THE INFLUENCE OF PARENTS' ROLE TOWARD THE STUDENTS ACHIEVEMENT IN LEARNING ENGLISH

(A Descriptive Research At SMK Muhammadiyah 4 Tallo)

A THESIS

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

EMI

10535591914

ENGLISH EDUCATION DEPARTMENT FACULTY OF TEACHER TRAINING AND EDUCATION MUHAMMADIYAH UNIVERSITY OF MAKASSAR

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LEMBAR PENGESAHAN

Skripsi atas nama **JUBAIDAH**, NIM **10535 5901 14** diterima dan disahkan oleh panitia ujian skripsi berdasarkan surat Keputusan Rektor Universitas Muhammadiyah Makassar Nomor: **0018 Tahun 1440 H/2019 M**, tanggal 22 Jumadil Awal 1440 H/28 Januari 2019 M, sebagai salah satu syarat guna memperoleh gelar **Sarjana Pendidikan** pada Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar pada hari Jumat tanggal 01 Februari 2019.

Makassar, 26 Jumadil Awal 1440 H
01 Februari 2019 M

Panitia Ujian :

1. Pengawas Umum : Prof. Dr. H. Abdul Rahman Rahim, S.E., M.M. (...................)

2. Ketua : Erwin Akib, M.Pd., Ph.D. (...................)

3. Sekretaris : Dr. Baharullah, M.Pd. (...................)

4. Dosen Penguji : 1. Dr. Syamsiarna Nappu, M.Pd. (...................)

2. Ardiana, S.Pd., M.Pd. (...................)

3. Prof. Dr. H. M. Basri Dalle, M.S. (...................)

4. Maharida, S.Pd., M.Pd. (...................)

Disahkan Oleh :
Dekan FKIP Universitas Muhammadiyah Makassar

Erwin Akib, M.Pd., Ph.D.
NBM : 860 934

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BAN-PT

UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

Jalan Sultan Alauddin No. 259Makassar
Telp : 0411-860837/860132 (Fax)
Email : fkip@unismuh.ac.id
Web : www.fkip.unismuh.ac.id

بِسْــــمِ اللّٰـهِ الرَّحْمٰنِ الرَّحِيْــمِ

APPROVAL SHEET

Title	:	The Students' Perception on the Use of Preaching Method and Computer Assisted Language Learning (CALL) Media in Teaching English (*A Descriptive Research of Students at Muhammadiyah University of Makassar*)
Name	:	**JUBAIDAH**
Reg. Number	:	10535 5901 14
Programmer	:	English Education Department Strata 1 (S1)
Faculty	:	Teacher Training and Education

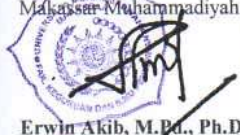Makassar, Februari 2019

Approved by:

Consultant I

Dr. H. Bahrun Amin, M.Hum.

Consultant II

Ardiana, S.Pd., M.Pd.

Dean of FKIP
Makassar Muhammadiyah University

Erwin Akib, M.Pd., Ph.D.
NBM: 860 934

Head of English
Education Department

Ummi Khaerati Syam, S.Pd., M.Pd.
NBM: 977 807

| Terakreditasi Insti...

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FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

SURAT PERNYATAAN

Saya yang bertandatangan di bawah ini:

Nama   **: EMI**

NIM   : 10535591914

Jurusan   : Pendidikan Bahasa Inggris

Fakultas   : Keguruan dan Ilmu Pendidikan

Judul Skripsi   : **the influence of parents role towar the students achievement in learning English (a descriptive research at smk muhammadiyah 4 tallo)**

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EMI
10535591914

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FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

SURAT PERJANJIAN

Saya yang bertandan tangan di bawah ini:

Nama   : **EMI**

NIM   : 10535590114

Jurusan   : Pendidikan Bahasa Inggris

Judul Skripsi   : **The Influence Of Parents Role Toward The Student Achievement In Learning English (A Descriptive Research At Smk Muhammadiyah 4 Tallo)**

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MOTTO

"Engkau takkan mampu menyenangkan semua orang.
Karena itu, cukup bagimu memperbaiki hubunganmu
dengan ALLAH, dan janganlah terlalu peduli dengan
penilaian manusia"

Imam Syafi'i

ABSTRACT

EMI. 2018. *The Influence of Parents' Role Toward The Students Achievement in English Learning (Descriptive research of Students at SMK Muhammadiyah 4 Tallo)* A Thesis of English Department, Faculty of Teacher Training and Education, Makassar Muhammadiyah University. Supervised by H.Bahrun Amin and Hj.Ilmiah.

This type of research is descriptive qualitative that aimed research to know the important role of parents' in improving students achievement in English learning at Smk Muhammadiyah 4 Tallo.

The data gained through close questioner. The population of this research was the XI Grade students' at SMK Muhammadiyah 4 Tallo, The sample taken by total sampling technique which consisted of 22 students.

This research it was indicated by five components of parents' role namely: (1) parents as motivator (2) parents as model (3) parents as facilitator (4) parents as a source of knowledge (5) parents as coordinator. The active role of parents in the learning process at home will have an influence on children's learning achievement with good attitude and behavior a child can have pride for himself and parents can also design a future to achieve the best dreams for children

The result of improvement was also proved with t-test value. The researcher found that t-test value the influence of parents' role was greater that t-table value (36.64 > 1.721) and degree of freedom (df) = 21. This indicated that (H_1) was accepted, and (H_0) was rejected. It means that there was significant of the influence of parents' role toward the students' achievement in learning English.

Keywords: *Parents', Learning Achievement, English Learning.*

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In the name of Allah, the most gracious and most merciful

Alhamdulillah Rabbil Alamin, I would like to express my profound gratitude to the almighty God Allah SWT, the most compassionate and merciful, the cherisher and sustainer of the world. Praise to him, shalawat and salam are addressed to the beloved and chosen messenger, the prophet Muhammad SAW peace upon be him

Many problems and difficulties had been encountered in finishing this thesis. I do realize that in conducting the research and writing this thesis. I got invaluable contribution and assistance from great number of people. Therefore, I would like to express my deep appreciation and sincere thanks to all of the particularly:

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Researcher

EMI

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CHAPTER 1

INTRODUCTION

This chapter deals whit background, problem statement, objective of the study, significant, of the study and scope.

A. Background of Research

Learning English is very important on all sides of human life. English is an international language that is often needed wherever in school, office, collage, business and so on. English is required to be taught in private and public school as foreign language learned. The purpose of that learning is to fulfill the purpose of the role of English. To fulfill the role of the English language it is necessary to push thing to achieve maximum learning achievement. Learning achievement will determine the success or failure of students during receiving teaching materials.

There are several factors that influence the English learning process, they are motivation and environment. Students who want to learn on their own will be easier to learn rather than students who learn because told by parents. Therefore, parents should generate interest or motivation in students first, then if the students' lives in an environment with the majority of mastering English, it will usually be easier to learn this language. The more students use English, the students will be easier to master this language.

In learning English, there are four language skills and language components that teacher has to teach the students, namely listening, speaking, reading, writing, pronunciation, vocabulary, and grammar. The skills and components are crucial in developing the language competence. When motivation and environment are support, then students will be easier to understand the four skills and the students should be able to use English in real communication.

Students learning achievement are the students achieve in the process of teaching and learning activities by bringing a change and the information of a person behavior. Learning achievement as a measurement of the assessment of learning activities or learning process is expressed in symbols, letters and sentences that have been achieved by each child in a certain period. As sudjana in Ira Miranti, Nina Dwiastuty, Nurjanah (2017) suggests that learning achievements are that students have after receiving their learning experience. According to Sumadi Suryabrata (2005) learning achievement includes psychomotor changes, so that learning achievement is the ability of students in the form of mastery of knowledge, attitudes and skills achieved in learning after he did the learning activities.

To achieve good learning is determine by a number of component and one of them is parents. It must be admitted that the most important in the development of students learning achievement is parents. As the Slameto in Sinaga, Muhariat, Kenty, (2009) says family is the first

foremost education institution. Parents are at the core of the first education itself. With the encouragement and good facilities from parents then the students will get good learning achievement. Agus Sujanto in mainizar (2003) Say that the family occupied the most important place for students overall self- formation. The result of that formation will be brought throughout his life. Family or parents shaping character, giver of religious base, planting traits, habits, hobbies, ideals and so on. Therefore, building equality and competitive education, the existence of professional parents' role is needed to achieve student good achievement.

From the explanation above can be concluded that parents have an important role in determining students learning achievement in school SMK Muhammadiyah 4 Tallo. Therefore, in this research the researcher want to prove the statement above. Researcher was conduct research on How The Influence of Parents' Role on Students Learning Achievement In English Subject.

B. Problem Statement

Based on the statement above, this study limits discussion by stating the following research question:

1. How is the influence of parents' role on students learning achievement in English learning at SMK Muhammadiyah 4 Tallo?

