CHAPTER II

REVIEW OF RELATED LITERATATURE

The review of literature has purpose to give a brief of what is related to and discussed in this study. It describes what literature is used. Some literatures \ give some definitions and some explanations about something that is discussed above. This chapter discusses about achievement, parents' education background the influence of parents' education on parenting , parental involvement and student achievement.

A. Theoritical Description

1. Students' English Achievement

a. English Language Learning

English is considered as the first foreign language in Indonesia. It becomes one of the subjects that students must learn both at junior and senior high school. Since English is compulsory subject and a part of the school curriculum, students have to study it. Although English is taught at both junior and senior high school, the result of the teaching program in our country has not been satisfactory. Students are learning English because English is compulsory subject they have to study it. So, they only learn English, but not acquire it. Furthermore, they do not have any aims about their English learning.

In Indonesia English is foreign language, so students learn English from the basics page. Brown (2004:48) state that learning achivement from

language includes speaking skills, listening skills, reading skills, and writing skills. The assessment divided in to two unit low-intermediate and high-intermediate. Low-intermediate such as form-focused objectives (listening and speaking), communication skills (speaking), reading skills (simple essay or story), writing skills (simple essay or story) and high-intermediate such as vocabulary, grammar, reading comprehension, writing.

Krashen (1999:10) states draws a distinction between learning and acquiring a language. Acquisition is defined as a subconscious process that is identical to the process used in the first language acquisition in all important ways, while learning is defined as conscious knowing about a target language. While acquisition is taking place, language learner is not always aware of the result, they are not very concerned with grammatical rules and error correction. They are gaining a target language by living in society where the language is used in their daily lives. When language learners talk about the rules of a target language, they correct errors, and people in the society do not speak the target language, they are learning the target language.

In this case, learning is always affected through a "monitor", or aneffort on the part of learner to control his language output and to self-correctit whenever necessary. The monitor can become effective in acommunication situation only if (a) there is enough time to operate, (b) the speaker is concerned with the correctness of his speech production, and (c) the speaker knows the correct rule (Wolfgang, 1990:28).

Furthermore, what makes learning possible is the information received in parallel to the linguistic input in the narrower sense: the learner must know who is speaking to whom, when and where, he must be able to watch the accompanying "body language" (gesture, facial expression, etc.), and he must note the reactions of listener. Eventually he should be able to establish a relationship between identifiable segments of the sound stream and particular pieces of the parallel information (Wolfgang, 1990:44).

b. Definition of Achievement

Achievement is the aid both the teacher and the student in assessing learning readiness, monitoring learning process, diagnosing learning difficulties and evaluating learning outcomes. By seeing the achievements, the teacher can analyze the leraning process wheter it can reach the goal of the study or not. If the student's score low, mean that there some problems that should be revised by the teacher for the next learning process. Hopefully the students will get high score for the future.

According to Ebel (1978:238) achievement is an outcome of education. He states that most of cases achievement is shown by students' grades or scores. It can describe the achievement that the students have although it can not show achievement completely but it can hold. Means that the students score is a symbol which can show to the public that a single students get good or not really good understanding during the study. If the students achieve high score, it can be seen if they are really smart. In other hand, If

the students achieve low score, it can been seen if they are not really smart. Although it can't purely show their real achievement, but it can be used as the standart.

c. Factors Affecting Learning Achievement

There are many factors affecting learning achievement. Dalyono (2009:55) states that the factors influencing students learning achievement are factors that come from students internal and external sides.

 1) Internal factor

   a) Health

Physical and spiritual factor health has big influence to thelearning achievement. If the condition of physical and spiritual health is not good, it can disturb or decrease the spirit to study.

   b) Intelligent and talent

Students with high intelligent or have high IQ usually will easily study and also have good achievement. If the student with high intelligent also have talent in the subject that they are studied, the process of learning will be more successful.

   c) Interest and motivation

Big interest to the subject is a big capital to achieve the goal. The big interest in studying will produce high achievement. In other hand, the less interest in studying will produce the less achievement.

Motivation determines the students" level of paying attention during class and the assiduity with which he does his homework and

revises what he has been taught during the day. It certainly has a deep influence on effectiveness on learning.

d) The way of learning

Learning without considering the technique of learning and physiology and psychology factors will produce the lack result.

