMENT

Wlodkowski and Jaynes in Aprilianto (2007.p63) stated that "learning is hope. Human will never reach the moon if none learn the probability, and giving the hope to him or her." In the other words, learning is

a hope which will bring human life to the new life era. To achieve the hope stated before human need effort. Learning will cause the change in someone's personality. This changing on human personality happens as the result or outcome of the effort or deed which is done by a person him/herself. The result which is written here can be said as "achievement".

According to Hornby (1995.p10), "Achievement is a thing done successfully, especially with effort and skill. In the other words, achievement is related to what someone has actually learned." Furthermore, Sukmadinata (2007: 103) state that achievement of student can be seen from mastering the subject that they have taken up. The achievement of students in their school is signed by numeral (0-10) or letter (A, B, C, D). On the other words , achievement can be drawn both by numeral or letter as a realization of students' achievement. Moreover, achievement means all things the people obtain from his/her effort. But in education , achievement means the result of test design to determine a student's mastery of a given academic area. So it can be concluded that learning achievement is ability which is owned by the children after having learning process in the school together with his or her community which can be measured by using score after instructional process in harmony with the instructional objective in particular period time.

ENGLISH ACHIEVEMENT

LEARNING

From the conclusion that learning achievement is ability which is owned by the children after having learning process in the school together with his or her community which can be measured by using score after instructional process in harmony with the instructional objective in particular period of time, the researcher has concluded that English learning achievement in this study can be described as the result of English learning process that students get from the teachers in form of score. The score is getting trough test that teachers' made or a kind of standardized test. In this study, the achievement scores can help the researcher to describe how far the students' ability in English. The achievement scores also come from the calculation of some test that teachers have made for their students.

PARENTS' INVOLVEMENT ON STUDENTS' ENGLISH ACHIEVEMENT

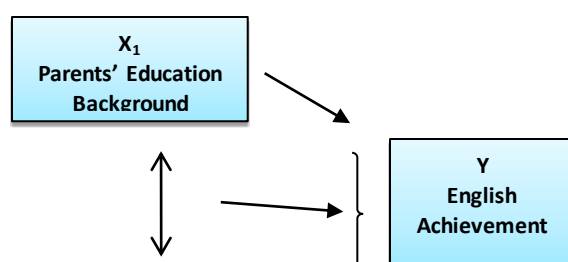
In the proses of learning to talk, there is a step called babbling. children may emit every sound used in all of the world's languages. Lefrancois (1985) stated that A child emits wordlike sounds which tend to be reinforced by their parents. As the frequency of these specific sounds increases, parents or siblings may repeat the child's vocalization and thus serve as models for the child. In conclusion, children acquired their first language from their parents or siblings. In this case, parents contributed to their children's language acquisition. The more they spoke in English, the more their children may

repeat what they had spoken. Children acquire a large percentage of their language from their parents. The home environment is the dominant factor in shaping early language development for most children and then for fulfilling this role the home provides a natural setting.

On the other hand, there are relationship between language and school achievement. This is obviously partly because most of school subjects require some transaction through language, whether it be written or oral. Moreover, Lefrancois (1985) declared that parents have to develop the children's language at their home in order to get their expectation on their children's achievement. the socio-cultural milieu plays a role in influencing both cognitive (intelligence, language aptitude, and language learning strategies) and affective (attitudes, motivation, language anxiety, and self-confidence) individual differences among language learners.

Munroe (2014. P. 6) stated, "parental involvement heightened academic achievement. Their involvement is crucial to student success, so it is necessary that parents be supported by teaching them the necessary skills to help their children at home". It can be concluded that Parents should get involved in working directly with their children on learning

The paradigm of this research in the following figure:



activities at home, so the parental involvement would be effective.

Parents should play a significant role in terms of developing children's positive thinking towards foreign language –English language-. Parents' affection towards foreign languages influence their children's success in multilingual competence. Furthermore, Hosseinpur (2015) stated that parents should get engaged in their children's English learning as a foreign language. Parents could be involved as an advocate in economy, a motivator, a monitor, and a model.

