THE CORRELATION OF PARENTS' EDUCATION LEVEL BACKGROUND AND STUDENTS' ENGLISH LEARNING ACHIEVEMENT

(A Study of Eleventh Grade Students' at SMK Negeri 2 Sungguminasa *Gowa*)

Submitted to the Faculty of Teachers Training and Education Muhammadiyah University of Makassar in Partial Fulfillment of the Requirement for the Degree of English Education

A Thesis

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UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

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Widya Astuti Ridwan

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MOTTO

Life is Like Weather

Sometimes It Feels Burn, Cold, quiet, and Flowery

But No Matter It Feels

Weather is always Change

(The Researcher)

Life is still going on

And must go on

PERIOD

(The Researcher)

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ABSTRACT

Widya Astuti Ridwan, 2017, *The Correlation of Parents' Education Level Background and Students' English Learning Achievement (A Study of Eleventh Grade Students' at SMK Negeri 2 Sungguminasa Gowa)*, Thesis, English Education Department, The Faculty of Teacher Training and Education, Muhammadiyah University of Makassar, supervised by Nurqalbi and Nunung Anugrawati.

The purpose of this study was to know whether there was any correlation between parents' education background to the students' English learning achievement at Eleventh Grade Students' of SMK Negeri 2 Sungguminasa.

The sample of this study was 42 students' that was taken from eleventh grade students' of SMK Negeri 2 Sungguminasa. The method used in this study was a quantitative method and the technique used in this study was a correlational technique. In collecting the data, researcher distributed questionnaires to the respondents' and collected students' score to find out the students' achievement. The questionnaire was based on the indicators of parents' education background and motivation and written in Indonesian language.

After doing the research, the researcher found that there was no significant correlation between parents' education level background and students' English learning achievement. It was supported by the result of the r_{xy} (0,291). In addition, the researcher could assume that parents' education background and students' English achievement did not have any correlation by the result of r_{table} in the significance 5% (0.304) and 1% (0.393). It was considered that the null hypothesis (Ho) was accepted and the alternative hypothesis (Ha) was rejected. In conclusion, there was no correlation between parents' education level background and students' English learning achievement. Because although parents' had a low level of education, it did not impacting their children life, especially in education. Parents with low level of education might had children with high achievement and vice versa.

Key Words : Parents' Education, Students' Achievement.

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The Researcher

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CHAPTER I

INTRODUCTION

A. **Background**

At this time there are many things influencing students interesting in studying, especially in English subject. English has become the leading language of international discourse in many regions and in professional contexts such as science, navigation, and law. English has been the most important language for people to use and as the subject to learn for the students.

In teaching English as a subject, A teacher has a responsibility to teach their students in a good achieve also. Achievement is the one of indicator to measure students' ability in teaching and learning process. A teacher used and looking for a good method to give the best experiences for students in studying English, but a good method isn't being a guarantor for students' to get an interest and understand in English, because there are many factors which is take students' attention and motivation in studying English. Such as Teachers, School, Family, and community partnership.

Erikson (1980) in Allan and Jacquelynne (2002:33), have argued that individuals have dramatically different psychological needs at various times in their lives. By the argumentation of Erik Erikson, researcher could understand that individuals has their different psychological needs. In other words every students has their level understanding depend on

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their psychological. Psychological is self-condition of people. It influence characteristics and personality. Children's personality is also associated with family background characteristic. Personality refers to distinctive thoughts, emotions, and behaviors that characterize the way an individual adapts to the world.

The emotions and behaviors that are children got first is from their parents. Parents' teach their children how to do anything that their children need to do and understand, and also have role to their child. As the statement of Lee & Bowen (2006) in Anongnand (2014:50), Parents with variation of background contribute to different types of children educational involvement because they are not the same in terms of types of behaviors, attitudes, perception, socioeconomic status (SES), and educational attainment. Parents with low levels of education may be less involved at their children's school activities due to several factors including a lack of knowledge of the school system or their own negative educational experiences. Students action in learning process took researcher interest to find the reason that impacting students' behavior in teaching and learning process, it is beginning by the researcher experience in teaching students' which is not have a good interest and attitude in learning process then impact to their achievement.

Based on the Background above, the writer decide to hold a research under the title *"The Correlation of Parents' Education Level*

Background and Students' English Learning Achievement at Eleventh Grade Students' of SMK Negeri 2 Sungguminasa Gowa".

B. Problem Statements

According to the background, the research questions in this research can be formulated into the following question;

1. How is the category of parents' education level background at the Eleventh Grade Students' of SMK Negeri 2 Sungguminasa?

2. How is the students' English learning achievement at the Eleventh Grade Students' of SMK Negeri 2 Sungguminasa?

3. Does parents' education level background have correlation with students' English learning achievement at the Eleventh Grade Students' of SMK Negeri 2 Sungguminasa?

C. Objectives of the Research

Based on the research questions above, the objectives of the study are to find out:

1. The category of parent's education level background at the Eleventh Grade Students' of SMK Negeri 2 Sungguminasa

2. The students' English learning achievement at the Eleventh Grade Students' of SMK Negeri 2 Sungguminasa

3. The correlation of parents' education level background and students' English learning achievement at the Eleventh Grade Students' of SMK Negeri 2 Sungguminasa

D. Significances of the Research

The outcomes of the research are expected to be able to fulfill the following expectations;

1. Theoretical, describes the parents' education level background might be have correlation with the students' English learning achievement and for the next researcher, it can be use as the previous study.

2. Practically, after reading this research, the readers could understand the significant correlation of parents education level background and students' English learning achievement.

E. Scope of the Research

To avoid misunderstanding and to clarify the problems, it is important to set some limitation of the problem. The research is focus to analyze the correlation of parents' education level background to the students' English learning achievement, to find out the significance correlation of parents' involvement on students' achievement. There are some of eleventh grade students' at SMK 2 sungguminasa that would select to be the respondents' of the study, and data will be gathered using questionnaire.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research Findings

The writer has some relevant researches that support her research.

They are:

1. *The Relationship between Parental Educational Level and Academic Success of College Freshmen* by Yasan Gooding, Faculty of Doctor of Philosophy, Lowa State University. This study is aimed to discover the influences of parental educational levels on students' ACT scores, cumulative grade point averages, and parental income levels. This is descriptive quantitative study. Questionnaire and Institutional Reports were used to collect the data. The result of the study shows that the results indicated that parental education level was significant when considering the income range. The higher the parental educational level was, the higher the income-range.

