

# **THE INFLUENCE OF PARENTAL ENCOURAGEMENT ON STUDENTS' ENGLISH ACHIEVEMENT**

**(A Study at English Department of UIN Ar-Raniry)**

**THESIS**

**Submitted by:**

**NURUL LIZA MERIANTI**

**NIM. 231324364**

**Student of English Language Education Department**

**Faculty of Education and Teacher Training**



**DEPARTMENT OF ENGLISH LANGUAGE EDUCATION**

**FACULTY OF EDUCATION AND TEACHER TRAINING**

**AR-RANIRY STATE ISLAMIC UNIVERSITY**

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# THESIS

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By:

**NURUL LIZA MERIANTI**

Student of Department of English Language Education

Faculty of Tarbiyah and Teacher Training

Reg.No : 231 324 364

Approved by:

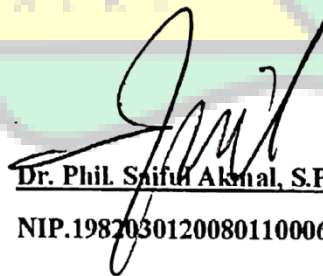
Main Supervisor,

Co-Supervisor,



**Syarifah Dahliana, M.Ag., M.Ed., Ph.D**

NIP. 197504162000032001



**Dr. Phil. Saiful Akmal, S.Pd.I., M.A**

NIP.1982030120080110006

It has been Defended in Sidang Munaqasyah in front of The Council  
of Examiners for Working Paper and has been Accepted  
as a Partial Fulfillment of the Requirements  
for Sarjana Degree (S-1)  
on Teacher Education

On:

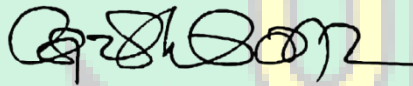
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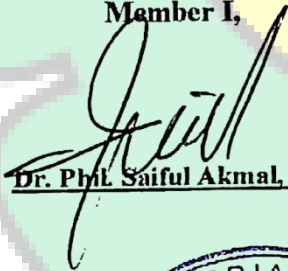
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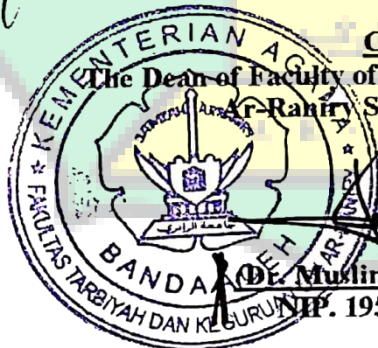
Member II,



Habiburrahim, M. Com., MS., Ph.D

Certified by:

The Dean of Faculty of Education and Teacher Training  
Ar-Raniry State Islamic University



Dr. Muslim Razali., SH., M.Ag  
NIP. 195903091989031001



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI AR-RANIRY  
FAKULTAS TARBIYAH DAN KEGURUAN  
PRODI PENDIDIKAN BAHASA INGGRIS

JlnSvekhAlslurRautKopelma Darussalam Banda Aceh  
Email: pbi@iika-ar-raniry.ac.id, Website: http://pbi.ar-raniry.ac.id/

**SURAT PERNYATAAN**

Saya yang bertandatangan dibawah ini :

Nama : Nurul Liza Merianti

NIM : 231324364

Tempat/Tgl. Lahir : Lampahan, 31 maret 1994

Alamat : Jl. Komp Alam Beutari Ir Beutari IV no C 385 Lampoh  
Daya Banda Aceh

Judul Skripsi : The Influence of Parental Encouragement on students'  
English Achievement (A study at English department of  
UIN Ar-Raniry)

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Banda Aceh, 16 Januari 2019

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pernyataan,



  
Nurul Liza Merianti

## ABSTRACT

Name : Nurul Liza Merianti  
Student Id : 231 324 364  
Faculty/Major : Education and Teacher Training / English Education  
Thesis Tittle : The Influence of Parental Encouragement on Students' English Achievement (*A Study at English Department of UIN Ar-Raniry*).  
Keywords : *Parental Encouragement, Students' Achievement*

Parental encouragement refers to the general process of parents to initiate and direct the behaviour of their childrens' achievement in learning. The study aims to find out the influence of parental encouragement on students English' achievement. The data were collected from 70 students of the fourth semester. Quantitative method had been applied and questionnaires was used to collect data and students' GPA were obtained as the indicatorsstudents' achievement. To analyze the influence between parental encouragement on students' achievement, the writer used a simple linear regression analysis through SPSS. From the result, it showed there was a significant relationship between parental encouragement and students' achievement. The R square value is 0.642 which means that there was 64,2% of parental encouragement on students' achievement. Therefore, the other 35,8% was from other factors outside the researched variables which can be explained by other variables such as peers and surrounding. In conclusion, the parental encouragement on students' English achievement are directly affected their GPAs, and it can be achieved by study hard and practice.

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Nothing is perfect in this world, and this final project is no exception. I hope the result of this final project of my study will be useful for anyone who needs it.

Banda Aceh, January 20th, 2019

Nurul Liza Merianti



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## CHAPTER I

### INTRODUCTION

This chapter deals with the background of the study, research question, aim of study, significance of study, and terminology.

