CHAPTER IV

RESEARCH FINDING AND DISCUSSION

In this chapter the researcher describes about the research findings and the discussion of it. Research findings consists of description of data and data analysis. There are normaity testing, linearity testing, significant of regression, hypothesis testing in the data analysis, and the last is discussion of the research findings.

A. Research Findings

1. Data description

a. Mothers' Educational Background and Parents' involvement

This study tried to describe the characteristic of mothers' in educated person. To gather data, the researcher used questionnaire given to the sample of the students' mother in the eight grade of Mts Darul Huda Wonodadi. The score of questionnaire were listed by summing up the scores of mothers' answer. To make easy in scoring the questionnaire, the researcher made measuring rod as followed:

1) For education level background

- S3/S2 is given value 4

- S1/Diploma is given value 3

- SMA (Sedrajat) is given value 2

- SMP (Sedrajat)/SD (Sedrajat) is given value 1

2) For characteristics of educated person

- Answer A is given value 4

- Answer B is given value 3

- Answer C is given value 2

- Answer D is given value 1

The data of parents' involvement was computed by using SPSS 16.0 program for Windows. The data of parents' involvement can be seen at the table 10 below:

Table 4.1.

Descriptive Statistic of Parents' Involvement

Statistics

Parents' Involvement

N	Valid	20
	Missing	0
Mean		42.10
Std. Error of Mean		.584
Median		43.00
Mode		44
Std. Deviation		2.614
Variance		6.832
Range		9
Minimum		37
Maximum		46
Sum		842

Based on the table 4.1 above, it is known that the maximum score of the parents' involvement is 46. The maximum score is the highest score in the distribution. The minimum score is the lowest score in the distribution. The minimum score of parents' involvement is 37. The range is most obvious measure of dispersion. The range of parents' involvement is 9. The mean is simply the arithmetic average of all score. It is calculated by summing all the scores and then dividing the sum by number of scores, so the mean of total score parents' involvement is 42.10.

The standard error of mean is 0.584. The median is that point which divides a rank-ordered distribution into halves that have an equal number of scores. The median of parents' involvement is 43.00. The mode is simply the score that occurs most frequently in a distribution. The mode of parents' involvement is 44. The standard deviation is a numerical index that indicates the average variability of the score or in other words it is about the distance on the average from mean. The standard deviation of parents' involvement is 2.614. The variance is 6.832. The sum of the data is 842.

The frequency of parents' involvement score is presented at the table 4.2 below:

Table 4.2

Mean Frequency Distribution of Parents' Involvement

Parents' Involvement

|		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	37	1	5.0	5.0	5.0
	38	1	5.0	5.0	10.0
	39	3	15.0	15.0	25.0
	40	1	5.0	5.0	30.0
	41	1	5.0	5.0	35.0
	42	2	10.0	10.0	45.0
	43	3	15.0	15.0	60.0
	44	5	25.0	25.0	85.0
	45	2	10.0	10.0	95.0
	46	1	5.0	5.0	100.0
	Total	20	100.0	100.0	

The table 4.2 above explains about the frequency of parents' involvement. Based on the table above, there is one students who got the score 37 and the percentage is 5%. There is one students who got the score 38 and the percentage is 5%. There are three students who got the score 39 and the percentage is 15%. There is one students who got score 40 and the percentage is 5%. There is one students who got score 41 and the percentage is 5%. There are two students who got score 42 and the percentage is 10%. There are three students who got score 43 and the percentage is 15%. There are five students who got score 44 and the percentage is 25% There are two students who got

score 45 and the percentage is 10%. There is one students who got score 46 and the percentage is 5%.

The frequency of parents' involvement score can also be seen in the following histogram or figure 4.1.

