

CORRELATION BETWEEN PARENT'S EDUCATIONAL BACKGROUND WITH STUDENT ENGLISH ACHIEVEMENT: IN THE FIRST-YEAR STUDENTS OF SMA MUHAMMADIYAH SAWANGAN

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Abstract: Correlation between parent's educational background and student English achievement at the first-year student of SMA Muhammadiyah Sawangan. Department of English Education, The Faculty of Tarbiyah and Teachers Training, Syarif Hidayatullah State Islamic University Jakarta. The object of this study is to describe any correlation between parent education background and student English achievement. In conducting this research, the researchers gave a test and questionnaires, and the data were reached through the Quantitative method. The quantitative method was obtained by analyzing the test and questionnaires result. The finding of the research show that is no correlation between parent's educational background towards student's English achievement

Introduction

A. Background Of Study

Education is essential for the growth of children's achievement and behavior, and many things can influence children by themselves, starting from thinking and learning socialization in their environment. Besides that, there is a relationship between Education and English achievement: intellectual ability, level of maturity, parents' relationship, emotional and personality factors, past success and failure, attitude toward the school, teacher, pattern of interest, parent's educational background. Because education rate or knowledge influences the socioeconomic class that is important for the children's growth, the child growth becomes powerless. They had feelings of helplessness, incompetence, and low self-esteem that will be reflected in the disruption of cognitive, emotional, and adaptive processes.

Commonly education can be divided into three kinds. The first build a worthwhile and contribute to society. Therefore, it has a personal and social relevance; it serves individuals and the community. The second is the contrast between formal education and informal education. The last is many origination activities outside the established formal non-formal education system. From the three kinds of education above, we can take the benefits of educational value to individuals and the community.

One of the problem aspects used by the student is their parent's educational background. Some of them thought that factor would influence their English achievement, not only intelligence, age, and motivation, but also depend on parent's educational background.

Parents must be aware that their educational background influences their children's belief that parents with higher education backgrounds will help them increase their self-confidence and solve problems when they have difficulty in learning English.

It may be assumed that supposedly students who have higher parents' educational background will be better in their English achievement than those who did not have a higher parent educational background. On the other hand, it could be assumed that the student who did not have a higher parents' educational background can gain the same or even better than others if their study hard, pays attention to the lesson, follow their lesson activity, or other factors that can influence English student achievement.

With the problem above, the writer is eager to know more deeply about the correlation between parents' educational background with student English achievement in the first year of SMA Muhammadiyah Sawangan.

B. Formulation Of Problem

Based on the background described previously, the writer conducts a study concerning the correlation between educational background and student English at achievement SMA Muhammadiyah Sawangan. There is a general question: Is there any correlation between parents' educational background with English achievement at SMA Muhammadiyah Sawangan.

C. Objective Of Study

In line with the statement of the problem described previously, the study's objective is to describe whether there is any correlation between parent educational background with student English achievement at SMA Muhammadiyah Sawangan.

D. Definition Of The Key Term

The following definition gives the reader the same understanding or perception of some terms used in this study. They are also intended to avoid ambiguity or misinterpretation. They are as follows:

- 1) The educational background used in this thesis generally refers to any act or experience that has a formative effect on the mind, character, or physical ability of an individual
- 2) Student English achievement used in this thesis refers to something done successfully with the effort and skill or student ability required for learning outcome.

Theory And Concept

A. Education Background

1. Definition Of Education

Education may be defined as the organization and plant activity in which the intended learning will result. This activity may be available to individuals, groups, or communities (Wilbur & Lambert, 1991).

Education may be defined as an organized and planned activity with the intent that learning will result. This activity may be available to individuals, groups, or communities (Jerol,1979).

According to Gregory, Education is concerned with equipping the mind to make sense of the physical, social, and cultural world (Abela & Hankin, 2008).

Education has defined an effort to establish a study environment based on the constitution. An education pro may actively develop his or her potential to gain religious and spiritual levels, consciousness, personality, intelligence, behavior, and creativity.

Education is regarded as a privilege, opportunity, and absolute necessity. The person who has a sound education is in a much better position than the uneducated person to secure and hold a satisfying job and earn a substantial salary.

Education is related to the developed changes in students' behavior. In the general meaning, the definition of education is transferring knowledge, attitude, trust, skill, and other aspects to the young generation. Education is the process of transferring knowledge for the better.

Another definition of education is given by carter v. good; (a) pedagogy is the art, practice, or profession of teaching. (b) the systematized learning or instruction concerning principle and method of teaching, the student control, and guidance, primarily replaced by the term education (Hasbullah, 1997).

