

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

In this chapter, the writer review some important theories related to study. They are definition of students achievement, factors affecting learning achievement, the types of learning achievement, definition of parents, the role of parents, and definition of parental support .

#### **A. Students Achievement**

##### **1. Definition of Students Achievement**

Achievement is the abilities of the students after receive a learning experience. Student achievement is essentially changes include the areas of cognitive, affective and psychomotor oriented learning process experienced by students (Sudjana, 2005: 2). Meanwhile, according to Dimiyati and Mudjiono, students' achievements are the result of an interaction acts and acts of teaching and learning. In terms of teachers, teaching acts ends with the evaluation of learning achievement. In terms of students, achievement of the summit was the end of the teaching-learning process (Dimiyati and Mudjiono, 2006: 3). Sudjana says that the achievement related to instructional objectives and learning experiences experienced by students (Sudjana, 2005: 2).

Correlation instructional objectives, learning experiences and student achievement, in this study relate to instructional objectives and learning experiences. The existence of a written guide instructional purposes will change the desired behaviour on students, while learning

experiences include anything experienced by students in both the activity observed, observing, reading, imitate, try something yourself, listen, follow commands (Sardiman, 2000: 20).

The national education system and the formulation of educational goals; both curricular and instructional goals in general classification learning achievement using Bloom is broadly split into three domains, cognitive, affective, and psychomotor. Cognitive learning outcomes relating to intellectual consisting of six aspects, namely: knowledge (knowledge), comprehension (understanding), application, analysis, synthesis, and evaluation. The second aspect of the first so-called low level cognitive and following four aspects including high-level cognitive. Attitude regarding the affective domain consisting of five aspects, namely: acceptance, answers or reactions, assessment, organization, and internalization. Psychomotor domain of learning outcomes with respect to the skills and abilities to act consisting of six aspects, namely: reflexes, basic movement skills, perceptual ability, harmony or precision, complex movement skills, and expressive and interpretive movement (Sudjana, 2005: 22).

Regarding to the explanation above, it can be concluded that the learning outcomes are changes in the cognitive, affective and conative as a learning experience influences experienced by students in the form of a section, unit, or chapter of certain materials that have been taught. In this research aspects are measured at the level of cognitive changes alone.

## 2. Factors Affecting Learning Achievement

Djamarah states that a person's success or failure in learning caused by factors originating from within the individual and factors outside the individual (Djamarah, 2002: 112). Clark supports this by stating that 70% of student learning outcomes at school are influenced by the ability of students and 30% influenced by the environment (Clark, 1997: 40).

### a. Internal Factors

Internal factors are factors that come from within the individual and can influence individual learning achievement. Internal factors include physiological factors and psychological factors.

#### 1. Physiological Factors

Physiological factors are factors related to the physical condition of the individual. These factors can be divided into two kinds.

*First*, the physical state. Physical state in general greatly affects one's learning activities. The physical condition of a healthy and fit will be a positive influence on individual learning activities. In contrast, poor physical condition or illness will hinder the achievement of maximum learning results.

*Second*, the state of physical function/physiological. During the learning process takes place, the role of physiological functions in the human body greatly affects the results of

learning, especially the five senses. Five senses are functioning properly will facilitate learning activities well too.

## 2. Psychological Factors

Psychological factors are a person's psychological state can affect the learning process. Some of the main psychological factors affecting student learning is intelligence, motivation, interest, attitude and talent.

### a. Intelligence/intelligence students

The level of student's intelligence determines the level of success of student learning. This means, the higher intelligence capabilities of students, the greater the chances for success, conversely, the lower the intelligence capabilities of students, the smaller the chances for success. Each prospective teachers and professional teachers rightly realized that intelligence incredibility students, either positive or negative as superior as borderline, usually lead the student's learning success. On one side is a very intelligent student would feel not receive adequate attention from school because lessons are presented too easy for him. As the consequence students bored and frustrated because they desire was a dammed demand unfairly. On the other hand, students who are ignorant will feel lousy follow lessons dish because it was too difficult for them. Hence the students were very depressed, and eventually get bored and

frustrated as his experienced tremendous positive (Syah, 2003: 147).

b. Motivation

Motivation is a physiological and psychological condition contained in one who pushed to perform certain activities in order to achieve the goal divulging (needs) (Djali, 2008: 101). While the motivation to learn by Aldelfer is the tendency of students in learning activities that are driven by the desire to achieve the best possible learning outcomes (Nashar, 2004: 42).