2. *Parents' Involvement and Its Influence on Student English Achievement* by Fitriah AB, Faculty of Tarbiyah and Teachers' Training, Semarang Syarif Hidayatullah State Islamic University Jakarta. This study is aimed to describing the relationship of parents' involvement and student achievement especially in English, This is descriptive quantitative study with correlation technique. Questionnaire, documentation, interview, and observation were used to

collect the data. The result of the study shows that the students' English achievement is influenced by parents' involvement. The influence of parents' involvement on the students' English achievement is sufficient.

3. *The Correlation between Parental Involvement and Student Academic Achievement* by Damien Ramon Antoine, Faculty of Agricultural and Mechanical, Louisiana State University. This study is aimed to investigate and analyze the correlation between a parent's level of involvement in their child's academic endeavors, and the achievement levels children. This is descriptive quantitative study. Questionnaire and student's semester and final report cards were used to collect the data. The result of the study shows there was a definite correlation between parents confidence in their abilities to assist their children and the levels at which they were involved with their children academically.

From the review of studies above, there are significant correlation on parents' of educational and confidence to assist and involved the students' in their academically. The way of parents' to get involve into their children academically has support by their confidence to give some educational to their child as the way of them to assist their children. And parents' confidence supported by their background in definitely. The point of the previous findings above was more focus into parents' involvement with their children achievement, so

researcher decided to focus more into parents' involvement with their children achievement.

B. Pertinent Ideas

1. Parents' Education Level Background

a. Concept of Parents'

Carr and Hussey in Sultana and Nuraini (2016:6) found that parents were the most influential social agents on children's task orientations, intrinsic motivation and physical competence. In other meaning that parents has their important roles to influence their children in improving their skills to get more achievement. A parents' is include by mother and father, which were been the instructional person by children and get mark as a role of children is life. A mother is a female who has a maternal connection with another individual, whether arising from conception, by giving birth to, or raising the individual in the role of a parent. A father is a male parent that may be the person who shares in the raising of a child or who has provided the biological material, the sperm, which results in the birth of the child.

b. Definition of Education

According to Rana, et al (2015), Education has a pivotal role in nation as well as individual character building. It is a life line for any society and nation. Education of a child needs multidimensional

efforts. Students, teachers, institute and parents all have their importance in their process of learning.

According to National Council of Educational Research and Training (2014:3), the term education has been interpreted by different people in different ways. Some people refer to it as formal schooling or to lifelong learning. Some others refer to it as acquisition of knowledge, skills and attitudes. Some say that education is nothing, but training of people's mind in a particular direction to bring about desired changes. If you ask a statesman, an artisan, a teacher, a parent, a philosopher and a student about what education means to them, you would be surprised to know the multiple interpretations and views people have about education. This only shows that education doesn't have one precise universally accepted definition. It has various meanings with various functions.

According to Dictionary of Education (1973) in National Council of Educational Research and Training (2014:4), education is defined as the aggregate of all the processes by which a person develops abilities, attitudes and other forms of behavior of practical values in the society in which she/he lives.

c. Education aim

According to Shernoff (2013:25), the famous expert that was named Albert Enstein stated that. The aim of education must be the

training of independently acting and thinking individuals who however see in the service of the community their highest life problem.

According Shernoff (2013:27), Einstein's centering of educational aims around the training of independently directed individuals is certainly consistent with Dewey's child-centered education. According Shernoff (2013:28), Dewey asserted that shifting the center of education from the curriculum to the child would be like the Copernicus Revolution, when the astronomical center shifted from the earth to the sun.

In the history of philosophy generally, one notices progress in ideas and their practical application when the questions are rephrased. With persistence in posing the wrong question one cannot arrive at a suitable answer which is practically applicable. In the philosophy of education, the thing which is always discussed are the aim of education and the thing that students' should known in the future, as defined in terms of their need to apply what they learn to an understanding of themselves and their world. The thing itself involves speculation and so does not lead to practical solutions to the problem of setting rational goals. A dichotomy is perceived between individual and society when in fact no dichotomy actually exists. In dealing with problems of society and education, the tendency is to deal with outer structures and forms. But the structures and forms are created by individuals and depend on their levels of consciousness. The formulation of education

aims within the context of what is good for the society, what is society needs' most is bound to be misleading when the level of perception gives rise to the society or individual. Any attempts to formulate educational aims for the society without consideration of the needs of those who make up the society, will ultimately fail. Education for the needs of the society or task oriented education inhibits intellectual and emotional growth and results in lack of creative intelligence, lack of vision and lack of wisdom.

According to Harman (1992:15-25), Information is presented and reflected upon within the context of the accepted worldview. In the past, the worldview of empirical science has been shaping the goals of education. This worldview is now being challenged by the worldview of holistic science. The goals of education are being shaped by the new whole stick science.

Jerome (1966:65), the objective of education is not the production of self-confident fools. Education help any children to decide anything in this life, education help them to face the society around of them and improve their skills without any worry and with a good self confidence, and of course a good self confidence will get by student when they are educate in teaching and learning process.

d. Education level

According to classbase article (2012) Indonesia education system has list by some level to educate children by their part of age. The level of that Edication is as follows;

1) Primary Education

In Indonesia education is centrally controlled by the ministry of national education. 6 years in primary school and 3 years in junior high school are compulsory. The primary phase follows on after optional pre-school playgroups that may commence in a child's third year. Most elementary schools are government controlled. Some offer accelerated programs that compress the phase to 5 years. As Islamic education system operates in parallel to this.

2) Middle Education

Junior high school offers a bridge between the gentler pace of the elementary phase, and the challenges of senior high school that may follow. It also assists educators to determine a possible future direction for their students. The Islamic education system continues to provide an alternative.

3) Secondary Education

There are two different kinds of Indonesian high schools providing two streams of education for those who choose to optionally enrol. One of these is aimed at those who intend to go

on to university. The other is for those who plan to find jobs right away. Other young people choose the Islamic alternative.

4) Vocational Education

Vocational training is mainly provided by private training colleges and initiatives by donor countries. Unfortunately this continues to occur mainly in the cities. This continues to condemn most of the rural poor to a life of drudgery and manual labor.

5) Tertiary Education

There are 4 kinds of tertiary education institutions in Indonesia, namely polytechnics, academies, institutes and universities. Some of these are state controlled, some are religiously affiliated and some are privately funded.

From the explanation above, there are some level of Education, that children should through to get knowledge in improve their skills and ability. These different level help children to focus only on the different subject that they are need in their age.

e. The role of parents' in students' education

According to Office and Educational Research of Improvement in Hughes (2012:3), thirty years of research confirms that parental involvement is a powerful influence on student achievement. When parents are involved in education, children earn higher grades, attend school more regularly, complete more homework, demonstrate more

positive attitudes and behaviors, and graduate from high school at higher rates.

