

**THE EFFECT OF PARENTS' EDUCATIONAL BACKGROUND TO THE  
STUDENTS' ENGLISH LEARNING ACHIEVEMENT AT THE SECOND  
YEAR OF SMPN 8 MAKASSAR**

**SKRIPSI**

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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM  
FACULTY OF TEACHER TRAINING AND EDUCATION  
BOSOWA UNIVERSITY**

**2021**

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**SKRIPSI**

**Submitted in Partial Fulfillment of the Requirement for the Degree of  
Sarjana Pendidikan (S.Pd) in English Education Department**



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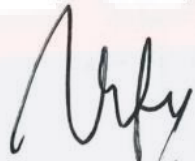
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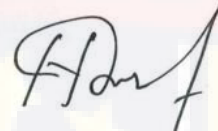
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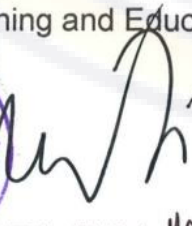
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## PERNYATAAN KEASLIAN SKRIPSI

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## ABSTRACT

**Arwini Arfah**, 2021. *The Effect of Parents' Educational Background to the Students' English Learning Achievement at the Second Year of SMP Negeri 8 Makassar*. (Supervised by Ulfah Syam and Nurfaizah Sahib).

The objective of the research is to know of English English learning achievement in the school.

In this study the writer used descriptive qualitative research method. This research focus on parents' education background and students' achievement in English learning. In this study used questionnaire as the instrument. Questionnaire is used to get the data about parent's educational background. It is consists of 16 questions, 8 questions are about father's education background and 8 questions again are about mothers' education background. In collecting data, the writer used questionnaire and documentation. The writer analyzed data which collected from student's questionnaire and documentation.

Based on research findings shows that parents' education level background at the seventh-grade students of SMPN 8 Makassar was considered medium category. It can be seen from the average value of parent's educational background was 90, it is on the interval 87 – 93. The average value of student's achievement in English learning was 90. Therefore, the English learning achievement at the seventh-grade students of SMPN 8 Makassar categorized well. In this research, it was found that there was significant between correlation and influence of parent's educational background and student's English learning achievement. However this correlation and the influence were low, which pointed to other factors influencing students English learning achievement.

**Keywords:** descriptive, qualitative, parents' educational background

## ABSTRAK

**Arwini Arfah**, 2021. *The Effect of Parents' Educational Background to the Students' English Learning Achievement at the Second Year of SMP Negeri 8 Makassar*. (Dibimbing oleh Ulfah Syam and Nurfaizah Sahib).

Penelitian ini bertujuan untuk mengetahui prestasi belajar bahasa Inggris siswa di SMPN 8 Makassar.

Dalam penelitian ini penulis menggunakan metode kualitatif deskriptif. Penelitian ini berfokus pada latar belakang pendidikan orang tua dan prestasi siswa dalam pembelajaran bahasa Inggris. Peneliti menggunakan angket untuk memperoleh data tentang latar belakang pendidikan orang tua. Angket penelitian terdiri dari 16 pertanyaan. Adapun 8 pertanyaan berkaitan dengan latar belakang pendidikan ayah dan 8 pertanyaan lagi tentang latar belakang pendidikan ibu.. Penulis menggunakan angket dan dokumentasi dalam mengumpulkan data penelitian. Penulis menganalisis data yang diperoleh dari angket dan dokumentasi siswa.

Berdasarkan hasil penelitian menunjukkan bahwa latar belakang pendidikan orang tua siswa kelas VIII di SMPN 8 Makassar tergolong dalam kategori sedang. Hal ini terlihat dari nilai rata-rata latar belakang pendidikan orang tua adalah 90 berada pada interval 87 - 93. Nilai rata-rata prestasi belajar bahasa Inggris siswa adalah 90. Dengan demikian, hasil belajar bahasa Inggris siswa kelas VIII. 9 SMPN 8 Makassar dikategorikan baik. Dalam penelitian ini ditemukan bahwa ada hubungan yang signifikan antara latar belakang pendidikan orang tua dengan prestasi belajar bahasa Inggris siswa. Namun korelasi dan pengaruhnya rendah, yang disebabkan oleh beberapa faktor yang mempengaruhi prestasi terutama bahasa Inggris siswa.

**Kata Kunci:** deskriptif, kualitatif, latar belakang pendidikan orang tua

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Makassar, Februari 2021

**Arwini Arfah**



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## **CHAPTER I**

### **INTRODUCTION**

This chapter presents the discussion on background of the research, research question, objective of the research, significance of the research, and scope of the research.

#### **A. Background**

Indonesia is one of the nations in the world that wants to make progression in the knowledge and technology. It has applied knowledge and technology of development in education sector that focused on the mastery of knowledge and technology. One of the aims of education in Indonesia is to develop the intellectual life of Indonesia nation. It covers many sectors, such as politic, economic, security, health, etc. To reach the intellectual life of Indonesia nation, every society should have enough knowledge and technology. Those can be get by study through formal, informal or non formal education.

Education plays an essential role in the acquisition of knowledge and skills. It is a tool which can be used to train the future generations to inculcate skills and competencies. The way a child is raised has an adverse impact not only to oneself but to the whole society. While growing up the child spends most of his time at home and the type of environment he or she is brought in also hamper their cognitive development. In order to help a child grow in good health, parents should come into the picture in shaping the child's character and frame of mind.

Literature around the globe shares that the level of education which the parents have achieved can also affect the child's growth as literate parents have the ability to instill wisdom acquired by them to their children. Literate and illiterate parents differ in the sense of being able to read and write and the accumulation of skills and knowledge of certain fields of study. As stated by Khan, et al, (2015) education of a child needs multidimensional efforts. Students, teachers, institute and parents all have their importance in their process of learning. Parents' education is such a crucial factor for a child for his/her future. It has been shown that the children of educated parents are more confident, resourceful and experienced than the children whose parents with no formal education.

Even in the report presented by the Ministry of Education, it is stated that children with highly educated parents do fairly well in schools than those with less educated parents. Academic performance is essential to get promoted to the next level in school and the turning point of the lives of the students is when they get into secondary level of schooling. From that stage the students get to perform well in academics in order to have a secured life by getting enrolled in tertiary education. Students with high grades would not have any hindrances while applying for jobs compared to their counterparts with low grades as the first criteria which the employers seek is the grades.

According to Kimani et al. (2013) low academic performance especially at secondary school decreases the opportunity to join colleges and out at risk the chances for job placement. Rabgay (2015) further claims that students who have poor academic records would find it difficult to cope in a competitive society.

Similar is the case in Bhutan since unemployed youths struggle to meet their basic needs and would be labeled negatively by the society. As Dorji (2005) in his research on juvenile delinquency found that marginalized youths are pressurized to consume, act and live in a similar manner to those of their contemporaries of better status. As they being deprived, it becomes harder for them to compete with those who are better off. He further states that this results in stress and strain of wanting to outrival others. The only option for them is to resort to illegitimate channels such as robbery and violent crime to some extent. After getting the clear picture of the long term effects of students not doing well in schools, the only solution which can be adopted is parents. Parents have to be diligent to keep their children away from such activities. The general overview of the parent-student dynamics is that the parental educational levels influence their children's academic achievement. Past research has shown clearly that parental possession of a college degree leads to higher incomes, higher educational attainment, and a choice of more selective colleges for their children as cited by Gooding (2011). Many researchers do imply that there is a relationship between the level of education of parents and the academic achievement of the parents. The role of parents is really huge not only on educating their children but also grooming them to be a better human being.

**B. Research Question**

Based on the explanation above, before having this research be done the researcher propose 1 question, writer was discuss in this research “ How the educational background of the parents effect the English learning achievement of the second year students’ of SMPN 8 Makassar?

**C. Objective of The Research**

To know of English English learning achievement among the junior high school students measured their in the school.

**D. Significant of The Research**

Given the limited research done on the impact of parents’ educational level background on their children’s English learning achievement in Makassar, this research has a potential value in learning the parents-children dynamics. This study will assist to determine the possible factor affecting the academic success of the students in school.

**E. Scope of The Research**

In this research, the writer would be focus only the effect of parents’ educational background. This research has the purpose to find how is the students’ English learning achievement at second year student of SMPN 8 Makassar.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter discuss about previous of related research findings, some pertinent ideas, the nature of perceptions, and conceptual framework.

#### **A. Previous of Related Research Findings**

Here some researches that have conducted research on the effect of parents' educational background:

Sutrisno (2007) with entitle "The are student's Creativity and its relation to English Learning Achievement. A case Study of the Tenth Grade Student's of SMA 1 Brebes in the academic Yea of 2006/2007. This study is aimed at describing te student's creativity in English learning achievemmnt. This quantitative case study. Questionnaire and achievement test were used to collect the data the researcher in this study using propoive sampling method. The result at the sudy shos that there is significant correlation between student's creativity and student's English learning achievement.

Garliah (2005). The model of the parrents educate the child in orderr to give motivation in english learning Achievement. This research is aimed to know the influence of parent's affection to the student's achievement. This research is qantitative research that uses observation, documentation and interview as the method of collecting data. The result off the study shows that parent's affection influence to the student's achievement.

Because of those success researchers, the researcher tries to do another research elatd to this. The researcher will do a research a research with entitle "

The Effect of Parents' educational Background to the Students' English Learning Achivement at the second Year of SMPN 8 Makassar in academic year 2018/2019..

### **B. The Influence of Parents' Education on Parenting**

It is well known that education is vital for one's self development and for the development of the children. To be academically triumphant many researchers have proved that parents' literacy play a pivotal role in it. Khan et al, (2015) cites Jencks (1972) that the role played by family is an essential in both formal and informal education and further shared that socio-economic status of parent is the best predictor of student academic achievement with parental education being the crucial aspect of socio-economic status. This point out that parents' educational attainment influences their children's academic achievement.

Dickson, Gregg and Robinson (2013) share "It is a consistent finding across numerous countries that individuals with higher levels of schooling have children who also attain higher levels of schooling. There are two main sources of this intergenerational correlation and distinguishing between them is of considerable importance. The first explanation of the intergenerational link is a selection story – characteristics that lead parents to select into higher levels of education may also impact their abilities in child-raising or be related to other genetic and environmental factors shared with their children that will lead the children to also achieve higher levels of education. The second explanation is a causal story – as a result of attaining more education, the parents with high levels



of schooling provide a better childhood experience and home environment and consequently their children do better in school.

## 1. Parents' Education Level Background

### a. Definition of Parents

According to Oxford Advanced Learners Dictionary, parent is father or mother.<sup>3</sup> In the process of education, before children know society and get the guidance from school, firstly, they get caring and guidance from their parents. From their parents, especially from their mother, and for the first time the influence from something which is done by their mother, in directly will form their children character. Because mother is as a school, if mother prepares her children, it means she also prepares the strong generation. Therefore, education in family is also called the first and prior education.