Figure 4.1

The Histogram of Parents' Involvement
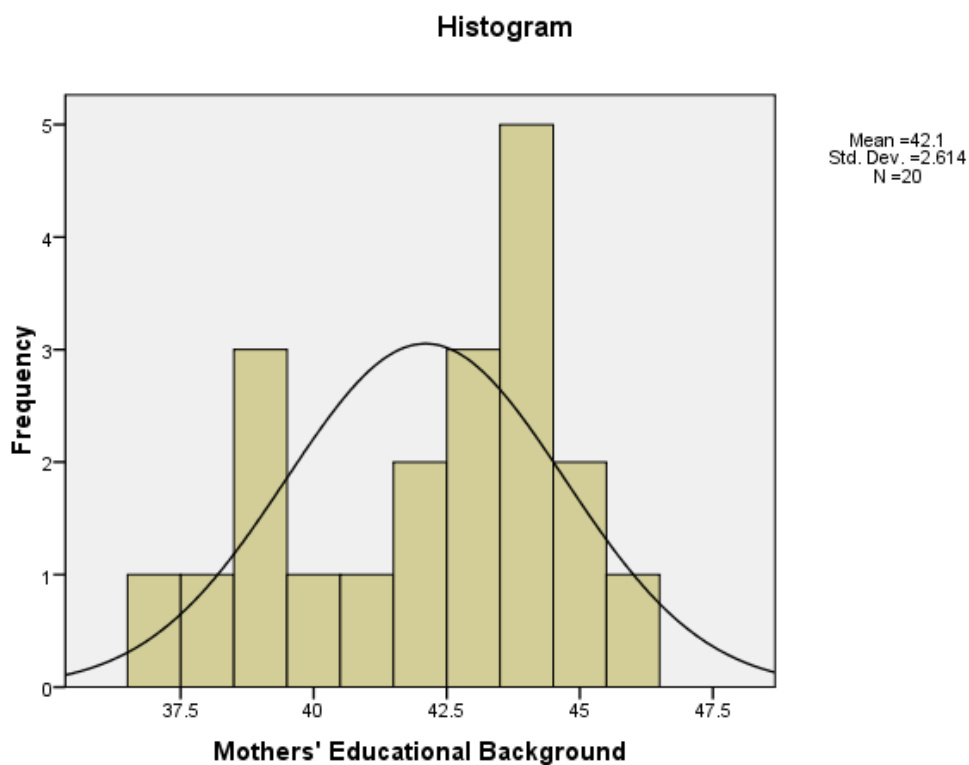
Histogram

Frequency data are often effectively displayed by histogram. The data from table 4.2 are presented as a histogram in figure 1 above. In this histogram, the vertical dimension on the graph lists the frequencies of the score, and the horizontal dimension rank order the

scores of parents' involvement from the lowest to the highest. The columns are drawn in the graph to correspond with the result of the computation the data. The figure 3 clearly shows that most students got the score of parents' involvement above 37. Almost 95% students got score above 37.

Based on the result of mean calculation above, the next step was making the category. There are as followed:

Table 4.3

Level of Parents' Involvement

Class interval	Category
13-25	Fair
26-38	Well
39-52	High

Based on the table 4.3 above, it was known that the mean from parents' involvement in MTs Darul Huda Wonodadi was 42. It mean that the category of parents' involvement was high. It was on interval 39-52.

b. Students' English Achievenent

The data of this variable was taken from questionnair and English teacher documentation in MTs Darul Huda Wonodadi. The students"

English achievement of eighth grade student of MTs Darul Huda
Wonodadi in the academic year of 2018/2019 was as followed:

Table 4.4

The Score of Students' English Achievement

No	Score
1	95
2	88
3	95
4	100
5	100
6	90
7	90
8	95
9	95
10	80
11	80
12	89
13	95
14	80
15	80
16	90
17	85
18	80
19	85
20	85

Based on the table above, the next step was looking for the mean and the quality of students' English achievement variable (Y), they were as followed:

Table 4.5
Descriptive Statistic of Students' English Achievement

Statistics

Students' English Achievement

N	Valid	20
	Missing	0
Mean		88.85
Std. Error of Mean		1.521
Median		89.50
Mode		80[a]
Std. Deviation		6.800
Variance		46.239
Range		20
Minimum		80
Maximum		100
Sum		1777

a. Multiple modes exist. The smallest value is shown

Based on the table 4.5 above, it is known that the maximum score of students' English achievement is 100. The maximum score is the highest score in the distribution. The minimum score is the lowest score in the distribution. The minimum score of students' English achievement is 80. The range is most obvious measure of dispersion. The range of students' English achievement is 20. The mean is simply the arithmetic average of all score. It is calculated by summing all the

scores and then dividing the sum by number of scores, so the mean of total score students' English achievement is 88.85.

