THE ROLE OF PARENT IN INCREASING STUDENT ENGLISH LEARNING ACHIEVEMENT IN SMP NEGERI I WERU

PUBLICATION ARTICLE

by

ISNAENI CHOIRIYAH
A. 320 070 060

SCHOOL OF TEACHER TRAINING AND EDUCATION
MUHAMMADIYAH UNIVERSITY OF SURAKARTA
2013
Surat Persetujuan Artikel Publikasi Ilmiah

Yang bertanda tangan dibawah ini pembimbing skripsi/tugas akhir:
Nama : Drs. Djoko Srijono, M.Hum (Pembimbing I)
NIP/NIK : 1959 0601 1985 0310 03
Nama : Dra. Dwi Haryanti, M.Hum (Pembimbing II)
NIP/NIK : 477

Telah membaca dan mencermati naskah artikel publikasi ilmiah, yang merupakan skripsi (tugas akhir) dari mahasiswa:
Nama : Isnaeni Choiriyah
NIM : A 3200 070 060
Program Studi : FKIP Bahasa Inggris
Judul Skripsi : THE ROLE OF PARENT IN INCREASING STUDENT

ENGLISH LEARNING ACHIEVEMENT ON SMP NEGERI I WERU

Naskah artikel tersebut, layak dan dapat disetujui untuk di publikasikan.
Demikian persetujuan dibuat, semoga dapat dipergunakan seperlunya.

Pembimbing I

[Signature]

Drs. Djoko Srijono, M.Hum.
NIP: 195906011985031003

Surakarta, 17 Juli 2013

Pembimbing II

[Signature]

Dra. Dwi Haryanti, M.Hum
NIK: 477
THE ROLE OF PARENT IN INCREASING STUDENT ENGLISH LEARNING ACHIEVEMENT IN SMP NEGERI I WERU

by
Isnaeni Choiriyah
English Department, A. 320 070 060
Email. Naeny89.yahoo.co.id

ABSTRACT

The research paper aims at finding the parent’s role in improving their children’s English learning achievement, describing the factors affecting the parent in improving their children’s English learning achievement, and finding the obstacles the parent faces in improving their children’s English learning achievement. In this study, the writer employs a descriptive qualitative research which describes the role of parent in increasing student English learning achievement on SMP Negeri I WERU. Subject of research is the VIIE grader consisting of 34 students of SMP Negeri 1 Weru. The object of research is the role of parents and learning achievement. The methods of collecting data are interview and document.

The results of the research show that, firstly, the role of parents in improving their children’s English learning achievement, they are: (a) Parents provide child emotional support; (b) Parents provide child instrumental support, and (c) Parents provide guidance on child in for those having English competency. Second, factors affecting parents in improving their children’s English learning achievement: (a) the poor English learning achievement of the students; majority (70%) students attain less than 6 score in English; (b) parents consider English as an important subject, and (c) parents desire to make their children attaining better score for English subject than they attain in the present. Finally, the constraints of the parents face in improving their children’s English learning achievement, they are: (a) parents inability of speaking English; (b) low learning motivation of to student, and (c) the parents could fulfill their children needs, because of the economic condition.

Key words: the role of parent, English learning achievement.
A. Introduction

In the first semester of 2012, the English learning achievement of SMP Negeri 1 Weru students is low. It can be seen from the result of interview with English teacher of SMP Negeri 1 Weru. The low learning achievement of students in each grade from grades VII to IV ranges from 4.5 to 5.5. The teacher of SMP Negeri 1 Weru explains that the low mean class score is because the students are afraid of English lesson and the students found difficulty with the structure of sentence different from Indonesian language. The low learning achievement of students in the mean class is aggravated by the English learning achievement in the national examination of 2009. For English subject, only 65% students obtained higher than 6 score, in 2010 only 59%, and in 2011 44% students obtained less than 6 score. This three-year period shows the decreased English learning achievement of the SMP Negeri I Weru students.

The parents’ main task is not only to give and to meet material need, but also to give direction and guidance in order that the children have acceptable personality to their environment. Parent needs to apply the caring pattern adjusted with the children condition so that they will have positive attitude and habit.

From the result of interview with five student parents, it can be seen that their children’s English scores are low. The parents want their children obtain English score higher than 6. However, the parents feel incapable of helping their children in English. The parents’ attitude toward improving the children’s English learning achievement increases; some of them enter their children into English private course, but some others just leave them, so that the English learning achievement is still low.