2) External Factor

a) Family

Parents have a big influence to the success of their children in learning. Parents‟ education level, income, caring and guidance, relationship between parents and children and the situation in home also influence the children learning achievement.

b) School

The quality of teacher, teaching method, curriculum, facilities,condition of the room and the total of students in every room also influence to the success of student in learning.

c) Society

If the surrounding environment of society consists of educated people, especially the children have high level of education and good morality, it will motivate the children to study hard.

Brown (2000:142), state that there are two factors determining the successof second language learner. The first is intrinsic factor: personality factors that contribute in some way to the success of

language learning such as self-esteem, risk-taking, anxiety, empathy, extroversion, motivation and attitude.

2. Educational Background

a. Definition of Education

Prof. Dr. John Dewey state that education is a process of experience. Because life is growth, education means helping the growth of the mind without being limited by age. The process of growth is the process of adjusting to each phase as well as adding in the development of one's skills. Uyoh (2010:3) divides the definition of education into two meaning:

1) Education in Specific Meaning

The word education is related to the word educere, the meant is "taking out an ability" (e = take out, ducere = lead), so education means guiding to take out childrens ability. The definition of education can be seen in specific meaning and wide meaning. In specific meaning, Langeveld states that education is guidance which is given by mature person to the immature person to reach the maturation. Hoogeveld said that educate is helping children so that they be able to finish their duty of life by themselves.

Thus, education in specific meaning is an effort of adult person in guiding their children to reach the maturation. Education in specific meaning describes the education that focused in family environment.

a) Life long education

b) For humans, education is the necessity because with education they will have an ability to develop.

c) Education is responsibility for all humans (parents, society and government).

In UU No. 20 2003 about National Education System, it's said that education is an effort to create the situation and process of learning in order to make the students actively develop their potential so that they have spiritual power in religious, self control, personality, intelligence, goodattitude and also skill which are needed by themselves, society and nation.meanwhile education in wide meaning is an effort of human to increase theprosperity as long as their life. Henderson states that education is as aprocess of growth and development and taking place as the result of theinteraction of an individual with his environment, both physical and socialbeginning at birth and lasting as long as life itself. It is also a process inwhich the social heritage as a part of social environment becomes a tool tobe used toward the development of the best and most intelligent person.

It is important to distinguish between education and learning. All education surely involves learning, but not all learning involves education. Inthe concept of education, there is an element of design of human contrivancethat is not integral to the meaning of learning.

This element of design is clearin the definition of education offered earlier: the deliberate, systematic andsustained effort to transmit, evoke or acquire knowledge, attitudes, value orskill. Education in this view, is purposeful (deliberate), organized(systematic) and consequential duration (sustained). On the other hand,learning can be non deliberate or incidental, unorganized and very short duration (Gordon G. Darkenwald and Sharan B. Mariam, 1982:6).

2) Definition of Parents Education Background

In this research, parents' education background is the last level of education that reached by parents. A.S Hornby (2004:15), parent is father or mother. In the process of education, before children know society andget the guidance from school, firstly, they get caring and guidance from their parents. From their parents, especially from their mother, and for the first time the influence from something which is done by their mother, in directly will form their children character. Because mother is as a school, if mother prepares her children, it means she also prepares the strong generation. Thorefore, education in family is also called the first and prior education (Mansur, 2005:2). Ngalim Purwanto, the roles of mother are:

a) The source and the giver of love and affection

b) Caretaker

c) Controller in family

d) Counselor of personal relationship

e) Emotional educator.

The roles of father are:

a) Source of authority in family

b) Intern connecting between family and society

c) Protector from outer threat

d) The giver of safe fell for all of the member of family

e) Rasional educator.

3) Education Aim

Education aim is a fundamental thing because it will determine thegoal of the student. There are some values which have to be considered in determine the education aim, as stated by Hummel:

a) Autonomy: Give individuals and groups maximum awareness, knowledge and ability, so that they can manage their personal and collective life to the greatest possible extend.

b) Equity: Enable all citizens to participate in cultural and economic life by offering them a basic education

c) Survival: Permit every nation to transmit and enrich its culture heritage over generation, but also guide education toward mutual understanding and toward what has been become a worldwide realization of common destiny.

Based on the three values above, the function of education is to produce better generation and to establish culture of the society or human to get better personality. It can be concluded that the education in this context is to create a better life (Uyoh sadullah, 2010:74).

b. Clasification of Education

According to UU No 20 year 2003 level education is defined based on the level of development of the learners, the goal that will be achieved, and the ability that is developed. Level of formal education in the country of Indonesia referred in UU No 20 year 2003 on the education system of the Republic Indonesia, is divided into three, those are elementary education, secondary education, and higher education.