According to Fasina (2011:46), With the understanding that parent involvement is highly individualized, a broad approach to defining parent involvement is more likely to encompass the full extent of beliefs and expectations presently held by families and providers. To that end, Epstein in Fasina (2011:46), suggests that the relationships and interactions among family members, educators, community, and students are similar to partnerships. Dunst in Fasina (2011:46), presents a family centered approach, one where a child's growth and development is nurtured by the overlapping supports of parents, family, community, and child learning opportunities, as most effective for successful outcomes. Fasina (2011:46), stated that Both Epstein and Dunst present the partnerships between families and providers as an opportunity for shared responsibility for facilitating the growth and development of children.

According to Hamit in Ardita and Rabije (2016:61), Parents are their children's strongest role model and greatest influence. Children always adopt parent's values and types of behavior. According to Kasapi and Gylymsere in Ardita and Rabije (2016:61), stated that However, if parents are a positive influence in their children's everyday lives, and most importantly in their everyday education, the future it will be more beautiful and more successful.

1) Mother as an educator

According to Good in Ardita and Rabije (2016:62), The role of the woman or the mother as an educator represents a crucial resource to the development of the individual identity, which from researchers is seen even as more important as the very marital status of the parents and the occupation of the parents themselves.

Ardita and Rabije (2016:62), stated that the mother's function in this regard, has a very important role. Mother is protection as a function embeds several types of actions or types of functions. The first type is connected to the physical protection of the child, which means that the child must be provided healthcare and hygienic conditions, so that he/she could have a healthy life in a worm home environment in every sense of the word, including here the ambiance where the child lives, which must be well enlighten, a healthy place which offers the child to be showered, feed up and taken care in general. The second type is the Psychological protection, which can be reflected through the child's emotional security and psychological protection, especially in moments when the child feels it when the mother is next to him/her.

2) Father as an educator

Ardita and Rabije (2016:63), state that the father in a family is a very important factor, concerning the organization of a nice

and appropriately functional development of a house hold, with a specific accent on the children. Helping fathers be the best fathers they can be is therefore of enormous importance to children. A good father must be a good parent and a good husband. This person is extremely important factor in the organization of the family life as a whole, which are the basic ground towards a happily and joyful family for all the members of a respective family. According to Claudia in Ardita and Rabije (2016:63), His presence in the family has a particular importance while it leads the family members, for example the children towards a feeling of safety in their life reigning on the overall family members as a compact union of members.

2. Students English Learning Achievement

a. English Language Learning

Krashen (1999:10), 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.

Wolfgang (1990:28), state 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.

b. Definition of Learning

Seng (2003:1998), state that 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 (2001:11), 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.

Learning is the way of people to get knowledge in improving their skills, which will give an impact to their behavior also. Learning does not only improve people knowledge and skills but be side also to

purpose people in treat theirselves and others. 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

According to Hornby (2004:10), 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 (2004:10), asserts that there are two 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 student's work

d. Factors Affecting Learning Achievement

According to Brown (2000:142), 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 parent's 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.

The second 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 (Brown, 2000:172)

e. Measurement of Learning Achievement

Lado (1977:369), stated that to measure how much of a foreign language a student knows, the test which is used is called achievement test. The test makes reference to the fact that students have to struggle

through a course or a learning experience of some sort to achieve a certain amount of control of the language.

According to Edge (1999:123), the main uses of achievement testing are:

a. Progress tests – to see how students are getting on in a course,

b. End of course tests – to see how well students have learnt what the course set out to teach them,

c. Course evaluation – to see where the course is more or less successful.

Brindley (1990:154), stated in teaching English, the test indicates overall language gains. In order to determine the extent to which the learner has attained particular course objectives, various other forms of continuous assessment may be used, including observation, verbal feedback from the teacher or others, teacher constructed tests, self-rating scales, learner self reports, teacher or learner diaries, and video taped or audio taped samples of learners' work.

C. The Influence of Parents' Education Level to the Students' Education

According to Bouchard, et al (1981) in Ricarda, et al (2010:537), Parents' education might be interpreted as a proxy of parents' intelligence. The causal mechanisms explaining the association between parent's education and children's intelligence might be found in genes (more intelligent parents' reach higher education and transmit their higher

intelligence to their offspring genetically), the environment to their children) or an interaction of both (more intelligent children better respond to the environment their more intelligent parents provide). Bourdieu in Ricarda, et al (2010:537), claims that more educated parents' provide their children with more social and cultural capital. A study by Watkins in Ricarda, et al (2010:537), supported the view that intelligence causes academic achievement. The authors demonstrated in a cross-lagged panel analysis that intelligence influenced academic achievement but not vice versa.

According to Sui-chu in Rana, et al (2015:76), Many studies describe that parents education level plays an important role in the amount of parent involvement and the most of these research have been with secondary school students. Rana, et al (2015:77), stated that a mother education has more influence than father, So mother education is more important. Karshen in Rana, et al (2015:77), said that students whose parents are well educated get higher positions than those whose parents are not educated. Educated parents help their children in school work activities. Dave in Rana, et al (2015:77), found that high achievers belong to homes with parents higher education level. The failed students' belong to those who have lower parents' education level.

D. Conceptual Framework

| Parents' Education Background | ⟷ | English Learning Achievement |
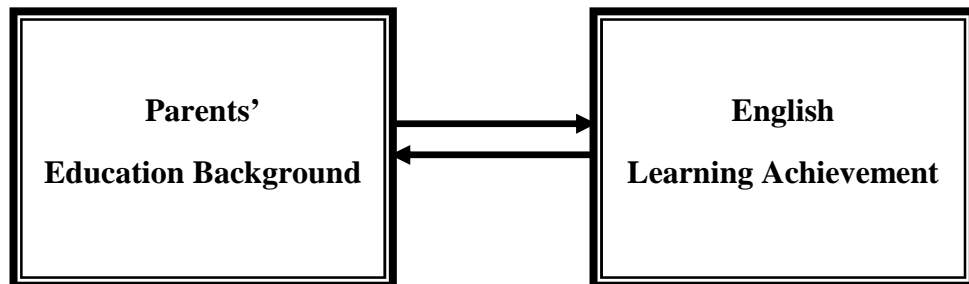
(Diagram 1: the concept to find out the correlation of variables)

Based on conceptual framework, the researcher was focus on analyzing the influence of parents' education level background on students English achievement, the researcher will give questionnaire and will collect the data about parents' education level background and students' card report to find out the significant correlation of parents' education level background on students' English learning achievement.

