

CHAPTER II

REVIEW OF RELATED LITTERATUR

This chapter is divided into several parts. First is theoretical framework; it consists of Parents “Education Level Background, Students” English Learning Achievement. Second is review of the previous studies; it describes related studies conducted in relevant researches that support this research.

A. Theoretical Framework

This part consists of some theories which support this study. The writer takes some theories relate to the topic from many sources. This theoretical framework presents the three topics. The first topic discussed the parents’ education level background comprising the definition of parents, the definition of education, education aim, level of education, the role of parent in children education. The second topic is considered about student’s English learning achievement including English language learning, the definition of learning, learning achievement, factor affecting learning achievement and measurement of learning achievement. The third topic is the influence of parents’ level of education to the children’s education. The theories include:

1. Parents' Education Level Background

a. Definition of Parents

According Hornby 2004:15 to *Oxford Advanced Learners Dictionary*, parent is father or mother. In the process of education, before children know society and get 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. Therefore, education in family is also called the first and prior education (Mansur 2005:2-3). According to Ngalim Purwanto in Sadullah (2010:194), the roles of mother are:

- 1) The source and the giver of love and affection
- 2) Caretaker
- 3) Controller in family
- 4) Counselor of personal relationship
- 5) Emotional educator

Beside mother, father also has important role in forming children characteristic. The activity which is done by father in his daily work will give influence to their children. According to Ngalim Purwanto in Sadullah (2010:195), the roles of father are:

- 1) Source of authority in family
- 2) Intern connecting between family and society
- 3) Protector from outer threat
- 4) The giver of safe fell for all of the member of family Rasional educator

b. Definition of Education

According to McDonald 1959:4, education is a process or an activity which is directed at producing desirable changes in the behavior of human being. Uyoh 2010:195 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 children’s 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. According to Hoogeveld 2010:45, educate is helping children so that they be able to finish their duty of life by themselves.

Thus, according to Sadullah 2010:3, 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.

2) Education in wide meaning

Education in wide meaning is an effort of human to increase the prosperity as long as their life. Henderson states that education is as a process of growth and development and taking place as the result of the interaction of an individual with his environment, both physical and social beginning at birth and lasting as long as life itself. It is also a process in which the social heritage as a part of social

environment becomes a tool to be used toward the development of the best and most intelligent person.

In UU No. 20 2003 about National Education System, 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, good attitude and also skill which are needed by themselves, society and nation (Depdiknas 2009:45).

According to Sadullah 2010:74, the definition of the education above (in wide meaning), there are some basic principles in education:

- (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).

It is important to distinguish between education and learning. All education surely involves learning, but not all learning involves education. In the concept of education, there is an element of design of human contrivance that is not integral to the meaning of learning. This element of design is clear in the definition of education offered earlier: the deliberate, systematic and sustained effort to transmit, evoke or acquire knowledge, attitudes, value or skill. 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 (G. Darkenwald and B. Mariam 1982:6)

c. Education Aim

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

- 1) 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.
- 2) Equity: Enable all citizens to participate in cultural and economic life by offering them a basic education.
- 3) 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 (Sadullah 2010:74).

d. Education Level

Education Level in Indonesia is as follow:

- 1) Primary Education

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

(a) Elementary School

Children ages 6–11 attend Sekolah Dasar (SD) (literally Elementary 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 (source:<http://en.wikipedia.org/wiki/education> 2016).

2) Middle Education

According to Ihsan 1997:129, Middle Education is education that prepares the students to be the member 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.

In Indonesia, there are two types of senior high school. First is generally 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

(source: <http://en.wikipedia.org/wiki/education> 2016).

3) Higher Education

According to Ihsan 1997:129, 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.

After graduation from High school, students may attend a university (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) (Ihsan 1997:129).

e. The Role of Parents in Student's Education

According to C. Jonson and R. Medinnus 1997:30 Family is the first environment of child where the responsibility is on 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.

According to Sadullah 2010:189 In children's education, parents have to create education's situation that 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 children's experience.

Parents want their children get success in school, but a parent's role in that success must not be underestimated. In school as in life, consistent support from parent is crucial to sustaining a student's confidence and sense of achievement. Parents play four distinct roles in their child's education:

1) Be a cheerleader

Children thrive on encouragement. It is just as important to support a child who does not perform well as it is to congratulate them for success. Real learning is not based on reward, but on the value the child places on the process itself. It is important to make something positive out of failure and to teach young learners this vital skill. Ask the child what they do when they fail at something they are good at. This will help them to see how important it is to keep trying and it will teach them to access the skills they already have when faced with new or less interesting challenges.