1) Elementary Education

Elementary education is the level of education informing secondary education. Elementary education shaped primary school and madrasah Ibtidaiyah (SD and MI) or other forms of equal first and middle school as well as madrasah Tsanawiyah (SMP or MTs) or other forms of equal.

2) Secondary Education

Secondary education is a continuation of elementary education. Secondary education consists of general secondary education and vocational high school. Secondary education shaped high school,

madrasah Aliyah, vocational high school, and vocational madrasah Aliyah (SMA, MA, SMK, and MAK) or other forms of equal.

3) Higher Education

Higher education is the level of education after secondary education organized by the college of academic excellence, the education commissioner, and education professions. Higher education shaped academy, polytechnics, colleges, institutes, and universities.

While Fuad Ihsan state that education level in Indonesia is as follows:

1) Primary Education

Primary Education is education that gives the knowledge and skill, itgrows basic attitude that is needed in society and also prepares the students to follow middle education (Fuad Ihsan, 1997:129). in Indonesia this education has two parts:

a) Elementary School

Children ages 6–11 attend Sekolah Dasar (SD) (literallyElementary School). This level of education is compulsory for all Indonesian citizens, based on the national constitution. Madrasah Ibtidaiyah (MI) is the Islamic alternative to SD, following a curriculum with more focus on Arabic and Islam.

b) Junior High School

Junior High school, generally known by the abbreviation "SMP"(Sekolah Menengah Pertama) is part of primary education in Indonesia. After graduating from elementary school, students attend Middle School for three years from the age of 12-14. Madrasah Tsanawiyah (MTs) is the Islamic equivalent of SMP.

2) Middle Education

Middle Education is education that prepares the students to be themember of society who have ability to interact with social culture environment and surrounding environment and also they are able to develop their ability in higher education and work place (Ihsan, 1997:129).

In Indonesia, there are two types of senior high school. First isgenerally known as by the abbreviation "SMA" (Sekolah Menengah Atas) and second is SMK (Sekolah Menengah Kejuruan). SMA differs than SMK in their studies. The students at SMA are prepared to continue their study to university while students of SMK are prepared to be ready to work after finishing their school without going to university/college.SMA is simply the university-preparatory school while SMK is the vocational school. Madrasah Aliyah (MA) is the Islamic equivalent of

SMA, and Madrasah Aliyah Kejuruan (MAK) the Islamic equivalent of SMK (wikipedia on March 2016)

3) Higher Education

Higher Education is education that prepares the students to be the member of society that have high level academic ability so that they can apply, develop and create the knowledge, technology and art in order to improve the prosperity of society (Ihsan, 1997:129). After graduation from High school, students may attend auniversity (higher education). The higher education institution is categorized in two types: public and private which supervised by Ministry of National Education. There are four types of higher education institution: Universities, Institutes, Academies, and Polytechnics. There are different degrees in higher education, namely Diploma 3 (D3), Strata 1 (S1), Strata 2 (S2) and Strata 3 (S3) (Fuad Ihsan 1997:129).

c. Characteristics of Education Person

John (2008:149) stated that there are twelve characteristics of educated person. *First*, educated people are seldom at a loss what to do with time; being alone is often a blessing to the educated because they like their own company. Time doesn't hang heavily on their hands. *Second*, educated people can form healthy attachments anywhere because they understand the dynamics of relationships. *Third*, educated people are aware of, accept, and understand the significance of their own mortality

and each of its seasons. They learn from each moment, they gain insight all their ages, even to their last minutes on earth. *Fourth*, educated people possess a hard-won personal blueprint of value. They accept no prepackaged marching orders without passing them through the test of critical review. But they are also aware of a larger, human community and its values, are knowledgeable about values in different cultures.

Fifth, educated men and women enjoy power to create new things, new ideas and new experiences; the educated discover truth for themselves through the rules of evidence, not by memorizing opinions of others. *Sixth*, educated people detect other people's needs and in moving to meet those needs earn a living. But unlike the ignorant, the educated never become overly dependent on material wealth for happiness, recognizing that the most valuable goods -love, curiosity, reverence, and empathy - can be had without cost. *Seventh*, educated people actively seek variety and know how to master it sufficiently for pleasure and enlightenment. Yet they are aware, too, that without a home of their own and home responsibilities variety is hollow, experience superficial. *Eighth*, The curriculum to become educated is drawn from great life passages which have united generations from the beginning of time. First is the mystery of birth and the mysterious emergence of self. To explore self requires intimate knowledge of one's parents and ancestors - and of the specific, cultures which helped form them. The local cultures, that is, much more than the abstract entities we call political states. Who am I~

Where are my limits~ What are my po~sibilities~ What range do the strange selves about me display~ Exploring these things are like crucial appointments an educated person must keep; without honoring these only incomplete adulthood results. *Ninth*, the physical world near and far must be thoroughly examined, analyzed, tested. This is work which can't adequately be done in confinement or through blackboard abstractions. When compulsion-schooling steals time needed for this work the damage is great. There is a time and place in life's sequence when these appointments must be kept; too long delayed and opportunity is lost forever.