CHAPTER III

RESEARCH METHOD

A. Research Design

The researcher used quantitative method and statistical analysis to count the numeral data that were gathered and analyzed them by used pearson product moment analysis. Afterward, the result of the analysis was interpreted to find out the correlation of parents' Education Level Background and Students' English Learning Achievement by using pearson product moment (r_{xy}) interpretation, which gotten from the result of pearson product moment formula.

B. Variables and Indicators

The variable (X) of this research was parents' education level background and the variable (Y) was students' English learning achievement.

1) The indicators of variable (X) are:

   a. Parent's formal education level

   b. Parent's non-formal education

   c. Parent's consciousness toward the important of education

2) The indicator of variable (Y) was the value of student's school report score in previous semester.

C. Population and Sample

1. Population

   The population of this research was the parents' and the eleventh grade students' of SMK Negeri 2 Sungguminasa in the academic year of 2017/2018.

2. Sample

   Sample was a part of population to be observed. In this research, the researcher took sample by using simple random sampling. There were three students' of each classes that has been taken by all of the eleventh grade students' at SMK Negeri 2 Sungguminasa Gowa in the academic year of 2017/2018. Afterward, the researcher took the students' and their parents' who had been chosen as the respondents of this research.

D. Research Instrument

Questionnaires and documentation were used as the instruments to collect the data. the questionnaires consisted of 16 closed questions design and was written in Indonesian language to made respondents easy in understand the questions. Besides, the researcher used documentation as the part of finding out the students' previous English learning achievement.

E. Data Collection Technique

This study used questionnaire and documentation to collect the data.

1. Questionnaire

   Arikunto (2006:236), states that a questionnaire is a number of written questions which are used to gain information from respondents about the respondents themselves or their knowledge, believe, etc. There are two types of questionnaire:

   a. Opened questionnaire: the respondent can answer the questions using their own sentences.

   b. Closed questionnaire: the respondent can directly choose the appropriate answer.

   The researcher used closed questionnaire to find out the parents' education level background, and wrote it in Indonesian language, because the researcher thought that it would be easier for the respondents' to understand the questions of the questionnaire. The questionnaire consisted of 16 questions. 8 questions were questions about father's education background and 8 questions others were about mother's education background with the same question as the father had.

   At first, questionnaires were delivered to the eleventh grade students' that had been chosen as the respondents'. Then, the researcher gave a clear explanation about the purpose of administering the questionnaires was to find out the influence of parents' education

level background. Afterward, the students' were instructed to complete the questions and the researcher collected the questionnaire when it finished.

2. Documentation

According to Arikunto (2006:135), Documentation method is intended to find data on manuscript, book, magazine, newspaper, epigraph and agenda. The researcher used students' school report to find the data of students' English learning achievement.

F. Data Analysis Technique

The processes of analysis technique were grouping the data based on the respondents' and variables, tabulating the data based on the variables, serving the data, and doing the calculation of data to answer the research question.

Analysis was used to know the correlation of parent's education level background and students' English learning achievement in eleventh grade of senior high school students'. The researcher got the data through questionnaire and documentation then analyzes it used statistic analysis. In this analysis, the researcher added data in distribution table of frequency to make accounting easy in analyzing data.

In measuring the data of questionnaire, the researcher makes measuring rod. The measuring rod of this research is as follow:

Table 3.1
Father And Mother is Formal Education Level Value

Grade	Value
S2/S3	6
S1	5
Diploma	4
SMA	3
SMP	2
SD	1
Ungraduated of SD	0

Table 3.2
Time of Studied in Formal Education Value

Time	Value
2 years for S2/S3	5
4 years for S1	4
3 or 2 years for Diploma	3
3 years for SMP and SMA	2
6 years for SD	1
Over limited time	0

Table 3.3
Father and Mother is Non-Formal Education Value

Chooses	Value
Yes	1
No	0

Table 3.4
Kind of Father and Mother is Informal Education Value

Kind	Value
Training	1
Course	2
Organization	3
All	4

Table 3.5
Time of Studied in Non-Formal Education Value

Time	Value
4 years	5
3 years	4
2 years	3
1 year	2
Less than 1 year	1

Table 3.6
Parents' Motivation Value

Motivation	Value
Looking for knowledge	5
A foothold	4
Job demand	3
Parent demand	2
Following trend	1

Table 3.7
The Important of Education Value

Motivation	Value
Very important	4
Important	3
Less important	2
Not important	1

Table 3.8
The Influence of Education Value

Influence	Value
Very influence	4
Influence	3
Less influence	2
Not influence	1

(Sokhifatun, 2011)

The scoring of mother's education background is same with father's education background.

In analyzed correlation, the correlation technique by pearson's product moment formula as follows was used:

$$r_{xy} = \frac{N\sum XY - \sum X \sum Y}{\sqrt{N\sum X^2 - \sum X^2}\ \sqrt{N\sum Y^2 - \sum Y^2}}$$

r_{xy} = Coefficient of correlation between X and Y variable

N = Number of respondents

X = Distribution of students' motivation score

Y = Distribution of students' speaking score

$\sum X$ = Sum of score in X distribution

$\sum Y$ = Sum of score in Y distribution

$\sum XY$ = Sum of X multiplied Y

X^2 = Sum of X quadrate

Y^2 = Sum of Y quadrate

In the significant critical value = 0.05 and 0.01

Criteria:

- Ha = There is significant correlation between two variables.
  Ho = There is no significant correlation between two variables

- If $r_o > rt$ means there is significant correlation and Ha is accepted, Ho is rejected.

  If $r_o < rt$ means there is no significant correlation and Ha is rejected, Ho is accepted.

CHAPTER IV

RESEARCH

FINDINGS & DISCUSSION

A. Findings

As described in the research method, to get the data, the researcher distributed questionnaires to find out parents' education background. Then collected the last semester score of students' report score to find out the students' achievement in English learning.

After all of the data were collected, the researcher analyzed each data firstly by grouping it in table distribution frequencies and found the score of variable by used SPSS program. Then analyzed both of data by applied the correlation product moment formula by pearson.

The data of parents scores in questionnaire and students report score can be seen on the following tables:

1. Parents' Education Background

In this study, parents' education level background is as the variable (X). to measure parents' education background, the researcher used techniques: distributing questionnaires and analyze it by SPSS program.

- **Item 1**

What kind of education had your father and mother ever followed?

