

THE CORRELATION BETWEEN STUDENTS' ENGLISH ACHIEVEMENT AND PARENTAL GUIDANCE OF THE EIGHTH GRADE STUDENTS AT MTsN ARYOJEDING IN THE ACADEMIC YEAR 2021/2022

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Abstract

English is not only be acquired through formal education, but also can be obtained from non-formal education, especially from their family. Families have a responsibility in the education of their children. Parental guidance is needed to help student achievement to the fullest. This is because parents know their needs will provide supervision of students, support to students in learning. The statement of problem from this research are (1) How is the students' English achievement of eighth grade at MtsN Aryojeding; (2) How is parental guidance of eighth grade at MtsN Aryojeding; (3) Is there any correlation between the students' English achievement and the parental guidance of eighth grade at MtsN Aryojeding. The objectives of this research is whether or not there is correlation between the students' English achievement and parental guidance. The research using quantitative approach of which the data obtained from students' final test and parental guidance questionnaire, then this test result was analyzed using Pearson Product Moment formula in SPSS 16.0 for windows version to find the correlation. The finding of coefficient correlation of research is 0.79. The researcher concluded that comparison that is used as a relationship with the right direction is done by the parents will provide an increase in the students' English achievement. The students should be improved the learning achievement and students need to understand how effective learning in school and at home. The parents should be able to further enhance the learning guidance to their children through encouragement and constructive guidance, complementary facilities and infrastructure. And it is suggested that the study will be useful for the future researcher as the reference to make further research especially about students' English achievement and parental guidance

Keywords: *Correlation, Students' English Achievement, Parental Guidance*

Introduction

Language is an important thing needed by human being in communication. Without language, we will not be able to communicate with others in this life, by using language we can express our feelings, ideas, and desires. Furthermore, we can interact among people in the world if we understand the language. Therefore, language is a vital means of communication. In addition, one of language is widely used all over the world, namely English. English as an international language is spoken in most international event and is used as the medium of information flow on science, technology and culture.

In Indonesia, English is not only be acquired through formal education, but also can be obtained from non-formal education, especially from their family. Families have a responsibility in the education of their children. Parental guidance is needed to help student achievement to the fullest. This is because parents know their needs will provide supervision of students, support to students in learning. According to Peters and Shertzer (Sukmadinata, 2019), guidance is coming to mean that assistance which enables the individual to move toward his fullest development. It includes examining decisions made and to be made, determining courses of action, and resolving concerns and problems. According to Purwanto explains that: "Parents play a major role in teaching, educating, providing guidance, and providing learning facilities as well as setting an

example for children in accordance with applicable moral values or behaviors that need to be avoided." (Purwanto, 2019)

Nowadays many parents who entrust children's education entirely to the school without participating in guiding their children. And the other reason is not able to guide their children because of busy work. Therefore, some of them do not receive parental guidance. These factors have an impact on the learning achievement of children.

Achievements are the results achieved by someone from a process (education). Learning achievement is one of the learning process according to the weight or value achieved (Syah, 1995). According to (Nasution, 1985) the learning achievement is the perfection achieved by a person in thinking and doing. Thus, the opinion of some authors to conclude that the achievement is the results achieved by someone from certain activities and tailored to the person's level of ability.

Based on the background of the study, the researcher takes the title "The Correlation between Students' English Achievement and Parental Guidance of the Eighth Grade Students at MTsn Aryojeding in the Academic Year 2021/2022"

The definition of learning achievement is inseparable from learning, because it is a process of teaching and learning activities, while the achievement is the result of the learning process. Actual learning achievement is one's ability acquired after the study the potential ability is the ability of the base which is owned by the disposition of the individual to achieve the feat. Actual skills and potential skills can be incorporated into a more general term that is ability.

(Syah, 1995) explain that learning achievement is the level of success of pupils / students in learning at school / boarding school which is expressed in the form of scores obtained from the results of tests regarding the number of a certain subject matter.

From the above understanding can be concluded that learning achievement is the outcome of a speech or a business that can provide emotional satisfaction, and can be measured by a tool or a specific test in the educational process and can be interpreted as the result of the learning process that is mastery, change emotional / changes in behavior that can be measured by specific tests.