2) Be a friend

Learning about lesson is not the only struggle the child faces in school. Maybe they are having problems with a teacher, a group of friend or a bully on the playground. Sometimes they really need someone who is willing to hear what they are thinking. Without someone to confide in, the child will have extra stress in their life, which can decrease self esteem and motivation. Parents have to listen respectfully. The child's concerns can be a major confidence booster all by itself. If parents take the child seriously he is more likely to do the same for their education.

3) Be a teacher

Parents can't just leave their child all up to the teacher. Sure, it is their job, but even the best and brightest can be hard pressed to address the individual needs of every child, especially in a crowded classroom. Children still need personal attention, so it is the role of the parent to make sure they get it (source: <http://math-and-reading-help-for-kids.org> 2016).

Stay in touch with the child's assignments, tests and on going projects. Set aside time each day to offer help. Be available and enthusiastic the child needs to feel like parents want to be there and that helping them is not a chore. Connect with their teachers regularly to keep up with how things are going in the classroom. If the parents find the child needs extra help, be active in getting it, or better yet, work with them yourself. Tutoring the children can be rewarding for both of you.

4) Be the enforcer

Enforce in advance by helping the child set and keep schedules, reach goals and complete assignments on time. Be respectful. Don't expect the child to know how to use an assignment pad, or understand a class schedule. They won't get it right the first time. Be patient but unwavering with the basics and the student will catch on. Sometimes parents will have to be strict, but a little firmness each day will teach the child vital time management skills. This will give them a sense of control and can help them to prevent a homework or term paper crisis. Be willing to be the bad guy, but don't make school or homework seem like a punishment. Parents must think themselves as the leader of an expedition, not a jailor. When things get difficult, they'll respect parent's authority and see parents as a resource for the help they need (source: <http://math-and-reading-help-for-kids.org> 2016).

From the description above, it can be concluded that parents and family involvement is key to improve student's performance and overall school quality. Parents have a role and enormous responsibility to make sure their children are ready to learn and be successful in school.

2. Students' English Learning 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.

According to Krashen 1999:10 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 an effort on the part of learner to control his language output and to self-correct whenever necessary. The monitor can become effective in a communication 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 (Klein 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 (Klein 1990:44).

b. Definition of Learning

The meaning of learning can be found in any dictionary. For instance, *the Webster's Ninth New Collegiate Dictionary*:

To learn (verb): 1) to gain knowledge or understanding of or skill in by study, instruction, or experience 2) memorize (the lines of a play), to come to be able (~ to dance), to come realize 3) to come to know to acquire knowledge or skill or a behavioral tendency (Merian and Webster 2004:10).

Learning is acquiring knowledge; it is an enduring change in living being not dictated by genetic predication; it also a relative yet permanent change in behavior resulting from practice. For the most part, learning is change in behavior and capacity acquired through experience (O. Seng 2003:198).

According to Chris 2001:11, learning involves the acquisition of particular skill which is useful in here and now, or knowledge which is relevant for the moment but may not have broader educational value.

Learning begins at birth and end at death.

It is one of the most pervasive phenomena to be observed on earth. People learn under a wide range of condition and circumstances. We learn more or less continuously at home, on the street, at the office and factory and in the classroom. This learning often takes place under the most casual and unplanned condition.

More specifically, Brown 2000:7 breaks down the definition of learning into some items. They are:

- 1) Learning is acquisition and getting
- 2) Learning is retention of information or skill
- 3) Retention implies storage system, memory cognitive organization
- 4) Learning involves active, conscious focus and acting upon events outside or inside the organism.
- 5) Learning is relatively permanent but subject to forgetting
- 6) Learning involves some form practice
- 7) Learning is change in behavior

Philip 1995:206, mentions the learning product which may result from learning activity. These products are: 1) skill and habit, 2) social competence, 3) abstract and creative thinking.

Based on the definition above, it can be concluded that learning is the acquisition of information or skill that makes a change behavior that is result of experiences and that cannot be accounted. This definition implies that learning refers to the changing of human being which the result of experience or planning, not result of natural growth.

c. Definition of Learning Achievement

The word 'achievement' derives from 'achieve' which means to success in reaching a particular goal, status or standard especially by effort, skill, courage etc (Hornby 2004:10).

Meriam and Webster 2004:10 Collegiate Dictionary asserts that there are three definitions about achievement:

- 1) Achievement is the act of achieving accomplishment
 - (a) Achievement is the result gained by effort
 - (b) Achievement is a great or heroic deed
- 2) Achievement is the quality and quantity of a student's work.

Learning achievement meant the result achieved by students in learning process. In this study, the learning achievement refers to the Student's achievement in English subject in the seventh grade of students of MTs Darul Huda in the academic year of 2015/2016.

d. Factors Affecting Learning Achievement

There are many factors affecting learning achievement. Dalyono 2009:55 states that factors influencing student's learning achievement are factors that come from student's internal and external sides.