2. How is the students learning achievement in learning English at SMK Muhammadiyah 4 Tallo?

C. Objective of Study

The main purpose of this research as follows:

1. To know the important role of parents in improving students learning achievement of English at Smk Muhammadiyah 4 Tallo.

2. To know whether there is a relationship between the parents role with students learning achievement of English at SMK Muhammadiyah 4 Tallo.

D. Significances of Study

The results of this research was be expected to be useful information for people about how the influence of parents' roles on students learning achievement on English subjects in school.

E. Scope

The scopes of this research are limited to the subject and object investigated. The object discussion of this research is the parents' role toward the students' achievement in learning English in English classroom.

CHAPTER II

LITERATURE REVIEW

This chapter, will take about of related literature after finding out some researcher information about the influence of parents' role. The researcher has found the information from many sources like text journals, web page, and research finding that the researcher constructs to selected theories.

A. Previous Related Research Findings

There are a lot researchers conducted theirs research that related to this research as follows:

1. Maryastuti, Sri Arika (2015) Based on the results of the study note that there is a significant influence between the role of parents to the independence of children's learning. Parents' warfare is very important in generating and improving the independence of children's learning, Parents will help provide help to children by helping to learn by giving explanations on the part that is difficult to understand by children.

2. Mustika, Dian (2013) from the results of this study is know that parents are as an agent in educating their children. The role of parents to the education of children is a determining factor to determine the quality of children's education, so that the higher the child's education potential to achieve good learning achievement.

3. Nugraheni, Kusuma Rarastiti (2015) Based on the results of data analysis obtained from this study, there is influence of parent's role on student

achievement, meaning that the high level of learning achievement will be followed either the bad role of parents. The better the parent's role, the higher the learning achievement, and the lower the parent's role, the lower the learning achievement.

This research show parents' role is very influential in the process of improving students' achievement in English subjects. Parents' was generated students' achievement, positive achievement and negative achievement. Therefore parents should show the students a positive attitude, so that students can be a positive achievement and can share the positive things to others.

From some of the previous findings above, there are some perspectives the parents' role on students achievement. In this study was also conduct research the parents' role on students achievement in learning English in this classroom. So, the above research has similarities and differences with this research, the difference in the form subject and object to improve students' achievement in English classroom.

B. **Theoretical Review**

1. **Parents Role**

a. **Definition Parents Role**

According to maulani in indah pratiwi (2010: 15) the role of parents is a set of behaviors of two fathers and mothers in working together and responsible based on their offspring as role models of

children since the formation of conception or zygote is consistent with certain stimuli in the form of body shape and attitude moral and spiritual and emotional independent children.

Based on the description above, what is meant by the parent's role is the behavior of father and mother in the form of responsibility to educate, nurture and guide their children to reach certain stages that deliver children to be ready in social life.

b. The Role of Parents Toward Student Achievement

The role of parents towards learning achievement according to Stain back and Susan (1999). Among others:

1) As a Motivator.

Motivation is the impetus for someone to perform an action / activity. Learning motivation should be instilled since early childhood. But unfortunately, parents are always missteps in formatting children's education so as to turn off the child's curiosity and creativity. Parents tend to be angry when the childhood of his nagging many questions constantly - even irrational. In fact, at that time the child is building knowledge based on the ability of his brain, but his parents extinguish his curiosity.

Or, parents tend to get angry when the walls of his house are full of streaks or his house is strewn with his son's game. In fact, when the child is building creativity and actualize interpersonal intelligence in play.

If the little things like the above are killed by the laziness and impatience of the parents, it is only natural that a child in school is afraid to ask questions, afraid to respond or comment, to be afraid to experiment and always be silent when the learning process takes place. So in the learning process students tend to passively hear and wait. This is the first education in the family that is very detrimental to children's education.

2) **As a Model.**

At the time of its growth, the child / student will certainly imitate or imitate the things that are often seen, heard or given to him, this behavior is known by imitation. For example, if a child often watches an action movie, it is likely that the child / student will try to fight either at home or at school.

In this case, the parent is the most influential figure, because the parent is the closest person possessed by a child / student. Therefore parents should show the child a positive attitude, such as helping others, respecting people and other positive things.

However, sometimes parents do not realize that he has implanted a bad character in children. For example when a father and mother argue in front of students. It can make a student depressed and he becomes accustomed to fights.

3) **As a Facilitator.**

Learning facilities can be a study table, place / study room, learning lights and learning atmosphere. If parents want their children to feel comfortable learning, then comfortable learning facilities should be provided. How can a child learn when he learns that other family voices laugh happily watching television shows, desks do not exist as well as learning lights painful / blinding eyes.

In addition, parents should know the learning modalities of children, so that parents can facilitate the learning needs of children.

4) **As a Source of Knowledge.**

Science received by students can be obtained from various sources, one of which is the parent. Therefore, parents should be willing and ready to become a source of knowledge for students. In this case, parents must have a wide enough insight that the curiosity of the child will be something can be answered.

5) **As a Coordinator.**

Just like a development project. Not infrequently the facilities provided are actually misused by workers, such as corruption, negligence, and various other problems. It can also occur during the process of character building students into someone who excel.

The facilities that parents provide if they are not accompanied by supervision of course have a negative impact on the students themselves. For example giving a laptop / computer that is used to watch porn videos, play online games constantly, even gamble on the internet.

That's certainly not what parents expect. Therefore, parents need to supervise the students so that all facilities that parents provide can simplify the learning process of students rather than worsen the student's own personality. But, anyway the students of course have their own privacy. During the supervision of the child / student, the parent should also keep the student's feelings by not interrogating him continuously. Because, it can make students become bored and feel constrained.

c. Basics of Parental Responsibility for Children's Education

Parents are the first person responsible for the survival and education of their children. Binti Maunah (2009: 98-100) said that the basics of parents' responsibility for their children's education include:

a. The existence of motivation or encouragement of love that animates the relationship of parents and children.

b. Motivation of moral obligations as a consequence of spiritual values.

c. Social responsibility is a part of the family which in time will be the responsibility of the community, nation and state.

d. Maintaining and raising children, providing education with various knowledge and skills.

Fuad Ihsan (2013: 63) expresses the responsibility of education that needs to be based on and fostered both parents of children as follows.

a. Maintaining and raising children. This responsibility is a natural drive to be implemented, because the child needs to eat, drink and care, so that he can live sustainably.

b. Protect and guarantee his health, both physically and spiritually from various diseases or environmental hazards that can endanger him.

c. Educate him with various knowledge and skills that are useful for his life, so that if he is an adult he is able to stand alone and help others and implement his vice versa.

d. Happy children for the world and the hereafter by giving them religious education in accordance with God's provisions as the ultimate goal of Muslim life.

d. Forms of Parental Attention

Parents must pay attention and meet the needs of children both physical needs and spiritual needs. The attention of parents to their children can be seen from many things. Bagus Santoso (2010: 17-27) divides the attention of parents to children in several ways, namely.

a. Meeting children's needs

b. Fulfillment of children's learning facilities

c. Giving learning motivation

d. Providing guidance to children

Parental guidance will affect children's development. Reni Akbar (2004: 94) said that direct involvement of parents in guiding children's learning activities can affect children's success. Parental guidance in children's learning activities will make children more eager to continue learning so that learning outcomes will be optimal. This form of parental attention will have an influence on the child's development. If parents pay attention to children, then the child will develop well. Muniarti Sulastri in Ida Susanti, (1996: 19) explains parents' attention to children's learning can be seen in the warnings, reprimands, attention to the provision of study facilities and so on. Further said that parents who pay attention to their children especially in learning can be seen from the efforts of parents to meet children's learning needs. Many children lack the spirit of learning because parents pay little attention to the needs of children's learning facilities. Agree with the statement above Sutratinah Tirtonegoro in (Ida Susanti, 1996: 20) provides an overview of the attention of parents is "The progress of children's learning cannot be separated from the help and attention of teachers and schools. But no less important and even take part, namely the attention of parents (father and mother), such attention is given to sufficient learning facilities.

Based on the opinions of the experts above, it can be concluded that the forms of parental attention include, the fulfillment of children's learning facilities, the provision of learning motivation, the provision of guidance to children, the presence of warnings or warnings in the progress of children's learning.

2. **Student English Achievement**

   a. **Definition Students Achievement**

Learning achievement is inseparable from learning activities, because learning is a process, while achievement is the result of the process. Arifin (2009: 12) argues that learning achievement is a problem that is partial in the history of human life, because throughout the life span of people always pursuing achievements by field and ability respectively.

According to Lanawati Learning achievement is the result of the educator's assessment of the learning process and student learning achievement in accordance with the instructional objectives concerning the content of the lessons and behavior expected of students.

