

Kode>Nama Rumpun Ilmu : 742/Pendidikan Bahasa Inggris

**LAPORAN AKHIR
PENELITIAN**



**The Influence of Parents' Involvement on Students' English Achievement
at 2022/20203 Academic Year**

Tahun ke 1 dari rencana 1 tahun

RIYEN PERMATA, S.Pd., M.Pd. / NIDN. 1029038401

UNIVERSITAS MAHAPUTRA MUHAMMAD YAMIN SOLOK

NOVEMBER 2022

HALAMAN PENGESAHAN

Judul : **The Influence of Parents' Involvement on Students' English Achievement at 2022/2023 Academic Year**

Ketua Peneliti/Pelaksana Nama Lengkap : **Marsika Sepyanda, S.Pd., M.Pd.**
NIDN : **1015098703**
Jabatan Fungsional : **Asisten Ahli**
Program Studi : **Pendidikan Bahasa Inggris**
Fakultas : **Keguruan dan Ilmu Pendidikan**
Nomor HP : **08126143339**
Anggota : **1. Riya Permana, S.Pd., M.Pd. / 1029038401**
 : **2. Mersy Fitria / 181000488203002**

Perguruan Tinggi : **Universitas Mahaputra Muhammad Yamin**
Tahun Pelaksanaan : **2022/2023**
Sumber Dana : **Mandiri**
Biaya Tahun Berjalan : **2022/2023**
Biaya Keseluruhan : **Rp. 4.500.000,-**

Solok, 12 November 2022

Ketua Peneliti,



Marsika Sepyanda, S.Pd., M.Pd.
NIDN. 1015098703

Mengetahui,

Dekan Fakultas Keguruan dan Ilmu Pendidikan



Hana Adhia, S.Si., M.Pd.
NIDN. 1002108404

DAFTAR ISI

RINGKASAN

1. LATAR BELAKANG.....	1
2. TINJAUAN PUSTAKA.....	4
3. METODE.....	9
4. HASIL.....	14
5. SIMPULAN DAN SARAN.....	21
6. DAFTAR PUSTAKA.....	22

LAMPIRAN

RINGKASAN

This study aims at determining the influence of parental involvement on students' English achievement. The background of this research was based on the problem raised by the concern for parents regarding their role in influencing students' English achievement. The subjects of this study were eighth grade students at SMP N 5 Solok in the 2022/2023 academic year.

This research was conducted by using descriptive quantitative method. In collecting data, researcher used questionnaires and documentation. The questionnaire was distributed to parents of the students, they responded by ticking (√) in the column provided with the choices of 'always', 'often', 'sometimes', 'rarely' and 'never' in the questionnaire. Students' report books were taken from student grades while at seventh grade in first semester of the 2021/2022 academic year.

The results of this study indicated that the parents' involvement of eighth grade students is at a good level and the students' English achievement as seen from the seventh grade at first semester report books in the 2021/2022 academic year is also good. It can be said that there is a good influence of parents' involvement on students' English achievement of eighth grade students at SMP N 5 Solok in the 2022/2023 academic year. Therefore, the author hopes that parents can improve their involvement and also pay more attention to the students so that they can achieve more satisfying English language achievements in the future.

Key words: Parents' Involvement, Students' English Achievement.

LATAR BELAKANG

A. Background of the Problem

Proficiency in English is also important for career development, especially in education. In school life, students are expected to master the English language and use English to improve students' confidence to face global competition. Learning English focuses on strengthening skills in communication skills such as listening, speaking, reading, and writing. For this reason, students are expected to master these skills as evidence of achievement in learning English because this is what students need to face the era of globalization and information technology in the twenty-first century.

In addition, students' achievement in school is an assessment of the quality and success of students in an education system in school. Especially in English learning, the achievement of students can help teachers determine what strategies to

use and what to do next to make it better than before, and it is one of their references for their success in the teaching process as well.

Furthermore, there are many factors that affect the students' English achievement. Intelligence is not the only determinant of academic achievement. The other factors such as motivation, teacher and also parents can influence the students' achievement. As one factor that influences students' achievement, parents as a family have an important role in affecting students' learning achievement. Parental involvement is defined as a parents' dedication to the school and active participation in the students' educational lives.

Based on the interview with one of the English teachers on Saturday 25th of September 2021, it was found that students were not familiar with vocabulary and were still in the habituation stage. It made students struggle to remember the vocabulary when learning English and apply it in communication skills (speaking, reading, listening and writing). It happened because when in elementary school, students were not taught English at all according to the current curriculum. The teacher was required to teach vocabulary from the beginning, and the students were required to try to get used to the vocabulary.

Other information was obtained from the students of SMP N 5 Solok, some students said that English was difficult to learn and complicated. Students struggled because they could not pronounce the word in spoken English and had lack of confidence in using it in class. They faced more difficulties than other lessons because English is not their second language.

The last problem was that parents pay less attention to their role in affecting the students' learning at home. The teacher said that parents also have responsibility toward students' achievement because a teacher can only teach students at school. The role of parent at home is what students really need. Since English is not a second language, parents find it difficult to catch up with students' homework or school life. To conclude, parents must play an important role in students' English

achievement.

Therefore, this research was conducted to see the influence of parents' involvement on students' English achievement at the eighth grade students of SMP N 5 Solok in the 2022/2023 academic year. It was proved by the students' report books in first semester at seventh grade in 2021/2022 academic year and information from the parents of the students by using a questionnaire.

B. Research Questions

Based on the formulation of the problem above, the research questions were clarified as follow:

1. How was the level of parents' involvement at the eighth grade students of SMP N 5 Solok in 2022/2023 academic year?
2. How was the level of students' English achievement at the eighth grade students of SMP N 5 Solok in 2022/2023 academic year?
3. How was the influence of parents' involvement on students' English achievement at the eighth grade student of SMP N 5 Solok in the 2022/2023 academic year?