According to Ngalim Purwanto in Sadullah, (2010:194) the roles of mother are:

- 1) The source and the giver of love and affection
- 2) Caretaker
- 3) Controller in family
- 4) Counselor of personal relationship
- 5) Emotional educators

Beside mother, father also has important role in forming children characteristic. The activity which is done by father in his daily work will give influence to their children. According to Ngalim Purwanto in Sadullah (2010:195), the roles of father are:

- 1) Source of authority in family
- 2) Intern connecting between family and society
- 3) Protector from outer threat
- 4) The giver of safe fell for all of the member of family
- 5) Rasional educator

#### **b. Definition of Education**

According to Uyoh (2010:195) divides the definition of education into two meaning: 1) Education in specific meaning the word education is related to the word educere, the mean is “taking out an ability’ (e = take out, ducere = lead), so education means guiding to take out children’s ability

The definition of education can be seen in specific meaning and wide meaning. In specific meaning, Langeveld states that education is guidance which is given by mature person to the immature person to reach the maturation. According to Hoogeveld (2010:45), educate is helping children so that they be able to finish their duty of life by themselves.

Thus, according to Sadullah (2013:3) , education in specific meaning is an effort of adult person in guiding their children to reach the maturation. Education in specific meaning describes the education that focused in family environment

Education in wide meaning is an effort of human to increase the prosperity as long as their life. Henderson states that education is as a process of growth and development and taking place as the result of the interaction of an individual with his environment, both physical and social beginning at birth and lasting as long as life itself. It is also a process in which the social heritage as a

part of social environment becomes a tool to be used toward the development of the best and most intelligent person.

In UU No. 20 2003 about National Education System, said that: “Education is an effort to create the situation and process of learning in order to make the students actively develop their potential so that they have spiritual power in religious, self control, personality, intelligence, good attitude and also skill which are needed by themselves, society and nation (Depdiknas:2009:45)

According to Sadullah (2010:74) the education above (in wide meaning), there are some basic principles in education:

- a) Life long education
- b) For humans, education is the necessity because with education they will have an ability to develop.
- c) Education is responsibility for all humans (parents, society and government).

It is important to distinguish between education and learning. All education surely involves learning, but not all learning involves education. In the concept of education, there is an element of design of human contrivance that is not integral to the meaning of learning. This element of design is clear in the definition of education offered earlier: the deliberate, systematic and sustained effort to transmit, evoke or acquire knowledge, attitudes, value or skill. Education in this view, is purposeful (deliberate), organized (systematic) and consequential duration (sustained). On the other hand, learning can be non deliberate or incidental, unorganized and very short duration.

### c. Education Aim

Education aim is a fundamental thing because it will determine the goal of the student. There are some values which have to be considered in determine the education aim, as stated by Hummel:

- 1) Autonomy: Give individuals and groups maximum awareness, knowledge and ability, so that they can manage their personal and collective life to the greatest possible extend.
- 2) Equity: Enable all citizens to participate in cultural and economic life by offering them a basic education
- 3) Survival: Permit every nation to transmit and enrich its culture heritage over generation, but also guide education toward mutual understanding and toward what has been become a worldwide realization of common destiny. Based on the three values above, the function of education is to produce better generation and to establish culture of the society or human to get better personality. It can be concluded that the education in this context is to create a better life.

d. Education Level Education Level in Indonesia is as follow:

- 1) Primary Education Primary Education is education that gives the knowledge and skill, it grows basic attitude that is needed in society and also prepares the students to follow middle education.<sup>13</sup>In Indonesia, this Education has two parts:
  - a) Elementary School Children ages 6–11 attend Sekolah Dasar (SD) (literally Elementary School). This level of education is compulsory for all Indonesian citizens, based on the national constitution. Madrasah Ibtidaiyah (MI) is the

Islamic alternative to SD, following a curriculum with more focus on Arabic and Islam.

b) Junior High School Junior High school, generally known by the abbreviation "SMP" (Sekolah Menengah Pertama) is part of primary education in Indonesia. After graduating from elementary school, students attend Middle School for three years from the age of 12-14. Madrasah Tsanawiyah (MTs) is the Islamic equivalent of SMP.<sup>14</sup>

## 2) Middle Education

Middle Education is education that prepares the students to be the member of society who have ability to interact with social culture environment and surrounding environment and also they are able to develop their ability in higher education and work place.

In Indonesia, there are two types of senior high school. First is generally known as by the abbreviation "SMA" (Sekolah Menengah Atas) and second is SMK (Sekolah Menengah Kejuruan). SMA differs than SMK in their studies. The students at SMA are prepared to continue their study to university while students of SMK are prepared to be ready to work after finishing their school without going to university/college. SMA is simply the university-preparatory school while SMK is the vocational school. Madrasah Aliyah (MA) is the Islamic equivalent of SMA, and Madrasah Aliyah Kejuruan (MAK) the Islamic equivalent of SMK.

## 3) Higher Education

Higher Education is education that prepares the students to be the member of society that have high level academic ability so that they can apply, develop and create the knowledge, technology and art in order to improve the prosperity of society. After graduation from High school, students may attend a university (higher education). The higher education institution is categorized in two types: public and private which supervised by Ministry of National Education. There are four types of higher education institution: Universities, Institutes, Academies, and Polytechnics. There are different degrees in higher education, namely Diploma 3 (D3), Strata 1 (S1), Strata 2 (S2) and Strata 3 (S3).

e. The Role of Parents in Student's Education

Family is the first environment of child where the responsibility is on parents. The relationship between parents and child possess certain characteristic that explain tremendous and permanent impact of one upon the other. The intimacy and intensity of contact and everyday interaction and interchange exist in an emotionally charged atmosphere. A child serves as a mirror to the parent who sees reflected there his own childhood, his own unresolved and frequently long-term conflicts, and his own need and aspiration.

In children's education, parents have to create education's situation that is understood by them so it will invite them to the action which is aimed to the education aim. In this case, parents must give good model and also give good facilities for children. Family is the first environment for children to receive education. Directly, parents play the role as a protector, caretaker, guiding, teacher

and leader. It can be concluded that parents place basic personality which will be useful to the next children's experience.

Parents want their children get success in school, but a parent's role in that success must not be underestimated. In school as in life, consistent support from parent is crucial to sustaining a student's confidence and sense of achievement.

Parents play four distinct roles in their child's education:

1) Be a cheerleader

Children thrive on encouragement. It's just as important to support a child who doesn't perform well as it is to congratulate them for success. Real learning is not based on reward, but on the value the child places on the process itself. It's important to make something positive out of failure and to teach young learners this vital skill. Ask the child what they do when they fail at something they're good at. This will help them to see how important it is to keep trying and it will teach them to access the skills they already have when faced with new or less interesting challenges.

2) Be a friend

Learning about lesson isn't the only struggle the child faces in school. Maybe they're having problems with a teacher, a group of friend or a bully on the playground. Sometimes they really need someone who is willing to hear what they are thinking. Without someone to confide in, the child will have extra stress in their life, which can decrease self esteem and motivation. Parents have to listen respectfully. The child's concerns can be a major confidence booster all by itself.

If parents take the child seriously he is more likely to do the same for their education.

### 3) Be a teacher

Parents can't just leave their child all up to the teacher. Sure, it's their job, but even the best and brightest can be hard pressed to address the individual needs of every child, especially in a crowded classroom. Children still need personal attention, so it's the role of the parent to make sure they get it.

Stay in touch with the child's assignments, tests and on going projects. Set aside time each day to offer help. Be available and enthusiastic; the child needs to feel like parents want to be there and that helping them isn't a chore. Connect with their teachers regularly to keep up with how things are going in the classroom. If the parents find the child needs extra help, be active in getting it, or better yet, work with them yourself. Tutoring the children can be rewarding for both of you.

### 3) Be the enforcer

Enforce in advance by helping the child set and keep schedules, reach goals and complete assignments on time. Be respectful. Don't expect the child to know how to use an assignment pad, or understand a class schedule. They won't get it right the first time. Be patient but unwavering with the basics and the student will catch on. Sometimes parents will have to be strict, but a little firmness each day will teach the child vital time management skills. This will give them a sense of control and can help them to prevent a homework or term paper crisis. Be willing to be the bad guy, but don't make school or homework seem like a punishment. Parents must think themselves as the leader of an expedition, not a



jailor. When things get difficult, they'll respect parent's authority and see parents as a resource for the help they need.

From the description above, it can be concluded that parents and family involvement is key to improve student's performance and overall school quality. Parents have a role and enormous responsibility to make sure their children are ready to learn and be successful in school.

## 2. Students' English Learning Achievement

### a. English Language Learning

English is considered as the first foreign language in Indonesia. It becomes one of the subjects that students must learn both at junior and senior high school. Since English is compulsory subject and a part of the school curriculum, students have to study it.

Although English is taught at both junior and senior high school, the result of the teaching program in our country has not been satisfactory. Students are learning English because English is compulsory subject they have to study it. So, they only learn English, but not acquire it. Furthermore, they do not have any aims about their English learning.

Krashen in Maria (2014:7) draws a distinction between learning and acquiring a language. Acquisition is defined as a subconscious process that is identical to the process used in the first language acquisition in all important ways, while learning is defined as conscious knowing about a target language. While acquisition is taking place, language learner is not always aware of the result; they are not very concerned with grammatical rules and error correction.

They are gaining a target language by living in society where the language is used in their daily lives. When language learners talk about the rules of a target language, they correct errors, and people in the society do not speak the target language, they are learning the target language.

In this case, learning is always affected through a „monitor“, or an effort on the part of learner to control his language output and to self-correct it whenever necessary. The monitor can become effective in a communication situation only if

- (a) there is enough time to operate,
- (b) the speaker is concerned with the correctness of his speech production, and
- (c) the speaker knows the correct rule

Furthermore, what makes learning possible is the information received in parallel to the linguistic input in the narrower sense: the learner must know who is speaking to whom, when and where, he must be able to watch the accompanying „body language“ (gesture, facial expression, etc.), and he must note the reactions of listener. Eventually he should be able to establish a relationship between identifiable segments of the sound stream and particular pieces of the parallel information.

#### b. Definition of Learning

The meaning of learning can be found in any dictionary. For instance, the Webster's Ninth New Collegiate Dictionary:

To learn (verb): (1) to gain knowledge or understanding of or skill in by study, instruction, or experience (2) memorize (the lines of a play), to come to be

able (~ to dance), to come realize (3) to come to know to acquire knowledge or skill or a behavioral tendency.