Tenth, the complex possibilities of association must be encountered and wrestled with - it won't work to merely talk about these, or see TV shows. They include family relationships, friendships, companionships, comradeship, love, hate, community, networking and more. Each has strengths and dangers inherent in the form. Not to practice each early on is to risk becoming emotionally crippled. But confinement schooling is designed to socialize children into networks - the very weakest and least reliable of all human associations. Networks are certain to betray your trust if relied upon excessively. *Eleventh*, Another major theme which takes attention in the educated mind is a thoughtful approach to vocation - how does one contribute to the common good and at the same time earn a living? Then we meet the theme of "growing up" as a vocation of its own. How is that distinct from being a child? What complex of

obligations accepted does growing up entail, acceptance of which brings maturity and independence?. *Twelfth*, we can't leave out a very close study of Death, the last act of the dramatic cycle begun by the mystery of Birth. Without clear awareness of the short arc of a life, nothing means very much. If we lived forever, no choice would ever be significant because endless time would be available to choose again and again. Time is strictly finite. Every choice precludes another, that's the reality which vests existence with meaning. We need to realize that the dying owe the oncoming generations a world at least' as good as the one they experienced while fully alive; if possible a better one. (John, 2008:149)

d. The Role of Parents in Students Education

Family is the first environment of child where the responsibility ison parents. The relationship between parents and child possess certain characteristic that explain tremendous and permanent impact of one upon the other. The intimacy and intensity of contact and everyday interaction and interchange exist in an emotionally charged atmosphere. A child serves as a mirror to the parent who sees reflected there his own childhood, his own unresolved and frequently long-term conflicts, and his own need and aspiration (Ronald C. Jonson, Gene R Medinnus, 1997:30)

In childrens education, parents have to create educations situationthat is understood by them so it will invite them to the action which is aimed to the education aim. In this case, parents must give good model and also give good facilities for children. Family is the first environment for children to receive education. Directly, parents play the role as a protector, caretaker, guiding, teacher and leader. It can be concluded that parents place basic personality which will be useful to the next childrens experience (Uyoh Sadullah, 2010:189).

In this research, parents education level background means background formal education was taken by parents from the level. There are primary education (elementary school, junior high school), middle education, higher education. Researcher want to know what level that taken by parents.

3. **The Influence of Parents' Education on Parenting**

It is well known that education is vital for one's self development and for the development of the children. To be academically triumphant many researchers have proved that parents' literacy play a pivotal role in it. Khan et al, (2015) cites Jencks (1972) that the role played by family is an essential in both formal and informal education and further shared that socio-economic status of parent is the best predictor of student academic achievement with parental education being the crucial aspect of socio-economic status. This point out that parents' educational attainment influences their children's academic achievement.

Dickson, Gregg and Robinson (2013) share

> *"It is a consistent finding across numerous countries that individuals with higher levels of schooling have children who also attain higher levels of schooling. There are two main sources of this intergenerational correlation and distinguishing between them is of considerable importance. The first explanation of the intergenerational link is a selection story – characteristics that lead parents to select into higher levels of education may also impact their abilities in child-raising or be related to other genetic and environmental factors shared with their children that will lead the children to also achieve higher levels of education. The second explanation is a causal story – as a result of attaining more education, the parents with high levels of schooling provide a better childhood experience and home environment and consequently their children do better in school."*

These statements are supported by Board, J (n,d) educational attainment of the parents determine their understanding about parenthood and child care. Students with highly educated parents have optimistic attitude towards learning and can integrate extra learning strategies compared to children of parents with lower level of education. Parents with higher levels of education

are also more likely to believe strongly in their abilities to help their children learn. Therefore, a positive correlation exists between parental behaviors and children's school performance.