From the point source of motivation is divided into two, namely intrinsic motivation and extrinsic motivation. Intrinsic motivation is all factors that come from within the individual and provide the impetus to do something. Like a student who likes to read, then he does not need to be ordered around to reading because reading is not only an activity to be becoming happiness but also needs. In the process of learning, intrinsic motivation has an effective influence, because of the relative intrinsic motivation and no longer dependent on external motivation (extrinsic).

According to Frandsen, are included in the intrinsic motivation to learn among other things are:

1. Encouragement curious and want pry into wider world.
2. The existence of a positive and creative nature that exist

in humans and desire to move forward.

3. The desire to achieve a feat that has the support of key people, e.g. parents, siblings, teachers, and friends.
4. There is a need to master the science or knowledge useful to him.

Extrinsic motivation is a factor that comes from outside the individual but to give effect to the will to learn. Such as praise, regulation, order, exemplary teachers, parents, etcetera. The lack of response from environment will positively affect the spirit of a person learning to be weak.

#### c. Memory

Theoretically, there are three aspects related to the functioning of memory, namely: (I) accept the impression, (II) saving impression, and (III) producing an impression. Perhaps because these functions, the term "memory" is always defined as the ability to receive, store and reproduce the impression. Skills accept impression very central role in learning. Through these skills, student's subjects were able to remember the things he had learned. In the context of learning, these skills can be affected by several things, among which the learning techniques used educator. Learning techniques are accompanied by props going deeper impression.

In addition, the development of learning techniques that utilize the "catwalk memory" is also more memorable for students, especially for the learning material in the form of formulas or sequences specific emblem. Examples of interesting case are to remember the names of key tone G (warm), D (and), A (chicken), B (duck) and so on.

d. Interest

Interest is a fixed tendency to notice and remember some of the activities. Activities of a person of interest, note that with continuous pleasure. So different from the attention, because attention is temporary and not necessarily followed by a sense of fun, while the interest is always followed by a feeling of pleasure and satisfaction derived from it (Slameto, 2003: 57).

Simply put, interest (interest) means the tendency and high excitement or great desire towards something. But apart from his popularity, interest as well as intelligence and motivation, for giving effect to the learning activity, it would not be eager or even willing to learn. Therefore, in the context of learning in the classroom, a teacher or other educator needs to arouse the interest of students that are interested in the subject matter to be faced or learned.

To generate interest in learning the many ways that can be used. Among other things:

1. By making the material to be studied as attractive as possible and not boring, either from the form of book materials, instructional design that frees students explore what is learned, involving all students' learning domains (cognitive, affective, psychomotor) so that students become active and the performance of teachers interesting when teaching.
2. Selection of majors or areas of study. In this case, it would be nice if the majors or fields of study chosen by students according to their interests.

e. Attitude

In the learning process, individual attitudes can affect the success of the learning process. Attitude is internal affective symptoms such as a tendency to react or respond relatively permanent way to objects, people, and events and so on, either positively or negatively (Syah: 2003: 151). Attitude is also the ability to pass judgment on something that brings in conformity with the appraisal. The assessment resulted in an attitude about something accept, reject, or ignore. Students have the opportunity to learn. However, students may accept, reject, or ignore the learning opportunities.

f. Talent

Other psychological factors that affect the learning process are talent. Talent or aptitude is a potential skill of a special nature, which is specialized in a certain field or ability (Syaodih, 2005: 101). If a person in accordance with the field of talent that is being studied, then the talent that will support the learning process so most likely he will succeed. Basically everyone has the talent or the potential for achievement of learning according to their capabilities.

Therefore, the talent base is also defined as the ability of individuals to perform certain tasks without depending on education and training efforts. Individuals who have had a particular talent, it will be easier to absorb information related to talent learn languages other than their own language. Because learning is also influenced by the potential of being owned every individual, so educators, parents, and teachers need to pay attention to and understand the talent of being owned by his son or learners, among other things with the support, code eloped, and not force the child to choose majors that do not fit with his talent.

b. External Factors

In addition to student characteristics or endogenous factors, external factors can also influence the students learning process. In

this case, the external factors influencing study abroad can be classified into two categories, namely social and environmental factors non-social environmental factors.

