The Correlation among Parents' Involvement, Students' Confidence and Learning Achievement of English

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ABSTRACT: This research is aimed to find out the correlation between parents' involvement and students' confidence, to find out the correlation between students' confidence and learning achievement of English, to find out the correlation among parents' involvement, students' confidence and learning achievement of English. This research was a correlational study. The researcher used total sampling and the total samples were 131 students. The data collected through questionnaires about parents' Involvement, and students' confidence, also used a test for learning achievement of English. The result of the coefficient correlation between parents' involvement and students' confidence was sig=<0.001, r=0.576 which means those variables were positively correlated. The correlation considered as medium correlation. Then, the result of correlation between students' confidence and learning achievement of English was sig=<0.001, r=0.633 which means those variables were positively correlated. And the correlation considered as medium correlation. Last, correlation among parents' involvement, students' confidence and learning achievement of English. The result was sig=<0.001, r=0.580 which means that those variables were positively correlated. The correlation considered as medium correlation. It can be concluded that those variables parents' involvement, students' confidence and learning achievement of English were positively correlated with medium correlation.
Keywords: Correlation, Learning achievement of English, Parents' Involvement, Students' Confidence.

Students shared common problems in learning English related to the issues of lack of vocabulary, grammar complication, pronunciation difficulties, low speaking and listening skills (Suryanto & Sari, 2021). Anxiety, motivation and learning strategies are the others problems in learning English. All the issues then affecting students' confidence and students have low English achievement. English proficiency index EF (Education First) (EPI, 2021) shows that Currently Indonesia's English ability at the low proficiency level, with occupy 80th place.

Based on Ahmad (2016), there are several factors causes students' achievement in English. Parents support and their economic condition was seen to be among the responsible factors affecting students' achievement in this subject. Students' academic achievement was greatly influenced by their parents' socioeconomic status and involvement in their academic life. Environment factor also become difficulties for students in learning English, because sometimes their family do not support them in

learning process. Mills (2007) stated that when parents are involved in their child's schooling, students get better grades, score higher on standardized tests, and drop out less often, as well as have better attendance records, higher aspirations, and more positive attitudes about school and homework.

Students' confidence effects their achievement especially in English, students with good confidence have better achievement. Based on Grubber (2010) in (Anwar, 2017) thesis, self-confidence is an attitude that someone holds about himself that allows him to move forward and achieve his goals. Students' confidence in English is still lack. Some students still shy and lazy use English in the front of the class. For example as simple like when teacher check the attendance of the students, they are afraid for just say "Present" when teacher mention his name, they afraid do it wrongly.

The researcher does a pre-observation in MTs Laboratorium, a part of Faculty of Tarbiyah and Teacher Training State Islamic University of Sulthan Thaha Saifuddin Jambi. Based on researcher's personal observations by looking at the English exam results of the previous semester and random interview with the students about their parents' involvement and their confidence, findings that there is still low English achievement among the students in 8th class of MTs Laboratorium and a lot of students have low confidence also their parents are less involved in children education. The researcher would likes to see if the involvement of parents and the students' confidence influence the student' English achievement.

Some researchers prove that there is correlation between parents' involvement, students' confidence and Learning English Achievement. (Khoiri, 2017) state that "A good English achievement is reachable when parents and students have closed relation." (Ab, 2009), mention that "The influence of parents' involvement on the students' English achievement is sufficient". For the correlation between students' confidence and learning achievement of English, (Rischi, 2021) found that there was significant correlation between student self-confidence and their English achievement.

There are three differences this research with the previous studies. First, there is an update on the research instruments. The previous researcher used report book to find the result of English achievement, meanwhile in this research researcher used a test with 25 questions from English learning book. Second, in this research the instrument of parents' involvement was distributed to the parents while the previous researcher administered the

questionnaire to the students. Third, there is different sampling technique with previous research.

The objective of this study is the researcher would like to find out whether or not there is any significant correlation between parents' involvement and students' confidence, whether or not there is any significant correlation between students' confidence and learning achievement of English and whether or not there is any significant correlation among parents' involvement, students' confidence and learning achievement of English.

Parents' Involvement

Parents' involvement is not clearly or consistently defined term in literature. It has been described as: representing many different parental behaviors; parenting practices, parental communication with, parental participation, parental communication with teachers, and parental rules at home which are considered to be education-related" (Harris & Goodall, 2007). In another hand in (Marschall et al., 2012) National Educational Goals Panel defined parents' involvement as compound concept that generally refers to connection between school actors and parents with social emotional and academic growth of children as consultations.

There are six types of parents' involvement according to in State in Walden University website Epstein explains that there, as follows: Parenting, communicating, volunteering, learning at home, decision-making and collaborating with the community.