METHOD

The researcher used a design which is called correlational research. "A major purpose of correlational research is to clarify our understanding of important phenomena by identifying relationships among variables" (Fraenkel et.al, 2012:331). A correlational study is quantitative method in which the researcher has two or more quantitative variables from the same group of subjects, and the researcher tries to determine if there is a correlation among those variables. The variables of this research are Parents' Education (X_1) and parents' Involvement (X_2) as the independent variables, while the twelfth graders' English achievement at SMAN 5 Prabumulih as the dependent variable (Y).

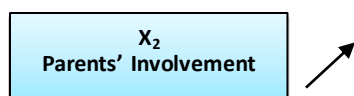


Figure 3.1 Correlational

Research Design

Where :

- X1 = Parents' Education
- X2 = Parents' Involvement
- Y = The twelfth graders' English achievement of SMAN 5 Prabumulih

From the calculation of the data, the score of parents' education can be categorized as can be seen in Table below:

Score Max	= 8.00
Score Min	= 1.00
Range	= 8.00 - 1.00
	= 7.00

FINDINGS AND DISCUSSION

FINDINGS

DESCRIPTIVE STATISTIC OF PARENTS' EDUCATION Statistics

Parents' education

N	Valid	62
	Missing	0
Median		5.00
Mode		6.00
Std. Deviation		1.76
Variance		3.11
Range		7.00
Minimum		1.00
Maximum		8.00
Sum		294.00

The tabel shows that median is 5.00. Then, mode is 6.00, standard deviation is 1.76, variance is 3.11, range is 7.00, minimum score of parents' education is 1.00, and maximum score that students got is 8.00.

Statistics of Parental Involvement Statistics

N	Valid	62
	Missing	0
Mean		80.88
Median		81.00
Mode		82.00
Std. Deviation		2.42
Variance		5.87
Range		11.00
Minimum		76.00
Maximum		87.00
Sum		5015.00

From the Table above, the reseracher got the frequency of parents' involvement. It is found that the mean score of the parents' involvement (X2) was 80.88, the minimum score was 76, the maximum score was 87, and standar deviation was 2.42.

From the calculation of the data, the score of parents' involvement can be categorized as can be seen in the Tabel below:

Score Max = 87
 Score Min = 76
 Mean = 5015 : 62
 = 80.88
 Range = 87 – 76
 = 11
 Interval = (1 + 11): 5
 = 2.4 rounded off to be
 2

Twelfth Garders’ English
 Achievement

N	Valid	62
	Missing	0
Mean		84.79
Median		85.50
Mode		87.00
Std. Deviation		3.474
Variance		12.070
Range		14.00
Minimum		78.00
Maximum		92.00
Sum		5257.00

From the Table above, it could be described that the mean score of the twelfth graders’ English Achievement (Y) was 84.79, the minimum score was 78, the maximum score was 92, the range score was 14, the median score was 85.50, the mode score was 87 and standar deviation was 3.474.

From the calculation of the data, the score of students’ English achievement can be categorized as can be seen in Table below:

Score Max = 92
 Score Min = 78
 Mean = 5257 : 62
 = 84.79
 Range = 92- 78
 = 14

**Correlation Between Parents’
 Education and
 Twelfth Graders’ English
 Achievement Correlations**

		Parents’ Education	English Achievement
Parents’ Education	Pearson Correlation	1	.970**
	Sig. (2- tailed)		.000
	N	62	62
English Achievement	Pearson Correlation	.970**	1
	Sig. (2- tailed)	.000	
	N	62	62

It was found that the significant p-output was 0.000. It is lower than than the mean of significant influence at 0.05 levels. Related to the preceding of the hypotheses testing criteria shows that Ho (null hypothesis) was rejected while Ha (alternative hypothesis) was accepted. It could be concluded that there is significant correlation between parents’ educational background and the twelfth graders’ English achievement. The value of pearson correlation is 0.970. According to r - value interpretation, the strength of the correlation of both was in very strong correlation. It is similar with the research entitled “The Relationship between Parents’ Involvement, Attitude, Educational Background and

Level of Income and Their Children's English Achievement Test Scores" written by Hosseinpour, V., Yazdani, S., & Yarahmadi, M. in 2015. On their study, they found that there is any significant correlation among parents' involvement, attitude, educational background and level of income and their children's English achievement test scores. It answered the second question of the study since there is any significant influence between parents' educational background and the twelfth graders' English achievement of SMAN 5 Prabumulih.

From the table it was found that the significant of parents' educational background was 0.000 and the significant of parents' involvement was 0.000. It means that there was any significant influence because significant output was lower than the mean of significant influence at 0.05 levels.