Learning is acquiring knowledge; it's an enduring change in living being not dictated by genetic predication; it also a relative yet permanent change in behavior resulting from practice. For the most part, learning is change in behavior and capacity acquired through experience.

According to Chris 2004:11), learning involves the acquisition of particular skill which is useful in here and now, or knowledge which is relevant for the moment but may not have broader educational value.

Furthermore, there hadits which said that:

أَطْلَبُوا الْعِلْمَ مِنَ التَّوْبَةِ إِلَى التَّحْيَةِ

(Learning begins at birth and end at death)

It is one of the most pervasive phenomena to be observed on earth. People learn under a wide range of condition and circumstances. We learn more or less continuously at home, on the street, at the office and factory and in the classroom. This learning often takes place under the most casual and unplanned condition.

More specifically, Brown (2000:7) breaks down the definition of learning into some items. They are:

- 1) Learning is acquisition and getting
- 2) Learning is retention of information or skill
- 3) Retention implies storage system, memory cognitive organization
- 4) Learning involves active, conscious focus and acting upon events outside or inside the organism.
- 5) Learning is relatively permanent but subject to forgetting.

6) Learning involves some form practice.

7) Learning is change in behavior.

#### c. Definition of Learning Achievement

The word „achievement“ derives from „achieve“ which means to success in reaching a particular goal, status or standard especially by effort, skill, courage etc. Meriam-Webster Collegiate Dictionary asserts that there are three definitions about achievement: a. Achievement is the act of achieving accomplishment 1. Achievement is the result gained by effort 2. Achievement is a great or heroic deed b. Achievement is the quality and quantity of a students work

Learning achievement meant the result achieved by students in learning process. In this study, the learning achievement refers to the student's achievement in English subject in the second year students of SMPN 8 Makassar in the academic ear 2018/2019.

#### d. Factors Affecting Learning Achievement

There are many factors affecting learning achievement. Dalyono states that factors influencing student's learning achievement are factors that come from student's internal and external sides.

##### a. Internal factors

1) Health Physical and spiritual factor health has big influence to the learning achievement. If the condition of physical and spiritual health is not good, it can disturb or decrease the spirit to study.

2) Intelligent and talent Students with high intelligent or have high IQ usually will take easy in study and also have good achievement. If the

student with high intelligent also have talent in the subject that they are studied, the process of learning will be more successes.

3) Interest and motivation Big interest to the subject is a big capital to achieve the goal. The big interest in studying will produce high achievement. In other hand, the less interest in studying will produce the less achievement. Motivation determines the student's level of paying attention during class and the assiduity with which he does his homework and revises what he has been taught during the day. It certainly has a deep influence on effectiveness on learning.

4) The way of learning Learning without considering the technique of learning and physiology and psychology factors will produce the lack result.

b. External factor

1) Family Parents have a big influence to the success of their children in learning. Parent's education level, income, caring and guidance, relationship between parents and children and the situation in home also influence the children's learning achievement.

2) School The quality of teacher, teaching method, curriculum, facilities, condition of the room and the total of students in every room also influence to the success of student in learning.

3) Society If the surrounding environment of society consists of learn people, especially the children have high level of education and good morality, it will motivate the children to study hard.

According to Brown in Siti Khasinah (2014:2), there are two factors determining the success of second language learner. The first is intrinsic factor: personality factors that contribute in some way to the success of language learning such as self-esteem, risk-taking, anxiety, empathy, extroversion, motivation and attitude.

1) Self-Esteem

Self-esteem is a personal judgment of worthiness that is expressed in the attitude that individuals hold toward themselves. It could be claimed that no successful cognitive or affective activity can be carry out without some degree of self-esteem.

2) Risk-Taking

Risk-taking is an important characteristic of successful learning of a second language. Learner has to be able to gamble a bit, to be willing to try out hunches about the language and take the risk of being wrong.

3) Anxiety

In second language learning, anxiety was one of keys to success, closely related to competitiveness. Low anxiety among learners where learners do not feel they are in competition. Competitiveness sometimes hindered them progress and at other time it motivated them to study harder.

#### 4) Motivation

Motivation is probably used in explaining the success or failure of something. It is claimed that in second language learning, learner will be successful with the proper motivation. Learner with high motivation will make some efforts to achieve his purposes.

#### 5) Attitudes

Attitudes develop early in childhood and are the result of parents and peer's attitudes, contact with people who are different in any number of ways, and interacting affective factors in the human experience. In second language learning, positive attitudes toward self, the native language group, and the target language group enhanced proficiency, while negative attitudes may lead to decrease motivation because of decrease input and interaction, to unsuccessful attainment of proficiency Brown (2000:145-160).

The second according to Brown (2000:176) is extrinsic factor: socio cultural variable that emerge as the second language learner brings not just two languages into contact but two cultures, and in some sense must learn a second culture along with a second language.

#### e. Measurement of Learning Achievement

According to Brown (2000:148) an achievement test related directly to classroom lesson, units, or even a total curriculum. Achievement test are limited

to particular material addressed in a curriculum within a particular time frame and are offered after a course has focused on the objectives in question. Achievement test can also serve the diagnostic role of indicating what a student needs to continue to work on in the future.

The specification for an achievement test should be determined by:

- 1) The objective of the lesson, unit or course being assessed.
- 2) The relative importance (or weight) assigned to each objective.
- 3) The tasks employed in classroom lessons during the unit of time.
- 4) Partially issues, such as the time for the test and turn around time.
- 5) The extent to which the test structure lend in self to formative wash back.

There are several reasons why achievement test are made:

- 1) To measure progress
- 2) To diagnose difficulties
- 3) To help match tasks, materials and methods to particular needs
- 4) To evaluate teaching approaches
- 5) To compare students
- 6) To maintain and improve standards

There are many techniques that can be used to measure student's learning.

The techniques are as follows;

- 1) Choice-Type Question

The typically multiple choice item presents a statement or question followed by several alternative responses or answers.

- 2) Short answer item



Short answer items typically require a single word, phrase, or numerical answer. It requires students to construct a response rather than simply recognizing a best answer and it reduces or eliminates the possibility of getting the right answer by guessing.

### 3) Performance assessments

The recent growth in the interest in essay examination is part of longer movement that is calling for construction of performance assessment that more closely, mirror long-term instructional objectives.<sup>41</sup> In Indonesia, the common technique which is usually used is assignment and test. The form of assignment that the teacher usually gives to the students is doing homework. Meanwhile, in test the students are commonly asked to answer a number of questions.

### C. The Influence of Parents' Education Level Background to The Student's Education.

On giving education or learning, certainly the educator has been mastered the material which will be explained. The higher mastery of the knowledge from educator will influence to the delivery of knowledge to the students.

According to Jan Ligthart (2010:18) education is based on love and affection which are from patience and wisdom. Patience is needed to face the child. The meant of wisdom is wider than scientific. The educated person is not always wise but wisdom never happens without learning knowledge. According to Oxford Advanced Learners Dictionary, wisdom is an ability to make sensible decision and give good advice because of the experience and knowledge

that you have. Therefore, an educator has to learn knowledge and has wide discourse.

Parents with high education level not only have many experiences but also they have wide view and discourse. Certainly, it will influence the model of leadership in family. Moreover, in the Holy Qur'an, Allah decree that between "person who know" (educated person and person with high education level) is different with "person who doesn't know" (uneducated person and person with less knowledge) in their way of think. As stated by Allah SWT in Surah Az – Zumar verse 9:

قُلْ هَلْ يَسْتَوِي الَّذِينَ يَعْلَمُونَ وَالَّذِينَ لَا يَعْلَمُونَ إِنَّمَا يَتَذَكَّرُ أُولُو الْأَلْبَابِ

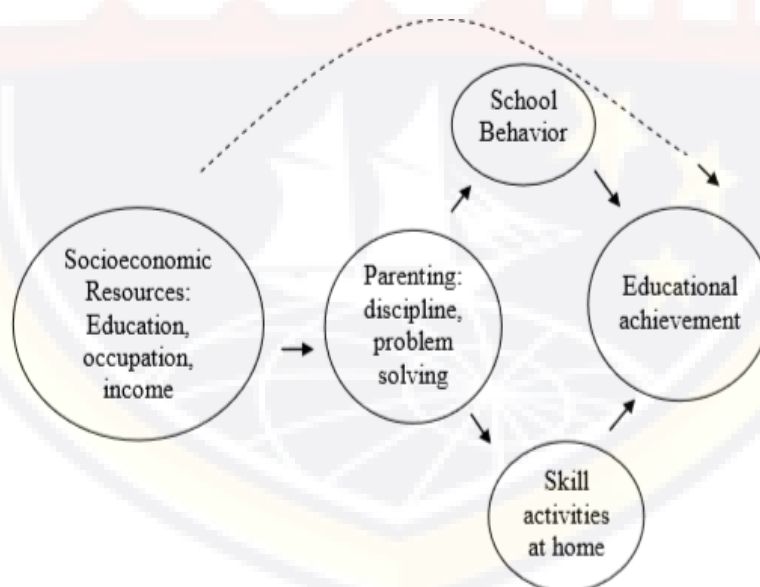
Say: ("Are those equal, those who know and those who do not know? It is those who are endued with understanding that receive admonition.)

From the surah above, it can be understood that the function of parents' education level is to make good leadership in family, especially in educating their children.

Traditionally, family status variables such as parents' level of education have been regarded as predictors of children's academic achievement. Increasingly, rather than having a direct association with children's academic achievement, parents' level of education is part of a larger constellation of psychological and sociological variables influencing children's school outcomes. Attendant on higher levels of education may be access to resources, such as income, time, energy, and community contacts, that allow for greater parental

involvement in a child's education. Level of education also influences parents' knowledge, beliefs, values, and goals about childrearing, so that a variety of parental behaviors are indirectly related to children's school performance. For example, higher levels of education may enhance parents' facility at becoming involved in their children's education, and also enable parents to acquire and model social skills and problem-solving strategies conducive to children's school success. Thus, students whose parents have higher levels of education may have an enhanced regard for learning, more positive ability beliefs, a stronger work orientation, and they may use more effective learning strategies than children of parents with lower levels of education.

De Garmo as quoted by Charles describes (2007:159) the model of parental influence the educational achievement as follows:



From the model above, it can be seen that family background or socioeconomic resources including occupation, income and education support the

parental for cognitive skill building and discipline. Higher quality parenting was strongly associated with level of education. The impact of parent's education was largely worked through the way they provide opportunities for intellectual skill building in the home by the cognitive quality of the parent or child interaction in problem solving. The result suggests that how parent interact with their children is important in predicting child academic outcome. From the description above, it can be concluded that parents with higher levels of education are more likely to believe strongly in their abilities to help their children learn. Directly it will influence to the children learning achievement in school or the success of children education.