(Slameto, 2020) divides two factors that affect students there are internal factors and external factors. Internal factors consist of physiological factors, Psychological factors, and fatigue factor. Physiological factors consists of two points, for the first Physical condition, Physical state or health of a person affects the learning process. The learning process will be interrupted when health is compromised, so it will affect the learning outcomes to be achieved. For the second is a state of physiological function. State the intended physiological function is anything that is closely related to the function of the five senses. The function of the five senses are very influential, especially the function of the eyes and ears for the learning process involves a process of communication between teachers and students. And then for external factors, there are family factors and environmental factors. Family factors consists of three points, for the first is the educational level of parents, the higher the parents' education level, the higher the ability to guide and direct the child to perform certain activities in the community and in the school environment. And the second is the relationship between family members is the most important thing a parent and child relationship. And the third is attention from parents, parents who give their attention to learning will certainly managed to achieve good performance, but parents who failed to give attention to the child will reduce the learning achievement. Other external factors is environmental factors, environmental factors that can affect learning achievement are grouped into two, there are: 1) natural environment, such as: the state of temperature, humidity, weather, etc. 2) Social environment such as: bustling atmosphere, the presence of others, etc

(Prawira, 2011) defines the usability of learning achievement are manifold, but which are as follows, as feedback for educators in teaching, learning achievement are used by teachers to

measure its ability to provide the material to their students, for diagnostic purposes, learning achievement serves to determine the difficulties experienced by students in a case or a specific part of the lesson or to find out difficulties or things that are not known by the students of the lessons that have been awarded, and for the purposes of guidance and counseling.

Guidance is to provide counseling, guidance, leadership, advice, influence, support, etc. This term has three wide usage. 1) Educational guidance that focuses on providing assistance and advice in school activities and tasks using instruction, testing and counseling. 2) Vocational guidance aimed at helping a person find a job that suits him. A set of tests they are very broad and diverse (intelligence tests, work, interests, talents, achievements, abilities). 3) Child guidance that highlights the vast array of potential problems in education, emotion and behavior displayed. Focus here in general is interdisciplinary and based on coordination between its aspects seeks to help children toward the development of better life. (Reber, Arthur S. & Reber, 2010).

According to Yusuf (2019), The purpose of the guidance is the completion of the study plan activities, career development and life in the future, develop all its potentials and strengths as optimal as possible, then adjust to the educational environment, the last overcome obstacles and difficulties in the study. (Yusuf, Syamsu & Nurihsan, 2019)

The function of the guidance according to Joseph (2019) are (1) Understanding, which help students in order to have an understanding of his potential and the environment (education, employment, and religious norms). Based on this understanding, the individual is expected to develop his potential optimally, and adapt itself to the dynamic environment and constructive;(2) Preventive, the counsellor tries to continually anticipate problems that may occur and try to block it, so that is not experienced by learners; (3) Development, which the counselor strives to create conducive learning environment, which facilitates the development of students;(4) Repair (healing), the guidance function that is curative; (5) Distribution, the function of guidance in helping individuals choosing extracurricular activities, major or programs of study, and establish mastery careers or positions that match their interests; (6) Adaptation, which functions to help the implementers of education, especially counselors, teachers, or professors to adapt educational programs, interests, abilities and needs of individuals (students).Adjustment, the guidance function in helping individuals (students) in order to adjust themselves dynamically and constructively to the education program. (Joseph, 2019)

Method

According to Arikunto (2020), the design of this research is quantitative research and for the design of this research, because of the limited time and researcher wants to valid data the researcher used is correlation research, study which concerned with hypothesis, formulation and analysis of relationship between two variables. Both of the variables are selected and observed. (Arikunto, 2020)

This phase consists of population, sample, and sampling of the research, the explanation of each as follows: The population in this research is the eighth grade of students of MTsN Aryojeding. There are 320 students who divided into nine classes: VIII-A until VIII-I. The researcher takes two classes of the eighth-grade students at MTsN Aryojeding in the academic year 2021/2022. The samples of this research are VIII-A and VIII-C consists of 64 students. The researcher uses purposive sampling. (Sugiyono, 2011) states that purposive sampling relies on the judgment of the researcher when it comes to selecting the units that are to be studied.