Related to the preceding of the hypotheses testing criteria shows that Ho (null hypothesis) was rejected while Ha (alternative hypothesis) was accepted. It could be concluded that there were any significant influence of

Correlation among Parents' Education, Parents' Involvement and Twelfth Graders' English Achievement of SMA Negeri 5 Prabumulih Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error			
1 (Constant)	19.616	5.939		3.303	.002
Parents' Education	.949	.109	.482	8.710	.000
Parents' Involvement	.750	.079	.523	9.454	.000

parents' education and parents' involvement toward English achievement. The strength of the relation of both was in moderate correlation. It answered the last question of the study since there are any significant influence of parents' education and parents' involvement toward English achievement of the twelfth graders of SMAN 5 Prabumulih.

There were any significant influence of parents' education and parents' involvement toward English achievement of the twelfth graders at SMAN 5 Prabumulih.

DISCUSSION

Based on the finding in this study, it was found that that the correlation between parents' education and English achievement was 0,970 or in very strong positive level. While parents' involvement and English achievement was 0.973 or very strong, parents' education and parents' involvement was 0,933 very strong

positive level, and the influence of parents' education (p -value =0.000) and parents' involvement p -value (0.000) on English achievement were distinctly real because both the p -values were lower than alpha level of 0.05. It could be also explained that there were contributions among parents' educational background and parents' involvement on students' English achievement. Both of the independence variable, Parents' education background and parents' involvement have very strong positive level of influence to the the twelfth graders' English achievement.

Parents' education are classified as fair because the sample are dominated by 26 parents who graduated from Junior high school. There were 26 (42%) parents who graduated from Junior high school, 18 (29%) parents who graduated from senior high school, 12 (19%) parents who graduated from elementary school, 6 (10%) parents who graduated from college, and no parents who did not finish their elementary school. The mean score of parents' education background is 4.74, and median is 5.00. Then, mode has value 6.00. Standard deviation is 3.11, range is 7.00, minimum score of parents' education is 1.00 and maximum score is 8.00.

There are five categories of the parents' involvement score, the first was very high (88 – 90), there were no parents belong to this criteria. The second was high (85 – 87), there were 3 parents out of 62 parents or around 5 percent got high score for their involvement. After that, there were 25

or 40% parents got fair criteria for their involvement. Then, there were 39 % out of 62 parents got low score for their involvement, and the last was very low (76 – 78), there were 10 parents or 16 percent out of 62 parents are classified as very low criteria of involvement.

There are five categories of the students' English achievement score, the first was excellent achievement (81 – 100), the second good achievement (61 – 80), the third was mediocre achievement (41 – 60), the fourth was poor achievement (21 – 40), and the last was very poor achievement (0 – 20). Based on the categories, the researcher concluded that the students' with excellent achievement in English were more dominant than the students' with good achievement. Moreover, there were no students who got mediocre, poor and very poor achievement in English. It could be seen from Table 4.6, that there were 54 (87%) students who had excellent achievement and 8 (13%) students who had good achievement.

There is significant correlation between parents' education and parents' involvement in SMAN 5 Prabumulih. In this research, it can be concluded that level of education can influence their involvement on their children learning process. More educated parents will give more influence on their children education.

There is significant correlation between parents' education and the twelfth graders' English achievement. The higher their educational level will make them more aware about their children English achievement. In the

other hand, the lower level of education that they got, will make them more unaware about their childrens' need of education. In learning English. Factor of parents' education is able to help students achievement in the school. Parents' education involve in a child's early education is consistently found to be positively associated with a child's academic performance.

There is a significant correlation between parents' involvement to the twelfth graders' English achievement. Parents' involvement can give a positive effect on the childrens' English achievement. Involving activities that parents can do are by becoming the first educator, advocate of economy, a monitor for their children learning activities, a motivator, and role model of learning. Many students get higher score in learning English means their parent have had good attention to their children in learning English.

CONCLUSION

There are significant correlations among parents' education, parents' involvement and English achievement of the twelfth graders at SMAN 5 Prabumulih. It means both of the independent variables give contribution to the children learning achievement. Of course, the higher level of education that someone help will affect their ways of thinking. So, they will try to get involve more on their children learning activities. The more they got involved, will make their children reach better achievement.

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