### **C. Theoretical Framework**

This theoretical framework presents the three topics. The first topic discussed the parents' educational background comprising the definition of parents, the definition of education, education aim, level of education, the role of parent in children education. The second topic is considered about student's English learning achievement including English language learning, the definition of learning, learning achievement, factor affecting learning achievement and measurement of learning achievement. The third topic is the influence of parents' level of education to the children's education.

## **CHAPTER III**

### **RESEARCH METHOD**

In this chapter the writer discussed about research design, place, and time, population and sample, technique of collecting data, technique of data analysis.

#### **A. Research Design**

This research used descriptive qualitative research method. According to Camic, Yardley, and Rhodes (2003:117), qualitative research (QR) offers a rich and varied set of strategies and methods for investigating question about social and psychological. This research focus on parents' education background and students' achievement in English learning.

#### **B. Population and Sample**

##### **1. Population**

The population in this study was the second-year students of SMPN 8 Makassar. It consisted of fifteen classes. Total number of population were consists of 540 students with different total of each class.

##### **2. Sample**

The sample of the study would be taken from class VIII 9 at SMPN 8 Makassar. The sample of the research was 35 students.

#### **C. Research Instrument**

This study used questionnaire as the instrument. The writer used questionnaire to get the data about parents' educational background. It is consists

of 16 questions namely 8 questions are about father's education background and 8 questions again are about mother's. Meanwhile the writer used report card to get the data about students' achievement.

#### **D. Technique of Collecting Data**

The writer used questionnaire and documentation to collect the data.

##### 1. Questionnaire

Arikunto in Putra (2016:3) states a questionnaire is a number of written questions which are used to gain information from respondents about the writer used closed questionnaire: Close questionnaire is the respondent could directly choose the appropriate answer. In this research, the writer used the close questionnaire to know the parent's education background in SMP N 8 Makassar. The questionnaire itself was actually written in Indonesia. The writer though it would be easier for the respondents to understand the questions or statements stated in the questionnaire. The questionnaire consists of 16 questions. 8 questions are the questions about father's education background and 8 questions again are about mother's education background. Both of them are same.

This study writer tried to describe the characteristic of parents' educational background. To gather data, the writer used questionnaire given to the sample of the students in the second year at SMPN 8 Makassar. The score of questionnaire listed by summing up the scores of students' answer. To made easy in scoring the questionnaire the writer measuring rod as followed.:

1. Parents' formal education

- a. S2 is given value 6
- b. S1 is given value 5
- c. Diploma is given value 4
- d. SMA is given value 3
- e. SMP is given value 2
- f. SD given value 1
- g. Ungraduated of SD is given value 0

2. Time of Studying

- a. 2 years for S2/S3 is given value 5
- b. 4 years for S1 is given value 4
- c. 3 or 2 years for Diploma is given value 3
- d. 3 years for SMP and SMA is given value 2
- e. 6 years for SD is given value 1
- f. Over limited time is given value 0

3. Parents non-formal education

- a. Yes is given value 1
- b. No is given value 0

4. Kind of parents informal education

- a. Madrasah Diniyah is given value 1
- b. Training is given value 2
- c. Course is given value 3
- d. All is given value 4

5. Time of studying non-formal education

- a. 4 years is given value 5
- b. 3 years is given value 4
- c. 2 years is given value 3
- d. 1 years is given value 2
- e. Less than 1 years is given value 1

6. Parents motivation

- a. Looking at the knowledge is given value 5
- b. A foothod in life is given value 4
- c. Job demand is given value 3
- d. Parent demand is given value 2
- e. Following trend is given value 1

7. The important of education

- a. Very important is given value 4
- b. Important is given value 3
- c. Less important is given value 2
- d. Not important is given value 1

8. The influence of education

- a. Very influence is given value 4
- b. Influence is given value 3
- c. Less influence is given value 2
- d. Not influence is given value 1



## 2. Documentation

Documentation technique is a method of collecting data by studying existing records (documents). This technique used as a complement to data that can not be obtained from the questionnaire technique. The writer collected data about students' english learning achievement in the form to students' report cards at SMPN 8 Makassar.

### **E. Technique of Data Analysis**

After all the data are collecting the writer analyzed. The writer got data through questionnaire and documentation. From the results of all the data, the writer analyzed it by describing to find out the students' achievement in learning English.

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

This chapter consisted of two sections: the findings of the research and the discussion of the research. The findings present the result of data analysis and the discussion deals with the arguments and the interpretation of the research findings.

#### **A. Findings**

There are 8 reference numbers that are used to give scoring from the 16 questions on the questionnaire.

1. Parents' formal education
  - a) S2 is given value 6
  - b) S1 is given value 5
  - c) Diploma is given value 4
  - d) SMA is given value 3
  - e) SMP is given value 2
  - f) SD given value 1
  - g) Ungraduated of SD is given value 0
  
2. Time of Studying
  - a) 2 years for S2/S3 is given value 5
  - b) 4 years for S1 is given value 4
  - c) 3 or 2 years for Diploma is given value 3
  - d) 3 years for SMP and SMA is given value 2

- a) 6 years for SD is given value 1
- b) Over limited time is given value 0

3. Parents non-formal education

- a) Yes is given value 1
- b) No is given value 0

4. Kind of parents informal education

- a) Madrasah Diniyah is given value 1
- b) Training is given value 2
- c) Course is given value 3
- d) Pesantren is given value 4

- e) All is given value 5

5. Time of studying non-formal education

- a) 4 years is given value 5
- b) 3 years is given value 4
- c) 2 years is given value 3
- d) 1 years is given value 2
- e) Less than 1 years is given value 1

6. Parents motivation

- a) Looking at the knowledge is given value 5
- b) A foothod in life is given value 4
- c) Job demand is given value 3
- d) Parent demand is given value 2
- e) Following trend is given value 1

## 7. The important of education

a) Very important is given value 4

b) Important is given value 3

c) Less important is given value 2

d) Not important is given value 1

## 8. The influence of education

a) Very influence is given value 4

b) Influence is given value 3

c) Less influence is given value 2

d) Not influence is given value 1

Table 1.1

This part presented of parents' educational background

No Resp	Name Resp.	Father's Education Level background	Mother's Education level background
1	ABIL	S1	S1
2	AQAAZ	SMA	SMA
3	AAA	S1	S2
4	ASR	DIPLOMA	SMA
5	ASY	S1	SMA
6	AAPA	SMA	S1
7	ANMT	S1	S1
8	AT	SMA	SMA
9	ASAI	SMA	S1
10	ANAR	S2	DIPLOMA
11	AMZ	S1	DIPLOMA
12	DS	SMA	S1
13	DAA	S2	DIPLOMA
14	FASU	S1	SMP
15	FAR	S2	SMA
16	JKP	S2	DIPLOMA
17	KNF	S1	S1

18	KMF	SMA	SMA
19	LAD	S1	S1
20	MAA	S2	S2
21	MR	SMA	SMA
22	MBRPD	S2	S1
23	MRF	S1	S1
24	MRP	SMA	SMA
25	MA	S1	SMA
26	MDDN	S1	DIPLOMA
27	MGK	S1	SMA
218	NFPS	SMA	SMA
29	NK	S1	SMA
30	NNB	S1	SMA
31	PAKS	S1	DIPLOMA
32	RAR	DIPLOMA	SMA
33	RWS	S1	SMA
34	SR	SMA	SMA
35	TDN	S1	SMA

Table 1.2

**The result of Parents' Educational Background Questionnaire**

No. Resp.	Answer																Total
	Father's								Mother's								
	1	2	3	4	5	6	7	8	1	2	3	4	5	6	7	8	
1	5	4	1	2	4	5	4	4	4	4	1	2	4	5	4	4	57
2	3	2	1	3	2	4	4	4	3	2	0	0	0	5	4	4	41
3	5	4	0	0	0	5	4	4	6	5	0	0	0	3	4	4	40
4	4	3	1	3	2	4	4	4	3	2	0	0	0	4	4	4	42
5	5	4	0	0	0	4	4	4	3	2	0	0	0	4	4	4	38
6	3	2	0	0	0	3	3	3	5	4	0	0	0	5	4	4	36
7	5	4	0	0	0	4	4	4	5	4	0	0	0	5	4	4	43
8	3	2	0	0	0	5	4	4	3	2	0	0	0	5	4	4	36
9	3	2	1	2	1	3	4	4	5	4	1	2	1	5	4	4	44
10	6	5	1	2	4	5	4	4	4	3	0	0	0	5	4	4	49
11	5	4	1	3	2	4	4	4	4	3	0	0	0	5	4	4	48
12	3	2	0	0	0	5	4	4	5	4	0	0	0	4	4	4	39
13	4	3	0	0	0	4	4	4	6	5	0	0	0	5	4	4	43
14	5	4	0	0	0	4	4	4	3	2	0	0	0	5	4	4	38

15	6	5	1	3	3	5	4	4	3	2	0	0	0	4	4	4	48
16	6	5	1	3	3	5	4	4	4	3	0	0	0	4	4	4	50
17	5	4	1	2	1	4	4	4	5	3	1	3	1	4	4	4	50
18	3	2	0	0	0	4	4	4	3	2	0	0	0	5	4	4	38
19	5	4	0	0	0	4	4	4	5	4	0	0	0	5	4	4	43
20	6	5	0	0	0	5	4	4	6	5	0	0	0	5	4	4	48
21	3	2	0	0	0	4	4	4	3	2	1	3	1	4	4	4	39
22	6	5	1	2	5	2	4	3	5	4	0	0	0	3	3	3	46
23	5	4	0	0	0	3	4	4	5	4	1	3	3	5	4	4	49
24	3	2	1	3	2	4	4	3	3	2	1	3	1	3	4	4	43
25	5	4	0	0	0	4	4	4	3	2	0	0	0	5	4	4	39
26	5	4	1	2	1	4	4	4	4	3	1	2	1	4	4	4	48
27	5	4	0	0	0	5	4	4	3	2	0	0	0	4	4	4	39
28	3	2	0	0	0	4	4	4	3	2	1	3	1	5	4	4	40
29	5	4	0	0	0	4	4	4	3	2	0	0	0	5	3	3	40
30	5	4	0	0	0	3	4	4	3	2	0	0	0	4	4	4	37
31	5	4	1	3	4	4	4	4	4	3	1	3	1	5	4	4	51
32	4	3	1	3	2	3	4	4	3	2	1	3	1	4	4	4	46
33	5	4	0	0	0	5	4	4	3	2	0	0	0	4	4	4	39
34	3	2	0	0	0	3	4	4	3	2	1	3	1	3	4	5	37
35	5	4	0	0	0	5	4	4	3	2	0	0	0	5	4	4	40