While Marsun and Martaniah in Sia Tjundjing argue that learning achievement is the result of learning activities, namely the extent to which learners mastered the lesson material taught

followed by the emergence of a feeling satisfied that he has done something good. This means that the learning achievement can only be known if it has been done assessment of student learning achievement.

Achievement learn by Arifin, (2009: 12) has the main functions include:

1) Learning achievement as an indicator of quality and quantity of knowledge that has been mastered learners.

2) Achievement learning as a symbol of desire satisfaction curiosity. Psychologists usually refer to this as "a curiosity tendency and a common human need".

3) Learning achievement as an information material in educational innovation.

4) Learning achievement as an internal and external indicators of an educational institution.

5) Learning achievement can be used as an indicator of absorption (intelligence) of learners.

Based on the explanation of understanding and the function of learning achievement, then how important to understand and know the achievement of learners. Because the function of learning achievement not only as an indicator of success in a particular field of study, but also as an indicator of the quality of educational institutions. Learning achievement is also useful as a feedback for teachers in implementing the English learning process. English language learning achievement can be expressed in the form of letter symbols or sentences to conclude the results that have been achieved by students

b. **Factors Affecting Learning Achievement**

Since the beginning of the development of science on human behavior, many discussed about how to achieve effective learning outcomes. Experts in the field of education and psychology try to identify the factors that influence learning achievement. By knowing the factors that influence the learning achievement, the implementers and the participants of learning activities can provide positive interventions to improve learning achievement to be obtained.

Implicitly, there are two factor that influence the learning achievement of children, namely internal factor and external factors. Ahmadi and Supriyono (2013:138) factor that influence the learning achievement, are factor in oneself (internal factor) and from outside (external factor) of the individual.

1) Internal factors

The internal factors includes physiological factors, namely the physical condition and state of physiological functions. Physiological factors are very supportive or background learning activities. A healthy physical state will have more influence than a less healthy body. To keep the physical state health, nutrition should be enough. This is due, lack of food levels will result in a weak physical condition that resulted quickly sleepy and tired. Nutrition should be enough. This is caused, lack of food levels will result in a weak physical condition that resulted quickly sleepy and tired.

2) External Factors

External factors, namely factors from outside the child's self that influence the learning of children, which among others came from parents, schools, and society.

a) Factors that come from parents

Factors that come from this parents is primarily as a way of educating parents against their children. Whether parents educate in a way or type that each has its own good and there are also shortcomings. In this connection, the Teacher Writing Team of Teachers School Teachers of East Java (1989) mentions, "In the association in the family environment should be transformed into educational situation, that is when parents pay attention to children, such as children reprimanded and given praise." motivation, attention, and caring parents will give the spirit to learn for children.

b) Factors derived from schools

Factors that come from schools, can come from teachers, subjects taken, and methods applied. Teacher factors are often the cause of children's learning failure, which is related to the teacher's personality, his teaching ability. Against subjects, as most children focus their attention on the interest, thus resulting in the value obtained not in accordance with the expected. Skills, abilities, and the willingness of children to learn cannot be separated from the

influence or interference of others. Therefore it becomes the teacher's duty to guide the child in learning.

c) Factors derived from the community

Children cannot be separated from community life. Community factors are even very strong influence on children's education. The influence of society is even difficult to control. Support or not support child development, society also influence.

In addition to some internal and external factors above, the factors that influence learning outcomes can be mentioned as follows:

a. Interests

A person who is not interested in learning something will not work well, but if someone has an interest in the subject matter then good results can be expressed. The problem is for a selective educator in determining or choosing a subject matter or subject matter that attracts students. Next pack the selected material with an interesting method. Therefore educators teachers need to recognize the characteristics of students, such as socio-economic background, beliefs, abilities, and others

b. Intelligence

Intelligence plays an important role in determining the success or failure of a person. People are generally better able to learn than people who are less intelligent. Various studies

show a close relationship between the level of intelligence and learning achievement in school (Sumadi, 1989: 11).

c. Talent

Talent is an innate ability as a potential that needs to be trained and developed in order to be realized (Utami, 1992: 17). Talent requires training and education for an action to take place in the future. In addition to talent intelligence is a factor that determines the success or failure of a person in learning (Sumadi, 1989: 12). Learning in a field that suits his talent will increase the chances of someone to succeed.

d) Motivation

Motivation is an impulse that is in the child to do something action. The magnitude of motivation is influenced much by the needs of individuals who want to be met (Suharsimi, 1993: 88). There are two kinds of motivation: intrinsic motivation and extrinsic motivation. Intrinsic motivation is the motivation generated from within the person concerned. Meanwhile, extrinsic motivation is the motivation arising from external stimuli or motivation caused by factors from outside the learning situation, such as numbers, diplomas, levels, rewards, competition, contradictions, satire, scorn and punishment. This motivation is still needed in school because not all lessons according to students' interests and needs.

By having the ability in a subject, be it knowledge, skills and attitudes that can be developed, students are expected to use these abilities in facing problems in various subject areas. The ability to reason, the ability to choose a strategy that matches the problem, as well as the ability to receive and disclose information constantly and accurately is a general ability that can be used in various fields.

From the above theoretical studies, it is known that the factors that influence student achievement in outline sourced from two factors that is factor internal (sourced from within students) and external factors (sourced from outside student self). Family factors or parents are one of the external factors (outside the student self) that affect the learning achievement or achievement learn. With other words of the parent directly or indirectly will be very determine the achievement that will be obtained by students in following the learning. Parents who are less supportive and do not motivate learning for children will hinder children's learning achievement.

c. **Student Achievement in English**

Based on the results of interviews from one of the researchers with students seen that students who have less satisfactory English learning achievement tend to argue that English lessons less fun. According to him, English is a difficult lesson. This is because he often

difficulty in studying the subjects so as to make his mood (emotion) less support for learning really. While attending classroom learning, subjects were also less than passionate about English lessons and became less active in learning English. The obstacles he experienced in learning English were the limitations in the vocabulary and the difficulty of composing words in English. For the subject, learning English is troublesome because there are many things that need to be mastered in order to learn the language well. Related to all the factors that exist during the learning process. In addition to dealing with the factors involved in the learning process, learning English is also associated with four kinds of language skills namely listening, speaking, reading, and writing. Effective learning can help in improving the learning achievement of English in schools.

Djamarah in Ramadhan (2009), The Component of Student Learning Styles, argues that something that is not yet known can encourage students to learn to find out. The student takes the attitude along with his interest in an object. Students have confidence and stand on what they should do. It is the attitude that underlies and encourages the action of learning, so the attitude of the student can be influenced by the motivation so that he can determine the attitude of learning. From this opinion can be explained that the appearance of a student accompanied by an interest in an object. Then it is believed that the object of interest such as the learning process in the classroom will be

the basis of student motivation so that it will determine the attitude of the students to learn. Poor student attitude in learning English caused less interest in English. This condition causes the students lack the motivation to achieve the better learning estimate.

According to Allport in Dayakisni & Hudaniah (2006) one's attitude on an attitude object is a manifestation of the constellation of the three interacting components that are cognitive, affective, and conative components. Cognitive components are components that are arranged on the basis of knowledge or information that someone has about the object of his attitude. From this knowledge will then form a certain belief about the object of the attitude. Affective components that are associated with pleasure and displeasure. So it is evaluative that closely related to the values of culture or value system it has. The conative component is the readiness of a person to behave in relation to the object of his attitude. According to Kartz in Dayakisni & Hudaniah (2006) attitude allows one to gain something, for example like a learning achievement in English subjects.

Students who have positive attitudes toward English lessons will get students to work on the tasks assigned to them (konatif) and they will be happy with English (affective) lessons. For the cognitive aspect, students may have knowledge and understanding of English subjects taught in schools. This is reinforced by one of the research results that interviewed students with positive attitudes, that the students like

English because English is an international language and their learning is required. In addition there is a student who has a goal abroad so as to make him to really love to learn English and he liked English language teaching while in discussion. According to them the English lessons taught in school are fun and relaxing so they can follow the lesson we.

In contrast, from interviews with students who have negative attitudes, the result is that English lessons are less fun, boring, and too tense. According to him, English is a difficult lesson. He had difficulty learning the lesson so as to make it less serious when studying in the classroom. The subject is also lacking enthusiasm in following the English lesson and being less active in learning English. For the subject, learning English is troublesome because there are many things that need to be mastered in order to learn the language well.

Based on the questionnaire distributed by the researchers showed that the students who follow the field of English study turned out to have a variety of attitudes toward the English lesson. This attitude can have a positive or negative tendency. On the one hand, students love English lessons but at the same time consider it a difficult lesson. Conversely, there are also students who do not like English lessons at the same time find it difficult. In addition, there is also the opinion that English is a fun lesson and is not difficult. The above statement shows that students with negative attitudes, is students who consider English less attractive, tend to have an understanding that

English is a difficult lesson. As a result, students become less confident about their abilities and are reluctant to try to do better, which can ultimately affect the achievement of learning achievement.

