

CHAPTER I

INTRODUCTION

This chapter presents about the background of the study, research problem, objectives of the research, research hypothesis, significance of research, scope and limitation of the research, and definition of key terms

A. Background of the Study

Education in currently, really needs the support of parents to support students to achieve in school. Parental support is one of the most important and influential variables in a student's future and correlates well with student achievement. According to Brooks (2019) parental support is important for students because it gives them the home support, they need to develop a lifelong love of learning. Parental support can benefit children of all ages at developmental levels that extend beyond achievement. When parents are involved in their children's school life, it creates positive learning for all students.

Parental support is also strongly related to the financial, emotional, and intellectual support provided by parents and other family members at home, used to examine its effect on students' academic progress. Therefore, student success is not solely determined by the educational process that takes place at school; it also depends on the environment in which young people live, the encouragement and support that students receive at home, the culture of their social environment, and the lifestyle of students in different locations (Pong, et al. 2005).

A common definition of parental support is being emotionally available and usually available for the child. It is a vital part of successful parenting, including

ideas like harmony, accepting, love, and caring (Jacob and Leonard, 1988). According to Felson (1989), parental support is crucial to adolescent health since it improves students' self. Similarly, children who have less parental support show negative self and emotional disorders. Moreover, parental support increases academic motivation and attention, which in turn leads to better academic achievement (Mih, 2013).

A parent's "behaviors toward the child, such as praising, encouraging, and giving physical affection, which suggest to the youngster that he or she is welcomed and loved" are considered to be providing parental support (Barnes et.al, 2000). In reality, parents who have a lot of parental support will exhibit a variety of traits, including warmth and kindness, a desire to offer guidance, and an open dialogue with their kids (Kristjánsson et al., 2006).

Parental support refers to the help provided by the parents to their children in relation to their studies. Parents are recognized as the student's first and most significant teacher. One of the most significant contributions that parents can make to foster their children's growth is parental support. "Children need their parents during this critical time in their lives for both advice and support" (Badony, 2000). Way and Raossman (1997) emphasized that "Interactions between parent and children involve positive conduct such as interests, support, communication openly and parent kid, assist adolescents grow to be autonomous and successful in defining their own lives".

English achievement holds a highly significant position (Illahi & Khandai, 2015:1). It has been one of the primary goals of education and a predictor of all

future success in life (Nonis & Hudson, 2010:232). English achievement is defined as the learner's capacity to utilize the target language, according to Brindley (2000:154). In a similar vein, Thornburry (2002) said that English achievement refers to the amount of English that a learner has mastered throughout the length of a course, a term, a term, or a week. English achievement is currently measured by the amount of foreign language knowledge possessed by students. For some degree of linguistic control, students must struggle through a course or learning experience of some kind (Lado, 2010: 369).

It is known there are many factors determine the success of students in obtaining learning achievement, both internal and external factors (Djamarah, 2002: 112). Internal factors include the level of student intelligence, interest and willingness of students, student motivation, and student learning habits, physical and mental condition of students and physical students and so forth. External factors include the attention of parents, the ability of teachers in managing the learning process which includes the level of awareness in terms of responsibility, academic ability, motivation, spirit of devotion, and so forth. The existence of school facilities that include buildings, classrooms, completeness of learning tools, the existence of a supporting book, the existence of the community in the school environment is also an external factor to be attention.

Unfortunately, many parents misunderstand the meaning of their contribution to their child's education (Bailey, 2017). For example, as shown by Broadus (2016), parents often misunderstand that their children do not value their education, there by reducing their level of involvement in their children's education, especially in

English lessons. This suggests that there is no interaction between parents and their child in this situation.

This research is motivated by previous Study. According to Wati (2015) the first result was that parents supported children's language learning from an early age. Second, parents with different levels of education and money claim that they are responsible for the growth and development of their children at home and at school. Finally, parents involve their children in various activities, such as helping them review lessons, do homework, learn terminology, take them to English classes, and get them excited about learning.

