The Correlation Between Parents' Involvement and English Achievement of High School Students

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ABSTRACT

This study was aimed to find out parents' involvement on English achievement, the students' English achievement, and the correlation between them of high school students in Pangkalpinang, Bangka. The research method used was quantitative with a correlational design. The sample of this study was 85 students from three classes. The data were collected from questionnaire about parents' involvement and documentation from the report book score of the students which was collected from the English teacher. The data were analyzed by using Pearson Product-Moment Correlation. The result showed that the rxy (0.256) was higher compared to r-table at significant level 5% (0.213). It was considered that the alternative hypothesis (Ha) was accepted and null hypothesis (H0) was rejected. In conclusion, there was a significant correlation between between parents' involvement, and students' English achievement.

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Introduction

In Indonesia, English is considered as a foreign language. Because it is an international language that is used especially for students in order to develop relationships with the countries around the world and become a developed country (Mappiasse & Sihes, 2014). English is one of important or Compulsory subject, it is must be learned by students in Indonesia's educational system from elementary school, junior high school, senior high school up to university level. Therefore, in order to be succeed in learning achievement, English became one of the crucial subjects that students should be master, and have to be good at learning English.

Furthermore, according to Jespersen, English achievement is the knowledge, ability and skills that students have acquired in each of the various phases of the language learning (Jespersen, 2013). There were several factors which influence students' achievement, for example personality, motivation, attitudes, anxiety, learning environment, aptitudes, intelligence, age, self-identities, and so on (Hashwani, 2008). One of factors which affected the students' English achievement is learning environment, including parents' involvement. Parents' involvement means that parents participate in school activities, at home parents help their children learn, and regularly collaborate with the community (Topor, Keane, Shelton, & Calkins, 2010).

However, Pomerantz found about the importance of parents' involvement in education and influence students' academic achievement. She stated that parents' involvement has become an essential variable that positively influences students' achievement. The success of parents' involvement in students' academic lives is critical depends on how parents react toward the children (Pomerantz, Moorman, & Litwack, 2007). Parents' involvement is a crucial factor to improve students' achievement. Parental involvement can increase children's motivations in their academic achievement through its impact on the children's attitudes related to school. And as parents who care about their children especially in their

academic at school (Sultana & Rosli, 2016). Therefore, parents' involvement is related and has an important role in student's achievement.

Furthermore, most of parents in Indonesia thought that their responsibilities for their children's education is not really important to support their children's academic achievement. The students' motivation, students' intelligence, students' family condition and school facility are the possible factors that affect the students' achievement. Because from their family condition and student's family background, we can see the condition of students such as social- economic and student's problem (Artasthana & Marhaeni, 2017). Parents in Indonesia, mostly, do not realize that education does not only take place in school, but also in home and a community. It is important for parents to involve in their children's education, especially in English. Furthermore, in Indonesia especially at public school, it is quite rare to find any case where parents are really active at giving their school-participation (Wei, Den Brok, & Zhou, 2009).

Based on the preliminary study, the researcher took the report book from for first semester and the data showed that English score of the students given by the teacher, there were many students who got low score and could not reach the school's minimum standard criteria of English subject (75) at the school. Furthermore, based on the interviewed the English teacher of the public school, there are some students do not understand English language because the students do not know the meaning of the word. In addition, teacher said that the one of the factors that affect student achievement is parental involvement and other factors such as social economic status and family environment. Besides, the researcher also interviewed the parents of the students. According to them, their children are not interested in learning English at home and there are some parents have a low economy and they cannot send their children to the private course especially in English class.

Furthermore, many researchers tried to find out the correlation between parents' involvement and students' English achievement. A study that had been done by Khoiri (Khoiri, 2017), Djalil (Djalil & Defianty, n.d.) and also Sultana and Rosli (Sultana & Rosli, 2016) showed that there was a medium correlation between parents' involvement and student english achievement. On the other hand, the result was in contradiction with study by Hasanah who found that there was no significant correlation between parents' involvement and student English achievement (HASANAH, 2020).

The researcher assumes that the more often parents' involvement with the students, the better their English achievement will be. Therefore, to prove it, the researcher conducted a study that aims to find out whether or not there was a significant correlation between parents' involvement and English achievement, especially the public high school students in Pangkalpinang.

Method

In this study, the research method used was quantitative with a correlational design. According to Creswell, quantitative research is a type of educational research in which the researcher decided what to study asked specific, narrow questions, collected quantifiable data from participants, analyzed these numbers using statistics and conducted the inquiry in an unbiased object manner (J. Creswell, 2008). This research investigated the relationship between the two intended variables parents' involvement and students' English achievement. Then, there are two variables such as independent variable and dependent variable. The independent variable (X) in this study was parents' involvement while students' English achievement was the dependent variable (Y).