Students' Confidence

Goel & Aggarwal (2012) stated that a self-confident is person perceives himself to be socially competent, emotionally mature, intellectually adequate, successful, satisfied, decisive, optimistic, independent, self-reliant, self-assured, forward moving, fairly assertive and having leadership qualities. Self-confidence means an individual's self-assessment and self-esteem. Confidence also means that beliefs in yourself that being able to do something, also belief that everything done is right without worrying others judgment. Moreover, Kanza (2015) stated that self-confidence is a major issue in the field of learning a foreign language.

Learning Achievement of English

Achievement is what known, understood, and can be done by students after

completing a period of study. In another words, Leary & Borsato (2006) state that academic achievement broadly refers to the communicative (oral, reading, writing), mathematical, science, social science, and thinking skills and competencies that enable a student to succeed in school and society. Another idea about English achievement is expressed by Geoff Brindley in (Ab, 2009). English achievement is learners' ability to use the target language (English).

There are a lot of factors that influence the achievement of students, according to Djamarah (2008), as follows: Intelligence, motivation, physical condition, environment condition.

METHOD

In this research, the researcher used quantitative method with aimed to obtain significance of the relationships between the variables studied. The reason why the researcher used quantitative approach is because quantitative approach was using numerical data and treated using statistical methods.

The core of the research was a plan or program that the researcher created as the target of the activities to be performed. Then, the correlation technique was applied to know the influence of parents' involvement and students' confidence on learning achievement of English. Another nonexperimental form of research is the *correlational design* in which investigators use the correlational statistic to describe and measure the degree or association (or relationship) between two or more variables or sets of scores (Creswell, 2018:49). That was, this research aims to determine the relationship among independent variable, mediator variable and dependent variable in a population.

FINDINGS

Descriptive Analyses

The result of Parents' Involvement

According to the statistic result, the researcher obtained 3 categories of parents' involvement score; they are "high, average and low". First, the students who are categorized as high parents' involvement are 34 (26%) students which the average scores 75-100. Second is average parents' involvement score are 93 (71%) students which the average score about 50-74. The last, low parents' involvement are 4 (3%) students, which

have score 49.

The result of Students' Confidence

The researcher obtained to show the result of students' self confidence through of the questionnaires. It has 7 categories from Novilia Rischi that are very high, high, high enough, middle, low enough, low and very low. The result of the questionnaire showed that there are 5 categories of students' confidence score. Those are 'very high' students confidence score with 2 (1%) students, 'high' score students confidence with number of students 19 (14%) students, 'high enough' score for 61 (47%) students, 39 (30%) students get 'middle' score, and 10 (8%) students get 'low enough' score.

The Result of Learning Achievement of English

The researcher obtained the result of learning achievement of English by giving test which divided into four categories. Those are follow 0-49 is Poor, 50-65 is Average, 66-81 is Good, and also the last one 82-100 is Excellent.

The researcher gains the result of learning achievement of English which are the number of students who got scores 82-100 are 9 (7%) students categorized as excellent score. The students who were categorized as good are 55 (42%). And 18 (14%) students were categorized as average score. Also 49 (37%) students are categorized as poor.

Statistical Analyses

Normality Test

Normality test was used for checking whether the data is normally distributed or not. The indicator of the normality test is if the significance value lower than 0.05 means the data are not normal, meanwhile if the significance value higher than 0.05 means the data is normally distributed. Based on the calculated data on SPSS 22 by using one-sample Kolmogorov-smirnov test, the researcher got the data that the significance value of three variable which are parents' involvement (X1), students' confidence (X2), also learning achievement of English (Y) are normally distributed with the significance value 0.098. It is pointed that 0.098 higher than 0.05 (0.098>0.05).

Table 1. One-Sample Kolmogorov-Smirnov Test

N			131
Normal Parameters[a,b]	Mean		.0000000
	Std. Deviation		14.27775888
Most Extreme Differences	Absolute		.071
	Positive		.048
	Negative		-.071
Test Statistic			.071
Asymp. Sig. (2-tailed)[c]			.098
Monte Carlo Sig. (2-tailed)[d]	Sig.		.104
	99% Confidence Interval	Lower Bound	.096
		Upper Bound	.111
a. Test distribution is Normal.			
b. Calculated from data.			
c. Lilliefors Significance Correction.			
d. Lilliefors' method based on 10000 Monte Carlo samples with starting seed 2000000.			

Homogeneity Test

The use of homogeneity test is for determining whether or not the data are homogeneous. This significance value of the homogeneity is if he significance value more than 0.05, it means that the data are homogenous; meanwhile the data are not homogenous if the significance values lower than 0.05. According to the calculation, the significance value of Parents' Involvement is 0.867 that means that the data are homogenous because the significance value is more than 0.05 (0.867 >0.05). To sum up, data of Parents' Involvement are homogenous.

