

**THE CORRELATION BETWEEN PARENT'S INVOLVEMENT AND GRADE EIGHT
ENGLISH LEARNING ACHIEVEMENT AT MTSN 1 PADANG PARIAMAN DURING
COVID-19**

Thesis Proposal

Submitted as partial fulfillment of the requirements for the degree of Bachelor of Education

(B.Ed) in English Department Faculty of Language and Arts



INTAN KRISNA JULIATI

17018046

Advisor:

Dra. Aryuliva Adnan, M.Pd.

NIP: 19630701 198803 2 001

**ENGLISH DEPARTMENT
FAKULTAS BAHASA DAN SENI
UNIVERSITAS NEGERI PADANG**

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HALAMAN PERSETUJUAN SKRIPSI

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Nama : Intan Krisna Juliati

NIM : 17018046/ 2017

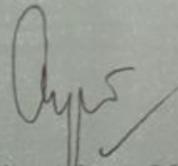
Program studi : Pendidikan Bahasa Inggris

Jurusan : Bahasa dan Sastra Inggris

Fakultas : Bahasa dan Seni

Padang, Juli 2022

Disetujui Oleh,
Pembimbing



Dra. Arvuliva Adnan, M.Pd.
NIP. 196307011988032001

Diketahui Oleh,

Ketua Jurusan Bahasa dan Sastra Inggris



Desvalini Anwar, S.S., M.Hum., Ph.D
NIP. 197105251998022002

HALAMAN PENGESAHAN LULUS UJIAN SKRIPSI

Dinyatakan Lulus Setelah Dipertahankan Di Depan Tim Penguji Skripsi

Jurusan Bahasa dan Sastra Inggris Departemen Bahasa dan Seni

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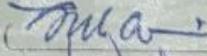
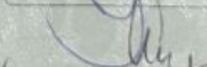
Nama : Intan Krisna Juliati
NIM/BP : 17018046/ 2017
Program Studi : Pendidikan Bahasa Inggris
Departemen : Bahasa dan Sastra Inggris
Fakultas : Bahasa dan Seni

Padang, 29 Juli 2022

Tim Penguji

1. Ketua : Dr. Zul Amri, M.Ed.
2. Sekretaris : Yetti Zainil, M.A., Ph.D.
3. Anggota , : Dra. Aryuliva Adnan, M.Pd.

Tanda Tangan

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()
()



KEMENTERIAN PENDIDIKAN KEBUDAYAAN,
RISET DAN TEKNOLOGI
UNIVERSITAS NEGERI PADANG
DEPARTEMEN BAHASA DAN SASTRA INGGRIS
Kampus Selatan FBS UNP Air Tawar, Padang 25131 Tlp. (0751) 447347
Web: <http://english.unp.ac.id>



SURAT PERNYATAAN TIDAK PLAGIAT

Saya yang bertanda tangan dibawah ini:

Nama : Intan Krisna Juliati
NIM/TM : 17018046/ 2017
Program Studi : Pendidikan Bahasa Inggris
Departemen : Bahasa dan Sastra Inggris
Fakultas : Bahasa dan Seni

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Diketahui oleh:
Ketua Jurusan Bahasa dan Sastra Inggris

Desvalini Anwar, S.S, M.Hum., Ph.D.
NIP. 197105251998022002

Saya yang menyatakan,



Intan Krisna Juliati
NIM. 17018046

Intan Krisna Juliati. (2022). The Correlation Between Parent's Involvement and Grade Eight English Learning Achievement At MTsN 1 Padang Pariaman During Covid-19