Population can be defined as the entire and broader group of people, or objects that would like to use by the researcher to draw conclusions and the results of the study (Wallen & Fraenkel, 2013). The population of this study was 6 classes consisting of 170 students at the seventh grade of SMP Negeri 9 Pangkalpinang. Sample is the minimum number to represent a selective population that is examined to gain the data or information about the whole (J. W. Creswell & Garrett, 2008). The sample of this study was 85 students from three classes. Simple random sampling technique is a randomly sample selected subset of a population. In this sampling method, each member of the population has an exactly equal chance of being selected (J. W. Creswell & Garrett, 2008).

In analyzing the data, the researcher used the procedure as follows:
1.   The researcher gave the questionnaire to obtain the data about the parents' involvement in students' achievement.
2.   The Researchers presented the data about student scores contained in report book to determine their learning achievement.

3.   The researcher used Pearson Product-Moment Correlation in analyzing the data about whether or not there was a correlation between parents' involvement and students' achievement. The formula is presented as follows:

In which:
Rxy   = the correlation between parents' involvement and students' English achievement
N   = the number of respondent
X   = the parents' involvement score
Y   = the students' English achievement score
ΣX   = the sum of parents' involvement scores
ΣY   = the sum of English achievement scores
ΣX2   = the sum of squares parents' involvement scores
ΣY2   = the sum of squares English achievement scores
(ΣX)2   = the squares of the sum of parents' involvement scores
(ΣY)2   = the squares of the sum of English achievement scores
ΣXY2   = the sum multiple of parents' involvement scores and English achievement score

Validity test is very important in all forms of research because validity is the criteria of good instrument (Gay, Mills, & Airasian, 2009). Before distributing the questionnaire to the samples of this research, the researcher validated the questionnaire first. There were 25 questions that the Researcher used for validation. From these 25 questions, there were 20 questions passed the validation and can be used for this research. Then, reliability test refers to the consistency of the instrument even though it used repeatedly in different time (J. Creswell, 2008). From the result of reliability, that the questionnaire was reliable because r-result > r-table.

Results

1. The Result of Parents' Involvement
a. Descriptive Statistics of Parents' Involvement Questionnaire
The statistical score of the parents' involvement was analyzed by using descriptive statistics frequencies to know mean, mode, median, and standard deviation score. The following table determined the descriptive analysis of parents' involvement:

Table 1. The Result of Descriptive Statistics Frequencies of Parents' Involvement

Statistics

N	Valid	85
	Missing	0
Mean		54.76
Median		56.00
Mode		42
Std. Deviation		10.404
Range		39
Minimum		34
Maximum		73
Sum		4655

From the table above, the respondents of this study were 85 students. It was found that the mean of parents' involvement questionnaire score was 54.76. The median or the middle score of questionnaire was 56.00. Then, the mode or the score that appears the most was 42. In addition, the maximum score gained by the students was 73 and minimum 34. Then, the standard deviation was 10.404.

Furthermore, to know the description of parents' involvement questionnaire, the researcher used central tendency (mean) which described aspect of parents' involvement. The result of mean was compared to the following table:

Table 2. Mean of Variable X (Parents' Involvement)

Aspects	Indicators	Mean	Criteria
Parents' Socio economic	Parents as advocate in economy	2.32	Medium
Parents' Environment	Parents as motivator	3.02	Strong
	Parents as monitor	2.50	Medium
	Parents as model	3.27	Strong
Total		**2.73**	**Medium**

As seen in the table 2, the parent's involvement in parents' socio economic, especially parents as advocate in economy showed the mean 2.32, so it was categorized as medium criteria. Then, in parents' environment, especially parents as motivator showed the mean 3.02, so it was categorized as strong criteria. Parents as motivator showed the mean 2.50, so it was categorized as medium criteria. And the last, parents as model showed the mean 3.27, so it was categorized as strong criteria. The total of the 20 items was 2.73 and it was in medium criteria. Thus, it means that the parents' involvement was medium or good enough.

b. **The Percentage of Parents' Involvement Questionnaire per item**

The maximum score for the questionnaire was 80 if from 85 students answered in scale 4 for one item questionnaire and the minimum score was 20, if from 85 students answered in scale 1 for one item questionnaire. The table below showed the percentage of questionnaire per items:

