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

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### Abstract

This study aims at determining the influence of parental involvement on students' English achievement in first semesters at SMP N 5 Solok in the 2021/2022 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 students, they responded by ticking (√) in the column provided with the choices of 'always', 'often', 'sometimes', 'rarely' and 'never' in the questionnaire. The result used to know the level of parent's involvement. For English achievement, students' report books obtained from documenting report books from English teachers. The report books were taken from first semester scores in the 2021/2022 school year.

**Keywords:** English Achievement, Parents' Involvement

### Introduction

In Indonesia, English is taught as a foreign language at schools. Students learn it in Junior High School, Senior High School, and up to the university level. 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. Parental participation in the educational process can boost students' achievement, but it requires a pattern of mutually supportive cooperation between education providers, families, and communities.

The purposes of the research were to know about; first is the level of parents' involvement at eighth grade students of SMP N 5 Solok in 2021/2022 academic year. Second is the level of students' English achievement at the eighth-grade students of SMP N 5 Solok in 2021/2022 academic year. And the last one is the influence of parents' involvement on students' English achievement at the eighth-grade student of SMP N 5 Solok in the 2021/2022 academic year.

This article 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 2021/2022 academic year. It was

proved by the students' score in first semester examination and information from the students by using a questionnaire.

## Methods

This research was conducted by using descriptive quantitative method. It described the influence of parents' involvement on students' English achievement at eighth grade students of SMP N 5 Solok in 2021/2022 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.

The population of this research was the eighth-grade students of SMP N 5 Solok in 2021/2022 academic year. A total population consisted of 220 students and their parents who were selected from 7 classes, namely VIII.1, VIII.2, VIII.3, VIII.4, VIII.5, VIII.6 and VIII.7. The sampling technique used in this research was purposive random sample with a total of 22 students from VIII.5 class. The reasons for choosing this sample were first, only 22 students collected this questionnaire when this research was conducted. Second, the VIII.5 class is an excellent class, so they are easier to handle. Last, after communicating with the English teacher (Mam Dewi Sartika, S.Pd), she suggested researching the VIII.5 class.

The data needed for this research gathered by questionnaire for parents' involvement and documentation for students' achievement. A positive statement in close-ended questionnaire used in this research to know the parents' involvement in SMP N 5 Solok given to the parents consisted of 28 related statements. There were some indicators of parents' involvement: 1) Parenting, 2) Communicating, 3) Volunteering, 4) Learning at home, 5) Decision making, and 6) Collaborating with community. 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 questionnaire was translated into Bahasa Indonesia to avoid 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.

In addition, in this research, the students' report book was 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 in the first semester at eighth grade of SMP N 5 Solok in 2021/2022 academic year was used to know the students' English achievement. The report book contained teacher's assessment for the students' grade point during one semester.

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 book by using documentation review.

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:

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

Where:

P = Percentage

F = Frequency

N = The total number of students

Then, the result of the questionnaire was classified into the following interval:

**Table 1. 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 2. 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    |

## Results and Discussion

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.

### *The Level of Parents' Involvement*

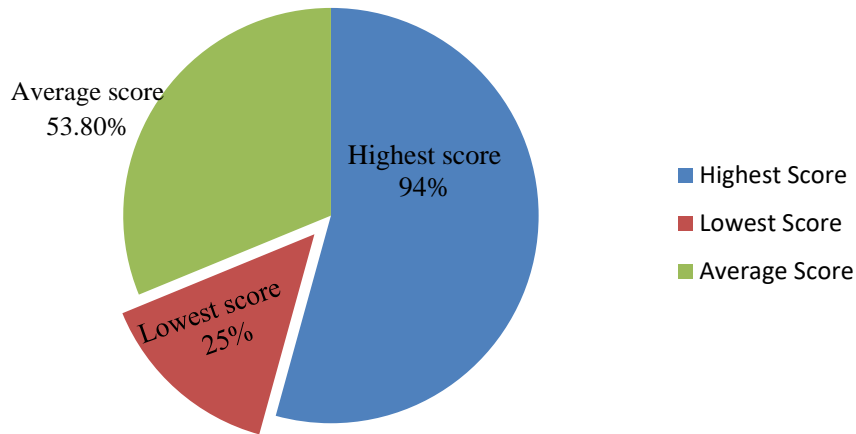
The analysis was conducted to determine the parents' involvement of eighth grade students at SMP N 5 Solok in 2021/2022 academic year. After giving 28 items of questionnaire to the parents of eighth grade students, the finding is presented in the table below:

**Table 3. The Results of Parents' Involvement**

| Number of Parents | Total Score | Average Score | Maximum Score | Percentage % |
|-------------------|-------------|---------------|---------------|--------------|
| 22                | 1,657       | 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 the 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 1. The Percentage of Parents' Involvement**



***The Level of Students' English Achievement***

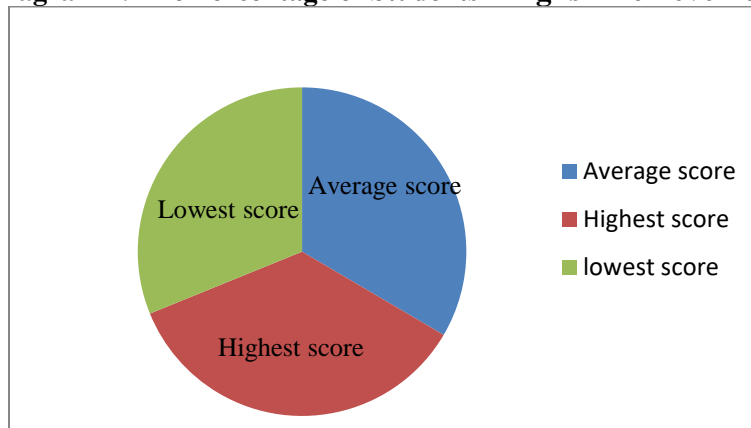
The analysis was conducted to determine the students' English achievement of eighth grade students at SMP N 5 Solok in 2021/2022 academic year. The English achievement can be seen as follow:

**Table 4. Students' Score and Categories**

| Number of Students | Highest Score | Lowest Score | Total Score | Average Score | Categories |
|--------------------|---------------|--------------|-------------|---------------|------------|
| 22                 | 92            | 81           | 1,906       | 86.64         | Good       |

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 the 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 2. The Percentage of Students' English Achievement**



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

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 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.

### ***Discussion***

Parents' involvement as one factors that influences students' achievement. The main aims of this research was to determining the influence of parental involvement on students' English achievement. 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 2021/2022 academic year as English achievement. Related to the research finding, this research could answer the research question. First, the level of parents' involvement at eighth grade students of SMP N 5 Solok in 2021/2022 academic year. After analyzing the data, the result was good. It means the level of parents' involvement was good classification.

Nur (2015) 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, the level of students' English achievement at eighth grade of SMP N 5 Solok in 2021/2022 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) 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 2021/2022 academic year. After finding the result of the questionnaire and students' score by report book in first semester at eighth 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. Thus, 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.

### **Conclusion**

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 2021/2022 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.

This research 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: 1) For the parents, it is hoped that parents have to make an extra communication with the students. 2) 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.

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