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ABSTRACT

During the COVID-19 pandemic, many schools are required to conduct distance learning or online learning. English is one of the important subjects that students should master to achieve good achievement. One of the causes influencing students' results in learning that became an essential role in affecting students' results in learning is the involvement of parents. This study aims to find out a significant correlation between parents' involvement and grade eight students' English learning achievements at MTsN 1 Padang Pariaman during covid-19 in the academic year 2021/2022. This research used quantitative research with a correlational design. This research involved 35 of the eight-grade students of MTsN 1 Padang Pariaman. The random sampling technique was used in this research. A positive correlation is found between parents' involvement and students' English achievement by founding the r_{xy} (0.476), which is bigger than the r_{table} (0.334). It is considered that the null hypothesis (H_0) in this research is rejected, and the alternative theory (H_1) is accepted, which claims a correlation between parents' involvement and students' English achievement. In conclusion, there is a positive correlation between parents' involvement and students' English achievement. It means that the higher parents' involvement in students' English learning, the better their English achievement is.

Keywords: Parents Involvement, English achievement, Pandemic

Intan Krisna Juliati. (2022). Hubungan Keterlibatan Orang Tua dengan Prestasi Belajar Bahasa Inggris Siswa Kelas VIII MTsN 1 Padang Pariaman Selama Pandemi Covid-19

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ABSTRAK

Di masa pandemi COVID-19, banyak sekolah yang diwajibkan melakukan pembelajaran jarak jauh atau online learning. Bahasa Inggris merupakan salah satu mata pelajaran penting yang harus dikuasai siswa agar dapat memperoleh prestasi yang baik. Salah satu penyebab mempengaruhi hasil belajar siswa yang menjadi peranan penting dalam mempengaruhi hasil belajar siswa adalah keterlibatan orang tua. Penelitian ini bertujuan untuk mengetahui hubungan yang signifikan antara keterlibatan orang tua dengan prestasi belajar bahasa Inggris siswa kelas delapan di MTsN 1 Padang Pariaman selama masa covid-19 tahun ajaran 2021/2022. Penelitian ini menggunakan penelitian kuantitatif dengan desain korelasional. Penelitian ini melibatkan 35 siswa kelas VIII MTsN 1 Padang Pariaman. Teknik random sampling digunakan dalam penelitian ini. Peneliti menemukan bahwa ada korelasi positif antara keterlibatan orang tua dan prestasi bahasa Inggris siswa. Hal ini dibuktikan dengan r_{xy} (0,476) yang lebih besar dari r_{tabel} (0,334). Hipotesis nol (H_0) dalam penelitian ini dianggap ditolak dan hipotesis alternatif (H_1) yang menyatakan bahwa ada hubungan antara keterlibatan orang tua dengan prestasi belajar bahasa Inggris siswa diterima. Kesimpulannya, ada korelasi positif antara keterlibatan orang tua dan prestasi bahasa Inggris siswa. Artinya, semakin tinggi keterlibatan orang tua dalam pembelajaran bahasa Inggris siswa, semakin baik prestasi bahasa Inggris mereka.

Kata Kunci: Keterlibatan Orang Tua, Prestasi Belajar Bahasa Inggris, Pandemi

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The Researcher

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CHAPTER I

INTRODUCTION

1.1. Background of the Problem

Being the media to communicate to the world, English contributes to living standards for any country. It is also a need for Indonesia to become a developed country. Moreover, Indonesia also emphasizes, particularly for students, how important to learn English language. The language would help them to catch broad areas and join in any international competition and even business and become a developed country.

In school, English is one of the important subjects that students should master in order to get a good achievement. Therefore, students have to be good and utilize English to improve their abilities. Mastering English as an international language is a bridge to connect to the world that is one of the keys of improving self-confidence to join in the international competition. Nonis, S. A., & Hudson (2010) stated that the goal of mastering English to access the global network and competition is the main purpose of learning process and a factor of successes in the future. In education, particularly in the learning process, academic achievement gets a really significant attention (Illahi, & Khandai., 2015).