Based on the phenomenon, the variation of student attitudes in the field of English studies was related to the learning process that leads to the achievement of student learning achievement. This is supported also by the statement put forward by Tjundjing (2001). To achieve a good learning achievement many factors that need to be considered. One of the factors that play an important role is the mental attitude of a person that includes interest in the lesson. Students' interest in the lessons enables the concentration of the mind and even the excitement of the learning effort itself. But in reality, students generally have no interest in learning a knowledge. This can be due to a lack of knowledge about usability, profits, and other matters relating to science. Departing from the phenomenon, then this research is important to do considering the negative attitude of students to English lessons can lead to student difficulties to achieve the expected learning achievement.

C. Conceptual Framework

```
┌─────────────────────┐          ┌─────────────────────┐
│                     │          │     Students        │
│    Parents Role     │  ───▶    │    Achievement      │
│                     │          │                     │
└─────────────────────┘          └─────────────────────┘
          │                                │
          ▼                                ▼
┌─────────────────────┐          ┌─────────────────────┐
│ As a Motivator, as  │          │                     │
│ example, as a       │          │ Students' school    │
│ facilitator, as     │          │ report              │
│ a source of         │          │                     │
│ knowledge, as       │          │                     │
│ the coordinator     │          │                     │
└─────────────────────┘          └─────────────────────┘
          │                                │
          ▼                                ▼
        ┌─────────────────────────────────────┐
        │ Influence of parents' role with     │
        │ students achievement                │
        └─────────────────────────────────────┘
```
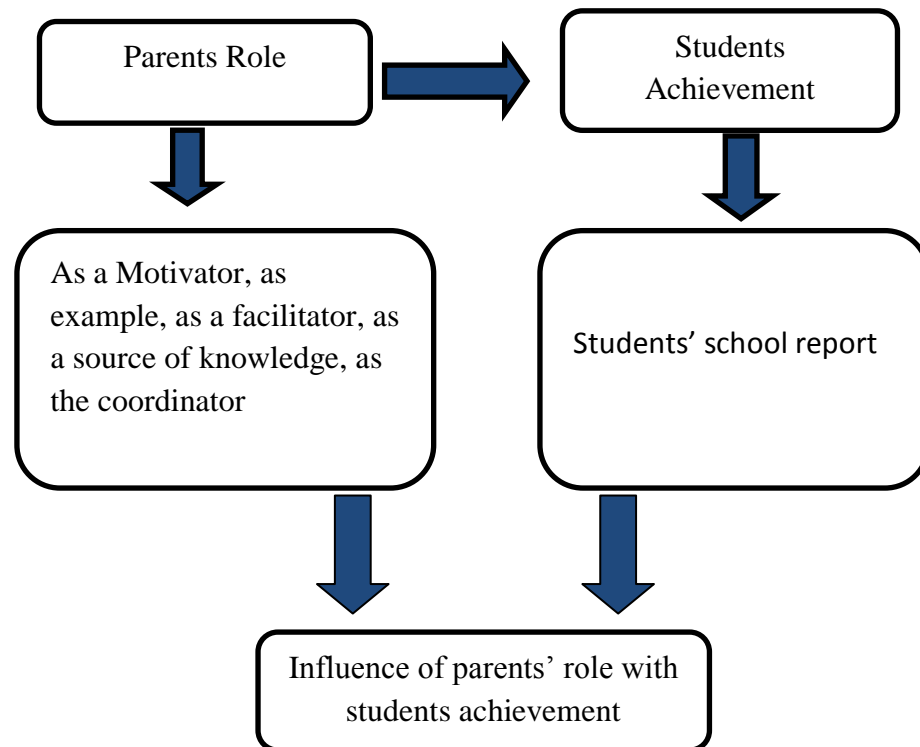
The conceptual framework the show parents' role is very influential in the process of improving students' achievement in English subjects. Parents was generate students' achievement, positive achievement and negative achievement.

In this case, the parents is the most influential figure, because the parents is the nearby owned by a students, therefore parents should show the students a positive attitude, so that students can be a positive achievement and can share the positive things to others.

D. Hypotheses

The hypotheses of research are:

1. H_0: the parents' role cannot improve their students' achievement in learning English at the XI grade student SMK Muhammadiyah 4 Tallo.

2. H_1: the parents' role can improve their students' achievement in learning English at the XI grade student SMK Muhammadiyah 4 Tallo.

CHAPTER III

RESEARCH METHOD

This chapter deals with research method and design, subject of the research, technique of data collecting, data analysis.

A. Research Design

This type of research was descriptive qualitative that aims to provide a systematic description of the ongoing situation on the object of research is about the role of parents to student achievement in English in class.

Research descriptions of research methods that attempt to describe the object or subject being examined as it is, to understand, to interpret, and to develop a theory about a phenomenon or arrangement. It is a subjective, systematic approach used to describe life experiences and give them meaning.

B. Subject of the Research

The subject in this research were 22 the students in the X Grade students' at SMK Muhammadiyah 4 Tallo of Makassar. Participants consisted of 15 female and 7 male students.

C. Technique of Data Collecting

In this research was use Questionnaire and documentation as the instruments to collect the data.

1. Questionnaire

It is a number of written questions which are used to again information from respondents about the respondents themselves or their knowledge, believe, etc. In using questionnaire in this research, researcher present 20 closed questions design and was write in Indonesian and English language to make respondents easy to understand the questions. The questions relate with the influence of parents role toward the students achievement in learning English, as a motivator, as example, as a facilitator, as a source of knowledge, as the coordinator.

2. Documentation

In the use of this documentation, the researcher talk students' school report to find data of students' English learning achievement.

D. **Data Analysis**

To find out the influence of parents role in improving learning achievement of English in this class. The step do research as follows :

1. The researcher was identify the data from documentation and questionnaire

2. The researcher was make classification based on students' answer from the questionnaire. The data from questioner is given to know the influence of parents' role toward the students' achievement in learning English. It was classify into five levels.

Table 3.1 The Classification Level

No	Statement	Option				
		Always	Often	Sometimes	Seldom	Never
1	Favorable	5	4	3	2	1
2	Unfavorable	1	2	3	4	5

(Sugiyono,2013:134)

To analyze the data classification, researcher was use Likert Scale as follows:

$$P = \frac{F}{N} \times 100\%$$

Where:

P= percentage of questionnaire

F= the frequency of items

N= total items

(Sudjana in Nasaruddin, 2015:28)

Calculating the mean score or the students' answer in questioner by using formula as recommended by Arikunto (2006):

$$M = \frac{\sum x}{N}$$

Where:

M   = the mean score of the students

∑x　　= the total score

N　　= the number of the students'

To find out the significance of the influence of parents role, the researcher calculated the value of the questioner by using the following formula:

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}}$$

Where :　　*t*　　　: Test of significant

　　　　　　D　　　: The mean score from the questioner

　　　　　　$\bar{D}$　　　: The mean of D square

　　　　　　$\sum D^2$　: The sum of D (the difference between two pair score)

　　　　　　　　square

　　　　　　$(\sum D)^2$: The Square of $\sum D$

　　　　　　N　　　: The number of subject

(Gay et al, 2006)

The formula explained about the significance the parents' role by calculating the value of the questioner. The aim of the formula was to know whether there is influence the parents' role or not in students learning achievements of English at XI Grade SMK Muhammadiyah 4 Tallo.

After the students' significance scores (value of questioner) had gotten, it was compared with the value of t-table. When the value of

questioner was equal or greater than the value of t-table, it means that Null

Hypothesis (H_0) was rejected and Alternative Hypothesis (H_1) was accepted

because there was significance the influence of parents' role toward the

students achievement in learning English. The criteria for the hypothesis

testing as follows:

Table 3.2 Criteria of the Hypothesis Testing

Testing	Hypothesis	
	H_0	H_1
t-test > t-table	Rejected	Accepted
t-table < t-test	Accepted	Rejected

(Sugiyono, 2014)

Table 3.3 Interpretation the Students' Score Report

No	Category	Interpretation score
1	Excellent	80%-95%
2	Good	66%-79%
3	Fair	56%-65%
4	Poor	40%-55%
5	Very poor	$\leq$ 39%

(riduwan: 2012:15)

The use of interpretation score above is to measure how well the

students learning achievement. If the interpretation score report   is the

range 81%-100% means that the learning achievement (report) is excellent

, if the learning achievement is the range 61%-80%, it means good. On the

contrary, if the learning achievement is in the range 41%-60% it means

fair, if the learning achievement is the range 21%-40% means poor and the

last range <20% is means very poor.

CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter, the result of the study is presented. The chapter is divided into three sections. The first section presents the data description, followed by findings on each statement aspects to answer research questions about the influence of parents' role toward the students achievement in learning English and lastly the discussion deals with the interpretation of the findings in the research

A. Data Description

The data in this reaseach gained through qualitative research. The participants of this study were 22 at SMK Muhammadiyah 4 Tallo from year 2018/2019. The students are 7 males and 15 females. They were chosen by total sampling. In this description qualitative research, the researcher used questioner and report as data source. In the questionnaire, researcher presented 20 questions relate to the influence of parents role toward the students achievement English learning. The researcher also took students' school report which it is to find out the data of student English achievement.

B. Findings

Based on the questioner, the researcher found the result of this research. The result of the data was to answer the research question about how the influence of parents' role toward the students' achievement in

learning English with present the question refers with the influence of parents role and English learning achievement.

1. Representation of Parents Role

a. Parents as Motivator

To find out the parents' role on student achievement in Muhammadiyah 4 Tallo Senior High School in terms of motivation that it can be seen from the students' respondent.

Table: 4.1 Representation of Students' Respondent Toward Their Parents as

Motivator

No	Alternative	Always		Often		Sometimes		Seldom		Never		Respondent	
		F	%	F	%	F	%	F	%	F	%	N	%
1	Do your parents provide support and motivation when you are in learning difficulties?	6	9.1	11	50.0	2	27.2	2	9.1	1	4.5	22	100
2	Do your parents tell you about experiences that you motivate?	5	18.2	8	36.4	4	22.8	3	13.6	2	9.1	22	100
3	Do your parents praise if you get good achievement in English?	5	18.2	7	319	4	22.8	3	13.6	3	13.6	22	100
4	Does your parents give instruction to learn in ways that you like?	6	22.8	4	18.2	5	27.2	4	18.2	3	13.6	22	100
Score		22	17.1	30	34.1	15	25	12	13.7	9	10.1	88	100

Based on the table 4.1 above refers to parents as motivator, the students responded always 17.1% were often 34.1%, sometimes 25% seldom amounting to 13.7% and never amounting to 10.1%. It means the

most of the students who often get the role of parents as motivator and small

number who never get the role of parents as motivator

b. Parents as Model

To find out the parents' role on student achievement in SMK
Muhammadiyah 4 Tallo in terms of good role models that it can be seen
from the students respond.

Table: Table: 4.2 Representation of Parents' Role as Model

No	Alternative	Always		Often		Sometimes		Seldom		Never		Respondent	
		F	%	F	%	F	%	F	%	F	%	N	%
1	Do your parents train you to complete your homework?	7	31.9	7	31.9	5	22.8	1	4.6	2	9.1	22	100
2	Do your parents give you some practice when you have difficulty in English learning?	4	18.2	10	45.5	6	27.3	0	0.0	2	9.1	22	100
3	Do your parents teach to discipline in learning activities?	4	18.2	11	50.0	5	22.8	1	4.6	1	4.6	22	100
4	Do your parents give a good Good advice when you get bored for learning English?	8	36.4	7	31.9	2	9.1	2	9.1	3	13.7	22	100
	Score	23	26.1	35	39.8	18	20.5	4	4.6	8	9.1	88	100

Based on the table 4.1 above refers to parents as model, the students

at SMK Muhammadiyah 4 Tallo responded always 26.1% is often 39.9%,

sometimes 20.5 % seldom amounting 4.6% and never amounting to 9.1%.

That means most students who often get the role of parents as model and a

small number who seldom get the role of parents as model

c. Parents as Facilitator

To find out the parents' role on tudents' learning achievement

learning at SMK Muhammadiyah 4 Tallo in terms of parents as facilitator

that it can be seen from the students' respond.

Table: 4.3 Representation of The Parents' Role as Facilitator

No	Alternative	Always		Often		Sometimes		Seldom		Never		Responde nt	
		F	%	F	%	F	%	F	%	F	%	N	%
1	Do your parents provide English books for you?	3	13.7	7	31.9	3	13.7	6	27.3	3	13. 7	22	**100**
2	Do your parents provide study rooms for you?	9	40.9	8	36.4	2	9.1	2	9.1	1	4.6	22	**100**
3	Do your parents register for English private?	0	0.0	13	59.1	4	18.2	3	13.7	2	9.1	22	**100**
4	Do your parents create study group for you with your school friends?	3	13.7	2	9.1	12	54.6	5	22.8	0	0.0	22	**100**
Score		**21**	**23.9**	**30**	**34.1**	**15**	**17.1**	**16**	**18.2**	**6**	**6.9**	**88**	**400**

Based on the table 4.3 above refers to parents as facilitator, the

students at SMK Muhammadiyah 4 Tallo responded always is always 23.9%

is often 34.1%, sometimes 17.1% is seldom 18.2% and never 6.9%. It means

the most students who often get the parents role as facilitator and a small

number who never get the parents role as facilitator.

d. **Parents as a Source of Knowledge**

To find out the parents' role on students' learning achievement at SMK Muhammadiyah 4 Tallo in terms of parents as a source of knowledge, it can be seen from the students' respond.

Table: 4.4 Representation of Parents as a Source of Knowledge

No	Alternative	Always		Often		Sometimes		Seldom		Never		Respondent	
		F	%	F	%	F	%	F	%	F	%	N	%
1	Do your parents help you to understand about a reading in English?	6	27.3	8	36.4	5	22.8	2	9.1	1	4.6	22	100
2	Do your parents help you to explain the English material that you don't understand	7	31.9	8	36.4	5	228	2	9.1	0	0.0	22	100
3	Do your parents Ask about English learning material that is taught at school?	3	13.7	10	45.5	5	22.8	2	9.1	2	9.1	22	100
4	Do your parents ask about the difficulties of learning English?	4	18.2	8	36.4	5	22.8	3	13.7	2	9.1	22	100
	Score	**20**	**22.8**	**34**	**38.7**	**20**	**22.8**	**9**	**10.3**	**5**	**5.7**	**88**	**100**

Based on the table 4.4 above refers to parents as a source of knowledge, the students at SMK Muhammadiyah 4 Tallo responded always 22.8% often at 38.7%, sometimes at 22.8% seldom 10.3% and never amounted to 5.7%. It is means most students who often get the parents role as a source of knowledge and a small number who seldom get the parents role as a source of knowledge

e. **Parents as Coordinator**

To find out the parents' role on learning achievement at SMK Muhammadiyah 4 Tallo in terms of regulating the child's learning life that it can be seen from the students' respond.

Table: 4.5 Representation of Parents' Role as Coordinator

No	Alternative	Always		Often		Sometimes		Seldom		Never		Responden t	
		F	%	F	%	F	%	F	%	F	%	N	%
1	Do your parents attention to your study, play, and rest?	7	31.9	7	31.9	5	22.8	3	13.7	0	0.0	22	**100**
2	Do your parents check the condition of your school equipment (bags, shoes, uniforms, books, etc.)?	5	22.8	6	27.3	7	31.9	3	13.7	1	4.6	22	**100**
3	Do your parents advise to take additional lessons?	6	27.3	6	27.3	6	27.3	1	4.6	3	13.7	22	**100**
4	Do your parents arrange your study schedule?	6	27.3	7	31.9	4	18.2	3	13.7	2	9.1	22	**100**
Score		**24**	**27.4**	**26**	**29.6**	**22**	**25.1**	**10**	**11.4**	**6**	**6.9**	**88**	**400**

Based on the table 4.5 above refers to parents as coordinator, the students at SMK Muhammadiyah 4 Tallo responded always is 27.4% is often 29.6%, sometimes 25.1% is seldom 11.4% and never 6.9%. It is means most students who often get the parents role as coordinator and a small number who never get the parents role as coordinator.

For more details, an overview of parents' role on student learning achievement at SMK Muhammadiyah 4 Tallo that it can be seen in table IV.6.

Table: 4.6 Recapitulation of Parents' Role on Student Learning Achievement at SMK Muhammadiyah 4 Tallo

No	Alternative	Always	Often	Sometimes	Seldom	Never
		%	%	%	%	%
1	Representation of students' respondent toward their parents as motivator	25	33.2	17.1	13.7	10.2
2	representation of Parents' Role as model	26.18	39.83	20.5	4.6	9.13
3	Representation of the parents' Role as facilitator	23.9	34.2	17.1	18.3	6.85
4	Representation of parents as a source of knowledge	22.8	38.7	22.8	10.3	5.7
5	Representation of parents' role as coordinator	27.3	29.6	25.05	11.4	6.9
		125.18	**175.53**	**102.55**	**58.3**	**38.78**
	Score	**25.04**	**35.106**	**20.51**	**11.66**	**7.76**

Based on the table 4.6 above it is known the parents' role on student learning achievement at SMK Muhammadiyah 4 Tallo which stated always is 25.04% often at 35.106%, sometimes at 20.51% rarely at 11.66% and never 7.76%. It is means that from the five aspects parents' role, most students who often get the parents role and fewer never get the parents role.