Table 3. The Percentage of Parents' Involvement per Items

Item	Percentage			
	Never	Sometimes	Often	Always
1	1,17%	5,88%	43,52%	49,41%
2	1,17%	42,35%	24,70%	29,41%
3	10,58%	22,35%	45,88%	21,17%
4	18,82%	31,76%	34,11%	15,29%
5	36,47%	28,23%	29,41%	5,88%
6	29,41%	18,82%	14,11%	41,17%
7	47,05%	20%	7,05%	25,88%
8	2,35%	14,11%	15,29%	68,23%
9	2,35%	22,35%	25,88%	49,41%
10	5,88%	34,11%	43,52%	16,47%
11	15,29%	35,29%	37,64%	11,76%
12	34,11%	32,94%	29,41%	3,52%
13	34,11%	35,29%	10,58%	20%
14	10,58%	37,64%	21,17%	30,58%
15	2,35%	27,05%	29,41%	41,17%
16	7,05%	28,23%	35,29%	29,41%
17	3,52%	43,52%	29,41%	23,52%
18	9,41%	16,47%	43,52%	30,58%
19	0	30,58%	32,94%	36,47%
20	14,11%	48,23%	11,76%	25,88%

2. **The Result of Students' English Achievement**
   a. **Descriptive Statistics of Students' English Achievement**

Table 4. The Result of Descriptive Statistics Frequencies of Students' English Achievement

Statistics

N	Valid	85
	Missing	0
Mean		77.27
Median		76.00
Mode		75
Std. Deviation		11.553
Range		60
Minimum		38
Maximum		98
Sum		6568

The descriptive result of student's English achievement score can be seen as follow and based on the table above, the respondents of this study were 85 students. The data in the table showed that the maximum score gained by students was 98 and the minimum score was 38. Then, the range score between the highest and the lowest score was 60, the mean or the average score obtained by the students was 77.27 and the standard deviation was 11.553.

b. **The Criteria and Percentage of Students' English Achievement**

In this research, to know the criteria of the result students' English achievement, the researcher used frequency and percentage score which described each of students' English achievement. The result can be seen as follows:

Table 5. The Result of Criteria and Percentage of Students' English Achievement.

Standard Assessment	Criteria	Frequency	Percentage
≤ 60	Low	6	7.06%
61 – 75	Medium	33	38.8%
76 – 85	High	23	27.06%
86 – 100	Very High	23	27.06%
Total		85	100%

As shown in table, the criteria of students' English achievement showed that there were 6 or 7.06% students who were in low criteria. There were 33 or 38.8% students in medium criteria. And 23 or 27.06% students were in high criteria. Then, 23 or 27.06% students were in very high criteria.

3. **Statistical Analysis of the Correlation between Parents' Involvement and Students' English Achievement.**
   a. **The Normality Test**

The normality test was conducted to see if the data distribution was normal or not. The Kolmogorov-Smirnov test was used to test the normality of the data. Data was normally distributed if the significant value is > 0.05, and it was said to be abnormal if the significant value is < 0.05.

Table 6. The Results of Normality Test

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		85
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	11.16799595
Most Extreme Differences	Absolute	.058
	Positive	.044
	Negative	-.058
Test Statistic		.058
Asymp. Sig. (2-tailed)		.200[c,d]

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.
d. This is a lower bound of the true significance.

As seen in the table above, it shown that the normality test had a significance value of 0.200 > 0.05, it could be concluded that the residual value was normally distributed.

b. The Correlation between Parents' Involvement and Students' English Achievement.

The Pearson Product-Moment formula was used to analyzed the correlation between parents' involvement as independent variable (X), and students' English achievement as dependent variable (Y). The result of calculation was compared with the critical value in a table of significance level 5% or 0.05. The correlation was significant if the r_{xy} was higher than r_{table}, and vice versa The result of correlation between X and Y variable and coefficient correlation value was showed in following table.

Table 7. The Result of the Correlation Pearson Product-Moment Analysis between Parents' Involvement and Students' English Achievement

Correlations

		Parents' Involvement	English Achievement
Parents' Involvement	Pearson Correlation	1	.256[*]
	Sig. (2-tailed)		.018
	N	85	85
English Achievement	Pearson Correlation	.256[*]	1
	Sig. (2-tailed)	.018	
	N	85	85

*. Correlation is significant at the 0.05 level (2-tailed).

Table 8. The Interpretation of Pearson Correlation

The score of "r" product moment (rxy)	Interpretation
0.00 - 0.19	Very Weak

0,20 - 0,39	Weak
0,40 - 0,59	Medium
0,60 - 0,79	High
0,80 – 1,00	Very High

The table above shown the information about the result of correlation Pearson Product-Moment analysis, it obtained that r_{xy} was 0.256 and the critical value in r_{table} at the significant level 5% was 0.213. It meant that r_{xy} 0.256 > r_{table} 0.213. So, the correlation was positive.