Table 4.1
Father And Mother is Formal Education Level Sum

Grade	Father	Mother	Sum
S2	-	1	1
S1	8	3	11
SMA	19	14	33
SMP	6	13	19
SD	9	11	20

The score of parents' education is 6 for S2, 55 for S1, 99 for senior high school, 38 for junior high school, and 20 for elementary school. It is found that the parents' education level was dominant by senior high school level background.

- **Item 2**

How long times did your father and mother need to finish their study?

Table 4.2
Time of Studied in Formal Education Sum

Time	Father	Mother	Sum
2 years for S2	1	1	2
4 years for S1	7	3	10
3 years for SMP and SMA	24	24	48
6 years for SD	10	14	24

The times for parents' to finish their formal education depend on their level of education. Score of the time is 10 for S2, 40 for S1, 96 for SMP/SMA, and 24 for SD. Furthermore the average of parents' to finish their study was 9 years.

- **Item 3**

Did your father and mother also follow non-formal education?

Table 4.3
Father and Mother is Non-Formal Education Sum

Chooses	Father	Mother	Sum
Yes	7	7	14
No	35	35	70

The score is 14 for yes choice, and 0 for no choice. From the data that was found, there was not many parents' who was followed non-formal education as their education background.

- **Item 4**

What kind of non-formal education had they ever followed?

Table 4.4
Kind of Father and Mother is Informal Education Sum

Kind	Father	Mother	Sum
Training	2	1	3
Course	3	2	5
Organization	2	3	5
All	-	1	1

Parents' with non-formal education was followed course, training, and organization as their non-formal education. Training score is 3, course is 10, organization is 15, and all is 4. It was dominant by organization, and parents' with higher education level usually followed training and course as their non-formal education.

- **Item 5**

How long did your father and mother follow their non-formal education

Table 4.5
Time of Studied in Non-Formal Education Sum

Time	Father	Mother	Sum
3 years	2	4	6
1 year	2	-	2
Less than 1 year	3	3	6

The score of time is 24 for 3 years, 4 for 1 year, and 6 for less than a year. The average of parents' has spent more less a year on their study in non formal education.

- **Item 6**

What was your father and mother motivation to finish their studies?

Table 4.6
Parents' Motivation Sum

Motivation	Father	Mother	Sum
Looking for knowledge	14	11	25
A foothold	15	26	41
Job demand	10	3	13
Parents' demand	3	2	5

Motivation of student's parents' to followed and finished their study was causes by looking for knowledge, a foothold, and job demand. And the score of those motivations background is 125 for looking knowledge, 164 for a foothold, 39 for job demand, and 10 for parents' demand. It found that the motivation of parents' to finish their study was causes by a foothold.

- **Item 7**

How important is the education in your mother and father thoughts?

Table 4.7
The Important of Education Sum

Importance	Father	Mother	Sum
Very important	38	40	78
Important	4	2	6

The score is 312 for very important, and 18 for important. Parents'
of students' had a big support for their children to get education
because they think that education is very important.

- **Item 8**

Did your father and mother think that education influencing all of life
aspects?

Table 4.8
The Influence of Education Sum

Influence	Father	Mother	Sum
Very influence	29	31	60
Influence	13	11	24

The score is 240 for very influence, and 72 for influence. Parents'
thought that education is very influence for all of aspect in this life.

Table 4.9
The Data Mean Score

Respondents	Mean
42	34.4762

From the data above, researcher found the total score of 42
respondents is 1448. By applying SPSS program, it shows that the
mean of parents' education background score is 34, the median is 34,

the range is 29, the minimum score of parents' education background is 24 and the maximum score of parents' education background is 53.

2. Students' English Achievement

In this case, the students' English achievement is as the variable (Y). to know the students' English achievement, the researcher took the score report card of students' at the last semester, and analyze it by SPSS program.

Table 4.10
Students' Achievement Mean Score

Respondents	Mean
42	78.2143

From the data above, researcher found the total score from 42 respondents of students' achievement score is 3285. By applying SPSS program, it shows that the mean of students' achievement score is 78, the median of students' achievement score is 78, the mode of students' achievement score is 80, the range of students' achievement score is 13, the minimum score of students' achievement is 70 and the maximum score of students' achievement is 83.

In order to find out the correlation of variables, the data were calculated by used Microsoft excel program and both scores of parents' education level background and students' speaking achievement were correlated by pearson's product moment formula.

From the calculation of r_{xy}, it is found that r_{xy} is 0.291. The next step is to find the significance of variables by calculating r_{xy} was tested by significance test formula. Before tested by t_{count}, the researcher made two criteria of significance: an alternative hypothesis (Ha) and null hypothesis (Ho).

Ha   = There is significant correlation between two variables.

Ho   = There is no significant correlation between two variables.

After the researcher calculated the data by applying the correlation of product moment formula and finding the result of r_{xy}, the next level is to give interpretation of the r_{xy}. From the analyzing data of parents' education level background (X) and English learning achievement (Y), it appeared that correlation index between X variable and Y variable is 0.291. it means that between both variables has a low correlation. It can be seen at simple interpretation toward the correlational index "r" product moment (r_{xy}) on the following table.

Table 4.11

The Simple Interpretation of r_{xy}

"r" Product Moment (r_{xy})	Interpretation
0.00 – 0.20	No Correlation
0.20 – 0.40	low
0.40 – 0.70	Medium
0.70 – 0.90	High
0.90 – 1.00	Very High

Therefore, from the calculation of both variables above and indicated to the table of interpretation of r_{xy} above, it interprets that in both of variables had correlation. By looking at the result of $r_{xy} = 0.291$, it shows in the interval 0.20 - 0.40. it indicates the gravity of correlation in this study is in the low level. it means that between X variable and Y variable has a weak correlation.

Then, in order to complete the result of the study, the interpretation of r_{table} is also used in the study. Firstly. The researcher found out the count of respondents (N) = 42. Secondly, by checking the r_{table} in N = 42, it is found that at the degree of significance 5% is 0.304 and at degree of significance 1% is 0.393.

$5\% = r_o : r_t = 0.291 < 0.304$

$1\% = r_o : r_t = 0.291 < 0.393$

To know the correlation between r_o (r_{xy}) = 0.291 and r_t with N (42) in the significance 5% and 1%, it can be concluded as follows:

The significance 5% = $r_o : r_t = 0.291 < 0.304$, it means that in the significance 5% r_o (r_{xy}) is lower than r_t. so, the null hypothesis (Ho) is accepted and the alternative hypothesis (Ha) which states there is correlation between variables is rejected. Besides, in the significance 1% = $r_o : r_t = 0.291 < 0.393$, it means that in the significance 1% r_o (r_{xy}) is lower than r_t. it is considered that the null hypothesis (Ho) which state there is no correlation between variables is accepted and the alternative hypothesis (Ha) is rejected. (Ha) is rejected both in significance 5% and 1%. Furthermore, from the result above, it is considered that

any background of student's parents' education level background did not gave any correlation to the students' achievement in learning English.