Table 1.3  
The score of students' English Learning Achievement

No.	Name Respondents.	Score Parents Educational Background	Report Score
1	ABIL	57	93
2	AQAAZ	41	91
3	AAA	40	93
4	ASR	42	90
5	ASY	38	88
6	AAPA	36	92
7	ANMT	43	90
8	AT	36	91
9	ASAI	44	93
10	ANAR	49	90
11	AMZ	48	90
12	DS	39	90
13	DAA	43	90
14	FASU	38	90
15	FAR	48	90
16	JKP	50	94

17	KNF	50	89
18	KMF	38	89
19	LAD	43	90
20	MAA	48	88
21	MR	39	90
22	MBRPD	46	90
23	MRF	49	88
24	MRP	43	93
25	MA	39	92
26	MDDN	48	88
27	MGK	39	89
28	NFPS	40	88
29	NK	40	88
30	NNB	37	88
31	PAKS	51	93
32	RAR	46	93
33	RWS	39	87
34	SR	37	92
35	TDN	40	93

Based on the table above, the next step was looking for the mean and the quality of parents' educational background variable (X), there were as followed:

a. Find out the SUM of interval

$$K = 1 + 3, 3 \log n$$

$$= 1 + 3, 3 \log 35$$

$$= 1 + 3, 3 (1, 544068044)$$

$$= 1 + 5,095424$$

$$= 6,095424$$

$$= 6$$

b. Find out the range

$$R = H - L$$

Where:

R = Range

H = Highest value

L = Lowest value

From that data, it was known that:

$$H = 57, L = 36$$

$$R = H - L$$

$$= 57 - 36$$

$$= 21$$

c. Determining class interval

$I = \text{sum of interval}$

*range*

$$I = R/K$$

$$= 21/6$$

$$= 3,5$$

$$= 4$$

So, class interval was 4 and the SUM of interval was 6

Table 1.4

**Mean Score Frequency Distribution of Parents' Education Level Background**

Interval	F	X	Fx	Mean
64 – 70	0	67	0	$M = \frac{\sum fx}{N}$ $= \frac{1519}{35}$ $= 43,4$
57 - 63	1	60	60	
50 – 56	3	53	159	



43 - 49	13	46	598
36 - 42	18	39	702
Total	35		1.519

Based on the result of mean calculation above, the next step was making the category. There ere as followed

#### **The quality of parents' Educational Background**

Class Interval	Category	Quality
49 - 70	High value	Medium
27 - 48	Medium value	
5 - 26	Low value	

Based on the table above, it was known that the mean from parents' educational background variable in SMPN 8 Makassar was 43,4. It meant that the category of parents' education background was medium. It was on interval 27 – 48.

#### **b. Students' English Learning Achievement**

The data of this variable was taken from English teacher documentation in SMP N 8 Makassar. The students' English learning achievement of seventh grade student of SMP N 8 Makassar in the academic year of 2018/2019 was as followed:

Table 1.5

<b>No.</b>	<b>Name Respondents.</b>	<b>REPORT SCORE</b>
1	ABIL	93
2	AQAAZ	91
3	AAA	93
4	ASR	90
5	ASY	88
6	AAPA	92
7	ANMT	90
8	AT	91
9	ASAI	93
10	ANAR	90
11	AMZ	90
12	DS	90
13	DAA	90
14	FASU	90
15	FAR	90
16	JKP	94
17	KNF	89
18	KMF	89
19	LAD	90
20	MAA	88
21	MR	90
22	MBRPD	90
23	MRF	88
24	MRP	93
25	MA	92
26	MDDN	88
27	MGK	89
28	NFPS	88
29	NK	88
30	NNB	88
31	PAKS	93
32	RAR	93
33	RWS	87
34	SR	92
35	TDN	93
<b>Total</b>		<b>3163</b>

Based on the table above, the next step was looking for the mean and the quality of students' English learning achievement variable (Y), they were as followed:

a. Find out the SUM of interval

$$\begin{aligned}
 K &= 1 + 3, 3 \log n \\
 &= 1 + 3, 3 \log 35 \\
 &= 1 + 3, 3 (1, 544068044) \\
 &= 1 + 5,095424 \\
 &= 6, 095424
 \end{aligned}$$

$$= 6$$

b. Find out the range

$$R = H - L$$

Where:

R = Range

H = Highest value

L = Lowest value

From that data, it was known that:

$$H = 94, L = 87$$

$$R = H - L$$

$$= 94 - 87$$

$$= 7$$

c. Determining class interval

$$I = \text{sum of interval}$$

*range*

$$I = R/K$$

$$= 7/6$$

$$= 1,16$$

$$= 1,2$$

Table 1.6  
Mean Score Frequency Distribution of Student's English Learning Achievement

Interval	F	X	Fx	Mean
93 – 94	8	93,5	748	$M = \frac{\sum fx}{N}$ $= \frac{3.158,5}{35}$ $= 90,2428$
91 – 92	5	91,5	457,5	
89 – 90	14	89,5	1253	
87 – 88	8	87,5	700	
Total	35		3.158,5	

Based on the result of mean calculation above, the next step was making the category. There were as followed

Table 1.7  
The Quality of Students' English Learning Achievement

Class Interval	Category	Quality
94 – 100	High	Well
87 – 93	Well	
80 – 86	Fair	

Based on the table above, it was known that the mean from students' English learning achievement variable in SMPN 8 Makassar Limpung was 90. It meant that the category of student's English learning achievement was good. It was on interval 87 – 93.

## 2. Hypothesis Analysis

This analysis was used to prove that the hypothesis was accepted or rejected. In this research, the hypothesis was there was positive influence between parents' education level background and the students' English learning achievement in SMPN 8 Makassar in the academic year of 2018/2019. To prove that hypothesis, the writer used one predictor regression formula with standard deviation as followed:

a. Looking for the correlation between predictor (X) and the criterion (Y) could be found by the correlation product moment technique , with formula:

$$r_{xy} = \frac{\sum xy}{\sqrt{(\sum x^2)(\sum y^2)}}$$

Where

$$\sum xy = \sum xy - \frac{(\sum x)^2}{N}$$

$$\sum x^2 = \sum x^2 - \frac{(\sum x)^2}{N}$$

and

$$\sum y^2 = \sum y^2 - \frac{(\sum y)^2}{N}$$

Table 1.8

The Coefficient Correlation between Variable X (Parents' Educational Background) an Variable Y (Students' English Learning Achievement)

X	Y	X <sup>2</sup>	Y <sup>2</sup>	XY
57	93	3249	8649	5301
41	91	1681	8281	3731
40	93	1600	8649	3720
42	90	1764	8100	3780
38	88	1444	7744	3344
36	92	1296	8464	3312
43	90	1849	8100	3870
36	91	1296	8281	3276
44	93	1936	8649	4092
49	90	2401	8100	4410
48	90	2304	8100	4320
39	90	1521	8100	3510
43	90	1849	8100	3870
38	90	1444	8100	3420
48	90	2304	8100	4320
50	94	2500	8836	4700
50	89	2500	7921	4450
38	89	1444	7921	3382
43	90	1849	8100	3870
48	88	2304	7744	4224
39	90	1521	8100	3510
46	90	2116	8100	4140
49	88	2401	7744	4312
43	93	1849	8649	3999
39	92	1521	8464	3588
48	88	2304	7744	4224
39	89	1521	7921	3471
40	88	1600	7744	3520
40	88	1600	7744	3520
37	88	1369	7744	3256
51	93	2601	8649	4743
46	93	2116	8649	4278
39	87	1521	7569	3393
37	92	1369	8464	3404

40	93	1600	8649	3720
1504	3163	65544	285973	135980

Based on the table above, it was known that the result of coefficient correlation value was:

$$N : 35$$

$$\sum X : 1504$$

$$\sum Y : 3163$$

$$\sum X^2 : 65544$$

$$\sum Y^2 : 285973$$

$$\sum XY : 135980$$

To examine the hypothesis, the steps were as followed:

1) Looking for the value of correlation between variable (X); parents' educational background and variable (Y); students' English learning achievement in SMPN 8

Makassar in the academic year of 2018/2019, with using the formula:

$$r_{xy} = \frac{\sum xy}{\sqrt{(\sum x^2)(\sum y^2)}}$$

$$\begin{aligned} \sum xy &= \sum xy - \frac{(\sum x)(\sum y)}{N} \\ &= 135980 - \frac{(1504)(3163)}{35} \end{aligned}$$

$$= 135980 - 135918,62$$

$$= 61,37$$

$$\sum x^2 = \sum x^2 - \frac{(\sum x)^2}{N}$$

$$65544 = 65544 - \frac{(1504)^2}{35}$$

$$= 65544 - \frac{2262016}{35}$$

$$= 65544 - 64.629,028571$$

$$= 914,98$$

$$= 915$$

$$\sum y^2 = \sum y^2 - \frac{(\sum y)^2}{N}$$

$$= 285973 - \frac{(3163)^2}{35}$$

$$= 285973 - 285.844,82857$$

$$= 128,18$$

$$= 128$$

From the calculation about it, was known that the values were as followed:

$$\sum xy = 61,37$$

$$\sum x^2 = 915$$

$$\sum y^2 = 128$$

The product moment formula as followed

$$r_{xy} = \frac{\sum xy}{(\sqrt{\sum x^2})(\sum y^2)}$$

$$= \frac{61,37}{\sqrt{915} \times 128}$$



$$= \frac{61,37}{342,227}$$

$$= 0,179$$

$$= 0,2$$

Based on the calculation above, it was known that the coefficient correlation between variable X and variable Y was 0,2

2) Examining whether there was significant correlation or not by consulting the result of  $r_{xy}$  on  $r_{table}$ . After doing the correlation test with product moment correlation formula, the result was consulted with  $r_t$  (table) on the significant level 5%.

a) It was significant if  $r_{xy} > r_t(0,05)$ , hypothesis was accepted

b) It was not significant if  $r_{xy} < r_t(0,05)$ , hypothesis was rejected

From the result of calculation above, it was known that  $r_{xy} = 0,2 > 0,05$ .

It meant that hypothesis was accepted. So, there was a positive correlation between parents' educational background and students' English learning achievement. From the result above, the writer will interpretation that category of coefficient correlation based on the following:

0,80 – 1,00 means very high correlation

0,60 – 0,80 means high correlation

0,40 – 0,60 means enough correlation

0,20 – 0,40 means low correlation

Based on the calculation above, the writer concluded that the correlation between variable X and variable Y had the positive correlation with the score correlation 0,2 (it was categorized "low correlation").

