

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter presents the data obtained and interprets the research findings. This study is conducted at MTsN 7 Tulungagung. And the writer takes the sample that consists of 20 parents of the students.

The objective of this study is to find out whether there is significance correlation between parental support and students' English achievement. The writer computed statistic using SPSS 16.

A. Research Finding

1. Presentation of Research Data

Subsequent to the study, both through questionnaires and English scores of the students, as the next step to be taken is the presentation of the data obtained. The data presented in the form of data that researchers are parental support questionnaire scores and English scores of students in the cognitive domain which in this case is represented by 20 parent of the students of class VII D and E as the sample.

a. Parental support questionnaire scores

To measure parental support, the researcher using quistionnaire. The result of questionnaire writing in score. The scores of the parental support has been explored by this research. The following activity is to tabulate the data in such a way to meet the needs of research design. The table presents data obtained from the questionnaire of parental

support and students' English achievement done by the 20 subjects as sample.

Table 1

4.1. Data questionnaire of parental support at MTsN 7 Tulungagung

No	Name	Score	No	Name	Score
1	ANF	58	11	NV	65
2	ANS	55	12	NVT	60
3	ASN	62	13	RZQ	53
4	DMS	54	14	RR	63
5	FLY	60	15	SLM	60
6	KTN	55	16	SNT	55
7	BRM	57	17	SRY	61
8	EK	62	18	SYN	69
9	FR	56	19	VNT	58
10	STR	53	20	YLS	63

b. Students' English achievement scores

In this study the result of achievement in English on the cognitive. Data values are taken directly obtained from score of second semester. English score data of students from this study are:

Table 2**4.2. Data Achievement Scores of Students at MTsN 7 Tulungagung**

No	Name	Score	No	Name	Score
1	ANF	58	11	NV	62
2	ANS	50	12	NVT	58
3	ASN	66	13	RZQ	56
4	DMS	44	14	RR	62
5	FLY	58	15	SLM	66
6	KTN	56	16	SNT	48
7	BRM	58	17	SRY	52
8	EK	64	18	SYN	68
9	FR	56	19	VNT	46
10	STR	56	20	YLS	64

2. Analysis of the Data

To find out the correlation the researcher computes statistic technique using the SPSS 16. SPSS 16 can be used to compare the measurement result of two different variables in order to determine whether there is correlation of these variables or not. Below is the result of computing SPSS 16.

Correlations

			parental support	achievement
Spearman's rho	parental support	Correlation Coefficient	1.000	.753**
		Sig. (2-tailed)	.	.000
		N	20	20
	achievement	Correlation Coefficient	.753**	1.000
		Sig. (2-tailed)	.000	.
		N	20	20

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

Correlation Coefficient:

0,00 – 0,25 = Correlation very weak

0,26 – 0,50 = Correlation sufficient

0,51 – 0,75 = Correlation strong

0,76 – 0,99 = Correlation very strong

1,00 = Correlation perfect

The computation based on SPSS 16 goes to 0.753. Mean while according to the table of rank spearman value with N = 20 at the degree 5% of significance of correlation goes to 0.460 and the degree 1% of significance of correlation goes to 0.591. So it can be said that the value of statistical analysis 0.753 is greater than 0.460 and 0.753 is greater than 0.591, the correlation coefficient is correlation strong. It means that the

null hypothesis (Ho) is rejected and the alternative hypothesis (Ha) is accepted. In other words, it can be said that there is positive correlation between parental support and students' English achievement at MTsN 7 Tulungagung.

B. Discussion

In this part presents the discussion of data findings. This discussion is about how the data findings was implemented related with the theory.

Based on SPSS 16 goes to 0.753. Mean while according to the table of rank spearman value with $N = 20$ at the degree 5% of significance of correlation goes to 0.447 and the degree 1% of significance of correlation goes to 0.570. So it can be said that the value of statistical analysis 0.753 is greater than 0.447 and 0.753 is greater than 0.570. It means that the null hypothesis (Ho) is rejected and the alternative hypothesis (Ha) is accepted. In other words, it can be said that there is positive correlation between parental support and students' English achievement at MTsN 7 Tulungagung.

According to Evi Setyoningsih (2011), motivations, support, materials, facilities, or direct contributions from parents to be strong support for achieving good performance for the students.

In this study, the result is students need motivation and support from the parents. Students have higher support from the parent and the English achievement is high, then students have lowest support from the parent and the English achievement is low. The contribution from the parents is very influence to the learning achievement in English for the students. So, it can be

conclude that for success of learning especially in English students must have support from the parent.

According to Pienda, parental support is support from the parents of 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 this study, the parents help the children if they have difficult in learning English. Supports from the parents in form fulfil of learning needs, parents give facilities to the children for learning achievement. If parents cannot help the children when they study English, parents give facilities enter course in order to children easier learning English and parents also give learning resources in form of book and dictionary. Support from the parent especially facilitates is needed to the students to improve their achievement especially in English education.

Implication of this study, parents have contribution to learning outcomes of the children. Parents not only give support and motivation but also give facilities to their children in order to have good achievement in English. Parental support influences to students achievement especially in English.

Based on the result, it can be conclude that parental support gave effect in students' achievement in English at MTsN 7 Tulungagung especially for class VII D and E. Parental support is very important to achieve students goal in

learning English. So, parents should be able to give support to the students if they want students success in their learning in English.