B. Discussion

Based on findings, 39.2% parents' was senior high school graduated, 23.8% was elementary school, junior high school was 22.6%, S1 was 13%, and S2 was 1.1%. from those percentage above, it was show that the average of parents' education background was dominant by senior high school. And if it compared between the students' score achievement (the average score of students' achievement was 78) and parents' dominant education level background (senior high school), it was found that students score was above of minimal score standard, and it inversely proportional with their parents' education background which was not in higher level of education. it prove that the achievement of students' did not correlated by their parents' education level background but coming from the students' effort, it was not as the same of Yasan (2001) found, which state that parental education level was significant when considering the income range.

The higher the parental educational level was, the higher the income-range. But as the statement of Wolfgang (1990:28) 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. It made sure that Learners control and effort affected to themselves in learning. Everything that students' saw, learn, and practice in whole of their life taught them to understand what should they do to reach their goals then get an achievement at the end, not affected by what their

parents genetic turns on them, Seng (2003:1998), stated that 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. Hornby (2004:10) the word achievement derives from achieve which means to success in reaching a particular goal, status or standard especially by effort, skill, courage etc. From the statement of Hornby above which state points 'effort, skill, and courage', it make sure that children achievement as students' correlated by their effort to improve their skills and their courage to bring themselves are ready in facing the society.

After knowing the result, the researcher can conclude that parents' might be being their children roles in their life, but in reaching a good achievement students' need themselves to reach it.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After researcher did study at Eleventh Grade Students' of SMK Negeri 2 Sungguminasa Gowa. Researcher found the result of the data that was collected and assume the explanation of the data result on these follows:

1. The category of parents' education level background was filled by some kind of education level. There were 35 participants' with senior high school level background, 21 participants' with elementary school level background, 16 participants' with junior high school level background, 11 participants' with S1 level background, and participant with S2 level background.

2. The achievement of the students' did not correlated by their parents' education level background. It can be seen from the data which found that every student had different score one another, students' with parents' in the same level of education background and father in higher education level background or vice versa had higher, average, or lower score. And the scores that students' got could not seen by their parents' education background, because a student with higher achievement score might be come from lower parents' education level background. Based on the description of the data which described in the previous chapter, it can be concluded that there is no significant influence

between parents' education level background (X variable) and sutudents' English learning achievement (Y variable).

3. After analyzing both variables by pearson's product moment formula, it is found that $r_{xy} = 0.291$, it indicates the gravity of correlation in this study is in the low level. It is considered that there is low correlation between variables. Besides, by looking at calculation above, there is no positive correlation between X variable and Y variable. It means that students' achievement was not correlated by any background of their parents' education. Furthermore, by checking the r table in N = 42 and comparing it with r_{xy}, it is found that at degree of significance 5% $r_o : r_t = 0.291 < 0.304$ and at degree of significance 1% $= r_o : r_t = 0.291 < 0.393$. It means that in the significance 5% and 1% r_o (r_{xy}) was lower than r_t. In the degree of significance 5% and 1%, the null hypothesis (Ho) was accepted and the alternative hypothesis (Ha) which states there was correlated between parents' education level background and students' English learning achievement. In conclusion, there was not positive correlation between parents' education level background and students' English learning achievement at eleventh grade of SMA Negeri 2 Sungguminasa Gowa.

B. **Suggestion**

The researcher would give suggestion in the following points: for Parents', they are expected to improve their skills in guiding their children

Besides, Parents' should know the important things of English knowledge to their students' because although they do not have an higher education, their involvement into their children is more important. Secondly for students', they are expected to increase their self confidence and be more aware that English is very important in their life. In addition, the headmaster should enrich the facilities of teaching and learning process that can encourage students' achievement in English learning.

Finally for further researchers who are interested in conducting similar study are expected to take the larger sample in their study in a longer time in order to get more valid and more reliable data in their study. And from the result of variables, the further researcher could understand some correlation between parents' education level background and students' English learning achievement. A father or mother who have the higher education or at the same level education did not have significant correlation with their children achievement, a student with higher achievement might be come from a father or a mother with a high education level background or vice versa.

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APPENDICES

ANGKET UNTUK SISWA

TAHUN PELAJARAN 2017/2018

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. Pahamilah baik-baik sebelum anda menjawab setiap soal di bawah ini.

3. Pilihlah salah satu jawaban yang paling sesuai menurut anda dengan memberi tanda centang pada salah satu jawaban.

4. Atas kesediaan dan kejujuran anda dalam mengisi angket ini, penulis mengucapkan banyak terima kasih.

B. IDENTITAS RESPONDEN

1. Nama   :...
2. No. Induk :...
3. Kelas   :...
4. Alamat   :...

B. ANGKET TENTANG PENDIDIKAN ORANG TUA

Indikator Pendidikan Ayah & Ibu

1. Pendidikan formal apa yang pernah Ayah & Ibu anda tempuh?

Ayah	Ibu	Keterangan
		S2/S3
		Sarjana (S1)
		Diploma
		SMA atau sederajat
		SMP atau Sederajat
		SD atau Sederajat

		Tidak Menamatkan SD

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

Ayah	Ibu	Keterangan
		2 tahun untuk S2/S3
		4 tahun untuk Sarjana (S1)
		3 atau 2 tahun untuk Diploma
		3 tahun untuk SMP dan SMA
		6 tahun untuk SD
		Lebih dari batas waktu yang ditentukan

3. Apakaah Ayah & Ibu anda juga mengikuti pendidikan non formal?

Ayah	Ibu	Keterangan
		Ya
		Tidak

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

Ayah	Ibu	Keterangan
		Pelatihan
		Kursus
		Organisasi
		Semua

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

Ayah	Ibu	Keterangan

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

6. Apakah motivasi Ayah & Ibu anda menamatkan pendidikan tersebut?

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

7. Seberapa pentingkah pendidikan menurut Ayah & Ibu anda?

Ayah	Ibu	Keterangan
		Sangat penting
		Penting
		Kurang penting
		Tidak penting

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

Ayah	Ibu	Keterangan
		Sangat berpengaruh
		Berpengaruh
		Kurang berpengaruh
		Tidak berpengaruh