## B. Discussion

According to the previous hypothesis, it could be proved that the influence of parents' educational background to the students' English learning achievement in SMPN 8 Makassar showed the significant result in 2% significance. Thus, hypothesis was accepted. From the coefficient test above, could be known that  $r_{xy} = 0,314$ . Because  $r_{xy} = 0,314 > r_t(5\%) = 0,312$ , it meant significant. From the result of the correlation between parents' education level background and students' English learning achievement, it was known that  $F_{reg} = 4,16 > F_{table}(5\%) = 4,10$ . It meant significant. So, there was significant influence between parents' education background toward students' English learning achievement. Thus, higher educational background, the higher students' English learning achievement.

There were some reasons why parents' education level background could influence students' English learning achievement.

1. Parents with high education level background usually had a lot of experience and wide discourse. It was needed to make good leadership in family, higher levels of education may be access to resources, such as income, time, energy, and community contacts, that allow for greater parental involvement in a child's education especially in educating their children.
2. Higher level of education might be access to resources, such as income, time, energy, and community contacts, that allowed for greater parental involvement in a child's education.

3. Level of education also influenced parents' knowledge, beliefs, values, and goals about childrearing, so that a variety of parental behaviors were indirectly related.

The writer has found there were another factors students' English learning achievement such as the students experienced a feeling of anxiety, unsupportive school environment and lack of family support did exist and contributed the negative effects on students' learning process.

The finding shows that the students get motivation in learning English is when they have good classroom interaction with the teacher and also with the other learners. It also supported by the teacher that has many roles in classroom such as controller, organizer, assessor, prompter, participant, resource, tutor, and facilitator.

Interactions that happen in classroom are the interaction between teacher and student, teacher to group of students, students to teacher, and students to students themselves. The classroom interaction cannot be good if there is no support by the teacher and the students itself. That is why the classroom interaction factor and teacher factor be the dominant external factors that most influencing the students in learning English. Parents with high education level not only have many experiences but also they have wide view and discourse. Certainly, it will influence the model of leadership in family

Thus the influence of parent's education level background to the student's English learning achievement was low. It means that student's English learning

achievement in SMPN 8 Makassar. was still being affected by other factors which were not studied now.



## CHAPTER V

### CONCLUSION AND SUGGESTION

There are two items that presented by the writer in this section namely conclusion and suggestion.

#### **A. Conclusion**

Referring on the data analyzes in chapter IV, the researcher concludes the results of Based on the research that was carried out in SMPN 8 Makassar in the academic year of 2018/2019, the writer drew conclusion from the previous chapter which had been discussed.

1. Parents' educational background at the second grade students of SMPN 8 Makassar in the academic year of 2018/2019 was considered medium category. It can be seen from the average value of parent's educational background was 90, it is on the interval 87 – 93.
2. The average value of student's achievement in English learning was 90. So, the English learning achievement at the seventh grade students of SMPN 8 Makassar in the academic year of 2018/2019 was categorized well.
3. In this study , it was found that there was significant correlation and significant influence between parent's educational background and student's English learning achievement. It could be seen from correlation result that the  $r_{count}$  0,2 . However this correlation and the influence were low, which pointed to other factors influencing students English learning achievement.

## **B. Suggestions**

From the calculation above, there are some suggestions that are proposed by the writer:

1. For parents

Parent should give attention to their children's achievement by giving good guidance about the good way in learning. They also should give attention continuously toward children's time in learning and build children's consciousness on the important of learning as a necessity. For parent that from higher education who have a lot of discourse and knowledge, they can accustom their children to communicate using English in their home.

2. For teachers

Teacher should control the development of the students' achievement in order to know the students who have less achievement, so they can do the remedial test.

3. For students

Students should make learning as a necessity. They have not to be controlled continuously by their parent but with their own consciousness, they use the time to study in order to develop their achievement.

4. For the next researchers

The writer suggests next researchers to conduct further study that can enhance this research because this research actually can be broaden and extended to other subject and in different setting.

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**BOSOWA**





# **APPENDICES**



PEMERINTAH KOTA MAKASSAR  
DINAS PENDIDIKAN  
SEKOLAH MENENGAH PERTAMA NEGERI 8

Batuaraya No.1 Tlp. 0411-493722 Fax.497320 Email- [spendelmakassar@yahoo.com](mailto:spendelmakassar@yahoo.com)



**SURAT KETERANGAN**

Nomor : 420 / 190 / SMP.08 / VI / 2021

Yang bertanda tangan dibawah ini , Kepala UPT SPF SMP Negeri 8 Makassar menerangkan bahwa :

N A M A : **ARWINI ARFAH**  
N I M/Jurusan : 4514101009 / Pend. Bahasa Inggris  
Pekerjaan : Mahasiswa ( S1 )  
Alamat : Jl. Urip Sumiharjo Km 4, Makassar

Benar yang tersebut namanya diatas telah melaksanakan Penelitian di UPT SPF SMP Negeri 8 Makassar dalam rangka Penyusunan skripsi di Universitas Bosowa dengan judul:

***"THE EFFECT OF PARENT EDUCATIONAL BACKGORUND TO THE STUDENTS ENGLISH LEARNING ACHIEVEMENT AT THE SECOND YEAR OF SMPN 8 MAKASSAR"***

Berdasarkan surat dari Dinas Pendidikan Kota Makassar Nomor : 070/0066/DP/II/2019, tanggal 20 Feburari 2019, Tentang Izin Penelitian.

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya dengan penuh tanggung Jawab..



Makassar, 09 Juni 2021  
Kepala UPT SPF SMPN 8 MKS,

**RUSEAN S.Pd., MM.**

Pangkat : Pembina TK.I

Nip. 19680818 199103 1 007

(Appendix 1)  
RESEARCH INSTRUMENT

**QUESTIONNAIRE PARENTS OF STUDENT SECOND YEAR AT SMPN  
8 MAKASSAR ACADEMIC YEAR 2018/2019**

**A. INNSTRUCTION**

1. The questionnaire require to this research no effect to the report card and your answer will keep in privacy
2. Understand well before your answer its question below.
3. Choose one all of the answer that match according to you and give mark (  $\sqrt{\quad}$  ) to the one of the answer.
4. For your willingness and honesty in filling out this questionnaire, the researcher say thank you so much.

**B. STUDENT IDENTITY**

1. Name .....
2. Student Id Number .....
3. Class .....
4. Address .....

**C. QUESTIONNAIRE ABOUT PARENTS EDUCATIONAL**

**A. Father Education Indicator**

1. What formal education have your father ever taken?

<input type="checkbox"/>	S2/S3
<input type="checkbox"/>	S1
<input type="checkbox"/>	Diploma
<input type="checkbox"/>	Senior high school or equal
<input type="checkbox"/>	Junior high school or equal
<input type="checkbox"/>	Elementary School or equal
<input type="checkbox"/>	Ungraduated of SD

2. How much time does it take your father to complete the education?

<input type="checkbox"/>	2 years for S2/S3
<input type="checkbox"/>	4 years for sarjana
<input type="checkbox"/>	3 or 2 years for diploma
<input type="checkbox"/>	3 years for Junior high school and Senior high school
<input type="checkbox"/>	6 years for elementary school
<input type="checkbox"/>	Over limited time

3. Does your father attend non-formal education?

<input type="checkbox"/>	Yes
<input type="checkbox"/>	No

4. What types of Non-formal education have your father participated?  
(Collect if your father take non-formal education)

<input type="checkbox"/>	Madrasah Diniah
<input type="checkbox"/>	Training
<input type="checkbox"/>	Course
<input type="checkbox"/>	Boarding School
<input type="checkbox"/>	All

5. How long your father in attending the education  
(Collect if your father take non-formal education)

<input type="checkbox"/>	4 years
<input type="checkbox"/>	3 years
<input type="checkbox"/>	2 years
<input type="checkbox"/>	1 year
<input type="checkbox"/>	Less than 1 year

6. What is the motivation of your father to complete the education?

<input type="checkbox"/>	Looking at the knowledge
<input type="checkbox"/>	A foothold in life
<input type="checkbox"/>	Job demand
<input type="checkbox"/>	Demand of Parent
<input type="checkbox"/>	Following trend

7. How important is education according to your father?

<input type="checkbox"/>	Very important
<input type="checkbox"/>	Important
<input type="checkbox"/>	Less important
<input type="checkbox"/>	Unimportant

8. According to your father, does education affect all aspects of life?

<input type="checkbox"/>	Very Influence
<input type="checkbox"/>	Influence
<input type="checkbox"/>	Less influence
<input type="checkbox"/>	Not influence

## B. Mother Education Indicator

1. What formal education have your mother ever taken?

<input type="checkbox"/>	S2/S3
<input type="checkbox"/>	S1
<input type="checkbox"/>	Diploma
<input type="checkbox"/>	Senior high school or equal
<input type="checkbox"/>	Junior high school or equal
<input type="checkbox"/>	Elementary School or equal
<input type="checkbox"/>	Ungraduated in elementary school

2. How much time does it take your mother to complete the education ?

<input type="checkbox"/>	2 years for S2/S3
<input type="checkbox"/>	4 years for S1
<input type="checkbox"/>	3 or 2 years for diploma
<input type="checkbox"/>	3 years for Junior high school and Senior high school
<input type="checkbox"/>	6 years for elementary school
<input type="checkbox"/>	Over limited

3. Does your mother attend non-formal education?

<input type="checkbox"/>	Yes
<input type="checkbox"/>	No

4. What types of Non-formal education have your mother participated  
(Collect if your mother take non-formal education)

<input type="checkbox"/>	Madrasah Diniyah
<input type="checkbox"/>	Training
<input type="checkbox"/>	Course
<input type="checkbox"/>	Boarding school
<input type="checkbox"/>	Al

5. How long your mother in attending the education ?  
(Collect if your mother take non-formal education)

<input type="checkbox"/>	4 years
<input type="checkbox"/>	3 years
<input type="checkbox"/>	2 years
<input type="checkbox"/>	1 year
<input type="checkbox"/>	Less than 1 year

6. What is the motivation of your mother to complete the education?

<input type="checkbox"/>	Looking at the knowledge
<input type="checkbox"/>	A foothold in life
<input type="checkbox"/>	Job demand
<input type="checkbox"/>	Demand of Parent
<input type="checkbox"/>	Following trend

7. How important is education according to your mother?

<input type="checkbox"/>	Very important
<input type="checkbox"/>	important
<input type="checkbox"/>	Less Important
<input type="checkbox"/>	Not Important

8. According to your mother, does education affect all aspects of life?

<input type="checkbox"/>	Very Influence
<input type="checkbox"/>	Influence
<input type="checkbox"/>	Less influence
<input type="checkbox"/>	Not influence

**ANGKET UNTUK ORANG TUA SISWA KELAS VIII SMPN 8  
MAKASSAR TAHUN AJARAN 2018/2019**

**A. PETUNJUK**

1. Angket ini hanya untuk keperluan penelitian saja, tidak mempengaruhi nilai raport, dan jawaban anda dijamin kerahasiaannya, oleh karena itu jawablah dengan sejujur-jujurnya.
2. Pahami baik-baik sebelum anda menjawab setiap soal di bawah ini.
3. Pilihlah salah satu jawaban yang paling sesuai menurut anda dengan memberi tanda (  $\checkmark$  ) pada salah satu jawaban.
4. Atas kesediaan dan kejujuran anda dalam mengisi angket ini, peneliti mengucapkan banyak terima kasih.