The standard error of mean is 1.521. The median is that point which divides a rank-ordered distribution into halves that have an equal number of scores. The median of students' English achievement is 89.50. The mode is simply the score that occurs most frequently in a distribution. The mode of students' English achievement is 80. The standard deviation is a numerical index that indicates the average variability of the score or in other words it is about the distance on the average from mean. The standard deviation of students' English achievement is 6.800. The variance is 46.239. The sum of the data is 1777.

The frequency of The frequency of parents' education level score is presented at the table 4.6 below:

Table 4.6

Mean Frequency Distribution of Students' English Achievement

Students' English Achievement

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	80	5	25.0	25.0	25.0
	85	3	15.0	15.0	40.0
	88	1	5.0	5.0	45.0
	89	1	5.0	5.0	50.0

90	3	15.0	15.0	65.0
95	5	25.0	25.0	90.0
100	2	10.0	10.0	100.0
Total	20	100.0	100.0	

The table 4.6 above explains about the frequency of students' English achievement. Based on the table above, there are five students who got the score 80 and the percentage is 25%. There are three students who got the score 85 and the percentage is 15%. There is one student who got the score 88 and the percentage is 5%. There is one students who got score 89 and the percentage is 5%. There are three students who got score 90 and the percentage is 15%. There are five students who got score 95 and the percentage is 25%. There are two students who got score 100 and the percentage is 10%.

The frequency of parents' education background score can also be seen in the following histogram or figure 4.3.

Figure 4.2 The Histogram of Students' English Achievement
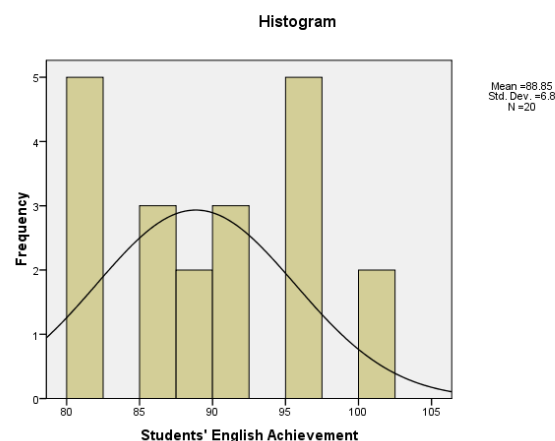
Frequency data are often effectively displayed by histogram. The data from table 4.6 are presented as a histogram in figure 2 above. In this histogram, the vertical dimension on the graph lists the frequencies of the score, and the horizontal dimension rank order the scores of students' English achievement from the lowest to the highest. The columns are drawn in the graph to correspond with the result of the computation the data. The figure 2 clearly shows that most students got the score of students' English achievement above 80. Almost 85% students got score above 80.

Based on the result of mean calculation above, the next step was making the category. There are as followed:

Table 4.7.

The Level of Students' English Achievement

Class interval	Category
65-75	Fair
75-85	Well
85-100	High

Based on the table above, it was known that the mean from students' English achievement in MTs Darul Huda Wonodadi was 88.82. It mean that the category of students' English achievement was high. It was on interval 85-100.

2. The Data Analysis

a. Linearity Testing

According to Sudjana (2003:331), testing linearity is to measure the linearity of the data that have been analyzed. Test of linearity aims to determine whether two variables have a significant linear relationship or not. Testing on SPSS by using Test of Linearity with at the level of significant of 0.05. Two variables are said to have a linear relationship if the significant level is less than 0.05.