Table 2. Tests of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
Students' Confidence	Based on Mean	3.343	4	126	.012
	Based on Median	2.119	4	126	.082
	Based on Median and with adjusted df	2.119	4	105.476	.084
	Based on trimmed mean	3.309	4	126	.013

The Result of Correlation between Parents' Involvement and Students' Confidence

After having the homogeneity test, the writer can continue the correlation test to find out the correlation between parents' involvement and students' confidence by using

Pearson correlation. The indicator value of correlation test is if the significance value higher than 0.05 means the data are not correlated. However, if the significance lowers than 0.05, the data are correlated. The result of Pearson product correlation showed that the correlation was < 0.001, means the significance lower than 0.05(0.001<0.05). It can be conclude that there is positive correlation between parents' involvement and students' confidence. Positive correlation point to the high score in single variable contributed to the high score on the variables. In this part means that the parents' involvement contributed to the students' confidence with Pearson correlation 0.576 which means the data are considered as medium correlation.

Table 3. The Correlation between Parents' Involvement and Students' Confidence

Correlations		Parents' Involvement (x1)	Students' Confidence (x2)
Parents' Involvement	Pearson Correlation	1	.576[**]
	Sig. (2-tailed)		<.001
	N	131	131
Students' Confidence	Pearson Correlation	.576[**]	1
	Sig. (2-tailed)	<.001	
	N	131	131
**. Correlation is significant at the 0.01 level (2-tailed).			

The result of correlation between students' confidence and learning achievement of English

The result of Pearson correlation test between students' confidence and learning achievement of English showed that <0.001 which means that the significance value is lower than 0.05 (0.001 < 0.05). to be conclude that there is positive correlation between students' confidence and learning achievement of English with Pearson correlation 0.633 which mean as medium correlation.

Table 4. The Correlation between Students' Confidence and Learning Achievement of English

Correlations		Students' Confidence (x2)	Learning Achievement of English(y)
Students' Confidence	Pearson Correlation	1	.633[**]
	Sig. (2-tailed)		<.001

			131	131
Achievement	Pearson Correlation		.633**	1
	Sig. (2-tailed)		<.001	
	N		131	131
**. Correlation is significant at the 0.01 level (2-tailed).				

The Result of Correlation among Parents' Involvement, Students' Confidence and Learning Achievement of English

The calculation showed that the significance value is < 0.001 that means that there were positive correlation among parents' involvement, students' confidence and learning achievement of English with the Pearson correlation 0.580 means considered as the medium correlation. Positive correlation showed that students who have high parents' involvement got high confidence and the students with high self confidence got high learning achievement of English.

Table 5. The Correlations among Parents' Involvement, Students' Confidence and Learning Achievement of English

Correlations				
		Parents' Involvement (x1)	Students' Confidence (x2)	Learning Achievement of English(y)
Parents' Involvement	Pearson Correlation	1	.576**	.580**
	Sig. (2-tailed)		<.001	<.001
	N	131	131	131
Students' Confidence	Pearson Correlation	.576**	1	.633**
	Sig. (2-tailed)	<.001		<.001
	N	131	131	131
Achievement	Pearson Correlation	.580**	.633**	1
	Sig. (2-tailed)	<.001	<.001	
	N	131	131	131
**. Correlation is significant at the 0.01 level (2-tailed).				

CONCLUSIONS AND SUGGESTIONS

Conclusions

Three conclusions were drawn according to the theoretical and empirical data on the correlation among parents' involvement, students' confidence and learning achievement of English. First, based on the result of calculation on parents' involvement and students' confidence, the significance value was sig=<0.001 and r account was

r=0.576.

This value showed that there was positive correlation between parents' involvement and students' confidence. The correlation was medium correlation. Second, based on the result of calculation on students' confidence and learning achievement of English, the significance value was sig=<0.001 and r account was r=0.633. This value showed that there was positive correlation between students' confidence and learning achievement of English. The correlation was medium correlation. Third, based on the result of calculation on parents' involvement, students' confidence and learning achievement of English, the significance value was sig=<0.001 and r account was r=0.580. This value showed that there was positive correlation among parents' involvement, students' confidence and learning achievement of English. The correlation was medium correlation.

Suggestions

The researcher would like to give some suggestions. First is, parents must give attention and involvement because it's important to improve students' confidence and learning achievement. Next is for teacher, the teacher has the important role in teaching and learning English process to improving students' confidence. Last is for students, student should have good confidence to learning English for increase English achievement.

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