#### 1. Social environment

Which includes the social environment is the interaction of students with others around them, the attitude and behaviour of people around the students and so on. Social environment affects learning many parents and families are the students themselves. The properties of the parent, family management practice, family strain, everything can be good or bad impact on the activity of learning and results achieved by the students.

##### a. The social environment of the school

Like the teachers, administration, and classmates can affect a student's learning process. Harmonious relationship as between the three can be a motivation for students to learn more in the school. Sympathetic behaviour and can be an example of a teacher or administration may be incentive for students to learn.

##### b. Social environment

Environmental conditions of the communities in which students would affect student learning. Student's seedy environment, many unemployed and neglected children may also affect the activity of students learning, most students do not need friends when trouble learning,

discussion, or borrow the tools of learning that has not happened to property.

c. Family social environment

This environment greatly affects learning. Family tensions, parental characteristics, family demographics (the houses), family management, all of them can have an impact on students' learning activities. Between relationship of family members, parents, children, brother, or sister harmonious activity will help students learn well.

2. Non-social environment

Factors including non-social environment is;

a. Natural environment

Is a protégé neighbourhood, living, and trying therein. In this case the state of temperature and humidity is very influential in the learning of the students. The students will learn better in a state of fresh air. From this fact, people tend to be more comfortable learning when the morning, but because when it's high absorption. It's like in a classroom environment. And the air temperature must be observed in order to satisfy learning outcomes. Because learning in a state of heat, it will not be maximized (Djamarah, 2002: 143).

b. Instrumental Factors

Instrumental factors are learning device that can be classified two kinds. First, the hardware, such as school buildings, learning tools, learning facilities, sports fields, and so forth. Second, the software, such as school curriculum, school rules, book, syllabus and so forth.

c. Factors subject matter (which is taught to students)

This factor should be adjusted to the age of the development of students as well as teachers' teaching methods, related to student growth conditions. Therefore, in order that teachers can provide a positive contribution to the students learning activity, the teacher must master the subject matter and teaching methods that can be applied in accordance with student's condition.

### **3. The types of learning achievement**

Bloom (Sudjana 2005:22) divides learning outcomes in three domains, namely cognitive, affective and psychomotor domains.

a. Cognitive

This aspect with regard to intellectual learning outcomes which consists of six aspects, namely:

1. Knowledge (knowledge)

Type of knowledge including low-level cognitive. However, the type of learning achievement is a prerequisite for the following types of learning outcomes. This applies to all

fields of study subjects. For example, memorize a formula would lead to understand how to use the formula; memorized the words to make it easier to make a sentence.

## 2. Understanding

Understanding can be seen from the individual's ability to explain something of a problem or question.

## 3. Applications

Application is the use of abstractions in concrete situations or special circumstances. Abstraction may idea, theory, or technical guidance. Applying abstraction into a new situation called application. Repeating apply them to the situation turned into rote knowledge or skills.

## 4. Analysis

The analysis is choosing business integrity are the elements or parts so clear hierarchy and or arrangement. The analysis is a complex skill, which utilize the skills of the three previous types.

## 5. Synthesis

The unification of the elements or parts to form a whole is called synthesis. Thinking is a synthesis of divergent thinking which brings together elements into integrity.

## 6. Evaluation

Evaluation is the provision of a decision about the value of something that might be seen in terms of goals, ideas, ways of

working, solving methods, etc.

b. Affective

Affective consist with respect to attitudes and values. Type of learning achievement appear on students' affective behaviour such as various behaviour his attention to lessons, discipline, motivation to learn, respect teachers, study habits, and social relationships.

c. Psychomotor

The results appear in the form of learning psychomotor skills (skills) and the ability of the individual to act.

## **B. English Achievement**

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

English subjects at Madrasah Tsanawiyah are learned from class I to class III, each of which is two hours per week (1 hour = 45 minutes). The purpose of English subjects in Madrasah Tsanawiyah this is a student who is expected to have reading, listening, speaking, and writing in English through selected themes based on their level of development and interest, level of vocabulary mastery (1000 vocabularies) and appropriate grammar (scope of discussion) (Departemen Agama RI, 1997: 1).

