

CHAPTER I

INTRODUCTION

A. Background of the Study

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 Education and Culture Ministry (in Muhammad, 2011:2) admits that English teaching in Junior High School has not been satisfactory, thereby the graduates have not met the expected demand. The Education and Culture Ministry's Building Director for Junior High School, Didik Hariyadi says that many students have not be able to communicate in English correctly, although they have learnt this subject for several years. Didik sees that this learning

process failure occurs because the teachers and their methodology provide more knowledge than practice. In 2004 Curriculum, English teaching approach is directed toward learning language as the communication tool and not only as a knowledge transfer.

The Minister of Education says that the tentative result of Teacher Competency Test shows mean value of 44.55 only. “The mean value of Junior High School value is only 34”, the competency of many English teachers, in fact, is minimum. Such the teacher incompetency will make the students experience difficulty and get inappropriate lesson for English subject, thereby the students’ learning achievement is low (Sundari, 2012:2).

The low learning achievement becomes the responsibility of the parents and teacher in education. The role of parent in education is considered as important to establish the children personality, including learning achievement. At home, parents motivate their children to study, because the parents have high expectation of the children attending the school to have high learning achievement. Parents assume responsibility of educating, caring, and guiding the children to achieve certain stage, delivering the students to readily entering the society.

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.

The limited time of meeting between children and parents will diminish family harmony. Sochib (2003:8) argues that the inter-family members relationship is not well-maintained, the communication is poor between father, mother, and child so that it does not give the children the secure feeling. The members of family feel confused and feel having shared family. On the contrary, the children sustainability in communication with parent and consistent procedure give the family the secure feeling. At home, parents motivate the children to study because they have expectation of their children to have high learning achievement.

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.

The students' English competency can be found from the student learning achievement. Ahmadi and Supriyono (2001:25) argue that achievement is the outcome resulting from what has been done or undertaken.

Learning achievement means mastery or skill developed by the subject, indicated by test score, learning activity rate in receiving, conceiving and mastering the material studied, both number and letter as well as their action reflecting on the learning achievement achieved by each child in certain period.

The student's high learning achievement proves that the students' English competency is good. It affects the student skill in establishing relationship to others speaking English. High English mastery of student will expand their socialization with others.

The reasons of selecting the research entitled **The Role of Parent in Increasing Student English Learning Achievement in SMP Negeri 1 Weru** are as follows:

1. English is an important subject for the students after Indonesian
2. English subject score of SMP Negeri 1 Weru students is still low, therefore the writer wants to find out the extent to which the parents play a role in educating children, particularly in English education.
3. There is no study by other author with the same title.

B. Previous Study

The research titled "**The Role of Parent in Increasing Student English learning Achievement in SMP Negeri 1 Weru**" is the research that had never been there before, so this research is pure research. The researcher

took this title because she saw a kind of research that has not been carried out by the researcher.

1. Sukyadi (2010) had conducted a research entitled the English Teaching-Learning Achievement Assessment for Early Age Children. The result of research showed that evaluation is a systematically attempt the teacher takes to make decision for the learning process he/she had done. Assessment is a systematically attempt of collecting information on learning process the teacher and student do. Such the attempt includes, among other, testing. Assessment can be diagnostic, placement, formative or summative. The result of assessment can be interpreted using norm approach or standard. The test used for assessment should be valid and reliable as well as fair. The formal assessment is conducted massively and simultaneously using data collecting instrument such as standardized test. Meanwhile informal assessment is the one the teacher makes during learning activity whether using portfolio, demonstration, self-assessment, journal, conference, and other similar assessments. The result of assessment should be administered well and the product can be used as input to teacher, student and parent. Teacher can give corrective, evaluative or strategic input.
2. Pratama (2008) conducted a research entitled The Parent Attention's Contribution in Improving Student Learning Achievement. This research was conducted to the students of Junior High School with 40 students as the subject of research. The conclusion of research was that parent

attention affected the learning achievement of the VIII graders of SMP Negeri 8 Surakarta. It could be seen from the result of equation indicating the constant number of 36.432 at significance level of 0.000 and product moment coefficient of 0.685 at significance level of 0.029 or $p < 0.05$. The parent attention's contribution to the developmental tasks accomplishment in the VIII graders of SMP Negeri 8 Surakarta was 46.9%.

C. Problem Statement

The problem statements of this thesis are as follows:

1. What are the parents' role in improving their children's English learning achievement?
2. What factors affect the parents in improving their children's English learning achievement?
3. What obstacles do the parents face in improving their children's English learning achievement?

D. Objective of Research

The objectives to be achieved in this research paper writing are:

1. To find the parents' role in improving their children's English learning achievement.
2. To find the factors affect the parents in improving their children's English learning achievement

3. To find the obstacles the parents faces in improving their children's English learning achievement

E. Research Benefit

The benefits of research are as follows:

1. Theoretical benefit

This study serves as a contribution to the knowledge in education field, particularly the role of parent in improving English learning achievement of the SMP Negeri 1 Weru students.

2. Practical benefit.

This study can provide benefit the teachers, students, and parents.

- a. For the teachers, this study serves as information source and study material about the importance of parent's role and English learning achievement.
- b. For the students, it serves as information to improve the English learning achievement.
- c. For the parents, it serves as information on the importance of parents' role in educating child to improve English learning achievement.

F. Research Paper Organization

To make it easy to understand, the writer divides this research paper into five chapters, they are as follows:

Chapter I is introduction. It deals with background of the study, iIn the first semester of 2012, the English learning achievement of SMP Negeri 1 Weru students is low. The low learning achievement becomes the responsibility of the parents and teacher in education. The student's high learning achievement proves that the students' English competency is good. It affects the student skill in establishing relationship to others speaking English. High English mastery of student will expand their socialization with others. Objective of the study: (1) To find out the parent's role in improving their children's English learning achievement. (2) To find out the factors affecting the parent in improving their children's English learning achievement. (3) To find out the obstacles the parent faces in improving their children's English learning achievement

Chapter II is underlying theory the role of a parent definition. the important role of parents in improving children's learning achievement. The importance of parents affect children's behavior. Therefore, parents need to provide guidance Parents is one of the important factors that affect children's learning achievement, special English lessons. Because English is the language of international donor who become subject to national test

Chapter III is research method, the research was taken place in SMP Negeri 1 Weru. This research was conducted for 4 months from June 2012 to September 2012. This study was a descriptive qualitative research. 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. 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. There are two methods of collecting data interview and analyzing document. Data validity triangulation was used. Technique for analyzing data: data collection, data reduction, data display, and conclusion drawing

Chapter IV is research result and discussion: (1) the parent's role in improving their children's English learning achievement. (2) the factors affecting the parent in improving their children's English learning achievement. (3) the obstacles the parent faces in improving their children's English learning achievement.

Chapter V is the last chapter. It consists of conclusion and suggestion. (1) The role of the parents in improving their children's English learning achievement: (a) to give support in the form of attention by asking about subject and learning achievement. (b) o reward the children having good mark for English subject, (c) to guide the children in which the parents guide their children by themselves, and (d) Parents communicate more intimately with the children through conversation in communication using English. (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 as English subject is important. (3) Parents' desire to make their children attaining better score for English subject than they attain in the present. (3) (2) The constraints the parent face in improving their children's English learning achievement: (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. (2) Those in the students with low learning motivation to learn English, because the students understand and speak English difficultly. (c) Those in infrastructure provision. Recommendation suggest to school and teachers, parent, and student.