THE CORRELATION BETWEEN PARENTS’ INVOLVEMENT AND STUDENTS’ ACHIEVEMENT IN ENGLISH LEARNING OF THE FIRST GRADE STUDENTS OF JUNIOR HIGH SCHOOL

(A Case Study of Grade VII of SMP Negeri 2 Pemalang in the Academic Year of 2011/2012)

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ABSTRACT


This study is aimed at describing the parents’ involvement in English learning achievement, which focuses on one main issue: Is there any significant correlation between parents’ involvement and students’ achievement in English learning.

This is a quantitative case study. The data are the result of questionnaire script and the students’ school grade report of first semester. The data are collected by giving the questionnaire to the seventh grade students’ parents of SMP N 2 Pemalang and by documenting the students’ English achievement from school grade report of the first semester. Samples were taken practically by applying cluster random sampling. The validity of the data was established by applying Pearson Product Moment formula. The data consisted of questionnaire data and achievement test. They were analyzed by correlation analysis procedure.

There are two aspects of parents’ involvement, types of parental involvement and parents’ role. In addition, by applying the analysis of percentage description, it was found that between the two aspects of parents’ involvement, both of the types of parental involvement and parents’ role were high. For the types of parental involvement, parenting (86.11%), communicating (86.66%), learning at home (77.95%). While for the parents’ role, active role (63.89%), passive role (75%). Generally the parents’ involvement in English learning achievement was high.

Furthermore, in general the students’ achievement in English learning was good. Moreover, the average arranges or score was 82.33.

By applying the Pearson Product Moment formula, it was found that the obtained value of the correlation coefficient was 0.771, while the critical value of “r” in the table with 95% significant level with the number of subject 36 was 0.329. Therefore, the correlation was higher than the critical value. It shows that there is significant correlation between parents’ involvement and students’ achievement in English learning.

Based on the findings, it is suggested that the parents should maintain their involvement by giving their children support and facility that can increase their English ability.