Below are the objectives of each of the four language skills English is:

### **1. Reading Skills**

Students can read texts in the form of narratives, descriptions and conversations, and special forms such as: leaflets, leaflets and personal letters which are approximately 200 words long to: (a) Find certain

information, (b) Get an overview of the contents of the reading, (c) Find the main thoughts that are explicit, (d ) Find the main thoughts implied, (e) Find everything detailed information that is explicit, (f) Obtains implied information, (g) Interprets the meaning of words and sentences based on context, and (h) Gets pleasure.

## 2. Listening Skills

Students can: (a) Respond to questions given orally, (b) Obtain information about various things from oral texts (conversation, narration or description) according to the theme or topic, (c) Obtain information for completing incomplete forms, charts or maps, and (d) Finding information implied in short and simple conversations (4 role exchanges, 8 lines).

## 3. Speaking Skills

Students can: (a) Ask and answer questions about various things, (b) Conduct short conversations smoothly, and (c) Simply convey information and descriptions of objects, people and places and a series of events simply expressing thoughts, opinions and feeling.

## 4. Writing skills

Students can: (a) Arrange sentences (at most 8) given random into coherent paragraphs, (b) Complete simple conversations and brief exchange of roles, 10 lines, (c) Writing short paragraphs (at most 8) narrative-shaped sentences and descriptions of very simple topics, and (d) Writing simple messages and letters (Departemen Agama RI,1997: 58-59).

The themes that must be presented in the teaching and learning process are:

- 1) Light technology: (a) agricultural equipment, (b) household appliances, (c) equipment health, and (d) electronic media.
- 2) Transportation: (a) land transportation, (b) sea transportation, and (c) air transportation.
- 3) Mass media: (a) newspapers, (b) magazines, (c) radio, and (d) television.
- 4) Plants and animals: (a) plant parts, (b) flower gardens, (c) nature reserves, (d) botanical gardens, and (e) large forests.
- 5) Tours: (a) planning / preparation, (b) accommodation, (c) equipment, and (d) travel.
- 6) Culture: (a) traditional house, (b) customs, (c) dance, (d) singing, (e) regional crafts, (f) traditional clothing, (g) traditional ceremonies, and (h) folklore.
- 7) Sports between nations: (a) National Sports Week, (b) Sports Week International, and (c) ASEAN Sports Week.
- 8) World Geography: (a) natural conditions, (b) natural wealth, and (c) population (Departemen Agama RI, 1997: 60).

### **1. The Nature of Learning English**

Gagne stated that learning outcomes can be linked to the occurrence of a person's behavior changes in tendencies with skills in the process of development that occur after the learning process by giving certain treatments and exercises (Gagne, 1985: 289).

Sukardi and Maramis explained that learning outcomes are change behavior that occurs in students, as a result of the education process what is planned is behavior change in accordance with the purpose listed in the curriculum (Sukardi and Maramis, 1986: 58). Sukardi and Maramis then provide the definition of measurement is the application of measuring instruments to certain objects. Measurement results can be in the form of numbers, symbols or can also be descriptions about the status of the object being measured.<sup>13</sup> While Silvarius gave an understanding that measurement is a process of giving a number to something or someone based on certain rules (Silvarius, 1991: 6).

Popham determined 4 (four) measurement functions for students as the following: (1) To determine individual students' weaknesses and strengths, (2) To improve student learning outcomes satisfactorily, (3) For collect evidence in order to rank students, and (4) For predict the effectiveness of learning that has been carried out (Popham, 1995: 5-6).

Learning outcomes at school based on the Taksonami Bloom concept includes 3 (three) domains, namely: (1) Cognitive, (2) Affective, and (3) Psychomotor.

From the description above about learning English can concluded that what is meant by the results of learning English in this paper is a skill that students have in the cognitive domain includes knowledge, understanding and application of English subjects obtained by students after attending English learning activities.

## **C. Parental Support**

### **1. Definition of Parents**

Parent is a family component consists of father and mother, and it is a result of a legal marriage bound. Parents have responsibility to keep, educate and guide their children to reach the certain levels to be ready in the social context. Parents also mean family, because parents are main part of the family that representative a big family, father, mother and the children.