2. **Classification Students' English Learning Achievement According to Excellent, Good, Fair, Poor, Very Poor.**

The percentage of the students learning achievement in English to accordance with the report. The result can be shown on the table below

Table. 4.7 Students English Learning Achievement in the Report

No.	Classification	Report	
		Frequency	Percentage (%)
1.	Excellent (80-95)	14	63.64%
2.	Good (66-79)	8	36.36%
3.	Fair (56-65)	0	0%
4.	Poor (40-55)	0	0%
5.	Very poor (≤39)	0	0%
	Total	**22**	**100 %**

The table 4.7 above shows that 22 students, there was 14 students (63.64%)who categorized to "excellent", 8 students (36.36%) who categorized to "Good", 0 students who categorized to "Fair", there were 0 students who categorized to "Poor" and there were 0 students who categorized "Very Poor". It means that the score the students report, then the researcher calculated their percentage in students' achievement in English learning were excellent.

3. Hypothesis Testing

If the t-test value is higher than t-table at the level of significance 0,5 and degree freedom (df) 22 (N-1 = 22-1), thus the alternative hypothesis (H_1) is accepted The influence of parents role toward the students achievement in learning English and null hypothesis (H_0) is rejected The influence of parents role toward the students achievement in learning English. In contrary, if the value is lower than t-table at the level of significance 0,5 and the degree (df) (N-1 = 22-1), thus the alternative hypothesis is rejected and null hypothesis is accepted (influence).

C. DISCUSSION

In this part, the discussion covers the interpretation of the research findings derived from the result of the influence of the parents' role toward the students' achievement in learning English at SMK Muhammadiyah 4 Tallo. Based on the findings, the parents' role toward the students' achievement in learning includes parents as motivator, parents as a role model, parents as facilitator, parents as a source of knowledge, and parents as coordinator. To determine the level of parents' role toward the students' achievement in learning English at SMK Muhammadiyah 4 Tallo, the researcher measure it by using words always, often, sometimes, seldom, and never in the questionnaire . These words represent the level of parents' differences in giving their role as parents to their children. Moreover, the researcher also use students' report to know more the influence of parents' role toward the students achievement in English learning

For the first point in this researcher, the influence of parents' role toward the students' achievement in English learning as the motivator was always (17.1%), often (34.1%), sometimes (25%), seldom (13.7%), and never (10,1%). Second, the influence of parents' role toward the students' achievement in English learning as the role model was always (26.1%), often (39.8%), sometimes (20.5%), seldom (4.6%), and never (9.1%). Third, the influence of parents' role toward the students' achievement in English learning as the facilitator was always (23.9%), often (34.1%), sometimes (17.1%), seldom (18.2%), and never (6.9%). Next, the influence of parents' role toward the students' achievement in English learning as the source of knowledge was always (22.8%), often (38.7%), sometimes (22.8%), seldom (10.3%), and never (5.7%). Last, the influence of parents' role toward the students' achievement in English learning as the source of knowledge was always (27.4%), often (29.6%), sometimes (25.1%), seldom (11.4%), and never (6.9%). It is means that from the five aspects parents' role, the higher the value is the parents as Model, the second is parents as a source of knowledge, the third parents as the facilitator, the fourth parents as the motivator and the last parents as the coordinator.

Based on the result above, it was found that the students' responds positively relate to parents' role in influencing the students learning achievement. It can be seen from the large number of students who answer often are followed by always. The result of this questionnaire was very closely related to the percentage of students' report card which is the students' average score excellent 80-95 (63.64%) and good 75-79 (36.36%). Students' report cards show that

students at SMK Muhammadiyah 4 Tallo have sufficient knowledge about English subject. From the data both of questionnaire and students' report card, it indicates that the students' parents at SMK have role to play in improving students' English learning outcomes. The explanation more about the result of this research on how the parents' role can influence the students' learning achievement that it can be seen clearly below :

1. **Parents' Role as Motivator**

   Parents are the first teacher for children, because parents are the first to educate or instill basic education for their children. Motivation is an absolute requirement in learning, therefore parents should always motivate children to be more active in learning and achievement. Motivation to learn from parents is a real form of the importance of the role of parents in the education of their children. There are a number of things parents can do in motivating students to learn English more such as give support and motivation when their children are in English learning difficulties, tell to children about experiences that can motivate them, praise if the children get good achievement in English, and give instruction to learn in ways that the children like. The four things have become the content of the researcher's question to find out how the parents' role as a motivator at SMK Muhammadiyah 4 Tallo Makassar.

   For the first, when students experience difficulties in learning, it encourages students to get laziness. Therefore, the presence of parents at home to provide support and motivation to children is very important to encourage students to be motivated again in terms of learning. When students experience

difficulties in learning, this encourages a student to get laziness. Therefore, the presence of parents at home to provide support to children is very important to encourage students to be motivated again in terms of learning. The support can be in the form of supporting motivational words.

Second, telling interesting experiences also that can make children motivated to learn. Telling experiences about success through hard work and active learning is the most effective thing to motivate a child. Through experiences told they will be inspired.

Next, giving praise to children is a good thing. In fact, praise can be a tool to foster a child's good behavior, pump self-confidence, makes children feel loved, valued, and motivated. the child will try to do good things again so they can get the praise back. this encourages students to be active in learning.

Giving praise to children is a good thing. In fact, praise can be a tool to foster a child's good behavior, pump self-confidence, make children feel loved, valued, and motivated. The child will try to do good things again so they can get the praise back. This encourages students to be active in learning English

Last, give instruction to learn in ways that the children like is the one of ways that can motivate students to learn. As Parents, they cannot force a child to learn the atmosphere and the way they want because each child has their own type or style of learning. The child's ability to capture material and lessons depends on his learning style. Therefore, parents should know their

child's learning style so that they encourage children to learn according to their children's learning style. This will be more able to encourage students to be motivated to learn rather than having to force children with learning styles desired by parents. As said by wlodkowski, (2004: 33) as well as they will influence courage over self-confidence in a child. It means motivation as a driving force in the child that will ensure continuity of children's learning activities.

2. Parents' Role as Model

Children are individuals who like to do imitation and modeling. One of them is the role of parents as role models of children. Instinctively, children will always follow behavior and actions that are often carried out by parents, or older people such as their siblings, or caregivers. Parents should be able to maintain their attitudes and behavior in front of children. This is because as a role model, children will follow whatever behaviors and attitudes shown by their parents. In the case of learning also, when parents provide examples of how to learn well, children will automatically follow the example given by parents. As well as data obtained by researchers in this research which is the parents' role as model succeeded in increasing student English learning outcomes.

There are four things that become the role of parents as a model that increases students in terms of learning in this research.

The first is the parents train their children to complete homework. Training children in their own homework can hone their brain skills and

children can be independent in making any homework when they are used to being well trained.

The second parents give some practice when their children have difficulty in English learning, when they have difficulty understanding English lessons, parents can help children by providing exercises that can attract children's attention so that children can understand every difficulty in learning. If so, if children will always feel cared for and eager to learn.

The third parents teach to discipline in learning activities. According to Djamarah(2002: 12) discipline is an order that can regulate the order of personal life and group discipline has an important role in achieving educational goals. The impact of discipline in learning, will provide positive changes, namely having good learning skills and ultimately influencing mind patterns and forming good personality traits.

The fourth parents give a good model when you get tired of learning English. One of the most important things that parents can do is to pay attention to their children in terms of learning, using a combination of learning models such as learning by looking at pictures, videos and so on to be able to influence children's learning interest so as not to be tired of learning English.

3. Parents' Role as Facilitator

Learning facilities can be a study table, place / study room, learning lights and learning atmosphere. If parents want their children to feel comfortable learning, then comfortable learning facilities should be provided.

How can a child learn when he learns that other family voices laugh happily watching television shows, desks do not exist as well as learning lights painful / blinding eyes. In addition, parents should know the learning modalities of children, so that parents can facilitate the learning needs of children. The four things have become the content of the researcher's question to find out how the parents' role as a facilitator at SMK Muhammadiyah 4 Tallo Makassar.

For the first, parents provide English books. As parents, you should help your child get used to reading. Children do not have to always read textbooks provided at their school. But parents can provide other reading children of good quality such as novels, magazines related to English or others that can provide extensive knowledge and insight for children.

Second, parents provide study rooms. The environment can affect children's learning. Parents should provide or create a good learning environment such as a quiet and comfortable room so that the child's learning process becomes more conducive. Keep children away from things that will disrupt the learning process such as television

The next, parents register their children to English private. as facilitator, registering children on English private gives an advantage. in addition to gaining knowledge of English at school, children will also gain additional knowledge through English private. this encourages students to know a lot about English. when knowledge increases, it will affect the results of student learning achievement.

The last thing discussed in the findings that became the content of parents as facilitators is that parents make a study group for their children. as parents, parents also have to make creativity for children so that children are motivated to learn. Make a study group for children with classmates is a creative step for children to be motivated to learn. this is one solution when children are lazy to learn on their own. By making a study group, children can learn while playing. it makes learning more enjoyable. As say by Robert in Sudirman (2003) the need for students' needs is fulfilled so that they gain learning satisfaction.