Karsidi et.al. (2013: 1) argues that the Parent Assistance of the School Social Committee to Improve Student Achievement has three: the more parents agree to provide materials, such as school fees and books, the more parents have a misunderstanding about the school having to be responsible for their child's education, and busy parents avoid their children's learning difficulties. To create social capital for their children, parents need to be active in the learning process, work with school teachers, and be involved in planning social activities. According to Pomerantset.al. (2007:3) Finding encouragement from parents to increase the level of success creates motivation and supports students in their academics. Research on parental involvement highlights the beneficial effect it has on student achievement outcomes; this effect is seen in the increase in attendance, behavior, grades, and the effort put in to complete the task.

Demian (2015),Eldeb (2012), Sultana and Nuraini (2016), Schute, et al. (2011) and Topor et.al (2010) found that there is a positive correlation between academic achievement and parental involvement. Sean J. Smith, Ph.D. (2016)

found that the role of parents here must fully accompany their children in online learning, especially if the child is a child with a disability. According to Mark Stevens and Jared Borup (2015) it shows that parental support in online learning takes into account the roles of teachers and parents when they coordinate their efforts to increase student engagement. The aim of this study was to see what existing research says about parental support in online learning environments.

To measure parental support in this study using type of parental support according to six theory dimensional Gonzalez Pienda (2002). Assessment of parental support is if the higher the total score obtained by an individual, the higher the support of his parents, while the lower the total score obtained, the lower the parental support. The scale used to measure learning achievement in this study is the English scores at the end of the second semester of the 7th grade students of SMPN 1 Ngantru Tulungagung. From the various studies that have been described above, the researcher conducted a study with the title "*The Correlation between Parental Support and Students' English Achievement at SMPN 1 Ngantru Tulungagung*".

B. Formulation of Research Problem

Based on the description of the background above, the researcher will formulate the problem in the research which is presented directly into the following questions, "Is there any correlation between parental support and Students 'English Achievement at SMPN 1 Ngantru Tulungagung?"

C. The Purpose of the Research

The purpose of this research in general is to find answers to the formulation of the problem stated above. So, based on the problem formulation above, the purpose of the research is, “To Find The Correlation between Parental Support and Students’ English Achievement at SMPN 1 Ngantru Tulungagung”.

D. Research Hypothesis

To get the answer of the question, the researcher proposed two hypothesis. They are Null hypothesis (H0) and Alternative hypothesis (Ha)

1. H0 (Null Hypothesis)

There is no correlation between parental support and students’ English Achievement at SMPN 1 Ngantru Tulungagung.

2. Ha (Alternative Hypothesis)

There is correlation between parental support and students’ English Achievement at SMPN 1 Ngantru Tulungagung.

E. Scope and Limitation for the Research

In order to prevent misunderstandings and clarify the research, it is necessary to define the scope and limitations of the study. The scope of this research is parental support and students' learning achievement in English. This research is focused on the study of parental support and students' English learning achievement, if there is a relationship between parental support and students’ English learning achievement at SMPN 1 Ngantru Tulungagung. And the limitation of this study is only to observe seventh grade students about their parents' support and English achievement.

F. Significance of the Research

The researcher hopes this study can give contribution in practical:

1. For Teachers

Significant research for this teacher is to determine his ability to carry out English learning with parental support simultaneously to determine the effectiveness of parental support in improving student achievement in learning English.

2. For Students

The benefits that can be felt directly by students can form high motivation in participating in learning English because with the support of parents students are more in demand.

3. For researchers

This research can increase the researcher's knowledge about parental support and its effect on students' English achievement in class.

4. For other researchers

In this research they can find useful experiences in seeking information about parental support for students' English learning. The researcher also hopes that this research will be useful for the researchers themselves and those who will conduct similar research in the future.

G. Definition of Key Terms

To avoid misunderstanding in terms and contents of the topic in this study, it is necessary for the researcher to define the key terms used in this study:

1. Parental Support

Parental support is support from the parents to the children in the form of parent's availability to provide what is needed by the children, in the form of the time to accompany the children, the full understanding of parents to recognize and know the capacity of capability and lack of children, and provision of access facilities that help build children's self-concept. In other word, it is how their parents give contribution to their children education especially for English subject.

2. Student's English Achievement

Student English achievement is the ability, skill, and knowledge in English that they have acquired in a particular time. In education, the achievement is signed by scores, which may be taken from an average of the final test.