Generally, family is meant as two or more person's related in blood because of marriage and they live together. In oxford dictionary (2008:160), "family is a group consisting of one or two parents and their children, close relation, or the people descended from the some ancestor". It involves very large domain. Family is not only limited to the parents and their children but also, everyone who has the same ancestor although they live separately in long distance.

Based on the law number 10 of 1972 family consist of father, mother and the children in a blood relation or because of the law. It means that an adoption child is a legal member of family in a law.

Family in relation with the children is a place for the children to get full love, attention, and the place to get all of the children's right and needs. Family is also the first education institution for the children, place for the children to get first education that influence the children's personality in the future as an individual creature, social creature, and as a religious creature. According to Patoni, "parents are builder of the children

personality. Parents personality, attitude and their life style will be imitated by the children automatically”. By having the personality at home sometime parents and children have the similar habitual (Patoni, 2004: 114).

In educating children every parents has different ways to treat their children. It depends on the background of the family, education background, or the education treatment in the parents’ family. It makes the experts divide the type of parents into some types. These types of parents according to Karen and Georgia as follows:

a. Pause Parents

The pause parents according to Karen and Georgia are the type of calm and not panicky parents in facing the problem. The parents do not give more attention to the problem or perhaps they underestimate it. It is not only when they face their children’s problem, but also the problem of them. When they are mocked by the children, or doing debate, the parents tend to be silent and quiet, waiting for the normal situation, than give the reaction. The reactions of parent can be assumed such as they speak very slowly and do not respond quickly in face any problem. The pause parents often assumed as an uncared parent, they are considered "cool" does not care about their child's situation. Even Sometimes they are dominated / controlled by their child for making a decision in the family. Pause parents do not give much contribution to the children.

b. Cheerleader Parents

Parents above, are assumed as uncared parents, because the parents give not much contribution to the children. The following type of parent is cheerleader parents. These types of parents like to give praise to their children than give a critical. It means that everything conducted by the children is good for the parent although it is not the real. Giving Praising for them is a best method in motivating their children always to stay in a good way and keep increasing their achievement. The children minds are kept in getting praise, because they assume that everything they have conducted are perfect. Cheerleader parents also avoid not admitting and not praising their children, although actually in a fact not all the children always able to reach their achievement. The failure is possible for them. So, cheerleader parents are the parents who only want to see their children success, because it is difficult to accept the child's failure.

c. Turned in Parents

The following type of parents is turned in Parents. Parents in this type use sensation approach. They tend to be a loyal hearer. The parents give motivation to their children by using the wise words to have their children come up from the problem. This type of parents often tries to shift their feeling situation by telling some thing or change the topic that can change the situation. Parents as like this are often assumed as passive parents, and unable to make the children ready to face bad reality as an experience.

#### d. Physical Parents

It is appropriate that this type of parents is given a name as physical Parents, because the parents use physical approach to children attitude. It is not only when the child does a right thing but also the wrong one. The parents often embrace their child. Even, the child feel bored in doing their activities. The parents will invite their children to have outdoor activity. For instance take a walk, do sport, or invite them to be involved in the home activity such as gardening, cooking etc. Physical parents should have not only positive side but also negative, because the parents are brave to give punishment when their children do a mistake.

#### e. Sorted Parents

Sorted parents are the type of parents who often ask their children to always live in a positive way. The parents complete all of the child's needs. If they have some children they will complete the needs for each child. The parents teach the children to respect their privacy one another. The parents often introduce their children about the family culture and custom that have to be respected. Sometime, this type of parents is assumed as the authority and boring parents.

#### f. Commando Parents

As its name commando, Commando parents are types of controlling parents. They control all of the child's activity. They often give rules that the children have to obey. Besides that, they will never let their children do mistakes. The main reason of the commando

parents is in order to make their children become responsible people. This is the type of the true authority who limits their children freedom not only in conducting an action but also in delivering opinion. The commando parents often assume that their opinion is the right opinion. So, the children have to listen to their parents and do as what their parents want to.

g. Laid-Back Parents

Laid back parents can be said as liberal parents, they are contradiction of commando parents. Laid-back parent free their children to do whatever and let the child choose the future. The child is also free to give opinion. At glance, a parent in this type is ideal parents for each child. They do not control and force the children in facing the future, but for another who put more attention let the children in the free of life is danger, because the parent's attention is needed to have a good characteristic of the child.