C. Purpose of the Research

Based on the research questions above, the purposes of the research were to know about:

1. The level of parents' involvement at eighth grade students of SMP N 5 Solok in 2022/2023 academic year.
2. The level of students' English achievement at the eighth grade students of SMP N 5 Solok in 2022/2023 academic year.
3. The influence of parents' involvement on students' English achievement at the eighth grade student of SMP N 5 Solok in the 2022/2023 academic year.

D. Significance of the Research

There are two significances of this research; theoretical and practical. Theoretically, the finding of this research is expected to enrich the information about the influence of parents' involvement on students' English achievement at eighth grade students of SMP N 5 Solok in 2022/2023 academic year. The result of the research could be a reference for next researcher who wants to do the research about the influence of parents' involvement on students' English achievement.

Practically, it could be information for the English teacher to know the relationship between parents' involvement and students' English achievement. It is expected that the finding of this research can offer the teachers in getting more knowledge about the influence of parents' involvement on students' English achievement at eighth grade students of SMP N 5 Solok in 2022/2023 academic year. The result of this research can give contribution to the English teachers and also can provide the information about the influence of parents' involvement on students' English achievement.

TINJAUAN PUSTAKA

A. Parents' Involvement

1. Concept of Parents' Involvement

Involvement means participating and taking an active role while parents are a unit of father and mother who care for and raise the children. Parental involvement means that parents play an active role in the growth and development of their children. For students, parental involvement means parents become more involved in helping students' academic lives by working directly with students on learning activities at home.

According to Fatima & Rafiq (2013: 209-223), parental involvement may include activities like helping children in reading, encouraging them to do their homework independently, monitoring their activities inside and outside of the home, and providing coaching services for improving their learning. It means parental involvement has an impact on students' achievement in school.

Similarly, Nur (2015: 22-23) states that the roles of parents in education as

educators, motivators, facilitators, and mentors. As the first and foremost educators, parents strive to develop the full potential of children, both in affective potential and cognitive potential and in psychomotor potential. As a motivator, parents play a role in fostering student's motivation to do things. As facilitators, parents provide various learning facilities such as study areas, tables, chairs, lighting, books, stationery, and others. Finally, as mentors, parents are not only obliged to provide facilities, but they also have to provide guidance continuously.

Đurišić & Bunijevac (2017: 137-153) also state that parents are the students' first educators. Parents must be involved in students' learning by providing effective parenting, which includes providing for their education, health and safety, a home atmosphere that supports learning, changes in students' conduct, time management, and knowledge of the value of school.

Moreover, Aseefa and Sintayehu (2019: 46-56) found that parents' involvement refers to their participation in one or more school-related activities, such as parent-teacher conferences, volunteering at school, helping students with homework, and encouraging students to improve their grades. It means that parents become the first supporting factor for students because parents can have a big impact on their academic lives.

Based on the statement above, it can be concluded that parental involvement as a process carried out by parents using all their abilities to develop the students' potential. The obligation of parents as first educators for a strong foundation in informal education. So parents have an important role in developing students' potency.

2. Types of Parents' Involvement

Involving parents is a strategy in teaching that can help to improve students' learning achievement. There are many types of parental involvement, which might have differential effect on academic achievement of the students.

According to Duan et al (2018: 1), parental involvement is divided into three aspects: home-based involvement; school-based involvement; and academic socialization. Home-based involvement is categorized as parents' involvement activities at home like supervising homework, checking homework, and talking about school life; school-based involvement includes some activities implemented at school such as communicating with teachers, attending the class meeting, and participating in school activities; academic socialization mainly includes parents' expectations and faith about their children's education.

Meanwhile, Permendikbud No 30 2013 in Edy (2018: 221-230) mentions that family involvement is a process and/or method for the family to actively participate in the administration of education in order to achieve the goals of national education. The

four types of parental involvement in the educational process include: meeting with homeroom teachers at least twice/semester, participating in parenting classes at least twice/year, involvement of parents selected as class resource person inspiration, and involvement of parents in year-end exhibitions and performances.

Furthermore, Epstein (2018: 30) states that the six types of parental involvement as follows: the first is parenting; supporting, nurturing, loving, understanding and child raising. The second is communicating; relating, reviewing and connecting. The third is volunteering; supervising, advising, giving and fostering. The fourth is learning at home; managing, recognizing, interacting, enriching and rewarding. The fifth is decision making; contributing, considering, participating and judging. And the last one is collaborating with the community; cooperating, assisting, developing, problem solving and sharing.

Based on the explanation above, parents' involvement has many types. Relate to the school, the students and also the communities. The implementation of this type of parents' involvement has a positive impact on improving students' achievement. For this reason, parents are expected to care and be aware of the influence they have on students.

3. Factors Affecting Parental Involvement

Parental involvement in students' education is not something that all families have in common. Instead, parental participation in different homes has been known to vary substantially. Moreover, Jafarov (2015: 37-41) explains that factors affecting parental involvement can be divided into three groups, namely parent related factors, school related factors and student related factors.

The parent-related factor is the first factor to contribute to parental involvement in their children's learning process. Parental involvement can be affected by several socio-political factors, such as socioeconomic condition and parents' negative school experience. Those, factor can give the effect in parents' involvement level and that effect will contribute to their students' academic achievement. To be concluded, the problems for parents with low levels of education were unable to assist their children with homework or other school-related concerns, because their knowledge is restricted. Surprisingly, when it comes to parents with a university degree, they report a lack of time as the primary reason for their lack of involvement.