Then, the correlation result between the two variables was also classified into interpretation coefficient correlation value r_{xy} categories as stated in table 9. From the result of r_{xy} = 0.256 was in the interval 0.20 – 0.39. It means that the correlation between parents' involvement (X) and students' English achievement (Y) was in weak category.

Moreover, the Researcher concluded that from the four aspects of parents' involvement, parents as advocate in economy was 0.255, it was in interval 0.20-0.39 was categorized as weak. Parents as motivator was 0.256, it was in interval 0.20-0.39 was categorized as weak. Then, parents as monitor was -0.100, it was in interval 0.00-0.19 was categorized as very weak. And the last, parents as model was 0.284, in interval 0.20-0.39, it meant that parents as model was categorized as weak. It can be concluded that the biggest aspects of parents' involvement in in the school, especially the seventh grade students, was parents as model aspect.

c. **Determination of Coefficient**
Determination of coefficient (r^2) is the number or index which is used to know how much independent variable (X) contributes dependent variable (Y). This formula was used to find the result of determination of coefficient:

$$R = r^2 \times 100\%$$
$$= (0.256)^2 \times 100\%$$
$$= 0.065 \times 100\%$$
$$= 6.5\%$$

Where:
R = value of determinant coefficient
r^2 = value of the squared correlation coefficient

Based on the result, the independent variable parents' involvement (X) had contribution of 6.5% to students' English achievement (Y), and the remain was given by other factors.

d. **The Hypothesis Test (Significance Level t-score)**
This hypothesis of this research was stated in Chapter II. The hypothesis must be tested and analyzed in order to know whether it was acceptable or not. And the statistical hypotheses were as follows:
If p-value < 0.05, H_0 is rejected, and H_a is accepted;
If p-value > 0.05, H_0 is accepted, and H_a is rejected.

Table 9. The Result of Hypothesis Test

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	61.712	6.566		9.398	.000
	Parents' Involvement	.284	.118	.256	2.411	.018

a. Dependent Variable: English Achievement

Based on calculation of the significance t-test, it was found that p-value = 0.018 and coefficient significance level 5% or 0.05. It means that 0.018 < 0.05, so H_a was accepted. In other words, there was a significant correlation between parents' involvement and English achievement of public high school students in Pangkalpinang.

Discussions

Based on the total of mean score, the Researcher found that the parental involvement on students' English achievement was in medium criteria. Parental involvement has been identified as positively impacting students' learning abilities and achievement. It is related to Xuesong's statement that in language learning research, parental involvement is commonly considered to contribute to learners' language learning and Asian parents are often closely involved in their children's second or foreign language learning (Xuesong, 2006). Then, parents give their best motivation and support to their children in order to have the best achievement in English language learning. The researcher had done the research by using parents' involvement questionnaire by Sultana and Nurani which consist of 4 aspects of parents' involvement, there were parents as advocate in economy, parents as motivator, parents as monitor, and parents as model. The data was analyzed through descriptive statistical analysis by using SPSS statistic program version 25. Additionally, the mean results of the four aspects of parents' involvement were parents as advocate in economy was in medium criteria, parents as motivator was in strong criteria, parents as monitor was in medium criteria, and parents as model was in strong criteria. The highest mean of parents' involvement aspect was in parents as model which was in strong criteria. In language learning, parent act as a role model for their children. parents can provide a language environment at home (Sultana & Rosli, 2016). Parents should guide their children in imitating an English language words or sentences, or teaching how to response the simple conversation in English. This can increase children's self-confidence in producing English language. Then, parents serve as role models not only through direct interactions with their children, but through the examples they set with their attitude and behavior within the family and in the outside world. In theory, parents set up or refuse stimulating environments; they are models to be reproduced by their children in sex roles, milleau, language and beliefs (Pitcher, Lasher, Feinburg, & Braun, 1974). Furthermore, students who hear their parents at home interacting each other in a foreign language may have more appreciation of the usefulness of the target language than those who do not have this opportunity. Therefore, the role of parents as model was very important to their children language achievement. This was in line with Chamber's statement that students who hear the target language spoken at home and who claim to know people who speak the target language as their mother tongue, may be more aware of the usefulness of the target language. Therefore, parents give their best motivation and support to their children in order to have the best achievement in English language learning (Chambers, 1999).