Appendix II

Table of Parents' Education Level Background

No Resp.	Father's Education Level Background	Mother's Education Level Background
1	SMA	SMP
2	Sarjana (S1)	SMA
3	SMA	SMA
4	SMA	SMP
5	SMA	SMA
6	Sarjana (S1)	SMA
7	SMA	Sarjana (S1)
8	SD	SMP
9	SMA	SMA
10	SMA	SMA
11	SMA	SD
12	SMP	SD
13	SMA	Sarjana (S1)
14	SMA	SD
15	SMA	SD
16	Sarjana (S1)	SMA
17	SMA	SMA
18	SMA	SMP
19	SMP	SMP
20	SMP	SMP
21	SD	SD
22	SMA	SMA
23	SD	SD
24	SD	SD
25	Sarjana (S1)	Sarjana (S1)

26	SD	SMA
27	SMA	SD
28	SMA	SMA
29	SMP	SMP
30	SMP	SMP
31	SMA	SMA
32	Sarjana (S1)	S2/S3
33	SMP	SMP
34	SD	SD
35	SMA	SMA
36	SMA	SMA
37	Sarjana (S1)	SMA
38	Sarjana (S1)	SD
39	Sarjana (S1)	SMA
40	SD	SD
41	SD	SMP
42	SD	SD

Appendix III

Parents' Education Level Background

No	Answer																Total
Resp.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	
1	3	2	0	0	0	3	4	4	2	2	0	0	0	4	4	4	32
2	5	4	0	0	0	5	4	4	3	2	0	0	0	4	4	4	39
3	3	2	0	0	0	4	4	4	3	2	0	0	0	4	4	4	34
4	3	2	1	2	2	3	4	4	2	2	0	0	0	4	4	4	37
5	3	2	0	0	0	4	4	4	3	2	0	0	0	4	4	4	34
6	5	4	0	0	0	3	4	4	3	2	0	0	0	4	4	4	37
7	3	2	0	0	0	5	4	4	5	4	1	2	1	5	4	4	44
8	1	1	0	0	0	5	4	4	2	2	0	0	0	5	4	4	32
9	3	2	0	0	0	5	4	4	2	2	1	3	4	5	4	4	43
10	3	2	0	0	0	3	4	4	3	2	0	0	0	2	4	4	31

11	3	2	0	0	0	3	4	4	1	1	0	0	0	3	4	4	29
12	2	2	0	0	0	4	4	4	1	1	0	0	0	3	4	4	29
13	3	2	0	0	0	3	4	4	5	4	0	0	0	5	4	4	38
14	3	2	0	0	0	5	4	4	1	1	0	0	0	5	4	4	33
15	3	2	0	0	0	5	4	4	1	1	0	0	0	5	4	4	33
16	5	5	0	0	0	3	4	4	3	2	0	0	0	4	4	4	38
17	3	2	0	0	0	5	4	4	3	2	0	0	0	4	4	4	35
18	3	2	0	0	0	5	4	4	2	2	0	0	0	5	4	4	35
19	2	2	0	0	0	3	3	3	2	2	0	0	0	4	4	3	28
20	2	2	0	0	0	3	3	3	2	2	0	0	0	5	3	3	28
21	1	1	0	0	0	4	4	3	1	1	0	0	0	4	4	3	26
22	3	2	0	0	0	4	4	3	3	2	0	0	0	4	4	3	32
23	1	1	0	0	0	4	4	3	1	1	0	0	0	4	4	3	26
24	1	1	0	0	0	4	3	3	1	1	0	0	0	4	3	3	24
25	5	4	0	0	0	2	4	3	5	4	0	0	0	2	4	3	36
26	1	1	0	0	0	4	4	4	3	2	0	0	0	4	4	4	31
27	3	2	0	0	0	4	4	4	1	1	0	0	0	4	4	4	31
28	3	2	1	2	2	4	4	4	3	2	1	2	4	4	4	4	46
29	2	2	0	0	0	5	4	4	2	2	0	0	0	5	4	4	34
30	2	2	0	0	0	3	4	4	2	2	0	0	0	3	4	4	30
31	3	2	0	0	0	4	4	4	3	2	0	0	0	4	4	4	34
32	5	4	1	1	1	4	4	4	6	5	1	4	1	4	4	4	53
33	2	1	1	3	4	5	4	4	2	1	1	3	4	4	4	4	47
34	1	1	0	0	0	2	3	4	1	1	0	0	0	5	4	4	26
35	3	2	1	2	1	2	4	3	3	2	0	0	0	5	4	4	36
36	3	2	1	3	4	5	4	4	3	2	1	3	4	4	4	3	50
37	5	4	0	0	0	5	4	3	2	1	0	0	0	4	4	4	36
38	5	4	0	0	0	5	4	3	2	1	0	0	0	4	4	4	36
39	5	4	1	1	1	5	4	3	3	2	1	1	1	4	4	3	43
40	1	1	0	0	0	4	4	4	1	1	0	0	0	4	4	4	28
41	1	1	0	0	0	4	4	3	2	2	0	0	0	4	4	3	28
42	1	1	0	0	0	4	4	3	1	1	0	0	0	4	4	3	26

Table IV
Students' Achievement

Respondents (N)	Students' Achievement (Y)
1	77
2	80
3	79
4	80
5	76
6	79
7	80
8	80
9	82
10	80
11	77
12	78
13	75
14	75
15	78
16	83
17	81
18	83
19	70
20	80
21	72
22	75
23	77
24	75
25	83
26	82
27	80
28	78
29	80
30	76
31	77
32	77
33	79
34	75
35	78
36	77

37	78
38	80
39	79
40	77
41	77
42	80
N=42	$\sum Y$ 3285

Table 4.4

The Calculation of Variables

N	X	Y	XY	X^2	Y^2
1	32	77	2464	1024	5929
2	39	80	3120	1521	6400
3	34	79	2686	1156	6241
4	37	80	2960	1369	6400
5	34	76	2584	1156	5776
6	37	79	2923	1369	6241
7	44	80	3520	1936	6400
8	32	80	2560	1024	6400
9	43	82	3526	1849	6724
10	31	80	2480	961	6400
11	29	77	2233	841	5929
12	29	78	2262	841	6084
13	38	75	2850	1444	5625
14	33	75	2475	1089	5625
15	33	78	2574	1089	6084
16	38	83	3154	1444	6889
17	35	81	2835	1225	6561
18	35	83	2905	1225	6889
19	28	70	1960	784	4900
20	28	80	2240	784	6400
21	26	72	1872	676	5184
22	32	75	2400	1024	5625
23	26	77	2002	676	5929
24	24	75	1800	576	5625
25	36	83	2988	1296	6889
26	31	82	2542	961	6724