The second one is school related factors, the other factor that has an influence on parental involvement. Javarov (2015: 37-41) argues that the relation between parents and teacher more give impact in parental involvement in their students learning process. Even when parents and teachers do not have any problem in understanding each other, teachers' attitudes influence the level of involvement. If parents trust the

attitude of teacher, their involvement will be increased. Furthermore, school must be a good partner and relation to help parents in involving children learning process.

The last is the student-related factor. Hornby and Lafaele in Javarof (2015: 37-41) argues that parents are more likely to be involved if they understand that not only teachers, but also students, expect them to be involved. Many factors that make students have an influence on the level of parental involvement. Including the age of students, gender of students and level of knowledge of students.

Based on three factors that affect parents' involvement above, parental participation has been found to be influenced by factors such as student independence, school outreach activities, and parental ideas about education. These elements can have a big influence on a students' social and academic progress, so they are crucial when it comes to guaranteeing student success in the classroom.

B. Students' English Achievement

1. Concept of Students' English Achievement

In general, achievement is all things that people get with effort. In regards to academic achievement has become the result of tests designed to determine a students' mastery of a given academic area. According to Souriyavongsa, et al (2013: 179-192), achievement is something that is successfully done, especially with effort and skill. That is, learning achievement refers to the knowledge that students have learned and is usually described by numbers or letters as the realization of achievement.

Deviana (2019: 9) states that learning achievement is something that cannot be separated from learning activities, because learning activities are process whereas achievement is the result of the learning process. In education, the achievement is marked by grades, which can be taken from daily grade averages and final examinations.

Luluk (2017: 160-161) also says that English achievement is how the students master in English, which focused on the ability of student's communication. The communication can be in the form of oral or written forms. The students should be capable of learning the five language skills, namely: structure, listening, speaking, reading, and writing.

Based on the explanation above, English achievement is the abilities, skills, and knowledge of students in English that they have acquired or learned at a certain time. In education, achievement can be show in students final examination result in learning English. Especially to the students at SMP N 5 Solok, students are expected to achieve these standards in learning English.

2. Factors Affecting Students' English Achievement

Student learning achievement can be varied, between good and bad to show that the teaching and learning process have been successfully achieved or not. Especially in English lessons, where learning English is important. But there are many obstacles faced by students in learning English that cause their achievement to be low. The problem is caused by many factors that come from within and outside the student.

According to Rohmah (2012: 18-26), factors that influence students' learning achievement generally divided into 2 parts, they are internal and external factors. For internal factors, it comes from students' physiological (body of the students) and students' psychological (mind of the students). External factors include family, school, and community.

Lemesse in Khoiri (2017: 25-29) states that factors affect students' learning achievement can be divided into seven group. The factors are the physical environment and the school facilities, the class size, instruction facilities and materials, teachers competency and training, teachers' experience, teachers attitude towards their jobs, and parent involvement.

Karadag (2017: 199-213) also explains 18 factors that influence student achievement from several studies. The factors are educational leadership, motivation, attitude, anxiety, self-efficacy, self-concept, self-regulation, locus of control, socioeconomic status, school culture, school climate, collective teacher efficacy, expectation, self-esteem, socio adjustment, parents' involvement, goal orientation, and learning style.

Based on the explanation above, the factors affecting students' English achievement include internal and external factors and also any other factors. However, this research only focused on parents as one factor that was affecting students' achievement.

C. Relevant Studies

There are many researches which are relevant to this research. First, a research conducted by Fatikhatur Rohmah (2012) with the title is "The Parental Involvement on English Achievement of Eighth Grade Students at SMP N 1 Maduran Lamongan". The research was a quantitative research because the way to analyze the data used statistical method. Based on the Overlapping Spheres of Influence, the parental involvement of the eighth grade students' at SMP N 1 Maduran is less. The result is parents do not involve in the school and community yet, whereas school can give many contributions to the students' English achievement, there is no positive correlation.

Second, Nurmauw 'Izatillah (2015) conducted the research about the relationship between parents' involvement and students' English learning achievement at SMP Ibu Pertiwi, Jakarta. The research used quantitative research design method. A significant correlation was found between those parents' attention and the students' English learning achievement at SMP Ibu Pertiwi Jakarta in academic year 2014-2015. It can be concluded the result is positive correlation.

The last, Fitri Hasanah (2020) conducted "The Relationship Between Parental Involvement and Students' English Learning Achievement at SMP IT Al-Ihsan Boarding School Riau". The research used a correlation research design with two variables. The findings showed that there is no relationship between parental involvement and students' English learning achievement.

Based on the relevant studies above, this research has the similarity with these researches. It is to know which have been done about parents' involvement and students' English achievement. The difference between these researches with this research were this research focused on the influence of parents' involvement on students' English achievement meanwhile these researches focused on the correlation between parents' involvement and students' English achievement.

METODE

A. Research Design

This research was conducted by using descriptive quantitative research design. It described the influence of parents' involvement on students' English achievement at eighth grade students of SMP N 5 Solok in 2022/2023 academic year. According to Creswell (2012: 32), quantitative research is a method for testing objective hypotheses by looking at the relationship between variables. To enable statistical analysis of numbered data, these variables can be measured, often using instruments. The introduction, literature and theory, methodology, results, and commentary make up the predetermined format of the final written report.

Sugiyono (2012: 13) states that descriptive research is research done to know the value of independent variable, either one variable or more (independently) without making comparisons, or connecting with other variables. This research aimed to know the influence of parents' involvement on students' English achievement.

B. Population and Sample

1. Population

According to Creswell (2012: 142), population is a group of the individuals with

some common defining characteristics that can be identified and studied. The population of this research was the eighth grade students and of SMP N 5 Solok in 2022/2023 academic year and also the students' parents.