Table 4.8

Testing Linearity of Parents' Involvement and Students English Achievement

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Achievement * parents' involvement	Between Groups	(Combined)	398.717	9	44.302	.923	.543
		Linearity	2.990	1	2.990	.062	.808
		Deviation from Linearity	395.727	8	49.466	1.031	.472
	Within Groups		479.833	10	47.983		
	Total		878.550	19			

Based on the table above, it could be seen that the P value (Sig.) of the test scores of the liniearity is 0,472. which are higher than the level of significance (0,05). It means the data in the present study had linear association between variable x (parents' involvement) and variable y (students' English achievement).

b. Homogeneity Testing

Homogeneity testing is intended to make sure that the collected manipulation data in analysis is truly taken from a population which is too different each other. Especially in a correlative study which is predictive, the model which is used must be appropriate with the composition and its distribution (Sujianto:112). To know the normality, the researcher used One Way Anova with SPSS.

In Testing the homogeneity of the scores test on SPSS for windows was employed. Firstly, the hypothesis was stated as follows:

Ha: There is a significant statistical correlation between parents' involvement and students English achievement at Mts Darul Huda Wonodadi.

After that, the homogeneity variance was computed. The next steps compared the result of homogeneity test with the level of significance at 0.05. The result can be seen in table below.

Table 4.9

Testing Homogeneity of Parents' Involvement and Students English

Achievement

Test of Homogeneity of Variances

Achievement

Levene Statistic	df1	df2	Sig.
1.323	4	14	.310

The significance value of test shown in the table is 0.310. Since the significance value was higher that the level of significance (0.05). Therefore, the null hypothesis of students' English achievement could be accepted in which the variance of parents' involvement in both classes were homogeneous.

c. **Correlational Testing**

The data was used are ordinal in parents' involvement and interval in students' English achievement. So, the calculation of correlation using *Spearman Rank Correlation* in SPSS program. Hauke (2011) stated that unlike Pearson's product-moment correlation coefficient, Spearman does not require the assumption that the relationship between the variables is linear, nor does it require the variables to be measured on interval scales; it can be used for variables measured at the ordinal level.

The writer also applied SPSS 16.0 program to calculate correlation "r" Spearman's rho in testing hypothesis of the study. The result of statistical correlation is shown as below :

Table 4.10

Spearman Rank Correlation of Parents' Involvement and Students English Achievement

Correlations

			MEB	achievement
Spearman's rho	MEB	Correlation Coefficient	1.000	.587[**]
		Sig. (2-tailed)	.	.007
		N	20	20
	Achievement	Correlation Coefficient	.587[**]	1.000
		Sig. (2-tailed)	.007	.
		N	20	20

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

The writer calculated the significant correlation between parents' involvement and students English achievement by using Spearman's rho in SPSS 16.0 program. This is aimed to prove statistically whether there is any significant correlation between parents' involvement and students English achievement. The correlation coefficient in SPSS 16.0 showed

0.587. It means that parents' involvement have correlation between students English achievement.

From the result above, the researcher interpreted that category of coefficient correlation based on the following:

0,90 – 1,00 means very high correlation

0,70 – 0,90 means high correlation

0,40 – 0,70 means enough correlation

0,20 – 0,40 means low correlation

Based on the calculation above, the writer concluded that the correlation between variable X and variable Y had the positive correlation with the score correlation 0,587 (it was categorized "enough correlation).

1. **Hypothesis Testing**

The hypothesis of this study is :

a. Null Hypothesis *(H₀):*

Parents' involvement has no correlation on students' English achievement.

b. Alternative Hypothesis *(Hₐ):*

Parents' involvement has a positive correlation on students' English achievement.

To know the correlation the writer calculated the significant correlation between parents' involvement and students English achievement by using Spearman's rho in SPSS 16.0 program. The correlation coefficient in SPSS 16.0 showed 0.587. It mean that the *value*

of $r_{count} = 0.587 > \alpha = 0.05$. Based on the category of coefficient correlation, $r_{count} = 0.587$ mean that the correlation between parents' involvement (X) and students' English achievement (Y) was categorized "enough correlation".

Finally, the result of calculation using SPSS 16.0 in Spearman's rho should show wheter H^0 is rejected meanwhile H^a is accepted.