27	31	80	2480	961	6400
28	46	78	3588	2116	6084
29	34	80	2720	1156	6400
30	30	76	2280	900	5776
31	34	77	2618	1156	5929
32	53	77	4081	2809	5929
33	47	79	3713	2209	6241
34	26	75	1950	676	5625
35	36	78	2808	1296	6084
36	50	77	3850	2500	5929
37	36	78	2808	1296	6084
38	36	80	2880	1296	6400
39	43	79	3397	1849	6241
40	28	77	2156	784	5929
41	28	77	2156	784	5929
42	26	80	2080	676	6400
N=42	$\sum X$=1448	$\sum Y$=3285	$\sum XY$=113480	$\sum X^2$=51804	$\sum Y^2$=257253

Appendix IV

Output SPSS of Parents Education Background

Statistics

SCORE

N	Valid	42
	Missing	0
Mean		34.4762
Median		34.0000
Mode		26.00[a]
Range		29.00
Minimum		24.00
Maximum		53.00

SCORE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	24.00	1	2.4	2.4	2.4
	26.00	4	9.5	9.5	11.9
	28.00	4	9.5	9.5	21.4
	29.00	2	4.8	4.8	26.2
	30.00	1	2.4	2.4	28.6
	31.00	3	7.1	7.1	35.7
	32.00	3	7.1	7.1	42.9
	33.00	2	4.8	4.8	47.6
	34.00	4	9.5	9.5	57.1
	35.00	2	4.8	4.8	61.9
	36.00	4	9.5	9.5	71.4
	37.00	2	4.8	4.8	76.2
	38.00	2	4.8	4.8	81.0
	39.00	1	2.4	2.4	83.3
	43.00	2	4.8	4.8	88.1
	44.00	1	2.4	2.4	90.5
	46.00	1	2.4	2.4	92.9
	47.00	1	2.4	2.4	95.2

	Frequency	Percent	Valid Percent	Cumulative Percent
50.00	1	2.4	2.4	97.6
53.00	1	2.4	2.4	100.0
Total	42	100.0	100.0	

Statistics

INTERVAL

N	Valid	42
	Missing	0
Mean		2.6667
Median		3.0000
Mode		3.00
Range		5.00
Minimum		1.00
Maximum		6.00

INTERVAL

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	24-28	9	21.4	21.4	21.4
	29-33	11	26.2	26.2	47.6
	34-38	14	33.3	33.3	81.0
	39-43	3	7.1	7.1	88.1
	44-48	3	7.1	7.1	95.2
	49-53	2	4.8	4.8	100.0
	Total	42	100.0	100.0	

Appendix V

Output SPSS of Students' Achievement

Statistics

SCORE

N	Valid	42
	Missing	0
Mean		78.2143
Median		78.0000
Mode		80.00
Range		13.00
Minimum		70.00
Maximum		83.00

SCORE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	70.00	1	2.4	2.4	2.4
	72.00	1	2.4	2.4	4.8
	75.00	5	11.9	11.9	16.7
	76.00	2	4.8	4.8	21.4
	77.00	8	19.0	19.0	40.5
	78.00	5	11.9	11.9	52.4
	79.00	4	9.5	9.5	61.9
	80.00	10	23.8	23.8	85.7
	81.00	1	2.4	2.4	88.1
	82.00	2	4.8	4.8	92.9
	83.00	3	7.1	7.1	100.0
	Total	42	100.0	100.0	

Statistics

INTERVAL

N	Valid	42
	Missing	0
Mean		4.8571
Median		5.0000
Mode		6.00
Range		6.00
Minimum		1.00
Maximum		7.00

INTERVAL

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	70-71	1	2.4	2.4	2.4
	72-73	1	2.4	2.4	4.8
	74-75	5	11.9	11.9	16.7
	76-77	10	23.8	23.8	40.5
	78-79	9	21.4	21.4	61.9
	80-81	11	26.2	26.2	88.1
	82-83	5	11.9	11.9	100.0
	Total	42	100.0	100.0	

Appendix VI

The Result of Formula

The result of r_{xy}

$$r_{xy} = \frac{N\Sigma XY - \Sigma X \ \Sigma Y}{\sqrt{N\Sigma X^2 - \Sigma X^2} \ \sqrt{N\Sigma Y^2 - \Sigma Y^2}}$$

$$r_{xy} = \frac{42 \times 113480 - 1448 \times 3285}{\sqrt{42 \times 51804 - 1448^2} \ \sqrt{42 \times 257253 - 3285^2}}$$

$$r_{xy} = \frac{4766160 - 4756680}{\sqrt{2175768 - 2096704} \ \sqrt{10804626 - 10791225}}$$

$$r_{xy} = \frac{9480}{\sqrt{79064 \times 13401}}$$

$$r_{xy} = \frac{9480}{\sqrt{1059536664}}$$

$$r_{xy} = \frac{9480}{32550.5}$$

$$r_{xy} = 0.291$$

The result of t_{count}

$$t_{count} = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

In which: t_{count} = t value

r = value of correlation coefficient

n = total of sample

Therefore, it is calculated that:

$$t_{count} = \frac{r\sqrt{n-2}}{\sqrt{1-r2}} = \frac{0.291\sqrt{42-2}}{1-0.291^2}$$

$$= \frac{0.291\sqrt{40}}{1-0.084681}$$

$$= \frac{0.291 \times 6.32}{\sqrt{0.91}}$$

$$= \frac{1.83}{0.95} = 1.926$$

The research found out the Degree of Freedom (*Df*) with the formula:

Df = N – nr

= 42 – 2

= 40

CURRICULUM VITAE

Widya Astuti Ridwan, she was born 26th of April, 1995 in Sungguminasa, Gowa. She lives at Jl. M.Yusuf Bauti Sungguminasa. She is the second daughter of two siblings, her parents, Muh. Ridwan and Sarifah. She has an older sister. Her hobbies are reading, singing and watching movie. She started her study at elementary school at the SD Negeri 6 Bontokamase in 2001 and finished 2007. She continued her study at SMPN 4 Sungguminasa in 2007 and she finished in 2010. Then, she continued her study at SMAN 1 Sungguminasa in 2010 and finished in 2013. And then she continued her study, the S1 program of English Education Department of Muhammadiyah University of Makassar (UNISMUH) in academic year 2013/2014. Then, during she study at Unismuh she also ever worked as an English teacher private until now. Those experiences helped her to develop her english ability. After she gratuade from Muhammadiyah University of Makassar, she wishes to share her knowledge to the other people.