- 1) Internal factors
 - (a) Health

Physical and spiritual factor health has big influence to the learning 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 take easy in 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 successes.

(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 student's 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 (Dalyono 2009:55-58).

2) External factor

(a) Family

Parents have a big influence to the success of their children in learning. Parent's education level, income, caring and guidance, relationship between parents and children and the situation in home also influence the children's 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 learn people, especially the children have high level of education and good morality, it will motivate the children to study hard (Dalyono 2009:59-58).

According to Brown 2000:142, there are two factors determining the success of 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.

1) Self-Esteem

Self-esteem is a personal judgment of worthiness that is expressed in the attitude that individuals hold toward themselves. It could be claimed that no successful cognitive or affective activity can be carry out without some degree of self-esteem.

2) Risk-Taking

Risk-taking is an important characteristic of successful learning of a second language. Learner has to be able to gamble a bit, to be willing to try out hunches about the language and take the risk of being wrong.

3) Anxiety

In second language learning, anxiety was one of keys to success, closely related to competitiveness. Low anxiety among learners where learners do not feel they are in competition. Competitiveness sometimes hindered them progress and at other time it motivated them to study harder.

4) Motivation

Motivation is probably used in explaining the success or failure of something. It is claimed that in second language learning, learner will be successful with the proper motivation. Learner with high motivation will make some efforts to achieve his purposes.

5) Attitudes

Attitudes develop early in childhood and are the result of parent's and peer's attitudes, contact with people who are different in any number of ways, and interacting affective factors in the human experience. In second language learning, positive attitudes toward self, the native language group, and the target language group enhanced proficiency, while negative attitudes may lead to decrease motivation because of decrease input and interaction, to unsuccessful attainment of proficiency (Brown 2000:145-160).

The second is extrinsic factor: socio cultural variable that emerge as the second language learner brings not just two languages into contact but two cultures, and in some sense must learn a second culture along with a second language (Brown 2000:176).

e. Measurement of Learning Achievement

According to Brown 2000:148, An achievement test related directly to classroom lesson, units, or even a total curriculum. Achievement test are limited to particular material addressed in a curriculum within a particular time frame and are offered after a course has focused on the objectives in question. Achievement test can also serve the diagnostic role of indicating what a student needs to continue to work on in the future.

The specification for an achievement test should be determined by:

- 1) The objective of the lesson, unit or course being assessed.
- 2) The relative importance (or weight) assigned to each objective.
- 3) The tasks employed in classroom lessons during the unit of time.
- 4) Partially issues, such as the time for the test and turn around time.
- 5) The extent to which the test structure lend in self to formative wash back.

According Medwell 2009:168 There are several reasons why achievement test are made:

- 1) To measure progress
- 2) To diagnose difficulties
- 3) To help match tasks, materials and methods to particular needs
- 4) To evaluate teaching approaches
- 5) To compare students
- 6) To maintain and improve standards

There are many techniques that can be used to measure student's learning.

The techniques are as follows;

- 1) Choice-Type Question

The typically multiple choice item presents a statement or question followed by several alternative responses or answers.

- 2) Short answer item

Short answer items typically require a single word, phrase, or numerical answer. It requires students to construct a response rather than simply recognizing a

best answer and it reduces or eliminates the possibility of getting the right answer by guessing.

3) Performance assessments

The recent growth in the interest in essay examination is part of longer movement that is calling for construction of performance assessment that more closely, mirror long-term instructional objectives (Alkin 1982:6-8).

In Indonesia, the common technique which is usually used is assignment and test. The form of assignment that the teacher usually gives to the students is doing homework. Meanwhile, in test the students are commonly asked to answer a number of questions.

B. The Influence of Parents' Education Level Background to The Student's Education

On giving education or learning, certainly the educator has been mastered the material which will be explained. The higher mastery of the knowledge from educator will influence to the delivery of knowledge to the students.

According to Jan Ligthart in Sadullah 2010:18, education is based on love and affection which are from patience and wisdom. Patience is needed to face the child. The meant of wisdom is wider than scientific. The educated person is not always wise but wisdom never happens without learning knowledge. According Hornby 2004:479 to *Oxford Advanced Learners Dictionary*, wisdom is an ability to make sensible decision and give good

advice because of the experience and knowledge that you have. Therefore, an educator has to learn knowledge and has wide discourse.

Parents with high education level not only have many experiences but also they have wide view and discourse. Certainly, it will influence the model of leadership in family. Moreover, in the Holy Qur'an, Allah decree that between "person who know" (educated person and person with high education level) is different with "person who does not know" (uneducated person and person with less knowledge) in their way of think.

The function of parents' education level is to make good leadership in family, especially in educating their children.