4. **Parents' Role as a Source of Knowledge**

The family is a trident education in addition to formal education and society. For that, child development is strongly influenced by the role of parents as a source of knowledge for children. Parents who have extensive knowledge will more easily solve various problems faced by children as discussed in this study that parents who have broad knowledge have a role in improving students' learning outcomes in English at school. In their role as parents who have extensive knowledge parents can help their children to understand about reading in English, and help their children to explain the English material that their children don't understand. parents also do not have to wait for their children to share their difficulties in learning at school or other difficulties faced by students but parents can directly ask the children and parents who have extensive knowledge will be very easy to solve these problems. as say by ki-Hajar Dewantara to in M.syahran Jallani (1961: 374)

the family realm (father and mother) is a place as well as possible to do education morality and socialism, so it can be said, that the family it is a place of education that is more perfect in natural and form than in other places, in order to carry out education toward character intelligence (individual character formation) and as a stock of social life.

Matters relating to the parents' role as a source of knowledge discussed at this point affect the outcome of students' learning in English. This is evidenced by this research which found that these things have provided a positive effect on students' learning skills at SMK Muhammadiyah 4 Tallo.

5. **Parents' Role as Coordinator**

Not only teachers, parents must also have a role as coordinator for their children in terms of learning because students do not always study at school but also at home. the role of parents as coordinators can be to pay attention to their children when study, play, and rest, check the condition of their children school equipment bags, shoes, uniforms, books, etc. parents advise to take additional lessons, and parents arrange their children in study schedule. These four things are positive findings for the researcher of this research in improving students' learning achievement in English.

CHAPTER V

CONCLUTION AND SUGESTION

This chapter consists of two sections, the first section dealt with the conclusion of findings of the research and the other one deal with suggestion.

A. Conclusion

Based on the results of the study, the parents' role in the learning achievement of English students in Muhammadiyah 4 Tallo Senior High School can be summarized as follows:

1. The parents' role it can be concluded that for the XI grade students at Smk Muhammadiyah 4 Tallo gave positively response to the parents' role. It means the parents' role gave affect toward their English learning achievement.

2. English learning achievement (report) based on the explanation above, it can be concluded that the parents that there is significant improvement in influence of parents' role toward the students' achievement in English learning at the Eleventh grade students of Smk Muhammadiyah 4 Tallo categorized as **"excellent"**

B. Suggestion

Based on the conclusions above, the author will try to convey suggestions that are considered necessary so that students 'learning achievement in English becomes better because it is supported by good parents' funding. There are also suggestions that the author will convey are as follows:

1. Parents are advised to give more role in teach or repeat children's learning materials at home and also provide alternative education for their children, so that children can reach high achievement in the future.

2. To students to be able to take advantage of time, facilities and pre-facilities existing learning well so that the achievement of learning becomes better again and can boast parents

3. Teachers are advised to pay more attention to teaching material to students, so students can absorb as much as possible the science of English language education so that students have the fundamentals of solid education in facing life and achieving a future in the future.

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INSTRUMEN PENELITIAN

A. Identitas responden

Nama   :

Kelas   :

Jenis kelamin :

B. Petunjuk pengisian :

        Pilihlah satu jawaban yang sesuai dengan keadaan anda dengan memberi tanda cak ( ) pada kolom yang tersedia.

Keterangan :

SL : selalu

SR : sering

KK : kadang-kadang

JR : jarang

TP : tidak pernah

Angket Peran Orang Tua

No	Pertanyaan	SL	SR	KK	JR	TP
1	Apakah orang tua Anda memberikan dukungan dan motivasi ketika Anda berada dalam kesulitan belajar? (Do your parents provide support and motivation when you are in learning difficulties?)					
2	Apakah orang tua Anda memberi tahu Anda tentang pengalaman yang memotivasi Anda? (Do your parents tell you about experiences that you motivate?)					
3	Apakah orang tua Anda memuji jika Anda mendapatkan prestasi yang baik dalam bahasa Inggris? (Do your parents praise if you get good achievement in English?)					
4	Apakah orang tua Anda memberikan instruksi untuk belajar dengan cara yang Anda sukai? (Does your parents give instruction to learn in ways that you like?)					
5	Apakah orang tua Anda melatih Anda untuk menyelesaikan pekerjaan rumah Anda? (Do your parents train you to complete your homework?)					
6	Apakah orang tua Anda memberi Anda					

	latihan ketika Anda mengalami kesulitan dalam belajar bahasa Inggris? (Do your parents give you some practice when you have difficulty in English learning?)					
7	Apakah orang tua Anda mengajar disiplin dalam kegiatan belajar? (Do your parents teach to discipline in learning activities?)					
8	Apakah orang tua Anda memberi yang baik Saran bagus ketika Anda bosan belajar bahasa Inggris? (Do your parents give a good Good advice when you get bored for learning English?)					
9	Apakah orang tua Anda menyediakan buku bahasa Inggris untuk Anda? (Do your parents provide English books for you?)					
10	Apakah orang tua Anda menyediakan ruang belajar untuk Anda? (Do your parents provide study rooms for you?)					
11	Apakah orang tua Anda mendaftar untuk bahasa Inggris pribadi? (Do your parents register for English private?)					
12	Apakah orang tua Anda membuat grup belajar untuk Anda dengan teman-teman sekolah Anda? (Do your parents create study group for you with your school friends?)					
13	Apakah orang tua Anda membantu Anda memahami tentang bacaan dalam bahasa Inggris? D(o your parents help you to understand about a reading in English?)					
14	Apakah orang tua Anda membantu Anda menjelaskan materi bahasa Inggris yang tidak Anda mengerti? (Do your parents help you to explain the English material that you don't understand?)					

15	Apakah orang tua Anda bertanya tentang materi pembelajaran bahasa Inggris yang diajarkan di sekolah? (Do your parents Ask about English learning material that is taught at school?)					
16	Apakah orang tua Anda bertanya tentang kesulitan belajar bahasa Inggris? (Do your parents ask about the difficulties of learning English?)					
17	Apakah orang tua Anda memperhatikan pelajaran, bermain, dan istirahat Anda? (Do your parents attention to your study, play, and rest?)					
18	Apakah orang tua Anda memeriksa kondisi peralatan sekolah Anda (tas, sepatu, seragam, buku, dll.)? (Do your parents check the condition of your school equipment (bags, shoes, uniforms, books, etc.)?					
19	Apakah orang tua Anda menyarankan untuk mengambil pelajaran tambahan? (Do your parents advise to take additional lessons?)					
20	Apakah orang tua Anda mengatur jadwal belajar Anda? (Do your parents arrange your study schedule?)					

Nurkamila Sitotang (2010)

APPENDIX A

No	Name	Gender	Questioner																				Score
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
1	Muh.aidir wahab	L	3	4	1	2	5	4	4	3	4	5	4	3	2	2	3	4	5	3	1	3	65
2	muh. Fadhly jusman	L	3	3	2	1	5	3	4	3	2	4	4	3	4	4	4	2	3	3	2	4	63
3	muh. Ichsan	L	3	3	2	4	4	4	4	5	1	4	1	3	3	5	4	4	5	4	3	2	68
4	muh. Naufal alam islam	L	4	2	5	4	4	1	3	4	4	5	3	3	2	2	3	1	5	3	4	3	66
5	muh. Resky	L	4	3	3	3	5	3	4	2	5	4	4	3	4	3	4	1	2	4	3	5	65
6	muh. Risman alparisi	L	3	4	3	4	1	4	3	5	4	5	1	3	4	5	5	2	3	3	4	1	71
7	Zulkiflin	L	4	4	2	3	5	1	4	4	4	3	4	3	1	5	4	4	4	3	1	4	67
8	masvita anwar	P	5	5	5	5	5	5	5	5	2	1	4	4	5	4	3	5	3	5	5	5	86
9	nur halizah	P	4	2	3	2	5	4	2	1	2	4	4	3	5	5	4	2	5	2	4	5	68
10	nurul wahidah akbar	P	3	1	2	4	5	3	3	4	2	5	3	3	5	3	2	4	5	4	4	4	67
11	pitri anti	P	2	2	4	3	3	3	3	2	2	5	2	2	5	5	4	3	2	5	4	5	66
12	ramadani delah safitri	P	2	4	3	4	3	4	1	4	2	4	4	3	3	3	2	3	4	4	3	4	65
13	ririn ariskawati	P	4	5	5	5	4	5	5	5	5	5	4	5	5	4	1	5	3	5	5	5	90
14	riska aulia	P	4	5	5	5	4	5	5	5	1	5	2	5	4	5	5	5	5	5	5	5	90
15	Rismawati	P	4	4	3	4	4	4	4	4	1	3	5	3	3	4	4	3	4	4	3	4	72
16	Sinar	P	4	3	1	4	4	4	4	1	5	5	4	3	3	4	4	4	5	2	4	1	69
17	sri wahyuni	P	4	4	4	1	4	4	4	3	3	2	4	2	4	3	3	3	4	4	3	4	66
18	st.nursapiah	P	1	3	4	3	3	4	4	4	4	5	3	4	4	4	3	3	2	3	3	4	67
19	Sulfianih	P	5	5	5	5	2	5	5	5	4	5	4	5	5	4	1	5	4	5	5	5	90
20	rhiyu anugrah	P	4	4	4	1	3	3	4	4	4	4	3	2	4	5	5	4	4	2	1	1	66
21	annisa gusriani	P	4	4	1	3	3	3	4	3	3	4	4	2	3	3	4	4	4	3	5	2	64
22	nur aisyah A	P	3	1	3	2	1	4	3	2	3	4	4	2	4	4	4	4	3	1	5	5	65
																								3112