English is an international language made as compulsory subject to the student. With the inclusion of English subject, the students are expected to be competitive with other countries’ education. For that reason, English subject is included into important subject to the students.
B. Research Method

Research location and time, the research was taken place in SMP Negeri 1 Weru. This research was conducted for 4 months from June 2012 to September 2012. Type and strategy of the research, this study was a descriptive qualitative research. The qualitative research explains the result of research thoroughly and precisely, so that it is expected that the discussion of research result can be conducted in-depth. This research describes the problems, then analyzes and interprets the existing data. Research subject and object, the subject of research was the VIIE graders consisting of 34 students of SMP Negeri 1 Weru. The object of research was the role of parents and learning achievement.

Data and data source, the data in this study is interview result. Data were collected in the form of words derived from interviews in the field and from books related to the study. Source of data needed in this study as follows. The primary data source is the source of the data obtained directly from the respondents as the information source of data: Headmaster, Class teachers, Parents, The VIIE graders. Secondary Data Source: Secondary data sources are data to support the primary data, secondary data are derived from documents in the form of SMP Negeri 1 Weru student names and student achievement scores. Method of collecting data, there are two methods of collecting data, interview and analyzing document.

Data validity is a measure showing the level of instrument validity. For the instrument to be accurate, it should meet the conditions of data validity. To examine the data validity, triangulation was used. Triangulation technique used was data triangulation, namely to validate the data using informant review.

C. Research Finding and Discussion

Parents play important part in improving education quality through family education. It is related to a proverb “the primary education is the family one”. Parents play strategic role in improving their children’s learning
achievement. The parent’s success in improving the child’s learning achievement may improve the quality of education in general. Such the parent’s role is the form of education outside school supporting formal education. The management of out-of-school education, including family education the parents do may help in improving education in general.

Recalling the importance of parent’s role in improving the child learning achievement, particularly in English subject, this research will discuss the factors affecting the parents in improving their children’s English learning achievement, the role of parents in improving their children’s English learning achievement, and the constraints the parents face in improving their children’s English learning achievement.

In line with those three discussions, the VII D grade will be used as the subject of research consisting of 40 students. The reason why the VII D grade is used as the subject of research is because the mean English subject score of the grade is the lowest, compared with other VII graders. The data collection was conducted in two ways: distributing questionnaire and interviewing. The questionnaire containing student learning achievement and parent’s role was distributed first. The result of response was calculated with percentage. Then interview was conducted as primary data. The explanation of research result is as follows:

1. Factors Affecting the Parents in Improving Their Children’s English Learning Achievement

Formal education is a complex process taking time, fund, and energy as well as cooperation from many parties. A variety of aspects and factors was involved in education process as a whole. No education successfully achieves the specified objective by itself without interaction of various supporting factors existing in the education system. Teaching-learning process cannot be separated from various factors affecting and supporting it. One of main supporting factors is the parent’s role in improving the child’s learning achievement.
From the result of questionnaire distributed to 40 VII D graders of SMP Negeri 1 Weru, it could be found that 28 students (70%) had English learning difficulty. Such the difficulty is contained in several responses: understanding English material difficultly, disliking English and unable to master English. It could be seen from the result of interview with two students cited below.

The education the parents give to their child aims to achieve the specified objectives. One of those objectives is to give the child the knowledge to be used in undertaking life in adult. Education prepares the students to become a human being with behavior corresponding to values, norms, and rules prevailing within the society. Parents give the children education as the manifestation of attention.

2. The Parents’ Role in Improving Their Children’s English Learning Achievement

Based on the data obtained from the preliminary questionnaire distributed, about 50% students of SMP Negeri I Weru feel that their parents often ask them about the difficulty in subjects at school. 35% students feel that their parents never give help when they find difficulty in the subject at school. 60% students feel that their parents give them reward. 40% students feel that their parents never give reward, either reward or praise, when they make achievement. It shows that the students of SMP Negeri 1 Weru get support from their parents in their learning. The support the parents give play an important part to the children’s progress in improving learning achievement.

The parents’ attention, by either asking about the learning achievement or praising or rewarding is the form of their support to their children in order to improve their learning achievement. Support or help from family to the children with learning disability is the form of parents’ attention and role to make their children get high mark, particularly in English subject. The parents should give positive support and appreciate their children, as well as maintain and give them incentive or stimulation.
In the presence of attention and support from the parents, the children will learn more actively and vigorously, because they know that their parents’ totality in paying attention to any activities of the children during undertaking their routines as a learner is desirable in order that the children transfer knowledge easily during learning process.