The data was obtained by using documentation, especially students' report book from the seventh grade students. The Minimum Standard Criteria (KKM) at the school was 75. So, if the students' English score in the report book was high, then the student had high English achievement as well, vice versa. From the data that analyzed, the criteria of students' English achievement showed that there were 6 or 7.06% students who were in low criteria. There were 33 or 38.8% students in medium criteria. And 23 or 27.06% students were in high criteria. Then, 23 or 27.06% students were in very high criteria.

Based on the analysis of the correlation, there was a significant correlation between parents' involvement (X) and students' English achievement (Y) of the seventh grade students. Furthermore, from the result, it obtained that r-xy higher than the r-table. So, the correlation was positive. Based on the result of r-xy, the correlation between variable X and Y was in weak category. In addition, the result of the biggest aspect of the correlation between parents' involvement and students' English achievement involvement, especially the seventh grade students, was parents as model aspect. Moreover, based on the determination of coefficient obtained, parents' involvement was considered to have contributed as much as 6.5% to achievement in reading, and the remains indicated that there were other factors which influence students' English achievement such as personality, motivation, attitudes, anxiety, aptitudes, intelligence, age, self-identities, and so on. In addition, based on the hypothesis test, p-value higher than the coefficient significance level 5%. It meant Ha was accepted, and Ho was rejected. In other words, there was significant correlation between parents' involvement and students' English achievement.

This finding was in line with the first, second, and third previous related studies, which stated that there was a significant correlation between parents' involvement and students' English achievement involvement. But, the researcher's result was contradicted with first, second, and third study. Their

correlation results were in medium category whereas the researcher's were in weak category. Moreover, it was contrast with the fourth study, that stated that there was no significant correlation between parents' involvement and students' English achievement involvement.

To sum up, the data interpretation showed a finding that parents' involvement and students' English achievement correlates each other. Parents' involvement gives contribution 0.256 or 6.5% to students' English achievement. It means that the higher parents' involvement, the better English achievement that students would get. This proved that the parental involvement can help students in learning achievement. There were many ways for parents to help their child's learning to increase the achievement such as: help children in doing homework, supervise children learning at home, monitor children educational progress, and keep in communication with school and community that can increase children's achievement. Therefore, the students' achievement was positively correlated to the parents' involvement. The parents' involvement can contribute greatly to children's language development, achievement, disposition, attitudes, and expectations in schooling.

Conclusions

Based on the analysis of the data during research at seventh grade students of high school about the correlation between parents' involvement and students' English achievement, the reseacher concluded that there were several conclusions. They were:

First, the results of the parents' involvement on English achievement of seventh grade students in Pangkalpinang: the mean score was 54.76. The maximum score gained by the students was 73 and minimum score was 34 and the sum score of parents' involvement questionnaire was 46.55. and the last, the median score was 56.00. From the result, the parents' involvement questionnaire of seventh grade students was in medium criteria. Additionally, based on the four aspects of parents' involvement, the highest mean score of parents' involvement aspect was in parents as model which was in strong criteria with mean score 3.27.

Second, the result of the students' English achievement showed that the value of mean students' English achievement was 77.27. The sum of students' English achievement score was 65.68. The median was 76.00. And the last, the maximum score gained by the students was 98 and the minimum score was 38. The students' English achievement revealed that 7.06% students in low criteria, 38.8% students in medium criteria, 27.06% students in high criteria, and 27.06% students in very high criteria.

The last, the result of the correlation between parents' involvement and students' English achievement revealed that there was a significant correlation. It could be seen from the result of the hypothesis testing which showed that the r-xy was higher than r-table (0.256 > 0.213) at significance level 5%. In other words, there was positive correlation between parents' involvement and students' English achievement. Furthermore, it was found that p-value was 0.018 and coefficient significance level 5%. It meant that 0.018 < 0.05. Then, the null hypothesis (H0) was rejected, so therefore the alternative hypothesis (Ha) was accepted. It could be said that there was significant correlation between parents' involvement and students' English achievement. The correlation was significant with the determination of coefficient (r2) value 6.5%. It could be concluded that the contribution of parents' involvement toward students' English achievement (r2) 6.5% and 93.5% remains was affected by other factors. And then, the findings indicted that parents' involvement had a quite important role in students' English achievement. Parents' involvement could increase children's motivations in their academic achievement through its impact on the children's attitudes related to school. Moreover, the parents who care about their children especially in their academic at school could help their children to achieve success in learning. The concluding of this research, there was a significant correlation between parents' involvement and students' English achievement seventh grade students of public high school in Pangkalpinang.

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