A total population consisted of 220 students and their parents were distributed in 7 classes for students, namely classes VIII 1, VIII 2, VIII 3, VIII 4, VIII 5, VIII 6 and VIII 7. For more detail, it can be seen in the following table:

Table 3.1: Population of the Research

No.	Class	Number of Students and Parents
1	VIII.1	32
2	VIII.2	32
3	VIII.3	31
4	VIII.4	32
5	VIII.5	31
6	VIII.6	32
7	VIII.7	30
TOTAL		220

2. Sample

The sampling technique used in this research was purposive random sampling. According to Sugiyono (2016: 85), purposive sampling is a sampling technique with certain considerations. The reason for using this purposive random sampling technique is because it is suitable to use it in quantitative research. The total sample in this research was 22 students and parents of VIII.5 class.

There were some reasons for choosing this sample; first, only 22 students collected this parents' questionnaire when this research was conducted. Second, the VIII.5 class is an excellent class, so they were easier to handle. Last, after communicating with the English teacher (Mam Dewi Sartika, S.Pd), she suggested researching the VIII.5 class.

C. Instrumentation

Research instrument is a tool of collecting data that should be valid and reliable. According to Arikunto (2019: 203), research instruments are tools or facilities used in collecting data to make the results are better, more accurate, complete, and systematic so it was easier to process. Therefore, the data needed for this research gathered by questionnaire for parents' involvement and documentation review for students' achievement.

1. Questionnaire

According to Arikunto (2010: 193) questionnaire is a group of written question which used to get information from the respondent about them selves or others. A positive statement in close-ended questionnaire was used in this research to know the parents' involvement on students' English achievement in SMP N 5 Solok. The

questionnaire given to the parents of the students consisted of 28 related statements.

The indicator of parents' involvement can be seen in the following table:

Tabel 3.2: The Indicators of Parents' Involvement

No.	Indicators	Number of Items
1.	Parenting	1, 2, 3, 4, 5
2.	Communicating	6, 7, 8, 9, 10
3.	Volunteering	11, 12, 13, 14, 15
4.	Learning at Home	16, 17, 18, 19, 20
5.	Decision Making	21, 22, 23, 24, 25
6.	Collaborating with Community	26, 27, 28, 29, 30

The questionnaire was scored by using Likert scale. According to Barua (2013:35), a Likert scale is psychometric scale that is often used in survey questionnaires research. The rank points used in this research were: always (5), often (4), sometimes (3), rarely (2) and never (1).

The criteria for scoring the questionnaire can be seen in the table below:

Tabel 3.3: Score Value of the Questionnaire

No.	Statement	Score Value
1.	Always	5
2.	Often	4
3.	Sometimes	3
4.	Rarely	2
5.	Never	1

The questionnaires was translated into *Bahasa Indonesia* to avoided the possibility of different perception in understanding the statements. Therefore, using *Bahasa Indonesia* in the statements was usefull for parents to understand and respond the questionnaires.

2. Document Review

In this research, the students' report book used as a document review. The document review is a process used to collect data after reviewing the existing document. According to Bhat (2020), there are three primary document types are being analyzed for collecting supporting quantitative research data; public records, personal documents and physical evidence. Based on the instrument that was used in this research, physical evidence dealt with in this research. The previous achievements of an individual or of an organization in terms of monetary and scalable growth are the meaning of physical evidence or physical document.

Students' report books were taken from student grades while at seventh grade in first semester of the 2021/2022 academic year. It was used toknow the students' English achievement. The report book contained teacher's assessment for the students' grade

point during one semester.

1. Validity

Validity is an important key to effective research. According to Creswell (2012: 206), validity is a way to demonstrate that the test's proposed meaning matched what it was supposed to measure. It implies that the degree to which conclusions drawn from assessment results were appropriate, significant, and beneficial in light of the assessment's purposes.

According to Creswell (2012: 206), the three types of validity are content validity, predictive validity, and construct validity. To know the validity of the parents' involvement in questionnaire form, this research used construct validity. Validity of students' English achievement in students' report book used content validity. To analyze the validity of the parents' involvement, the try out was done in this research and was analyzed by using the SPSS 26.0 program.

To know whether the data is valid, there is comparison between the r-items and r-table by using some criteria that $r\text{-items} \geq r\text{-table}$ the data was valid. If $r\text{-items} < r\text{-table}$ the data was invalid. To know r-table there were some ways:

1. r score obtained from r-table
2. Customized N or total of the respondent.
3. In r-table (Appendix 5) we can see that in *df* or *degree of freedom* ($df=N-2$).
 $df = 22-2$
 $= 20$

It was found that there were 28 valid items and 2 invalid items in questionnaire. This research did not correct the invalid questionnaire because it just wasted a lot of time. So that, it was chosen to omitting items that the invalid of the questionnaires and used the valid of the questionnaires only.

2. Reliability

According to Ledy and Ormrod (2016: 98), a measurement instrument's reliability is the constancy with which it produces a certain and constant result when the object being tested has not changed. To measure reliability, Alpha Cronbach technique was used. According to Cohen in Hasanah (2020: 41), the guidelines for reliability are as follow:

Table 3.4: Categories for the Reliability

No	Frequency of Realibility	Category of Reliability
----	--------------------------	-------------------------

1	>0.90	Very highly reliable
2	0.80 – 0.90	Highly reliable
3	0.70 – 0.79	Reliable
4	0.60 – 0.69	Marginally / minimally reliable
5	<0.60	Unacceptably / low reliability

To obtain the reliability of parents' involvement, the try out was done in this research and was analyzed by using the SPSS 26.0 program to find out whether or not the questionnaire was reliable.

Table 3.5: The Reliability Statistics of Questionnaire

Cronbach's Alpha	N of Items
.957	28

Based on the table above, the value of Cronbach's alpha was 0.957. The value was very higher than the standard Cronbach's alpha which was 0.60. therefore, it can be concluded the questionnaire was reliable and the level of reliability was very highly reliable.