**B. IDENTITAS SISWA**

1. Nama : .....
2. Nis : .....
3. Kelas : .....
4. Alamat : .....



## A ANGKET TENTANG PENDIDIKAN ORANG TUA

### **Indikator Pendidikan Ayah**

1. Pendidikan formal apa yang pernah ayah anda tempuh?

- |                          |                     |
|--------------------------|---------------------|
| <input type="checkbox"/> | S2/S3               |
| <input type="checkbox"/> | Sarjana (S1)        |
| <input type="checkbox"/> | Diploma             |
| <input type="checkbox"/> | SMA atau sederajat  |
| <input type="checkbox"/> | SMP atau sederajat  |
| <input type="checkbox"/> | SD atau sederajat   |
| <input type="checkbox"/> | Tidak menamatkan SD |

2. Berapakah waktu yang diperlukan ayah anda untuk menamatkan pendidikan tersebut?

- |                          |  |
|--------------------------|--|
| <input type="checkbox"/> | 2 tahun untuk S2/S3                    |
| <input type="checkbox"/> | 4 tahun untuk sarjana                  |
| <input type="checkbox"/> | 3 atau 2 tahun untuk diploma           |
| <input type="checkbox"/> | 3 tahun untuk SMP dan SMA              |
| <input type="checkbox"/> | 6 tahun untuk SD                       |
| <input type="checkbox"/> | Lebih dari batas waktu yang ditentukan |

3. Apakah ayah anda juga mengikuti pendidikan non formal?

- |                          |       |
|--------------------------|-------|
| <input type="checkbox"/> | Ya    |
| <input type="checkbox"/> | Tidak |

4. Jenis pendidikan non formal apa saja yang telah diikuti ayah anda (diisi jika mengikuti pendidikan non formal)

<input type="text"/>
----------------------

- Madrasah Diniyah  
 Pelatihan  
 Kursus  
 Pesantren  
 Semua

5. Berapa lamakah ayah anda dalam mengikuti pendidikan tersebut ? (diisi jika mengikuti pendidikan non formal)

- 4 tahun  
 3 tahun  
 2 tahun  
 1 tahun  
 Kurang dari tahun

6. Apakah motivasi ayah anda menamatkan pendidikan tersebut?

- Mencari ilmu setinggi-tingginya  
 Bekal hidup  
 Tuntutan pekerjaan  
 Tuntutan orang tua  
 Mengikuti tren

7. Seberapa pentingkah pendidikan menurut ayah anda?

- Sangat penting  
 Penting  
 Kurang penting  
 Tidak penting

8. Menurut ayah anda apakah pendidikan mempengaruhi semua aspek kehidupan?

- |                          |                    |
|--------------------------|--------------------|
| <input type="checkbox"/> | Sangat berpengaruh |
| <input type="checkbox"/> | Berpengaruh        |
| <input type="checkbox"/> | Kurang berpengaruh |

Tidak berpengaruh



**B ANGGKET TENTANG PENDIDIKAN ORANG TUA**

**b. Indikator Pendidikan Ibu**

1. Pendidikan formal apa yang pernah Ibu anda tempuh?

<input type="checkbox"/>	S2/S3
<input type="checkbox"/>	Sarjana (S1)
<input type="checkbox"/>	Diploma
<input type="checkbox"/>	SMA atau sederajat
<input type="checkbox"/>	SMP atau sederajat
<input type="checkbox"/>	SD atau sederajat
<input type="checkbox"/>	Tidak menamatkan SD

2. Berapakah waktu yang diperlukan Ibu anda untuk menamatkan pendidikan tersebut?

<input type="checkbox"/>	2 tahun untuk S2/S3
<input type="checkbox"/>	4 tahun untuk sarjana
<input type="checkbox"/>	3 atau 2 tahun untuk diploma
<input type="checkbox"/>	3 tahun untuk SMP dan SMA
<input type="checkbox"/>	6 tahun untuk SD
<input type="checkbox"/>	Lebih dari batas waktu yang ditentukan

3. Apakah Ibu anda juga mengikuti pendidikan non formal?

<input type="checkbox"/>	Ya
<input type="checkbox"/>	Tidak

4. Jenis pendidikan non formal apa saja yang telah diikuti Ibu anda (diisi jika mengikuti pendidikan non formal)

<input type="checkbox"/>	Madrasah Diniyah
<input type="checkbox"/>	Pelatihan
<input type="checkbox"/>	Kursus
<input type="checkbox"/>	Pesantren
<input type="checkbox"/>	Semua

5. Berapa lamakah Ibu anda dalam mengikuti pendidikan tersebut ? (diisi jika mengikuti pendidikan non formal)

<input type="checkbox"/>	4 tahun
<input type="checkbox"/>	3 tahun
<input type="checkbox"/>	2 tahun
<input type="checkbox"/>	1 tahun
<input type="checkbox"/>	Kurang dari tahun

6. Apakah motivasi Ibu anda menamatkan pendidikan tersebut?

<input type="checkbox"/>	Mencari ilmu setinggi-tingginya
<input type="checkbox"/>	Bekal hidup
<input type="checkbox"/>	Tuntutan pekerjaan
<input type="checkbox"/>	Tuntutan orang tua
<input type="checkbox"/>	Mengikuti tren

7. Seberapa pentingkah pendidikan menurut Ibu anda?

<input type="checkbox"/>	Sangat penting
<input type="checkbox"/>	Penting
<input type="checkbox"/>	Kurang penting
<input type="checkbox"/>	Tidak penting

8. Menurut Ibu anda apakah pendidikan mempengaruhi semua aspek kehidupan?

<input type="checkbox"/>	Sangat berpengaruh
<input type="checkbox"/>	Berpengaruh
<input type="checkbox"/>	Kurang berpengaruh
<input type="checkbox"/>	Tidak berpengaruh

Sumber dari: Sokhifatun (2011)

## ( LAMPIRAN 1 )

**ANGKET UNTUK SISWA KELAS VIII SMPN 8 MAKASSAR TAHUN  
AJARAN 2018/2019**

A. PETUNJUK 1. Angket ini hanya untuk keperluan penelitian saja, tidak mempengaruhi nilai raport, dan jawaban anda dijamin kerahasiaannya, oleh karena itu jawablah dengan sejujur-jujurnya. 2. Pahamiilah baik-baik sebelum anda menjawab setiap soal di bawah ini. 3. Pilihlah salah satu jawaban yang paling sesuai menurut anda dengan memberi tanda ( ✓ ) pada salah satu jawaban. 4. Atas kesediaan dan kejujuran anda dalam mengisi angket ini, peneliti mengucapkan banyak terima kasih.

## B. IDENTITAS SISWA

1. Nama : Atiqah Nurul Afifah Rahmat .....
2. Nis : 08 .....
3. Kelas : 8.9 .....
4. Alamat : Jl. ABDESIR No. 340 .....

## C. ANGKET TENTANG PENDIDIKAN ORANG TUA

## A. Indikator Pendidikan Ayah

1. Pendidikan formal apa yang pernah ayah anda tempuh?

- |                                     |                     |
|-------------------------------------|---------------------|
| <input checked="" type="checkbox"/> | S2/S3               |
| <input type="checkbox"/>            | Sarjana (S1)        |
| <input type="checkbox"/>            | Diploma             |
| <input type="checkbox"/>            | SMA atau sederajat  |
| <input type="checkbox"/>            | SMP atau sederajat  |
| <input type="checkbox"/>            | SD atau sederajat   |
| <input type="checkbox"/>            | Tidak menamatkan SD |

2. Berapakah waktu yang diperlukan ayah anda untuk menamatkan pendidikan tersebut?

- 2 tahun untuk S2/S3  
 4 tahun untuk sarjana  
 3 atau 2 tahun untuk diploma  
 3 tahun untuk SMP dan SMA  
 6 tahun untuk SD  
 Lebih dari batas waktu yang ditentukan

3. Apakah ayah anda juga mengikuti pendidikan non formal?

- Ya  
 Tidak

4. Jenis pendidikan non formal apa saja yang telah diikuti ayah anda (diisi jika mengikuti pendidikan non formal)

- Madrasah Diniyah  
 Pelatihan  
 Kursus  
 Pesantren  
 Semua

5. Berapa lamakah ayah anda dalam mengikuti pendidikan tersebut ? (diisi jika mengikuti pendidikan non formal)

- 4 tahun  
 3 tahun  
 2 tahun  
 1 tahun  
 Kurang dari tahun

6. Apakah motivasi ayah anda menamatkan pendidikan tersebut?

- |                                     |                                 |
|-------------------------------------|---------------------------------|
| <input checked="" type="checkbox"/> | Mencari ilmu setinggi-tingginya |
| <input type="checkbox"/>            | Bekal hidup                     |
| <input type="checkbox"/>            | Tuntutan pekerjaan              |
| <input type="checkbox"/>            | Tuntutan orang tua              |
| <input type="checkbox"/>            | Mengikuti tren                  |

7. Seberapa pentingkah pendidikan menurut ayah anda?

- |                                     |                |
|-------------------------------------|----------------|
| <input checked="" type="checkbox"/> | Sangat penting |
| <input type="checkbox"/>            | Penting        |
| <input type="checkbox"/>            | Kurang penting |
| <input type="checkbox"/>            | Tidak penting  |

8. Menurut ayah anda apakah pendidikan mempengaruhi semua aspek kehidupan?

- |                                     |                    |
|-------------------------------------|--------------------|
| <input checked="" type="checkbox"/> | Sangat berpengaruh |
| <input type="checkbox"/>            | Berpengaruh        |
| <input type="checkbox"/>            | Kurang berpengaruh |
| <input type="checkbox"/>            | Tidak berpengaruh  |



### B. Indikator Pendidikan Ibu

1. Pendidikan formal apa yang pernah Ibu anda tempuh?

- |                                     |                     |
|-------------------------------------|---------------------|
| <input type="checkbox"/>            | S2/S3               |
| <input type="checkbox"/>            | Sarjana (S1)        |
| <input checked="" type="checkbox"/> | Diploma             |
| <input type="checkbox"/>            | SMA atau sederajat  |
| <input type="checkbox"/>            | SMP atau sederajat  |
| <input type="checkbox"/>            | SD atau sederajat   |
| <input type="checkbox"/>            | Tidak menamatkan SD |