Eccles & Kean (2005) state that the relationship between parent's education and their children's academic success is on the notion that the parents gain knowledge of parenting and this influence their interaction at home. And cites Alexander et al., (1994) "parents with more education also have higher expectations for their children's education which, in turn, predict greater educational attainment for their children." There exist a contradiction between parent's education and academic success of the children since parents with lower levels of education become concerned so that their children have upward mobility and accomplish goals which they could not.

According to Kainuwa & Yusuf (2013) there exist a difference between children of educated parents and students with parents having completed only primary school or not. They further stated that fathers of with university degree, their children perform considerably well and get the highest score in examination. This was supported by Musgrave (2000) "a child who comes from an educated home would follow the steps of his or her family and by this, work actively in his or her studies. Educated parents provide library facilities to encourage the child to show examples in activities of intellectual type such as reading of newspapers, magazines and journals. They are likely to have wider vocabulary by which the children can benefit and develop language fluency."

Eccles (2005) adds educated parents adopt methods which will help children to gain exposure to various educational opportunities. For example, highly educated parents in the US enroll their children in music lessons, science and computer programs, and educationally relevant summer camps. They are also more likely to enroll their children in the best private schools and to get tutoring help if their children start to have difficulty in school. Even Azhar et al (2014) state that parents' educational qualification is linked with their language competence, which has a significant influence in manner in which parents communicate with their children. This explains the point that parental education poses a key influence on children's academic achievement. As mother shares more close bond with her children than the father, so mother's education is more important. On the other hand education is necessary for fathers as well as they are bread winner of the family and Socio economic status (SES) rest on their shoulders. Azhar (2014) carried out research & came up with the results that SES indicators as well as parent's education, correlate significantly with students' academic achievements.

Kainuwa & Yusuf (2013) cite Okumu et al (2008) and share that in a study of Socioeconomic Determinants of Primary School Dropout found that there was a reduction of primary school drop out for children in rural and urban areas with highly educated parents. Educated parents are more concerned and effective in helping their children with academic related works. They are in the position to monitor their children's academic progress. Due to insufficient knowledge, parents with low educational background fail

to monitor their children's performance and hence this can demotivate children to study and might drop school.

Mutoddi (2014) cites Fantuzzo & Tighe, (2000) who conclude that educated parents can better communicate with their children regarding the school work, activities and the information being taught at school. They can better assist their children in their work and participate at school.

Taiwo (1993) as cited by Kainuwa & Yusuf (2013) support this because the parents with educational background would be in a good position to be second teachers to the child; and even guide and counsel the child on the best way to perform well in education and provide the necessary materials needed by the child.

Gratz (2006) asserts that because of the involvement with the children educated parents strongly affects their children's academic success and less educated parents has unmanaged stress in their lives. This stress meddle the opportunity to get involved with their child. He explains that as the parents get higher in the education ladder they are more equipped to handle stress as they get to experience in schools and colleges. But this is not the case with low educated parents as they got to earn and this add more to the existing problem thereby reducing the involvement with their children. Some of the reasons for children of highly educated parents doing really well in school than compared to parents with lower levels of education as stated by Davis-Kean (2005) are, the prior one are more likely to explicitly define higher levels of education as desirable, encourage their children to do well in school,

and have higher expectations for their children's academic achievement. They possess teaching styles that promote children's development, engage their children in higher quality verbal interaction, provide cognitively stimulating learning environment and literacy activities in the home, and are more comfortable and involved with their children's education, teachers, and educational institutions. Nevertheless, they are associated with higher levels of warmth in parent-child interactions, and lower levels of hostility in parent-child.

4. **Parental Involvement and Student's Achievement**

Khajehpour (2011) stated that parental involvement is a significant variable that positively influences children's education. An inclusive view of involvement is presented by Epstein's model. Epstein (1997) shares that children get to learn and develop through three overlapping spheres of influence: family, school, and community. It is very essential for these three spheres to form associations so that the children get the best of it. He defined six types of involvement based on the relationships between the family, school, and community: parenting (skills), communicating, volunteering, learning at home, decision making and collaborating with the community. And he stressed that all of these six types of involvement need to be integrated to have successful partnerships.

As cited by other researchers that parents got huge role and now school and community got to be active in raising the children in a better way. As cited by Mutoddi (2014) the academic performance of students depends upon

the parental involvement in their academic activities to attain the higher level of quality in academic success.

This is acknowledged by Kreider, Kennedy & Weiss (2007) that when parents read to their children at home, children can grasp letters of the alphabet quicker than the children of parents who do not read to them. The usage of difficult sentences by the parents in their everyday conversations has a positive impact on children as they get to score high in literacy-related tasks in kindergarten.