Variable is something that they will be measured, something that becomes a subject or an object in this research. There are two kinds of variables. They are dependent variable and independent variable. (Riduwan, 2011),(Arifin, 1990),(Norman, 1981)(Creswell, 2020) says “Variable is a characteristic or attribute of an individual or an organization that (a) researchers can

measure or observe and (b) varies among individuals or organizations studied”. In this research, the independent variable is parental guidance, represented by “X”. The data of the variable are taken from the result of questionnaire which tells about parental guidance.. The dependent variable is students’ English achievement represented by “Y”. The score of variable is taken from final test in the first semester of the eighth grade in academic year 2021/2022.

In collecting the required data in this study, the researcher uses the data about students’ English achievement taken from final test at the first semester, the researcher get from their teacher to determine students’ achievement, data about students’ parent jobs. This data taken to know how parental guidance able to effect to students’ English achievement, and questionnaire for the students.

Table 1 The Rubric Score

No	ANSWER	SCORE
1	Never	1
2	Ever	2
3	Rarely	3
4	Often	4
5	Very often	5

According to Bodgan in (Sugiyono, 2011), “Data analysis is the processes of systematically searching and arranging the interview transcripts, field notes, and other materials that you accumulate to increase your own understanding of them and to enable you to present what you have discovered to others”.

Findings and Discussions

This phase presented the data gathered from each activity. These activities cover data acquired from students’ English achievement which taken from final test in the first semester of the eighth grade and parental guidance that takes from questionnaire. Description of the results of this study will elaborate on the findings obtained from the eighth grade students at MTsN Aryojeding precisely, that of the processed data and information through a study of the documentation related to the study site. Presentation of the first data is data about the findings of the study sample was divided into two categories: parental samples to be studied how students’ parent guide and samples of children or students of the eight grade students at MTsN Aryojeding which will be tested consumptive level

Research data conducted by questionnaire data by asking questions to find answers to the formulation of the problems the way to guidance the eighth grade students at MTsN Aryojeding the results of the questionnaire answers are listed below. The results of the answers obtained from the questionnaires will further research on thought to be assessed for input in formulating the research hypothesis. The results of the questionnaire every parent is as follows:

**Table 2
Result of Questionnaire Parental Guidance**

No	Initial	Score	No	Initial	Score
1	A.D.J.K	96	33	D.R	87
2	A.Y	88	34	D.N.S	83
3	A.F	92	35	E.P	94
4	A.H.A	84	36	F.A	93
5	B.A.P.D	88	37	F.E.P.L	90

6	D.M	91	38	H.D.K	93
7	D.Y.D	82	39	I.N.A	95
8	F.S	79	40	L.L.A	86
9	F.M.P	91	41	L.B	84
10	L.H.N	82	42	M.A.U	94
11	M.F.K	96	43	M.D.F	90
12	M.F.A	82	44	M.F.A	97
13	M.N.A	84	45	M.R.M	87
14	M.F.Y.N.A	81	46	M.R.E	96
15	M.N.A	83	47	M.S.M	87
16	M.N.A	88	48	M.S.II	83
17	M.A.A.S	86	49	M.T.N	97
18	M.R.A	84	50	M.F.N.I	89
19	M.K.A	77	51	M.Z.A	89
20	N.A.R	82	52	M.M.A	91
21	P.A.R.A.P	98	53	N.T.I	91
22	P.A.P	84	54	P.I.S	84
23	S.R.R	94	55	P.D.N.I	81
24	T.I	92	56	Q.M.F	95
25	T.K.W	95	57	R.M.D	85
26	T.N	85	58	R.I	96
27	A.F	85	59	R.N.A	96
28	A.H	89	60	R.A	94
29	A.Z	90	61	S.N.W	90
30	A.D.A	92	62	S.F.V.S	77
31	A.K	92	63	T.P.I	95
32	A.K.A	92	64	Z.I.N	91
N = 64					

Researcher makes sure to find out the exact correlation, its means every parent must be able to guide their child as subject of this research is eight grade students at MTsN Aryojeding in academic year 2021/2022. Data from students' English achievement present in the table below:

