

## **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**

Human resources is an important factor for every country in the world, not only for progressing country but also developing country. In order to have high quality of human resources, it is important for each country to give priority to education. Education is one of the main way to create high quality of human resources, involving informal education at home or formal education at school.

Education is one of the basic rights of citizens as stated in the Constitution of 1945, Article 31, paragraph 1 be able to raise the dignity of his life. Education is so that a person can develop all the potential in him to be able to fight in society and achieve happiness in his life. Through proper education, it is hoped that the quality of Indonesian human can compete in a global world.

Indonesia as one of the developing country is trying to increase the human resources by improving quality of education. To talk about improving human resources, it is better for the learners not to forget about the developing of the language, especially English as the international language.

English is international language. The students in Indonesia study English from junior high school, but their reasons for learning English can be vary. "Some students of course only learn English because it is on the curriculum at

primary or secondary level, but for others studying the language reflect some kind of a choice” (Harmer, 2007:11).

English is the first foreign language in Indonesia set by the Government as additional subjects that must be granted from primary, secondary, to the highest level of education. The government's aim is to make the students and the citizens master the English language that is influenced by the increasingly central function of the English language as the world's language and the source language of science in the current era of globalization.

Learning achievement is the result of one's efforts in taking a process, which in the life of schooling is realized in a value. The achievement of learning achieved by a person will be influenced by various things, which in general can be distinguished into internal factors, namely factors derived from the individual self and external factors originating from outside the individual (Syaiful Bahri, 2002: 143). Whether or not a person's learning achievement will be influenced by whether or not the interaction influences of both factors.

It is known there are many factors determine the success of students in obtaining learning achievement, both internal and external factors. 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.

Involvement of parents as a variable that allegedly contributed to the achievement of the students. This variable is one aspect of the family environment that plays an important role in terms of learning. Parents' attention to education is the involvement of parents in the learning activities of children both at home and at school, parents' involvement in providing learning guidance for children and also provides learning facilities, especially textbooks and encouragement to further encourage children to learn. Family is the first place where the children start to do interaction. "to interact to the children by positive ways are really important to children's success in the future" (Jindrich, 2005: 15). It is better if the parents give much care to the students' education while interacting than they do not. Experience in the early age influences how the person will be in the future "(Jindrich, 2005: 14). So, it can be said that parent's role is very important for the student's achievement.

According to Faizi (2012: 11), parents are responsible for the family and future education of their children, starting from giving birth, taking care, financing and providing them with an adequate education. Parents have the function of being the first teacher before the child is left to the teacher at school. Parents must first provide children with the right understanding, encourage them to learn in their studies, to guide the useful sciences.

Parents play a very important role in guiding and accompanying children in the daily life of children. Parents have an obligation to create a conducive environment so that can grow the potential in children, intelligence, and self-

confidence. Parents also cannot fully hand over their children's education to the school. Child education starts from parent's education at home and parents who have primary responsibility for the future of their children, the school is merely the institution that assists the process. So the active role of the parents is indispensable for the success of the child.

The family environment is the first environment known to the child in providing an educational experience. Education in the family is a complex task that requires the sensitivity and willingness to see what to do with the children, and to change it if it is to be done. Every parent wants their children to be successful, accomplished, rich, moral, and beneficial to the people and loved by the community (Faizi, 2012: 11). The child is the hope of the family so that their presence is very meaningful to continue their ideals.

Support from the parents is very important to the children to the achievement. According to Evi, (2011: 84), supports given by the parents are motivation support, facilitate support, and the material support. Motivation support is given by encouraging the children to have responsibility to their obligation as a student. In other word it can be used an encouragement for the children to study. Facilitates given by the parents to support the students are books, magazine, internet, dictionary, English song, film and games. Material support is given in a form of incidental exercise and in a form of conversation.

