
RESEARCH PAPER

Submitted as a Partial Fulfillment of the Requirements for Getting Bachelor Degree of Education in English Department

by

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CHAPTER I
INTRODUCTION

A. Background of the Study

An emerging consensus exists in the school reform literature about what conditions contribute to student success. Conditions include high standards for academic learning and conduct, meaningful and engaging pedagogy and curriculum, professional learning communities among staff, and personalized learning environments (Klem, 2004:1). Schools and parent’s providing such supports are more likely to have students who are engaged in and connected to school.

Professionals and parents readily understand the need for high standards and quality curriculum and pedagogy in school (Klem, 2004:1). Similarly, the concept of teachers working together as professionals to ensure student success is not an issue. But the urgency to provide a personalized learning environment for students especially with schools struggling to provide textbooks to all students, hot meals, security, and janitorial services is not as great in many quarters. While parents would prefer their children experience a caring school environment, Research suggests it does. For students to take advantage of high expectations and more advanced curricula, they need support from the people with whom they interact in school.

There were clear connections between student’s interest, parent’s support and English achievement. For both indices of school achievement, positive
associations were found with children’s school attitudes, teacher support, parental hopes for school accomplishment and a lack of parental pressure for school success. Clearly, positive psychological attitudes to school play a role in academic success and contribute to children’s achievement. Indeed, these effects appear after controlling for such factors as socioeconomic status and country of birth.

A positive attitude about ones’ school abilities was found to contribute to school success, over and above the contributions of adult support. This suggests that in early adolescence, children have begun to internalize the academic expectations and attitudes toward school to which they are exposed. Their development of their own set of expectations begins to influence their achievement, in addition to the support they obtain from adults. It is likely that there are reciprocal effects between these factors. To the extent that school attitudes contribute to academic achievement, school success likely contributes to positive school attitudes as well as enhancing adults’ perceptions.

This research discusses the student “The Influence Student’s Interest And Parent’s Support Toward English Achievement in learning the junior high school. The reason for discussing them are often found in learning in junior high school, because student’ Achievement support by Student’s Interest it self and parent’s support. From this explanation, the writer chooses and determines the topic this study entitled: “The Influence of the Student’s Interest And Parent’s Support Towards English Achievement at the Second Year of SMP Negeri 3 Jikeno-Blora In 2007-2008 Academic Year”.
B. Problem Statement

Based on the background of study, the writer states, the following problems:

1. Does student’s interest influence English achievement of second year student of SMP Negeri 3 Jiken-Blora?
2. Does parent’s support influence English achievement of second year student of SMP Negeri 3 Jiken-Blora?
3. Do student’s interest and parent’s support together influence English achievement of second year student of SMP Negeri 3 Jiken-Blora?

C. Objective of the Study

In this research, to the writer has three objectives, namely:

1. To know weather or not the influence of student’s interest in English achievement of second year student of SMP Negeri 3 Jiken-Blora.
2. To know the influence of parent’s support in English achievement of second year student of SMP Negeri 3 Jiken-Blora.
3. To know the influence of student interest and parent’s support in English achievement of second year student of SMP Negeri 3 Jiken-Blora.

D. Benefit of the Study

1. Theorically

   About student’s interest and parent support can be used as reference to the other researchers who will conduct the same topic.
After the research conducted, it is hoped that it gives the benefit to
develop the theories about the influence student interest and parent’s support
in English achievement theory.

2. Practical
   a. The school can develop student’s interest in learning English.
   b. The parent can support the student interest in learning English
   c. The student can express themselves in better way in learning English.

E. Research Paper Organization

This research paper is divided into five chapters. They are described as follows:

Chapter I is introduction that consists of the background of the study, research problem, objective of the study, benefit of the study, and paper organization.

Chapter II is underlying theory consisting of the notion Student’s achievement, notion Student’s interest and notion parent’s support in Junior High School, conceptual frame work and hypothesis

Chapter III is research method. This chapter is dealing with type of research subject study, object of study, data and data source, methods of collecting data and technique of analyzing data.

Chapter IV is data analysis. It focuses on the data analysis such as the test instrument are validity and reliability, doubled Linear Regression, F Test and t test.

Chapter V is the last chapter. It consists of conclusion and suggestion.