B. Discussion

In the previous sub-chapter has analyzed the data from the questionnaire of parents' involvement and students' English achievement of MTs Darul Huda Wonodadi Blitar. The anaysis is to know the objective of the study and the result of the problem statement in previous chapter that entitled a correlation study between parents' involvement and students' English achievement at eighth grade of MTs Darul Huda Wonodadi Blitar in academic year of 2016/2017.

The discussion of the research focuses on inferential data of each variable. There are two variables in this research. They are parents' involvement and students' English achievement. The independent variables are parents' involvement. The dependent variable is students' English achievement. The correlation of each variables can be seen from the table of example scores of students below:

Table 4.11

Parents' Involvement and Students' English Achievement Score

No.	Initial name	Scores	
		Parents' Involvement (X1)	Students' English Achievement
1	DN	38	95
2	EL	37	88
3	LNH	43	95
4	LNA	44	100
5	UN	45	100
6	PA	39	90
7	AS	39	90
8	IT	40	95
9	MF	45	95
10	ND	44	80
11	FA	41	80
12	PW	39	89
13	AN	42	95
14	EN	44	80
15	SK	43	80
16	SN	46	90
17	YSN	44	85
18	SFI	44	80
19	MM	43	85
20	PT	42	85

The first variable (x) is parents' involvement. In the previous sub-chapter has analyzed the data from the questionnaire of parents' involvement. It is known that the maximum score of parents' involvement

is 46. The minimum score of parents' involvement background is 37. While the mean from parents' involvement in MTs Darul Huda Wonodadi Blitar was 42. It mean that the category of parents' involvement was high. It was on interval 39-52.

The second variable (y) is students' English achievement. The maximum score of students' English achievement is 100 and the minimum score of students' English achievement is 80. Based on the analysis, it was known that the mean from students' English achievement in MTs Darul Huda Wonodadi Blitar was 88.82. It mean that the category of students' English achievement was high. It was on interval 85-100.

According to the hypothesis, it could be proved that the correlation between parents' involvement and students' English achievement in MTs Darul Huda Wonodadi Blitar showed the score correlation 0,587. It mean that the correlation between variable X and variable Y had the positive correlation. It was on interval 0,40 – 0,70 and categorized enough correlation. Thus, higher education level background, the higher students' English achievement. According to 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.

The findings of this study confirm that the educational background of the parents do influence the English achievement of the students. Basically it means that when parents are literate, they adopt certain methods to improve the educational attainment of their children. To figure it out how the highly educated parents differ from low educated parents in terms of influencing the academic achievement of their children, this study adopted five essential subjects. Those include 1) How much help the parents render with their children's homework, 2) Parents monitoring their children's school attendance, 3) Arranging tuition classes for the children,

4) Enquiring about the teaching methods of the teachers. According to Uyoh Sadullah (2010:189), 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.

There were some reasons why parents' involvement could correlate with students' English achievement.

1. Parents' with high education level background usually had a lot of experience and wide discourse. It was needed to make good leadership in family, higher levels of education may be access to resources, such as income, time, energy, and community contacts, that allow for greater parental involvement in a child's education especially in educating their children.

2. Higher level of education might be access to resources, such as income, time, energy, and community contacts, that allowed for greater parental involvement in a child's education.

3. Level of education also influenced mothers' knowledge, beliefs, values, and goalsabout childrearing, so that a variety of parental behaviors were indirectly related to children's school performance.

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."

Although parents' education level background had positive correlation to the students' English achievement, in fact the result of the analysis showed that the score correlation is 0,587. It mean that the correlation between variable X and variable Y was on interval 0,40 – 0,70 and categorized enough correlation. It showed that the correlation between variable X and variable Y cannot reach maximum level that is 1,00. It means that students' English achievement in MTs Darul Huda was still being affected by other factors which were not studied now.

Those factors were as follow:

1. The perception that English was difficult lesson in school.
2. A poor motivation from students to learn English seriously.
3. The difficulties in memorizing the new words influenced by culture, pronunciation and grammar.
4. There was no big willingness to learn English.