APPENDIX B

Recapitulation of data results the parents role on students achievement in learning English

No questioner	Always		Often		Sometime		Seldom		Never	
	F	%	F	%	F	%	F	%	F	%
1	6	9.1	11	50.0	2	27.2	2	9.1	1	4.5
2	5	18.2	8	36.4	4	22.8	3	13.6	2	9.1
3	5	18.2	7	319	4	22.8	3	13.6	3	13.6
4	6	22.8	4	18.2	5	27.2	4	18.2	3	13.6
5	7	31.9	7	31.9	5	22.8	1	4.6	2	9.1
6	4	18.2	10	45.5	6	27.3	0	0.0	2	9.1
7	4	18.2	11	50.0	5	22.8	1	4.6	1	4.6
8	8	36.4	7	31.9	2	9.1	2	9.1	3	13.7
9	3	13.7	7	31.9	3	13.7	6	27.3	3	13.7
10	9	40.9	8	36.4	2	9.1	2	9.1	1	4.6
11	0	0.0	13	59.1	4	18.2	3	13.7	2	9.1
12	3	13.7	2	9.1	12	54.6	5	22.8	0	0.0
13	6	27.3	8	36.4	5	22.8	2	9.1	1	4.6
14	7	31.9	8	36.4	5	228	2	9.1	0	0.0
15	3	13.7	10	45.5	5	22.8	2	9.1	2	9.1
16	4	18.2	8	36.4	5	22.8	3	13.7	2	9.1
17	7	31.9	7	31.9	5	22.8	3	13.7	0	0.0
18	5	22.8	6	27.3	7	31.9	3	13.7	1	4.6
19	6	27.3	6	27.3	6	27.3	1	4.6	3	13.7
20	6	27.3	7	31.9	4	18.2	3	13.7	2	9.1
Total score	**104**		**155**		**96**		**51**		**34**	

APPENDIX C

Classification Score report

No	name	Score report	Classification
1	Muh.aidir wahab	76	Good
2	muh. Fadhly jusman	76	Good
3	muh. Ichsan	80	Excellent
4	muh. Naufal alam islam	76	Good
5	muh. Resky	76	Good
6	muh. Risman alparisi	75	Good
7	Zulkiflin	75	Good
8	masvita anwar	90	Excellent
9	Nurhalizah	80	Excellent
10	nurul wahidah akbar	80	Excellent
11	pitri anti	80	Excellent
12	ramadani delah safitri	80	Excellent
13	ririn ariskawati	85	Excellent
14	riska aulia	85	Excellent
15	Rismawati	80	Excellent
16	Sinar	80	Excellent
17	sri wahyuni	80	Excellent
18	st.nursapiah	80	Excellent
19	Sulfianih	85	Excellent
20	rhiyu anugrah	75	Good
21	annisa gusriani	78	Good
22	nur aisyah A	80	Excellent

APPENDIX D

Data Analysis of Students' questioner Score

X1 Grade students of SMK Muhammadiyah 4 Tallo

No	Sample	Score	d^2
1	A	65	4.225
2	B	63	3.969
3	C	68	4.624
4	D	66	4.356
5	E	65	4.225
6	F	71	5.041
7	G	67	4.489
8	H	86	7.396
9	I	68	4.624
10	J	67	4.489
11	K	66	4.356
12	L	65	4.225
13	M	90	8.100
14	N	90	8.100
15	O	72	5.184
16	P	69	4.761
17	Q	66	4.356
18	R	67	4.489
29	S	90	8.100
20	T	66	4.356
21	U	64	4.096
22	V	65	4.225
	TOTAL	**1.556**	**111.786**
		70,72	**5.081,18**

APPENDIX E

CALCULATING THE T-TEST ANALYSIS

a. Calculating the mean score or the students' answer in questioner as follows:

$$\overline{X} = \frac{1.556}{22}$$

$$= 70,72$$

b. Test of significant parents role in term of the influence as follows .

NOTES : $\sum D = 1.556$

$\sum D^2 = 111.786$

$N = 22$

$$\overline{D} = \frac{(\sum D)}{N} \qquad = \frac{(1.556)}{22} = 70,72$$

$$\overline{D} = 70,72$$

$$t = \frac{\overline{D}}{\sqrt{\dfrac{\sum D^2 - \dfrac{(\sum D)^2}{N}}{N(N-1)}}}$$

$$t = \frac{70,72}{\sqrt{\dfrac{111.786 - \dfrac{(1.556)2}{22}}{22(22-1)}}}$$

$$t = \frac{70,72}{\sqrt{\dfrac{111.786 - 110,051.63}{22\,(21)}}}$$

$$t = \frac{70,72}{\sqrt{\dfrac{1734,37}{462}}}$$

$$t = \frac{70,72}{\sqrt{3,75}}$$

$$t = \frac{70,72}{1,93}$$

$$t = 36,64$$

Df = N – 1
= 22 – 1
= 21

APPENDIX F

Df	Level of Significance for one-tailed test					
	0,25	0,10	0,5	0,025	0,01	0,005
	Level of Significance for two-tailed test					
	0,5	0,2	0,1	0,05	0,02	0.01
1	1.000	3.078	6.314	12.706	31,821	63.657
2	0.816	1.886	2.920	4.303	6.965	9.926
3	0.765	1.638	2.353	3.183	4.541	5.841
4	0.741	1.533	2.132	2.776	3.747	4.604
5	0.727	1.476	2.015	2.571	3.365	4.032
6	0.718	1.440	1.943	2.447	2.143	3.707
7	0.711	1.451	1.895	2.365	2.998	3.499
8	0.706	1.397	1.860	2.306	2.896	3.355
9	0. 703	1.383	1.833	2.262	2.821	3.250
10	0.700	1.372	1.812	2.226	2.764	3.169
11	0.697	1.363	1.769	2.201	2.718	3.106
12	0.695	1.356	1.782	2.179	2.681	3.055
13	0.694	1.350	1.771	2.160	2.650	3.120
14	0.692	1.345	1.761	2.143	2.624	2.977
15	0.691	1.341	1.753	2.331	2.604	2.947
16	0.690	1.337	1.746	2.120	2.583	2.921
17	0.689	1.333	1.740	2.110	2.567	2.898
18	0.688	1.330	1.734	2.101	2.552	2.878
19	0.688	1.328	1.729	2.093	2.539	2.861
20	0.687	1.325	1.725	2.086	2.528	2.845
21	0.686	1.323	1.721	2.080	2.518	2.831
22	0.686	1.321	1.717	2.074	2.505	2.819
23	0.685	1.319	1.714	2.690	2.500	2.807
24	0.685	1.318	1.711	2.640	2.492	2.797
25	0.684	1.316	1.708	2.060	2.485	2.787
26	0.684	1.315	1.706	2.056	2.479	2.779
27	0.684	1.314	1.703	2.052	2.473	2.771
28	0.683	1.313	1.701	2.048	2.467	2.763
29	0.683	1.311	1.699	2.045	2.462	2.756
30	0.683	1.310	1.697	2.042	2.457	2.750
40	0.681	1.303	1.684	2.021	2.423	2.704
60	0.679	1.296	1.671	2.000	2.390	2.660
120	0.677	1.289	1.658	2.890	2.358	2.617
	0.674	1.282	1.645	1.960	2.326	2.576

DOCUMENTASI FOTO

Saat pertama penelitian

saat pertama penelitian

Saat Pembagian questioner

foto bersama siswa setelah selesai penelitian

CURRICULUM VITAE

Emi was born on December 5th, 1995 in Bima. She is the sixth child from Ismail and Saidah. She finished his elementary school at SDN Rora 2008, and then continued to junior high school at SMP N 8 Satap Dompu 2011. After that, she continued her study at SMA N 3 Dompu and finished in 2014. In 2014, she became students of muhammadiyah university of Makassar majoring in english departmentpropram, unismuh Makassar in 2019.