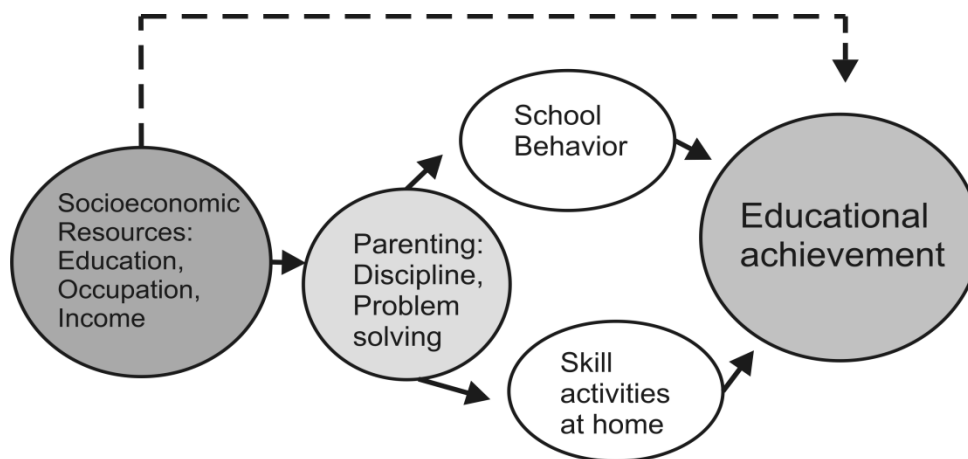
Traditionally, family status variables such as parents' level of education have been regarded as predictors of children's academic achievement. Increasingly, rather than having a direct association with children's academic achievement, parents' level of education is part of a larger constellation of psychological and sociological variables influencing children's school outcomes.

Attendant on 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.

Level of education also influences parents' knowledge, beliefs, values, and goals about childrearing, so that a variety of parental behaviors are indirectly related to children's school performance. For example, higher levels of education may enhance parents' facility at becoming involved in their children's education, and also enable parents to acquire and model social skills and problem-solving strategies conducive to children's school success. Thus, students whose parents have higher levels of education may

have an enhanced regard for learning, more positive ability beliefs, a stronger work orientation, and they may use more effective learning strategies than children of parents with lower levels of education (source:<http://www.answer.com/topic/parenting-influence-of-parent-level-of-education> 2016).

De Garmo 2007:159 as quoted by Charles describes the model of parental influence the educational achievement as follows:



From the model above, it can be seen that family background or socioeconomic resources including occupation, income and education support the parental for cognitive skill building and discipline. Higher quality parenting was strongly associated with level of education. The impact of parent's education was largely worked through the way they provide opportunities for intellectual skill building in the home by the cognitive quality of the parent or child interaction in problem solving. The result suggests that how parent interact with their children is important in predicting child academic outcome (Desforges and Abouchaar 2016:12).

From the description above, it can be concluded that parents with higher levels of education are more likely to believe strongly in their abilities to help their children learn.

Directly it will influence to the children learning achievement in school or the success of children education.

C. Review of the Previous Studies

The writer has some relevant researches that support her research. They are Student's Creativity and Its Relation to English Learning Achievement. A Case Study of the Tenth Grade Student's of SMA 1 Brebes in the Academic Year of 2006/2007 by Sutrisno (2201403045) English Department Faculty of Languages and Arts, Semarang State University.

This study is aimed at describing the student's creativity in English learning achievement. This is quantitative case study. Questionnaire and achievement test were used to collect the data and the researchers in this study using purposive sampling method. The result of the study shows that there is significant correlation between student's creativity and student's English learning achievement.

The influence of the parent's attention to the student English learning achievement at VIII grade MTS Sunan Muria Gunungwungkal Pati in the academic year 2008/2009 by Ani Rifatiningsih (073111379) Tarbiyah Faculty, Walisongo State Institute for Islamic Studies.

The influence of the parent's attention about be autonomous student in English learning achievement in the V grade MI Tarbiyatul Islamiyah Kasiyan Sukolilo Pati in the academic year 2010/2011 by Zuhriyah Tarbiyah Faculty, Walisongo State Institute for Islamic Studies.

The model of the parents educate the child in order to give motivation in English learning achievement by Lili Garliah and Kartika Sari Nasution 2005 Faculty of Kedokteran Universitas Sumatera.

This research is aimed to know the influence of parent's affection to the Student's achievement. This research is quantitative research that uses observation, documentation and interview as the method of collecting data. The result of the study shows that parent's affection influence to the student's achievement.

Because of those success researches, the writer tries to do another research related to this. The writer will conduct the research with the 7th grade of students at MTs Darul Huda in the academic year 2015/2016. Therefore the differences between those researches and my research were in setting, participant, and method of analyzing data. In those two studies, my research was different with those two studies in order to know the influence of variable X and variable Y.