English learning achievement is influenced by many factors. Intelligence is not only the factor influencing students' achievement. Michael (2009) said that students'

motivation, students' learning style, environment, educators, and involvement of parents are the other factors that can influence the achievement. It will be influenced by an assortment of variables. The variables come from internal and external factors of the students themselves that affect the students' results in English learning (Yaghoubi, A., & Rasouli., 2015).

Currently, Coronavirus (Covid-19) widespread is the greatest issue of worldwide health (Maggioncalda, 2020). Because the widespread, Covid-19 is admitted as one of the human history critical problems lately (Crabtree, 2020). The effect has brought significant disruptions to education across the world (Abidah et al., 2020). Nearly 60.2 university lecturers and schoolteachers in teaching their students have used the online learning method (UNESCO, 2020). Studying through online learning becomes the safest process during this pandemic.

Indirect (online) learning is a set of learning in which teachers interact and deliver material to students through internet access utilizing certain technological devices or applications. Many universities and schools have to change their learning process through online classes. In fact, the researcher found that online classes for students are a novelty in their education. Students argued they get used to learning directly face to face with the teacher by going to school. They get difficulty in adapting to this new learning process. She also found that needs time for students in adapting and understanding how to utilize a learning application. The reasons were such as their connection problem, the link that expired for several devices, or their lack of interest of in using technology.

In fact, one of the causes influencing students' results in learning that became an essential role in affecting students' results in learning is the involvement of parents. Pena (2000) adds that positive benefits that students get when their parents give contribution on the students' academic process where the most important of that is improving students' achievement. Additionally, Halawah (2006) stated that less involved parents in their children's schoolwork are associated with low academic achievement. That is how students get the most benefit when their parents mostly get involved with their educational learning process. Also, Alvaera (2009) added that parents' involvement is an essential factor through their encouragement and contribution at home, and any places that influence their achievement.

Furthermore, one of the factors that influence students' achievement is parents who will play a significant person in their children's academics whether as a guide or tutor for their online learning process, especially in learning English. In fact, it was found that at the school in Covid-19 situation a few parents give contribution on their children's academics such as supervising and guiding their learning process or direct discussion about their children's development in school, but their children still got a low achievement in learning English.

Moreover, when the researcher did her teaching practice program at MTsN 1 Padang Pariaman in the academic year 2020/2021, she found that many parents seem ignorant of current educational practice, and only around 35% in that class try to give contribution on their children's online learning process. In addition, she found that some busy parents expected their children to do well in education, but they had no

time to give contribution on their learning process. It was found this situation in her teaching practice program when teachers' homeroom was doing home visits to students who have problems in their academics, whether they have problems with grades or attendance. As a result, their children get less motivation to study English from their parents and could be one factor that affects their English achievement. Afolabi (2014) stated that all parents' support and encouragement in school activities as the overall belief promotes students' academic success. Briefly, as the persons who are closest to the students, parents are responsible to make their children realize that English is an essential language.

On the other hand, it was found that there was high awareness of around 35% of parents related their children's English learning improvement and the importance of English during the researcher's teaching practice program. Mostly, parents who always discuss their children's academics with the teacher are actually students with good achievement and always follow up the online learning process actively. By visiting the English teacher, parents asked and discussed how their child whether or not having an improvement in learning English. They usually discuss any kind of tasks and their children's attendance during the English lesson. Furthermore, some parents also asked English teachers to pay more attention and guide their children to have a good competence in English as their awareness on how English will be useful for their children.

Parents' involvement is the most important factor that can control students to get the best achievement in their school. It is due to the fact that parent became their first teacher. Additionally, Evaries (2007) stated that parents' involvement in their student's academic achievement cannot be set too low. She also added parents' involvement is a good strategy to help students in knowing, learning, and building their potential. In case, some parents do not consider that parents' involvement is one of the top priorities. Any reasons could be the problem for this situation.