Education is the result of the instruction by a teacher consists of learning experience that occurs outside of school through other agencies

Education refers to any act or experience that has a formative effect on an individual's mind, character, or physical ability. in its technical sense, education is the process by society through school, college, universities and transferring knowledge, moral values, and skills from one generation to another generation of education

B. Type Of Education

1. Formal Education

formal education is an education Carried out on purpose from elementary up to University connective with the outstanding level to enter junior high school. The student must pass elementary school, junior high school, senior high school, and university.

According to law no. 20/2003. Formal education is graduate and structured education away from elementary, junior, and senior high school levels (Supriyanto, 2003).

From the definition, the writer concludes that formal education in a structured Education System helps from elementary school, Junior High School, and senior high school until university. On the other hand, formal education is appointed to the schooling system.

In this sense, formal education in institutions or agencies that offer credits, degrees, or other credentials and a planned curriculum emphasizing education experience includes college and university degree programs.

The constitution also noted that Education in Indonesia is divided into two major parts, formal and non-formal. Formal education is divided into primary, secondary, and tertiary education.

- **Primary Education**

- 1) **Early Childhood**

From birth until the age of 3, Indonesian children do not generally have access to formal education. From the age of 3 to 4 or 5, they attend kindergarten (Taman Kanak-Kanak). This education is not compulsory for Indonesian citizens, as the aim of this is to prepare them for primary school. Most kindergartens are private schools; the kindergarten years are usually divided into "class A" and "class B" students spend a year in each class.

- 2) **Elementary School**

Children age 6-11 attend Sekolah Dasar (SD) or MI (Madrasah Ibtidaiyah) literally elementary school. This level of education is compulsory for all Indonesian citizens, based on the national constitution. In contrast to most privately run kindergartens, most elementary schools are government-operated public schools.

- **Secondary Education**

- 1) **Middle School**

Middle school, generally known by the abbreviation SMP (Sekolah Menengah Pertama) or MTS (Madrasah Tsanawiyah), are part of secondary Education in Indonesia. after graduation from elementary school. Students attend middle school for three years, from 12-14 years old.

- 2) **High School**

Public high school in Indonesia. generally known as by the abbreviation SMA (Sekolah Menengah Atas), MA (Madrasah Aliyah) and SMK (Sekolah Menengah Kejuruan). The SMA or MA students are prepared to advance to tertiary education,

while students to SMK are prepared to work after finishing school without going to the university or college.

- **Tertiary Education**

After high school or college graduation, students may continue to the university (higher education). The higher institution is categorized into two types: Public and private, supervised by the National Education Department.

2. Informal Education

informal education is a general term for education outside of a standard school setting. It can refer to various forms of alternative education. Such as unschooling or homeschooling and autodidactic (self-teaching).

According to law no. 20/2003, Informal Education is the way of family education, and their environment shapes learning activity (Supriyanto, 2003).

According to Sudjana, informal education is a process held all day long. As a result, everyone gets skills, attitudes, values, and knowledge, including family, life relations with neighbors, play and job environment, market, library, and mass media (Sudjana, 2001).

Informal education is a kind of education outside the school system. There are three kinds of informal education; family education, youth education, and adult education.

3. Non-Formal Education

Non-formal education is an organized program of education provided for the benefit of and adapted and organized to assist adults in meeting their responsibilities as individuals and as members of society (Broschart et al., 1977).

Another definition is that non-formal education may be regarded as an asocial invention peculiarly appropriate to our times, offering ways whereby adults can be helped to recognize the necessity for their large-scale changes.

Non-formal education is any organized educational activity outside the established formal system, operating separately or as an essential feature of some broader activity intended to serve learning objectives.

C. Level Of Education

1. Low Education (Primary)

low education is the study that starts from pre-elementary until elementary school. Nearly half of the elementary schools in Indonesia now include kindergarten, and some urban school districts operate nursery school that takes children from one year or two years.

In most modern elementary schools, pupils are classified by chronological age, the simple method as in the past. The six-year-olds automatically enter the first grade, the seven-year-olds the second grade.

In elementary school, the student gets limited knowledge, and the student will learn general lessons describing the importance of reading. The elementary school teaches basic social science from which social concepts. Skills and understanding have been chosen for the school, and in the class also study about identify the primary trend in studied social education.

2. Middle Education (Secondary)

Middle education is the continuation of elementary. It starts from junior high school to senior high school. The purpose of middle education seemed to be the best possible preparation for life in our society.

3. Higher Education (Tertiary)

Higher education is the last level of education. At this level, the student studies more precisely and comprehensively. Its purpose is to make the student have skills and achievement.