D. Technique of Data Collection

In order to get the data of parents' involvement, this research used a set of questionnaires developed from Eipsteins' theory. According to Eipstein (2018: 26), parental involvement consists of 6 indicators, namely: 1)parenting, 2)communicating, 3)volunteering, 4)learning at home, 5)decision making and 5)collaborating with community.

The questionnaire was given to the parents as a sample in this research. After the parents responded, the questionnaire was collected and analyzed to get the level of parents' involvement. For students' English achievement, it was collected from students' report books were taken from student grades while at seventh grade in first semester of the 2021/2022 academic year by using documentation review.

E. Technique of Data Analysis

After collecting the data, the result of the research was explained by analyzing the questionnaire. The questionnaire was distributed to the parents and the percentage was calculated by using formula by Riduwan (2010: 89)as follows:

$$P = \frac{x}{N} \times 100 \%$$

Where:
P = Percentage

F = Frequency

N = The total number of students

Then, after measuring the total percentage to get quantitative description for each type of parents' involvement, the result of the questionnaire was classified into the following interval:

Table 3.6: Classification Level of the Parents' Involvement

No.	Frequency	Classification
1.	81%-100%	Excellent
2.	61%-80%	Very Good
3.	41%-60%	Good
4.	21%-40%	Poor
5.	0%-20%	Very Poor

The category of student scores was analyzed by the teacher based on the Workshop of SMP N 5 Solok, it can be seen as follow:

Table 3.7: Categories of Students' English Achievement

No.	Categories	Score Range
1.	Very good	91-100
2.	Good	85-90
3.	Enough	75-84
4.	Less	Below 74

HASIL

A. Finding

1. The Questionnaire

The data was collected through questionnaire to know the level of parents' involvement on students' English achievement. Before giving the questionnaire to the students' parents, the researcher tried out the instrument on 9th August 2022. The try out was done to the parents of VIII.6 grade students at SMP N 5 Solok in 2022/2023 academic year. Based on the reliability on Chapter III, the instruments of this research are reliable in the level "very highly reliable". After analyzing it, researcher continued to the real test at 16th August 2022. The questionnaire consisted of 30 statements but it only used 28 statements because 2 of the statements is not valid. Total of the sample were 22 parents of VIII.5 grade students at SMP N 5 Solok in 2022/2023 academic year. The calculation of parents' involvement on students' English achievement can be seen in the following table:

Table 4.1: The Calculation of Parents' Involvement

No.	Name of Students' Parents	Parents' Involvement	Categorize
-----	---------------------------	----------------------	------------

1.	Jelita	100	Very Good
2.	Ujang	84	Good
3.	Yuliarni	131	Excelent
4.	Asma	47	Poor
5.	Elvita Guswati	92	Very Good
6.	Kosnilia	44	Poor
7.	Karnela Putri	40	Poor
8.	Yurni Yenti	35	Poor
9.	Hesti Mardian	36	Poor
10.	Widyani	53	Poor
11.	Aminah	79	Good
12.	Ismel	79	Good
13.	Martoba Pardede	95	Very Good
14.	Praza Espaldon	85	Good
15.	Hadi Purnama	91	Very Good
16.	Fitriana	77	Good
17.	Marjunar	89	Very Good
18.	Novery	88	Very Good
19.	Halimah	84	Good
20.	Pen Hendri	95	Very Good
21.	Yora Oktareni	62	Good
22.	Rina	71	Good
Total		1.657	
Average		75.32	
Percentage		53.8%	

Based on the table above, it can be described that from 22 parents, only 1 (4.55%) parents in excelent category, the most of parents with the total number 8 (36.36%) were in very good category of parents' involvement. In option good the total were 7 (31.82%) parents and for the option poor there were 6 (27.27%) parents. There was no parents in very poor category of parents' involvement.

2. The Documentation Review

The data was collected through documentation review. The documentation review were taken from students' report books grades while at seventh grade in first semester of the 2021/2022 academic year. It was used to know the students' English achievement. This is the report book that contained teacher's assessment for the students' grade point during one semester.

Table 4.2: The Calculation of Students' English Achievement

No.	Name of Students'	Students' Score	Categorize
1.	Basaulina	92	Very Good
2.	Jenada Marsilova	92	Very Good
3.	Anggun Heni Pratiwi	86	Good
4.	Resti Aidah	86	Good
5.	Assyifa Humaira	82	Enough

6.	Akbar Maulana	87	Good
7.	Jenyfer Neli Hendra	82	Enough
8.	Dippo Ryantara	82	Enough
9.	Rofil	86	Good
10.	Ricardo Kaka	84	Enough
11.	Farras Muflih	85	Good
12.	Kiran Khairani	85	Good
13.	Gilbert R. Pardede	91	Very Good
14.	Aysi Ulfiyah Doneti	90	Good
15.	Abdel Rizky A.	84	Enough
16.	Malfitra Wal Ikroom	87	Good
17.	Daffa Syaifullah	84	Enough
18.	Habib Ariel Iedhajj	92	Very Good
19.	Anggun	92	Very Good
20.	Salma Rahayu Putri	81	Enough
21.	Olivia Isrami J.	85	Good
22.	Yosvi Yosefani	91	Very Good
Total		1.906	
Average		86.64	
Percentage		86.64%	

Moreover, the categories of students' English score can be described based on the table above, 6 (27.27%) students were in very good category in students' score. 9 (40.91%) students were good in category of students' score. In option enough the total were 7(31.82%) students. There was no students in less category of students' score.

3. Data Analysis

After gathering the data, the analysis of the result in this research about parents' involvement on students' English achievement were based on 3 categories as the following.