Hill (2009) asserted that many more problems, rigid schedules of work, limited information access, problems of transportation, and worry because of living in the downside environments faced by parents who have lower socioeconomic backgrounds. Similarly, Lee, J., & Bowen, N. K. (2006) stated that norms of the community, limited information access, and low education achievement are the problems of parents to involve in their children's education. They also asserted that positively families' social capital connect to students' learning result, rates of graduation, the achievement of higher education, encouragement, and contribution at school. As a result, parents may be intimidated by the language, curriculum, and staff. Then, they have lack communication with the educators (Flynn, 2007). In addition, Forey, et al. (2016) claimed that the three most common causes of parents' difficulties in getting involved with their children's language learning are limited time, low competence and low English knowledge.

On the other hand, several studies have discussed parent's involvement and its impact on their achievement especially in learning English. Nurmawa'izatillah (2015) conducted a study entitled *The relationship between parents' involvement and students' English learning achievement*. It is a correlational study conducted on the students grade VIII of SMP Ibu Pertiwi. This study aims to find out the relationship between parents' involvement and students' English learning achievement. Briefly, the study revealed that there is a significant and positive relationship between parents' involvement and students' English learning achievement. In line with that, Fauzji (2016) also conducted a study entitled *The relationship between parents' involvement and students' English achievement*. The questionnaires and English final test in the odd semester were used to collect the data of this study. The study showed a positive correlation between parents' involvement and students' English achievement. It means that the higher parents get involved in students' English learning, the better the children's English achievement is.

Moreover, Hasanah (2020) conducted a study entitled *The relationship between parental involvement and students' English learning achievement at SMP IT Al-Ihsan boarding school Riau*. The study revealed that there is no significant relationship between parents' involvement and students' English achievement academic at grade VIII of SMP IT Al-Ihsan Boarding School Riau. This relevant study has happened before the pandemic, which means the learning process has a

different method. Thus, the research has a different situation which is students fully studying at home and parental involvement will have a bigger role than before.

Moreover, the researcher still does not find any study about this correlation that is done during the pandemic. In fact, she also found that most parents are actively get involved in their students' academics are the students with a well achieved for their English lesson. Mostly only 50 percent of students in each class passed their English examination of mid-semester at MTsN Padang Pariaman when the researcher doing the practice program in October 2020. This situation cannot be denied that parents' involvement has important reasons for their achievement during their online learning. The researcher also did a home visit, and she found that many parents do not aware of how important their role being guidance also tutor during this online learning. In addition, the students get difficult in managing time to join their online class. The researcher assumed that there will be a positive relationship between parents' involvement in students' English learning result.

Therefore, it is interested to find out the correlation between parents' involvement and students' English academic achievement. Online learning as the development of traditional pedagogy makes the most influence on students' achievement. Then, parents' involvement is one of the factors that will define the success of an indicator. It is assumed that the more parents get involved in their children's English learning, then the more positive impact that students get on their academic achievement. As a result, it is needed to find out the relationship in

implementing the policy to get the standard of success and to show the students' opinion. Therefore, a study entitled *The Correlation between Parent's Involvement and Grade Eight English Learning Achievement at MTsN 1 Padang Pariaman During Covid-19* is really needed to be conducted.

1.2. Identification of the Problem

Based on the background above, the main problem is to find out in the correlation between parent's involvement and student academic achievement in learning English during the pandemic Covid-19. Moreover, there are several issues that also can be identified as follows; Exploring the factors that can influence student English achievement during the pandemic. There are several reasons that can influence students' English achievement. The reasons could be more variation due to the pandemic; Exploring a change in the learning method for students or teachers from offline to online due to Covid-19. Most students were not prepared for changes in teaching processes and learning styles. By learning from home, they are not under the direct control of the teacher in the learning process; exploring the difficulties in learning English during Covid-19.

1.3. Limitation of the Problem

To avoid misinterpretation and clarify the problem, establishing limitations of the problems is important to do. The present study will focus on parent's involvement in learning English as a motivator, advocate in the economy, monitor, and model. As the

researcher did the Teaching Practice Program in MTsN 1 Padang Pariaman, this problem of the discussion will be limited on the students' English achievement in the even semester at second grade of Madrasah Tsanawiyah Negeri I Padang Pariaman.