Table 3
Student English Achievement

No	Initial	Score	No	Initial	Score
1	A.D.J.K	96	33	D.R	83
2	A.Y	89	34	D.N.S	83
3	A.F	91	35	E.P	91
4	A.H.A	84	36	F.A	89
5	B.A.P.D	88	37	F.E.P.L	91
6	D.M	90	38	H.D.K	89
7	D.Y.D	83	39	I.N.A	93
8	F.S	80	40	L.L.A	85
9	F.M.P	90	41	L.B	85
10	L.H.N	82	42	M.A.U	92
11	M.F.K	96	43	M.D.F	90
12	M.F.A	84	44	M.F.A	93

13	M.N.A	84	45	M.R.M	86
14	M.F.Y.N.A	81	46	M.R.E	93
15	M.N.A	83	47	M.S.M	84
16	M.N.A	89	48	M.S.II	84
17	M.A.A.S	86	49	M.T.N	92
18	M.R.A	84	50	M.F.N.I	89
19	M.K.A	77	51	M.Z.A	90
20	N.A.R	82	52	M.M.A	89
21	P.A.R.A.P	96	53	N.T.I	90
22	P.A.P	85	54	P.I.S	86
23	S.R.R	93	55	P.D.N.I	84
24	T.I	89	56	Q.M.F	91
25	T.K.W	92	57	R.M.D	87
26	T.N	84	58	R.I	92
27	A.F	85	59	R.N.A	89
28	A.H	89	60	R.A	92
29	A.Z	90	61	S.N.W	87
30	A.D.A	90	62	S.F.V.S	84
31	A.K	89	63	T.P.I	91
32	A.K.A	91	64	Z.I.N	88
N = 64					

From the data obtained researcher, the majority of parents of students of the eighth grade students at MTsN Aryojeding are working as private employees with a number of 29 parents, there are 7 parents worked as laborers. There are 6 parents worked as teachers/lecturers. There were 11 parents as civil servants/PNS and there are 11 worked as a self-employed parents and the last there is 1 parent working as a professional. Documenting the parents' job was used as a comparison, whether the diversity of the work of the senior guardian will be the variety of the way to guiding the eighth grade students at MTsN Aryojeding.

From the obtained data, the researcher conducted a comparison that is used as a relationship with the right direction is done by the parents will provide an increase in the students' English achievement of the eighth grade at MTsN Aryojeding. The other is present questionnaire data that takes from parent to finding out the way to guidance the eighth grade students at MTsN Aryojeding as data for correlation between student English achievements. From the data validity the researcher estimated the instruments questionnaire which measure parental guidance and students achievement in English is valid, it's know from the result of correlation table from SPSS 16.0. Value the validity is $0.281 > 0.207$. Result from table reliability statistics taken from SPSS 16, show value 0.769, reliability test is reliable because $0.769 > 0.207$. From the table above, r_{count} is $0.281 > 0.207$ taken from r_{table} . Its mean the research is done. From the data researcher takes hypothesis there are any correlation between the students' English achievement and the parental guidance of eighth grade at MtsN Aryojeding in academic year 2021/2022.

Based on the data from coefficient correlation to know the correlation between parental guidance and students' English achievement, the value of correlation is 0.79 the level of correlation is "strong". Based on the research researcher analyze that parental guidance had strong correlation to students achievement of the eighth grade students at MTsN Aryojeding in the academic year 2021/2022. Strong correlation means that when the parental guidance is good it effects to high on

students' achievement, and had low correlation means that the parental guidance is bad it effect to low on students' achievement.

Conclusion

Based on the research that the researcher done, it conclude that parental guidance is one of the factors that affect the students' achievement. According to (Slameto, 2003), parental guidance in this study is a service provided by the parents to their children in term of learning. Researcher found that most of the parents who guide their children well in learning English get good score. It is assumed that parent guide their children properly will give a good impact on the students' effort to learn English in order to get a good performance as well.

Finally it concluded that there is positive significant correlation between students' English achievement and parental guidance of eighth grade students at MTsN Aryojeding in academic year 2021/2022.

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