Meanwhile, 20 percents informant or 15 persons say that they give their children the learning guide by themselves because their children do not want to attend LBB (learning guide institution). Even these parents’ children are willing to study when they are accompanied by their parents only. 10% or 5 persons claim not having fund to have their children studied at LBB, despite their wish to do so. This research’s findings show that average parents do not send their children to LBB but guide them by themselves because they believe that when the parents give the children the learning guide regularly, it will improve their learning achievement just like in LBB, moreover when the parents master the material their children studied at school.

3. The Constraints the Parents Face in Improving Their Children’s English Learning Achievement

Family, as an education institution, has limitation as the result of sociological condition that the capability of being parents is not parallel at all with educating, more than this, a fundamental sociological condition highly determines the family’s efficiency and effectiveness as an education institution. This statement shows that the contribution level of learning guide given by the parents is highly determined by the sociological condition of the family itself. Nevertheless, learning guide the parents give will contribute significantly to the improvement of the children’s learning achievement quality.

The parents, in the attempt of improving the children’s learning achievement, particularly in English, are not always successful. Several constraints make the parents’ attempt of improving their children’s learning achievement less successful. Considering the data found, it can be
seen that the constraints the parent face in improving the English learning achievement among their children are: parents’ English language ability, children’s low ability and learning motivation in English, and inadequate infrastructure, thereby inhibiting the process of parents’ role in improving English learning achievement.

1) **Parent’s English Language Ability**

The parent’s knowledge and ability in English are constraints found considerably among the parents of the students of SMP Negeri 1 Weru. It is because majority student parents live in rural areas and are farmers.

2) **Student’s Low Motivation of Studying English**

From the citation above, it can be seen that the student do not have motivation to study English. The reason is that the student understood difficultly the English material the teacher teaches and they speak English difficultly.

3) **Infrastructure**

Meanwhile, the learning infrastructures the parents have are very limited. About 70% parents claim using an inadequate learning when guiding their children to learn. 20% parents claim not having learning specific table. In learning guide, they only use the existing facility and they use guest room and living room to study. And 10% informant claim having adequate learning table, book and learning facilities such as supporting books, computer and other media their children need in studying.

The parents’ wish that their children get high mark can be achieved when they have motivation to help children in dealing with difficulty or constraint during learning. Learning motivation can be stated as an entire driver within an individual generating learning activity, ensuring the sustainability of learning activity and leading to the learning activity, so that the individual’s intended objective can be achieved. In learning activity, motivation can be said as an entire driver within the students generating
learning activity, ensuring the sustainability of learning activity and leading to the learning activity, so that the individual’s intended objective can be achieved.

Learning motivation, can result because of two factors including: (a) Intrinsic factor, constituting longing and desire to be successful, learning need motivation, and expectation for ideal. (b) Intrinsic factor, the presence of reward, conducive learning environment, and interesting learning activity.

D. Conclusion

1. The role of the parents in improving their children’s English learning achievement
   a. Parents provide support to children in the form of attention by asking about subject and learning achievement, as well as praise the children for their high achievement in English subject (emotional support).
   b. Parents pay tribute to son having good mark for English subject, constituting instrumental support.
   c. Parents provide guidance on child in which the parents guide their children by themselves, particularly for those having English competency. Other guiding is given by the parents by enrolling their children into Learning Guide Institution to make their marks in English or other subject better.
   d. Parents communicate more intimately with the children through conversation in communication using English. It is conducted by those working as English teacher.

2. Factors affecting parents in improving their children’s English learning achievement:
   a. The poor English learning achievement of the students; majority (70%) students attain less than 6 score in English.
   b. Parent considers English important as subject.
c. Parents’ desire to make their children attaining better score for English subject than they attain in the present.

3. The constraints the parent face in improving their children’s English learning achievement

   The constraints the parents face in their role in improving their children’s English learning achievement are:

a. The constraints in parents’ inability of speaking English, so that the parents cannot accompany the children during learning or help them work on English homework.

b. Those in the students with low learning motivation to learn English, because the students understand and speak English difficultly.

   Those in infrastructure provision; the parents could fulfill the completeness of infrastructure their children need because of economic condition.
BIBLIOGRAPHY