In line with the identification of the problem, this study focuses on finding out further information and the correlation between parent's involvement and student's English achievement especially for the eighth-grade of MTsN 1 Padang Pariaman during the pandemic in their even semester 2021 /2022.

1.4. Formulation of the Problem

To solve the problem systematically, the researcher makes the formulation of the problem become "Is there any significant correlation between parents' involvement and grade eight students' English learning achievements at MTsN 1 Padang Pariaman during covid-19 in the academic year 2021/2022?".

1.5. Research Questions

The problem of this research devised into the following question:

How does the correlation between parents' involvement and grade eight students' English learning achievements at MTsN 1 Padang Pariaman during covid-19 in the academic year 2021/2022?

1.6. Purpose of the study

Based on the research question before, the aims of this study as follows:

To identify the correlation between parents' involvement and grade eight students' English learning achievements at MTsN 1 Padang Pariaman during covid-19 in the academic year 2021/2022?

1.7. Significance of the Study

The significance of the study is to explain the correlation between parents' involvement and students' academic achievement in learning English during the pandemic Covid-19. The results of this study will serve as an input for parents and teachers to gain their participation in the process of teaching English to students. One of the factors affecting achievement is parents' involvement in student's education should be a consideration for parents and teachers to improve their students' achievement, especially in learning English. Parents can provide any supported thing in learning conditions to help their children in learning English during this pandemic situation. It is hoped this study will be beneficial for those who are interested in studying parents' involvement and it needs suggestions for some improvements related to knowledge and skills.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

5.1. Conclusions

This research was proposed to answer whether or not there was a significant correlation between parental involvement and English achievement. This study used correlational study to describe the data that obtained from the parents' involvement questionnaire and students' English score of mid-semester test in the even semester. The data that researched obtained was further calculated manually and supported by using the Pearson Product Moment Correlation Coefficient, through SPSS.

Referring to the research question shows a positive correlation between parents' involvement (X) and students' English achievement (Y). The r-value is 0.476, which means the correlation between the X and Y variables is moderate (0.40—0.70). The researcher also found that the p-value is 0,002. The p-value is less than the significance level (0,05), so the statistical hypothesis shows H1 is accepted, and Ho is rejected.

In addition, there is a tendency that when parents' involvement is higher, the student's English achievement can be higher. It can be said too that the parents' involvement positively influences their children's English achievement.

Moreover, learning achievement can be influenced by many factors, such as learning style, motivation, method, teachers, educational system, or educational milieu. All of the factors are allied to affect the students' achievement. The factors that influence students' learning achievement support each other.

In conclusion, parents' involvement is one of the factors affecting the students' achievement. As educational components, parents take place as educators. They also provide the educational milieu for their children, and they can also help their children reach better achievement in English subjects.

5.2. Suggestions

5.2.1. For Teacher and School

1. The English teachers should involve parents in students' home assignments in order to enhance students' English achievement.
2. School should facilitate parent and teacher a meeting to discuss students' development in learning, especially in English learning.
3. The English teachers may also encourage parents to comment on assignments (e.g., areas of difficulty for the student, student and parent responses to interactive homework).
4. The English teachers should build communication with parents in order to share information and experiences to improve student learning outcomes.

5.2.2. For Parents

1. Parents should realize that they are the first educators who provide an education for their children.
2. Parents should get engaged in their children's English learning as a foreign language. Parents could be involved as an advocate for the economy, a motivator, a monitor, and a model.

3. Parents should help teachers develop students' English achievement by engaging themselves in students' English learning at home.

5.2.3. For Future Researcher

This research is expected to provide benefits for other researchers. The other researchers can develop this research as a reference and inspiration to conduct research related to this field.

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