3.1 The Level of Parents' Involvement

The analysis was conducted to determine the parents' involvement of eighth grade students at SMP N 5 Solok in 2022/2023 academic year. After giving 28 items of questionnaire to the parents of eighth grade students, the finding is presented in the table below:

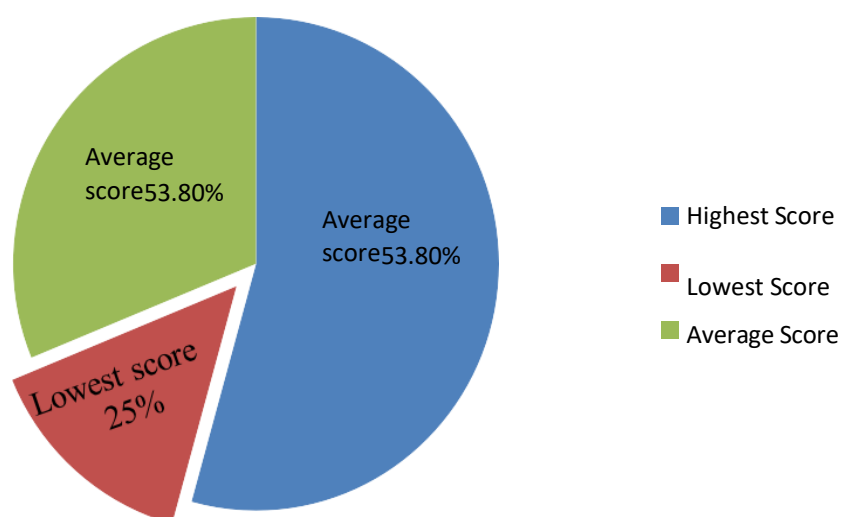
Table 4.3: The Calculation of Parents' Involvement in Questionnaire

No.	Name of Students' Parents	Total Score	Maximum Score	Percentage %
1.	Jelita	100	140	71.43 %
2.	Ujang	84	140	60.00 %
3.	Yuliarni	131	140	93.57 %
4.	Asma	47	140	33.57 %
5.	Elvita Guswati	92	140	65.71 %
6.	Kosnilia	44	140	31.43 %
7.	Karnela Putri	40	140	28.57 %

8.	Yurni Yenti	35	140	25.00 %
9.	Hesti Mardian	36	140	25.71 %
10.	Widyani	53	140	37.86 %
11.	Aminah	79	140	56.43 %
12.	Ismel	79	140	56.43 %
13.	Martoba Pardede	95	140	67.86 %
14.	Praza Espaldon	85	140	60.71 %
15.	Hadi Purnama	91	140	65.00 %
16.	Fitriana	77	140	55.00 %
17.	Marjunar	89	140	63.57 %
18.	Noverly	88	140	62.86 %
19.	Halimah	84	140	60.00 %
20.	Pen Hendri	95	140	67.86 %
21.	Yora Oktareni	62	140	44.29 %
22.	Rina	71	140	50.71 %
Total		1.657		
Average		75.32	140	53.8 %

Based on the table above, it can be described that from 22 parents and 1.657 of parents' involvement total score, the maximum score of questionnaire is 140. **75.32 (53.8 %)** of parents' involvement average scores, it was classified as **good** classification. It means that the parents' involvement had a good involvement in students' English achievement.

Diagram 4.1: The Percentage of Parents' Involvement



3.2 The Level of Students' English Achievement

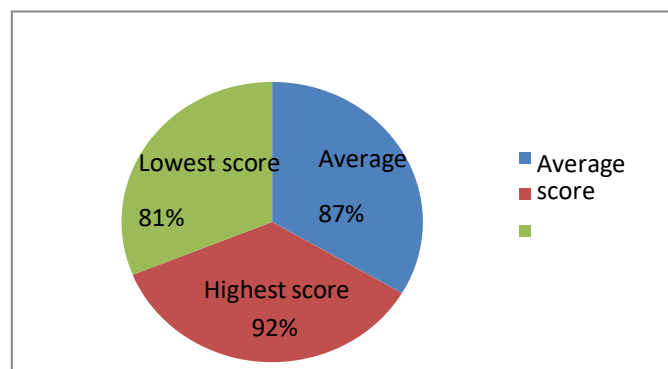
The analysis was conducted to determine the students' English achievement of eighth grade students at SMP N 5 Solok in 2022/2023 academic year. The English achievement can be seen as follow:

Table 4.4: Students' Score and Categories

No.	Name	Score	Categories
1.	Basaulina	92	Very Good
2.	Jenada Marsilova	92	Very Good
3.	Anggun Heni Pratiwi	86	Good
4.	Resti Aidah	86	Good
5.	Assyifa Humaira	82	Enough
6.	Akbar Maulana	87	Good
7.	Jenyfer Neli Hendra	82	Enough
8.	Dippo Ryantara	82	Enough
9.	Rofil	86	Good
10.	Ricardo Kaka	84	Enough
11.	Farras Muflih R.	85	Good
12.	Kiran Khairani	85	Good
13.	Gilbert R. Pardede	91	Very Good
14.	Aysi Ulfiyah Doneti	90	Good
15.	Abdel Rizky A.	84	Enough
16.	Malfitra Wal Ikroom	87	Good
17.	Daffa Syaifullah	84	Enough
18.	Habib Ariel Iedhadj	92	Very Good
19.	Anggun	92	Very Good
20.	Salma Rahayu Putri	81	Enough
21.	Olivia Isrami J.	85	Good
22.	Yosvi Yosefani	91	Very Good
Total		1.906	
Score Average		86.64	
Highest Score		92	Very Good
Lowest Score		81	Enough

Based on the table above, it can be seen that from 22 of students and 1.906 of students' English achievement total score, the maximum score of questionnaire is 100. **86.64** of students' English achievement average scores, it was classified as **good** categories. It means that the students' English achievement had a good category in English score.