Parents give motivation support to the children, motivation support are parents give support and encourage the children to learn English, parents give reward when the children get good score in English at the school. Parents give facilities to support the children in learning English, like dictionary, book, and

internet. Material support the parent to the children is parents give course to the children in order to easier understand English.

In fact, the problem there is still lack of parental support for the outcomes that their children learn at school. Parents are still lacking in giving time to guide, motivate, and full of provide learning support to their children. This is because parents are busy with their own affairs and their work (Donal, 2014: 4). In this case show that there is lack of social interaction expected between parents and their children. Parents are less to be able to provide guidance, and support to their children, parents are less concerned about study their children at home, parents rarely ask how the results obtained in school, and parents are also less motivation in the process of study to their children so that children do not get the results of learning as desired.

The students of MTsN 7 Tulungagung come from many kinds of family background, parents' education background, and from different environment background. These differences probably make the students have different support from their parents. The differences of support will influence what the students' learning are like. By seeing the students with good capability and good support from the parents, it is interesting to know the treatment from the parents toward the children.

From various studies described above, the researcher conducting research entitled *“The Correlation between Parental Support and Students' English Achievement at MTsN Ngantru”*.

## **B. Research Problem**

Based on the background that has been discussed, the writer of this thesis formulated the problems as follows:

1. How is the parental support of the seventh grade students at MTsN 7 Tulungagung?
2. How is the English achievement of the seventh grade students at MTsN 7 Tulungagung?
3. Is there any correlation between parental support and students' English achievement at MTsN 7 Tulungagung?

## **C. Objectives of the Research**

This research intends to get solution and description of the problem through analysis and study that have been previously mentioned in the research problems, as follows:

1. To know the parental support of the seventh grade students at MTsN 7 Tulungagung
2. To know the English achievement of the seventh grade students at MTsN 7 Tulungagung
3. To find the correlation between parental support and students' English achievement at MTsN 7 Tulungagung

## **D. Research Hypothesis**

In this research, according to the problems and the objectives of the study the researcher formulated the hypothesis as follows:

1.  $H_0$  (Null Hypothesis)

There is no significant correlation between parental support and students' English achievement at MTsN 7 Tulungagung

2.  $H_a$  (Alternative Hypothesis)

There is significant correlation between parental support and students' English achievement at MTsN 7 Tulungagung

### **E. Significance of the Research**

Theoretically, it is used to practice the writer knowledge in field of the research. Practically, the finding of the presents study is expected to give some scientific contribution for the writer and the reader of this research.

For the writer also, it can add the writer's knowledge about parental support and the effect to the students' English achievement in the classroom. This research can be evidence that parental support and students' English achievement bring significance result for the English learner. It is also will be a worth experience for the researcher who also will be a parent in the future.

Finally, for other researchers, it is the one of important thesis to find useful experiences in finding the information about the parental support towards students' English achievement. The researcher also does hopes that this study will be useful for the researcher herself and the people who conduct further similar research.

### **F. Scope and Limitation of the Research**

Based on the formulation of the problem, so the scope in this research is parental support and students' English achievement. This research is focused on study of parental support and students' English achievement, if there is

correlation between parental support and their achievement in English of seventh grade at MTsN 7 Tulungagung. And the limitation of this study is only to observe the seventh grade students about their parental support and their English achievement.

### **G. Definition of Key Terms**

In this part, there is some explanation from the title mentioned in the previous items. The title is “The role of parental support towards students’ English achievement at MTsN 7 Tulungagung”. The definitions of key terms are as follows:

#### **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 (Gonzales Pienda et al., 2002: 259). In other word, it is how their parents give contribution to their children education especially for English subject. Support here is a part of motivation coming from the outside of the individual.

#### **2. Students English Achievement**

Student achievement are essentially changes include the areas of cognitive, affective and psychomotor oriented learning process experienced by students (Sudjana, 2005: 2). English achievement is

something done successfully with effort, skill in aspect of reading, listening, speaking, and writing (Oxford dictionary).