2. Berapakah waktu yang diperlukan Ibu anda untuk menamatkan pendidikan tersebut?

- |                                     |  |
|-------------------------------------|--|
| <input type="checkbox"/>            | 2 tahun untuk S2/S3                    |
| <input type="checkbox"/>            | 4 tahun untuk sarjana                  |
| <input checked="" type="checkbox"/> | 3 atau 2 tahun untuk diploma           |
| <input type="checkbox"/>            | 3 tahun untuk SMP dan SMA              |
| <input type="checkbox"/>            | 6 tahun untuk SD                       |
| <input type="checkbox"/>            | Lebih dari batas waktu yang ditentukan |

3. Apakah Ibu anda juga mengikuti pendidikan non formal?

- |                          |       |
|--------------------------|-------|
| <input type="checkbox"/> | Ya    |
| <input type="checkbox"/> | Tidak |

4. Jenis pendidikan non formal apa saja yang telah diikuti Ibu anda (diisi jika mengikuti pendidikan non formal)

- |                          |                  |
|--------------------------|------------------|
| <input type="checkbox"/> | Madrasah Diniyah |
| <input type="checkbox"/> | Kursus           |
| <input type="checkbox"/> | Pesantren        |
| <input type="checkbox"/> | Semua            |
- Pelatihan

5. Berapa lamakah Ibu anda dalam mengikuti pendidikan tersebut ? (diisi jika mengikuti pendidikan non formal)

<input type="checkbox"/>	4 tahun
<input type="checkbox"/>	3 tahun
<input type="checkbox"/>	2 tahun
<input type="checkbox"/>	1 tahun
<input type="checkbox"/>	Kurang dari tahun

6. Apakah motivasi Ibu anda menamatkan pendidikan tersebut?

<input checked="" type="checkbox"/>	Mencari ilmu setinggi-tingginya
<input type="checkbox"/>	Bekal hidup
<input type="checkbox"/>	Tuntutan pekerjaan
<input type="checkbox"/>	Tuntutan orang tua
<input type="checkbox"/>	Mengikuti tren

7. Seberapa pentingkah pendidikan menurut Ibu anda?

<input checked="" type="checkbox"/>	Sangat penting
<input type="checkbox"/>	Penting
<input type="checkbox"/>	Kurang penting
<input type="checkbox"/>	Tidak penting

8. Menurut Ibu anda apakah pendidikan mempengaruhi semua aspek kehidupan?

<input checked="" type="checkbox"/>	Sangat berpengaruh
<input type="checkbox"/>	Berpengaruh
<input type="checkbox"/>	Kurang berpengaruh
<input type="checkbox"/>	Tidak berpengaruh

Sumber dari: Sokhifatun (2011)

**ANGKET UNTUK SISWA KELAS VIII SMPN 8 MAKASSAR TAHUN  
AJARAN 2018/2019**

A. **PETUNJUK** 1. Angket ini hanya untuk keperluan penelitian saja, tidak mempengaruhi nilai raport, dan jawaban anda dijamin kerahasiaannya, oleh karena itu jawablah dengan sejujur-jujurnya. 2. Pahami baik-baik sebelum anda menjawab setiap soal di bawah ini. 3. Pilihlah salah satu jawaban yang paling sesuai menurut anda dengan memberi tanda ( ✓ ) pada salah satu jawaban. 4. Atas kesediaan dan kejujuran anda dalam mengisi angket ini, peneliti mengucapkan banyak terima kasih.

**B. IDENTITAS SISWA**

1. Nama : Alimasyah Syamviyah Yunus
2. Nis : 04
3. Kelas : 8.9
4. Alamat : Jl. Batu Raya V no. 47

**C. ANGKET TENTANG PENDIDIKAN ORANG TUA**

**A. Indikator Pendidikan Ayah**

1. Pendidikan formal apa yang pernah ayah anda tempuh?

- |                                     |                     |
|-------------------------------------|---------------------|
| <input type="checkbox"/>            | S2/S3               |
| <input checked="" type="checkbox"/> | Sarjana (S1)        |
| <input type="checkbox"/>            | Diploma             |
| <input type="checkbox"/>            | SMA atau sederajat  |
| <input type="checkbox"/>            | SMP atau sederajat  |
| <input type="checkbox"/>            | SD atau sederajat   |
| <input type="checkbox"/>            | Tidak menamatkan SD |

2. Berapakah waktu yang diperlukan ayah anda untuk menamatkan pendidikan tersebut?

- 2 tahun untuk S2/S3
- 4 tahun untuk sarjana
- 3 atau 2 tahun untuk diploma
- 3 tahun untuk SMP dan SMA
- 6 tahun untuk SD
- Lebih dari batas waktu yang ditentukan

3. Apakah ayah anda juga mengikuti pendidikan non formal?

- Ya
- Tidak

4. Jenis pendidikan non formal apa saja yang telah diikuti ayah anda (diisi jika mengikuti pendidikan non formal)

- Madrasah Diniyah
- Pelatihan
- Kursus
- Pesantren
- Semua

5. Berapa lamakah ayah anda dalam mengikuti pendidikan tersebut ? (diisi jika mengikuti pendidikan non formal)

- 4 tahun
- 3 tahun
- 2 tahun
- 1 tahun
- Kurang dari tahun

6. Apakah motivasi ayah anda menamatkan pendidikan tersebut?

- |                                     |                                 |
|-------------------------------------|---------------------------------|
| <input type="checkbox"/>            | Mencari ilmu setinggi-tingginya |
| <input type="checkbox"/>            | Bekal hidup                     |
| <input checked="" type="checkbox"/> | Tuntutan pekerjaan              |
| <input type="checkbox"/>            | Tuntutan orang tua              |
| <input type="checkbox"/>            | Mengikuti tren                  |

7. Seberapa pentingkah pendidikan menurut ayah anda?

- |                                     |                |
|-------------------------------------|----------------|
| <input checked="" type="checkbox"/> | Sangat penting |
| <input type="checkbox"/>            | Penting        |
| <input type="checkbox"/>            | Kurang penting |
| <input type="checkbox"/>            | Tidak penting  |

8. Menurut ayah anda apakah pendidikan mempengaruhi semua aspek kehidupan?

- |                                     |                    |
|-------------------------------------|--------------------|
| <input checked="" type="checkbox"/> | Sangat berpengaruh |
| <input type="checkbox"/>            | Berpengaruh        |
| <input type="checkbox"/>            | Kurang berpengaruh |
| <input type="checkbox"/>            | Tidak berpengaruh  |

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**B. Indikator Pendidikan Ibu**

1. Pendidikan formal apa yang pernah Ibu anda tempuh?

<input type="checkbox"/>	S2/S3
<input type="checkbox"/>	Sarjana (S1)
<input type="checkbox"/>	Diploma
<input checked="" type="checkbox"/>	SMA atau sederajat
<input type="checkbox"/>	SMP atau sederajat
<input type="checkbox"/>	SD atau sederajat
<input type="checkbox"/>	Tidak menamatkan SD

2. Berapakah waktu yang diperlukan Ibu anda untuk menamatkan pendidikan tersebut?

<input type="checkbox"/>	2 tahun untuk S2/S3
<input type="checkbox"/>	4 tahun untuk sarjana
<input type="checkbox"/>	3 atau 2 tahun untuk diploma
<input checked="" type="checkbox"/>	3 tahun untuk SMP dan SMA
<input type="checkbox"/>	6 tahun untuk SD
<input type="checkbox"/>	Lebih dari batas waktu yang ditentukan

3. Apakah Ibu anda juga mengikuti pendidikan non formal?

<input type="checkbox"/>	Ya
<input checked="" type="checkbox"/>	Tidak

4. Jenis pendidikan non formal apa saja yang telah diikuti Ibu anda (diisi jika mengikuti pendidikan non formal)

<input type="checkbox"/>	Madrasah Diniyah
<input type="checkbox"/>	Pelatihan
<input type="checkbox"/>	Kursus
<input type="checkbox"/>	Pesantren
<input type="checkbox"/>	Semua

5. Berapa lamakah Ibu anda dalam mengikuti pendidikan tersebut ? (diisi jika mengikuti pendidikan non formal)

<input type="checkbox"/>	4 tahun
<input type="checkbox"/>	3 tahun
<input type="checkbox"/>	2 tahun
<input type="checkbox"/>	1 tahun
<input type="checkbox"/>	Kurang dari tahun

6. Apakah motivasi Ibu anda menamatkan pendidikan tersebut?

<input type="checkbox"/>	Mencari ilmu setinggi-tingginya
<input checked="" type="checkbox"/>	Bekal hidup
<input type="checkbox"/>	Tuntutan pekerjaan
<input type="checkbox"/>	Tuntutan orang tua
<input type="checkbox"/>	Mengikuti tren

7. Seberapa pentingkah pendidikan menurut Ibu anda?

<input checked="" type="checkbox"/>	Sangat penting
<input type="checkbox"/>	Penting
<input type="checkbox"/>	Kurang penting
<input type="checkbox"/>	Tidak penting

8. Menurut Ibu anda apakah pendidikan mempengaruhi semua aspek kehidupan?

<input checked="" type="checkbox"/>	Sangat berpengaruh
<input type="checkbox"/>	Berpengaruh
<input type="checkbox"/>	Kurang berpengaruh
<input type="checkbox"/>	Tidak berpengaruh

Sumber dari: Sokhifatun (2011)

**APPENDIX**

Picture 1 : The Researcher was monitoring the students



Picture 2 : The Researcher was distributing the questionnaire to the students





Picture 3 : The Researcher was distributing the questionnaire to the students



Picture 4 : The students were doing the questionnaire

## BIOGRAPHY



The writer's name is Arwini Arfah. She was born on April 3<sup>rd</sup> 1996 in Bulukumba South Sulawesi Indonesia. She is the fourth child from fourth siblings. She is a daughter from couple of Muh Arfah and Nasha. She started her study in 2002 when she was six years old at SD Negeri 8 Nipa Bulukumba. After finished her elementary school, she continued her study to junior high school SMP Negeri 3 Bulukumba in 2008 and finished her junior high school at SMP Negeri 3 Bulukumba in 2011 and graduated from SMA Negeri 7 Bulukumba.

On 2014, she studied in Bosowa University and took English Education Study program Faculty of Teacher Training and Education , when she was in university. She joined organization HIMAPBING, BEM FKIP, UKM English Meeting and HMI Komisariat FKIP. Arwini was also participated as volunteer in teaching community Makassar named Sanggar Kelapa, where helped children to study in Lakkang she finished her study in Bosowa University in 2021