Diagram 4.2: The Percentage of Students' English Achievement



3.3 The Influence of Parents' Involvement on Students' English Achievement

The analysis was conducted to determine the influence of parents' involvement on students' English achievement of eighth grade students at SMP N 5 Solok in 2022/2023 academic year. The influence can be seen as follow:

Table 4.5: The Influence of Parents' Involvement on Students' English Achievement

No.	Parents' Involvement	Category	Students' Score	Category
1	71.43 %	Very Good	92	Very Good
2	60.00 %	Good	92	Very Good
3	93.57 %	Excelent	86	Good
4	33.57 %	Poor	86	Good
5	65.71 %	Very Good	82	Enough
6	31.43 %	Poor	87	Good
7	28.57 %	Poor	82	Enough
8	25.00 %	Poor	82	Enough
9	25.71 %	Poor	86	Good
10	37.86 %	Poor	84	Enough
11	56.43 %	Good	85	Good
12	56.43 %	Good	85	Good
13	67.86 %	Very Good	91	Very Good
14	60.71 %	Good	90	Good
15	65.00 %	Very Good	84	Enough
16	55.00 %	Good	87	Good
17	63.57 %	Very Good	84	Enough
18	62.86 %	Very Good	92	Very Good
19	60.00 %	Good	92	Very Good
20	67.86 %	Very Good	81	Enough
21	44.29 %	Good	85	Good
22	50.71 %	Good	91	Very Good
53.8 %			86.64	

Based on the result of parents' involvement, it can be concluded that 75.32 (53.8 %) of parents' involvement average scores was classified as **good** classification. As for the students' English achievement that was provided by the score of the report book, it was found that the average student's score was 86.64, which means that the students' English achievement was in good category. So it means that parents' involvement on students' English achievement in eighth grade student at SMP N 5 Solok had a good influence.

B. Discussion

Based on the research finding, the researcher discussed about the result of the data. It is from the questionnaire for parents' involvement and students' score on report book in first semester at eighth grade students of SMP N 5 Solok in 2022/2023 academic year as English achievement.

Related to the research finding, this research could answer the research question. First is about the level of parents' involvement at eighth grade students of SMP N 5 Solok in 2022/2023 academic year. After analyzing the data, the result was good. It means that the level of parents' involvement was good classification.

Nur (2015: 22-23) states that the roles of parents in education are as educators, motivators, facilitators and mentors for the students. As the educators, parents can help to develop the full potential of the students, both in affective potential and cognitive potential and in psychomotor potential. As a motivator, parents play a role in fostering student's motivation to do things. As facilitators, parents provide various learning facilities such as study areas, tables, chairs, lighting, books, stationery, and others. Finally, as mentors, parents are not only obliged to provide facilities, but they also have to provide guidance continuously. It means the role of parents is really needed by the students to provide their academic achievement at school.

Second it is answering the question about the level of students' English achievement at eighth grade of SMP N 5 Solok in 2022/2023 academic year. After analyzing the data, the result was good. It means that the average of students' score was classified into good category of students' English achievement and classification table.

In addition, Souriyavongsa et al (2013: 179-192) say that achievement is something that is successfully done, especially with effort and skill. That is, learning achievement refers to the knowledge that students have learned and is usually described by numbers or letters as the realization of achievement.

The last is the influence of parents' involvement on students' English achievement at eighth grade students of SMP N 5 Solok in 2022/2023 academic year. After finding the result of the questionnaire and students' score by report book in first semester at seventh grade students of SMP N 5 Solok in 2021/2022 academic year, this research found that there is a good influence. The influence can be seen from how parents' responded in questionnaire about parents' involvement on students' English achievement.

Moreover, Schueler et al (2017: 275-301) state that parental involvement can take a wide variety of forms, among them, communication between family and school, supporting learning activities at home and involvement in school activities. So parents take an important roles in students academic lives.

In conclusion, the result of parents' involvement was classified into good

category. Then the result of students' English achievement was also classified in good category. Finally in this research found there was a significant influence about parents' involvement on students' English achievement.

SIMPULAN DAN SARAN

The purpose of this research was to know the influence of parents' involvement on students' English achievement at eighth grade students of SMP N 5 Solok in 2022/2023 academic year. Based on the finding of the research on chapter four, it can be concluded that the parents' had a good influence on students' English achievement. The following items were the result of parents' involvement on students' English achievement. It can be seen as follow :

1. The level of parents' involvement at eighth grade students of SMP N 5 Solok in 2022/2023 academic year in average scores can be classified as good classification.
2. The level of students' English achievement at eighth grade students of SMP N 5 Solok in 2022/2023 academic year in average student score can be categorized in good category.
3. The influence of parents' involvement on students' English achievement at eighth grade students of SMP N 5 Solok in 2022/2023 based on number 1 and 2 is good influence. It means that parents' involvement students' English achievement had a good influence.

Based on the finding of the research, the researcher offers some suggestions. The suggestions are expected to give positive inputs in giving information about the influence of parents' involvement on students' English achievement. The suggestions are as follow:

1. For the parents, it is hoped that parents have to make an extra communication with the students. Parents must to know what the students' needs to support the students in English learning at home and at school.
2. Because of there is a good influence of parents' involvement on students' English achievement, it means that the involvement of parents give good impact to the students' English achievement.
3. For the next researchers, it is hoped that the next researchers can continue the next research in improving this research in the future. It is suggested to other researchers to carry out further studies about the influence of parents' involvement on students' English achievement.