The all of types of parents are based on Karen and Georgia's opinion, the different of parent's treatment probably makes different characteristic of the child.

## **2. The Role of Parents**

Parent means father or mother (Oxford Learner's Pocket Dictionary, 2008: 317). They are the people who take care of the children. Caring of the children is not limited in giving love, but moral and legal responsibilities, in relation to physical, emotional and intellectual growth (Bridgeman, 2007:1) Every children are born, has potential to be

developed. That potential depends on the information that they get from their environment, it is in family. How the parent do interaction, determines the children will be. “The human growth in a family as a smallest unit in social life is an essential human resources for the nation development” (Semiawan, 2009:4). It means that good interaction in family is needed for the children because in a family any kinds of characteristics are formed. The Indonesian’s education law at section seventh in item one states that parents have authority in selecting the school for their children and also have information about their children education development. The young children are having not any knowledge to select the school, so that in this case the role of parent will be very useful for the children.

Family is not only the place where the children do interaction in the first time but also where the children get the education from. “It is better that the nation development starting from the house” (Semiawan, 2009:62). So, in the early age of the children parent take a role in the process of children education. At home the interaction, caring, awareness, and the environment totality are learned. Jindrich, (2005:14) says that “the people who teach and educate the children to do responsible toward children’s development in the future”. It is clear that the people who take care and have responsibility to teach and educate the children are the parents.

Basically, the relation of education in a family is based on the natural relation between parents and the children. Pure love of the parents

will be a strong power for the parents to keep giving guidance and help that are needed by the children. Giving guidance and help is the one of parents' responsibility toward their children. Patoni (2004:114) states that basic responsibilities of the parents toward their children are as follows;

a. Support or love motivation of the parents and the children relationship.

This love gets the parents to have attitude and willingness to accept their responsibilities toward their child. The parents also serve their life for taking care of the children.

b. Morality obligation support

Morality obligation support is the consequence of the parents toward their generation. This morality obligation involves the religious value which is attentive by "Ketuhanan Yang Maha Esa" and for each religion; beside they are commanded to save the family dignity and the status.

c. Social responsibility as the part of the society, nation, country, and the humanism.

In Islam Education is self aims to:

- 1) Introduce his role among his fellow human beings and responsibility in this life.
- 2) Introduce the human social interactions and responsibilities
- 3) Invite people to understand the wisdom of this natural creation, and benefit from the natural.

Those responsibilities are the right of every child. The love given to the child makes the child feels safe and comfortable as a human

being, then the moral and religion education from the parents will make the children have certain status in the environment. It also important to make a sense of belonging of the child toward the environment by introducing the child about the society, nation, country and whatever related to the child's environment.

### **3. Parental Support**

As stated above, parents play very significant role for the development of the children. It is not only in the social interaction but also in education. Parental support is a part of parental motivation coming from the parents. "Parental motivation is the parental apathy or active resistance to responsible involvement in their child's education" (Froyen, 1993: 321). Another theory, Pienda stated 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).

Pienda stated that parental support criteria were developed according to six dimensions that are strongly associated to students' behaviour at school and the attitude towards learning.

The six dimensions are:

- a. Parents' expectation about their children's achievement

- b. Parents' expectation about their children's capacity to achieve important goals
- c. Parents' behaviour that reveal interest in their children's school work
- d. Parents' degree of satisfaction or dissatisfaction with their children's level of school achievement
- e. Parents' level and type of help provided when their do homework
- f. Parents' reinforcement behaviour of their children's achievements (Gonzales Pienda, 2002: 259).

Every parent wants their children to have a perfect growth in the life. They are brave to give everything needed by the children to have good health of body and soul, have good skill, and to be smart.

Below are the forms of parental caring to the children in education according to Halim Malik:

- Monitor the children's studying schedule and the way they learn.

In the present world of entertainment are very appealing to children or adolescents are scattered everywhere. Television shows, VCD, play station and other games can be easily found and enjoyed by children and adolescents. Therefore, parents must drive their children to be wise about the timing, when to be playing, and when to learn. Children must be instilled early learning on a regular basis, not just when there is homework or a test only. Sometimes parents need to check their children's books, records or books both exercises and assignments.