Generally, education is divided into low, middle, and higher education. However, in this case, the student's parent at SMA Muhammadiyah commonly does not have a high education background. Parent with high education background is lesser than those with low education and middle education.

D. English Achievement

In general, achievement means all things that people obtain from their effort, but in education, achievement means the result of tests designed to determine a student's mastery of a given academic area

Hornby said, "achievement is a thing done successfully, especially with an effort and skill" Kind of learning activity would produce a remarkable change, namely learning outcome, which is shown in an achievement given by the student. Such as calling the letter in the alphabet consecutively. In other words, the student's purpose in learning is the best achievement.

According to Thornbury, English achievement is what learners have learned about the target language- English is over a week, month, term, or the entire course (Thornbury & Slade, 2006).

English achievement is a learner's ability to use the target language (Brindley and Alderson). It means the students have achieved the skill and knowledge in using the target language English.

From the opinion above, the writer concludes that English achievement is the student's ability required from student learning outcome in learning English.

Some factors that influence English achievement; are physical maturity, social and emotional readiness, intellectual readiness, language aptitude, general intelligence, and motivation opportunity the student has for learning.

E. Relevant To Previous Study

The previous study related to student English achievement has analyzed by Thohirotul (2009). She analyzed the correlation between student achievement in vocabulary and speaking in the second semester of the English department student the faculty of tarbiyah academic year 2007/ 2008. She clarified that English student achievement could influence their vocabulary and speaking. (Thohirotul, 2009)

Another previous study, Linah (2008), analyzed the effect of a teacher's educational background on student achievement in English. She stated that there is a correlation between teacher education background and student English achievement.

Unlike the previous study explained above, this thesis focus on the correlation between parents' educational background.

Research Method

This study aims to know whether there is any correlation between parents' educational background and students' English achievement. Questionnaires were given to the student's parents in the first grade at SMA Muhammadiyah Sawangan, and it was held on February 9, 2010. This questionnaire aims to find out about the last education taken by them. To get valid data, the writer collected the test from five different tests, the first three tests are taken from the daily student test, the second is taken from the mid-semester test, and the last one is taken from the summative test,

To get valid data related to the correlation between parents' educational background with students' English achievement, the writer uses questionnaires to get the student's parent's answers about their educational background. The questionnaire consists of 20 questions, and each question and the form of the question is multiple-choice. Each question has four answer options. And for the student score, the writer took the score from their English achievement from their daily test and report books,

After getting the data from the questionnaire and students' daily tests and report books, the writer analyzed the data by comparing the score between students' English achievements (y) and parents' educational background (x). To find the correlation between parent's education with student's English achievement, the writer used the equation of multiple linear regression (Hamdi and Sabtusa)

Results And Discussion

the data of this research have been obtained by researching the correlation between parents' educational background with student English achievement in the first-year student of SMA Muhammadiyah Sawangan Depok. The total population is 42, divided into two classes. The experiment was done in two classes (X.1 and X.2).

The writer took all students from those classes as the sample of the experiment to know whether there is any correlation between parents' educational background with student's English achievement, and the writer hopes this thesis will give more knowledge to the writer about the influence of parent's educational background on student English achievement.

After the writer counts the formula and has found the correlation result, the next step is to give the interpretation of the test score. From the correlation appears that the correlation index between variables is negative. It means that between both variables, there is no correlation.

By looking at the formula result, it is found that the index is in the interval of 0.00-0.20, which means that there is no correlation between variables. The result of the calculation is obtained in the value of 0.067, the degree of freedom (df) is 42, in the table of the significance of 1% it is obtained 2.710 and of 5% is 1.686, after the value of $r_{xy}=0.069$, the writer eventually concluded $2.710 > 0.067 < 1.686$, it means that there is no correlation between parent educational background with student English achievement.

Conclusion

A. Conclusion

According to the analysis of data results about the correlation between parents' educational background and student English achievement, the writer concludes there is no correlation between parents' educational background and student English achievement.

B. Suggestion

Based on the data described previously, the writer would like to give some suggestions to the parents must be aware of their children, give them support in order to make them have more interest to continue their studies to a higher level, become essential because, without the support from their parent, children will be reflected in disruption in the cognitive, emotional and adaptive process

One of the factors that can influence student interest in learning English depends on the teacher. The teacher must make their student feel comfortable and always give them motivation and support. The teacher must give the same attention to their student without seeing their parent's background, so the student will feel more confident in learning English, and it will grow their enthusiasm so that they can improve their English skills.

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