Shapiro(2009) states that regardless of the parents' education level, when parents are more involved with their children, their academic performance get higher. This helps them to get higher in schools and in life. "Parental involvement may include activities like helping children in reading, encouraging them to do their homework independently, monitoring their activities inside the house and outside the four walls of their house, and providing coaching services for improving their learning in different subjects." (Wakasrafiq et al, 2013). The positive attributes of early age positive parental involvement include building of stronger personalities as children replicate what they see.

Cotton and Wikelund (2005) as cited by Khajehpour & Ghazvini (2011) explain that when parents really get involved and monitor homework, encourage participation in extracurricular activities, and help children develop plans for their future; children are more likely to respond and do well in school. Henderson and Berla's study stated that as per a review of 66 studies

about the relationship between the parental involvement and the children's education at school and in the community, the results include high scores, better attendance, more positive attitudes and behavior in school and greater enrollment in secondary education" (1994). This evidence according to them confirmed that the most accurate predictor of student achievement is the extent to which the family is involved in the child's education.

Khajehpour& Ghazvini (2011) also shares that family involvement improves aspect of children's education such as daily attendance, student achievement, behavior and motivation.

Rahman (2001) shares that numerous studies have been conducted to confirm the assumption that students do better when their parents are involved in their education. Velez & Jones (1997) as cited by Rahman., (2001) stated that the research concluded that parent/child interaction lays a firm foundation for academic achievement. The stronger the relationships, especially as they relate to educational issues, the higher the academic achievement.

Gratz et al, (2006) shared that parents have a huge role on their children's education since they are their children's first teachers. Children's brains are like sponges and absorb in everything surrounding them in the early years of development. So what they see, hear and feel will have a great impact on them till the rest of their lives. Parents got to be extra cautious while raising a young child. Research illustrates that parents with educational

background find it easy preparing their children for school compared to parents lacking this background.

Azhar et al (2014) cited Moszamo (2003) stated that the home atmosphere also have an effect on the academic performance of students. Educated parents can create conducive environment children to learn and do well in school. Educated parents can communicate better with their children and enquire about the teaching methods in school thereby improving the academic performance of the children. Wamala (2013) asserts that the active participation of the parents improves discipline in schools and promotes student academic achievement. The findings reveal that children of educated parents have a higher level of life satisfaction and fewer problems and are relatively more confident, self-reliant, and free from anxieties and other psychological problems.

B. Previous Studies

There are three previous studies used to compare with this research, those previouse study as follows:

1. Parents' Involvement and its Influence on Student English Achievement (A Correlation Study at MTsN Tangerang II Pamulang) by Fitriah AB (104014000364) Faculty of Tarbiyah and Teacher's Training, Syarif Hidayatullah State Islamic University Jakarta. This study aimed to know the influence of parents' involvement on student English achievement in Madrasah Tsanawiyah Negeri Tangerang II Pamulang. This is a

quantitative case study. Questionnare, documentation, interview, and observation were used to collect the data. The result of the study shows that the influence of parents' involvement is adequate on second grade students of Madrasah Tsnawiyah Negeri Tangerang II Pamulang English achievement. It is showed by the result of the research (0,402).

2. A Correlation Study Between Parents' Education Background And Vocabulary Mastery Toward Speaking Ability At The Eighth Grade Of Mts N Boyolali In Academic Year Of 2016/2017. This research is aimed to determine the correlation between (1) parents' education background and speaking ability; (2) vocabulary mastery and speaking ability; (3) parents' education background and vocabulary mastery toward speaking ability. This research is quantitative research that uses documentation and questionaire as the method of collecting data The results of the research are (1) there is positive correlation between parents' education background and speaking ability, because the coefficient of correlation robtained is higher than rtable (0.459 > 0.195) and the contribution of parents' education background to speaking ability is 21.1%. (2) there is positive correlation between vocabulary mastery and speaking ability, because the coefficient of correlation robtained is higher than rtable (0.424 > 0.195) and the contribution of vocabulary mastery to speaking ability is 18.0%. (3) there is positive correlation between parents' education background and vocabulary mastery toward speaking ability because Fobtained is higher than Ftable (16.006 > 1.960) and the

contribution of parents' education background and vocabulary mastery toward speaking ability is 24.8%.

The differences of this research with the previous research are not only focuss on parents' involvement and students' achievement. This research focuss on three variable, those are vocabulary mastery, parents' education background and speaking ability.