Frequently encountered by teachers in schools of students who do not have a notebook, even if there blindly used to record the various lessons in the some books are. If parents are diligent in checking their children's school books, of course things like this do not happen because the parents can immediately find out if their children study hard in school or not, and do the appropriate action to cope alone.

- Monitor the development of academic skills of children.

This can be done by checking the values of daily tests and tasks the child. If there are oddities, like not return test results or a lesson there is never repeated daily by the recognition of the child, parents are entitled to ask the teacher at school. Similarly, if there is a singularity value problems, parents are entitled to ask the teacher at school to get an exact picture of the capabilities and attitudes of children in these lessons.

- Monitor the development of personality (attitudes, morals, behaviour)

It can be done through visits to schools and communicate with the homeroom teacher or teachers, to ask the percentage of attendance, if ever absent at certain subjects, such as whether his behaviour had violated school rules, how his attitude toward the teacher, how activeness in the classroom, and so on. With the liveliness of parents like this then the student is having trouble in school can be addressed with the help of parents, so the problem does not drag on that would be bad for the mental development of children and their future.

- Monitor the effectiveness of study hours in school.

It can be done with children often ask about teaching and learning in schools, such as whether the lessons of the day is full or no clock is empty, if no clock is empty because the teacher was unable to attend if there are assigned tasks, is there any subjects that are often completely empty, or only records kept, whether teachers in and out of class on time, and so on. If the descriptions of children there who raises a question mark or dissatisfaction, then the parents are entitled to ask directly to the school about it, and discuss with the school to seek a solution to the problem. As the parties are obligated to pay the cost of educational assistance, parents are entitled to assurance that their children are educated in earnest at the school. Can also be done through school committees, parents can communicate the problems that occur at school with the other components, so the school can finally actually perform its function in holding the trust of parents to educate our children to do their best to prepare future front.

However all of the parent interfere in education is important for the children in the future. Controlling the children in the age of childhood is needed to form the children personalities.

To talk about the children school, parents also have main role in remaining the children about their obligation. Suyanto states that parents can help and support tasks effectively, among others, by doing the following:

- 1) Make the children become interested in the job

- 2) Simplify the tasks
- 3) Always remind the intent and purpose of the task
- 4) Show the children about the important part to do and try to give how other ways to do part of the task
- 5) Demonstrating an ideal form of task (Suyanto, 2010:11).

#### **D. Previous Studies**

Evi Setyaningsih, "The Descriptive Study on The Role of Parental Support towards Student's Learning English at Al-Badar Islamic Elementary School". This research based from The Descriptive Study on The Role of Parental Support towards Student's Learning English at Al-Badar Islamic Elementary School 2011/2012. This research aim to described what exist with respect to variables or condition in a situation about The Role of Parental Support towards Student's Learning English at Al-Badar Islamic Elementary School 2011/2012. The method used descriptive method with qualitative approach. Data in this research is the results of interview conducted by the researcher to the target, the notes of researcher's observation, and some supported document as like rapps of the students, and so on. The data collection in this research is interview. Data analysis used in this research is inductive. The results of this research are: 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. The students have good English skill because their own motivation and supported by their parents.

Gillum, Ronald M.ED “The Effects of Parent Involvement on Student Achievement in Three Michigan Performance Contracting Programs”. This study of three Michigan school districts that involved parents in performance contracts to improve the reading skills of low-income elementary school children, finds that the district with the most comprehensive parent program scored the greatest gains. This study tried to determine if participating students had higher reading achievement than other students, and if there was a significant difference in reading achievement among the three performance-contracting programs. Then it compared the three contracts to determine if differences in parent involvement features accounted for differences in reading achievement. “For most districts where parent involvement was ‘pro forma’ and consisted either of filling out a questionnaire or attending large group meetings, the achievement of the pupils was similar, but less than the achievement in the district where parents participated in deciding what was taught and had responsibility for working with the teachers and children”.

From previous studies above shows that this study is different from previous studies. The difference of this research with previous research (Evi Setyaningsih) is the research design and data collection method. In this study, the researcher used correlation research and the researcher gives the questionnaire to the parents of the students. Then, the difference of this research with previous research (Gillum) is research design and the scope of

the research. In this study, the researcher shows the aspect cognitive of the students, like reading, listening, speaking, and writing skill. If Gillum show only the aspect of reading achievement.