DAFTAR PUSTAKA

- Arikunto, Suharsimi. (2019). *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta.
- Assefa, A., & Sintayehu, B. (2019). 'Relationship between parental involvement and students' academic achievement in model primary and secondary school of Haramaya University, East Hararghe Zone, Oromia Regional State, Ethiopia'. *International Journal of Education and Literacy Studies*, 7(2), 46-56.
- Bhat, Adi. (2020). *Quantitative data collectio, best 5 methods. Question pro*.
From: <https://www.questionpro.com>.
- Creswell, J. W. (2012). *Research Design*. Los Angeles: Sage Publication.
- Deviana. (2019). 'The influence of parents involvement on students achievement'.
Unpublished Thesis. Banda Aceh: UIN Ar-Raniry.
- Duan, W., Guan, Y., & Bu, H. (2018). 'The effect of parental involvement and socioeconomic status on junior school students' academic achievement and school behavior in China'. *Frontiers in psychology*, 9, 952.
- Durišić, M., & Bunijevac, M. (2017). 'Parental involvement as a important factor for successful education'. *Center for Educational Policy Studies Journal*, 7(3), 137-153.
- Edy, E., Myrnawati, C. H., Sumantri, M. S., & Yetti, E. (2018). 'Pengaruh keterlibatan orangtua dan pola asuh terhadap disiplin anak'. *Jurnal Pendidikan Usia Dini*, 12(2), 221-230.
- Epstein, J. L., Sanders, M. G., Sheldon, S. B., Simon, B. S., Salinas, K., Jansorn, N., Van Voorhis, F. L., Martin, C. S., & Williams, K. J. (2018). *School, family, and community partnerships: Your handbook for action (4rd ed)*, 26.
- Fatimah, T., & Rafiq, H. W. (2013). 'Parental involvement and academic achievement: A study on secondary school students of Lahoore'. *International Journal of Humanities and Social Science*, 3(8), 209-223.
- Gay, L. R. (2010). *Education Research:Competencies for Analysis and Application*. Columbus: Merrilpublishing Company.

LAMPIRAN

Lampiran 1. Justifikasi Anggaran Penelitian

1. Honor				
Honor	Honor/Jam (Rp)	Waktu (jam/minggu)	Minggu	Honor per Tahun/ 12 bulan (Rp.)
Validator Instrument	150.000	2	2	400.000
Pengumpul Data	100.000	4	1	400.000
Analisis Data	200.000	2	1	200.000
Sub Total (Rp.)				1.400.000
2. Peralatan Penunjang				
Material	Justifikasi Pemakaian	Kuantitas	Harga Satuan (Rp.)	Biaya per Tahun
Buku referensi	Referensi/ rujukan bahan penelitian	10	128.000	1.280.000
Fotocopy	Perbanyak instrument penelitian	5	96.000	480.000
Dokumentasi selama Penelitian	Penelitian	4	150.000	600.000
Jumlah				2.360.000
3. Bahan Habis Pakai				
Material	Justifikasi Pemakaian	Kuantitas	Harga Satuan (Rp.)	Biaya per Tahun
Kertas HVS	Print laporan penelitian, instrument penelitian	3	60.000	180.000
Tinta Printer	Print laporan	7	175.000	1.225.000

EPSON	penelitian, instrument penelitian			
Buku folio	Catatan lapangan penelitian	1	23.000	23.000
Pen Correction (Tipe X)	Catatan lapangan penelitian	2	8.500	17.000
Bulpoint	Catatan lapangan penelitian	6	4.000	24.000
Spidol Snowman	Pelaksanaan penelitian	2	9.000	18.000
Map File Bening	Penyimpanan SK Pelaksanaan kegiatan	8	7.500	60.000
Map Dokumen	Penyimpanan bahan- bahan hasil penelitian	2	24.000	48.000
Materai 10.000	Kontrak penelitian	12	10.000	120.000
Jumlah				1.715.000
4. Perjalanan				
Material	Justifikasi Perjalanan	Kuantitas	Harga Satuan (Rp.)	Biaya/tahun/12 bulan (Rp.)
Biaya Transportasi Observasi	Perjalanan Observasi	2	50.000	100.000
Biaya Transportasi Penelitian	Perjalanan Penelitian	8	75.000	60.000
Jumlah				700.000
5. Lain-lain				
Kegiatan	Justifikasi	Kuantitas	Harga Satuan	Biaya per Tahun (Rp.)

			(Rp.)	
Publikasi di Jurnal	Luaran	1	300.000	300.000
Sub Total (Rp.)				300.000
TOTAL ANGGARAN YANG DIPERLUKAN SETIAP TAHUN				
(Rp.)				4.500.000



UNIVERSITAS MAHAPUTRA MUHAMMAD YAMIN
Fakultas Keguruan dan Ilmu Pendidikan
Kampus I Jln. Jendral Sudirman No. 6 Telp. 0755-20565

Surat Tugas

No. /ST/FKIP/UMMY/I/2023

Yang bertanda tangan di bawah ini:

Nama : Hana Adhia, S.Si., M.Pd.
Jabatan : Dekan Fakultas Keguruan dan Ilmu Pendidikan
NIDN : 1002108404
Pangkat/Golongan Ruang : Penata Tk.1/III.d

Dengan ini menugaskan kepada:

No	Nama	Jabatan
1	Marsika Sepyanda, S.Pd., M.Pd.	Ketua
2	Riyen Permata, S.Pd., M.Pd.	Anggota
3	Mersy Fitria	Anggota

Untuk melaksanakan kegiatan Penelitian dengan judul **The Influence of Parents' Involvement on Students' English Achievement at 2022/2023 Academic Year** pada Semester Ganjil Tahun Akademik 2022/2023.

Demikian Surat Tugas ini dibuat untuk dapat dilaksanakan dengan baik dan penuh tanggung jawab.



Sofok, 12 November 2022
Dekan FKIP UMMY

Hana Adhia, S.Si., M.Pd.
NIDN. 1002108404