#### A. Background of study

Learning as a process of gaining knowledge through experience or study has a specific characteristic, namely; an acquisition of knowledge. Thus, the characteristic which refers to change in possession of something appears in a teaching process. However, learning process is also inspired by parents and by a sense of self-confidence to do something better. According to Huini (2012), There are three affective factors that influence students in the learning process, including in English learning, they are: motivation to learn the language, self confidence, and anxiety. Then, a strong motivation to learn will lead students more enthusiasm to learn English.

Motivation in learning English is one of the most important factors influencing students' success in learning English. Generally, motivation indicates the persons' reasons for doing something. This reason can either drive someone to succeed or fail in doing something. Dornyei (2001), defined motivation as the direction and magnitude of human behavior. It can be defined by answering why people decide to do something, how hard they are going to pursue it and how long they are willing to sustain the activity.

Motivation is divided into two categories, namely internal and external motivation. Internal motivation is an influence from the subject itself (Cicekdemir

& Erdem, 2016). Similarly, Williams and Burden (1997), stated that internal factor is a factor coming from inside of student, which includes mental factor involving intelligent and special aptitude. Lee, Chung, and Huang (2010), suggested that internal factor come from students' personal characteristic such as enthusiasm, openness to experience, goal setting and hard work to achieve the goal.

Meanwhile, external factor is coming from the students' surroundings such as their parents, environment, and their school. External factor is also considered as one of the factors of students' success, it is an influence that is not precisely associated with the subject. Brown (2007) stated that external factor is influenced by some kinds of external incentive such as money, prize, grades, and positive feedback. Ur (1996) stated that a sample of external factor in learning can be seen from students who tried to get a good score in order to please their parents.

One of the biggest influence of external factor is parental encouragement which is crucial in motivating the students to succeed in learning and increase the motivation of students to learn the language. Parental support refers to what parents should do to support their children activities in learning, such as providing facilities becoming the listener to the students' problems and giving encouragement to students in learning. According to Wadu, Memon. S, and Memon. A (2016), parents should not only observe their children, but also get involved in their children learning process by giving them reward when their children achieve good score or do something great.

Similarly, Lawrence and Barathi (2016) said that parental encouragement in students' learning is essential for children to be successful in school and in their lives. Moreover, they also mentioned that there are some influences of parental encouragement on students' learning such as having better grade and test score, better attendance, higher rates of homework completion, positive attitudes and behaviours at school and at home, higher graduation rates, higher college attendance rates, greater overall student achievement, better attitude toward school and individual subject areas, more time to spend on homework and studying, and better self-concept. Riska (2015, p.40), argued that parental involvement in building students' motivation in learning English subject can be the factor which helps students be more successful in learning English.

Based on the writer's experience, the writer doesn't have interest in English major but the parents gave the writer encouragement to study in English field. Because of that reason, the writer wants to fulfill the parents' desire to make them happy. That's why the writer decided to study in English department of UIN Ar-Raniry.

Many studies in the scope of parental support for English learners have been conducted. One of them is the study which was conducted by Paran & Tibli (2009) on "Perceived parental encouragement, motivation, and attitudes towards English on learning language among tertiary students". The focus of this study is the motivational and attitudinal factors of students enrolled in different courses. In this study, they found that parental encouragement received by the participants from their parents contributed to the enhancement of their motivation to learn

English. Therefore, the parental encouragement is a good sign in increasing the motivation of students to learn the language.

Furthermore, Erlina (2006) did a research project entitled “Factor yang mempengaruhi menurunnya prestasi belajar anak pada MIN Lambaro, Kecamatan Ingin Jaya”. The focus of this research was to know the external factors which influence students’ learning. She found that the students of her study have lack of facilities at home and school, the students also receive less parents’ guidance’, these factors contributed to students’ low achievement.

In addition, Riska Putri (2015) conducted a research entitled “The Influence of Parental Support in Influencing EFL Students’ Motivation in Learning English at SMPN 6 Banda Aceh”. The writer wants to know the influence of parental support on EFL students’ motivation in learning English at SMPN 6 Banda Aceh. The study found that external motivation in English subject is important because it gives the students a huge change to learn English more and participate actively in the classroom. The parental involvement on children’s motivation in the English subject can be the factor which helps students to be more successful in learning English.

The previous studies show the correlation between parental support and students’ interest in learning English, in this study the writer focuses on analyzing the correlation between parental encouragement and students’ achievement in English department of UIN Ar-Raniry.

## **B. Research Question**

Based on the explanation in the background of study, the research question in this study can be formulated as follows:

1. How does parental encouragement on students' English learning?
2. Does parental encouragement affect on students English achievement?

## **C. Research Aim**

Having known the research questions above, the writer basically focus on knowing and identifying:

1. To discover the parental encouragement on students English learning
2. To find out the parental encouragement effect on students English achievement

## **D. Significance of Study**

1. Theoretically, this study is aimed to provide more references for other studies of parental encouragement on English learners.
2. Practically, this study is expected to make parents' realize that their big support influence children's achievement in learning English.

## **E. Terminology**

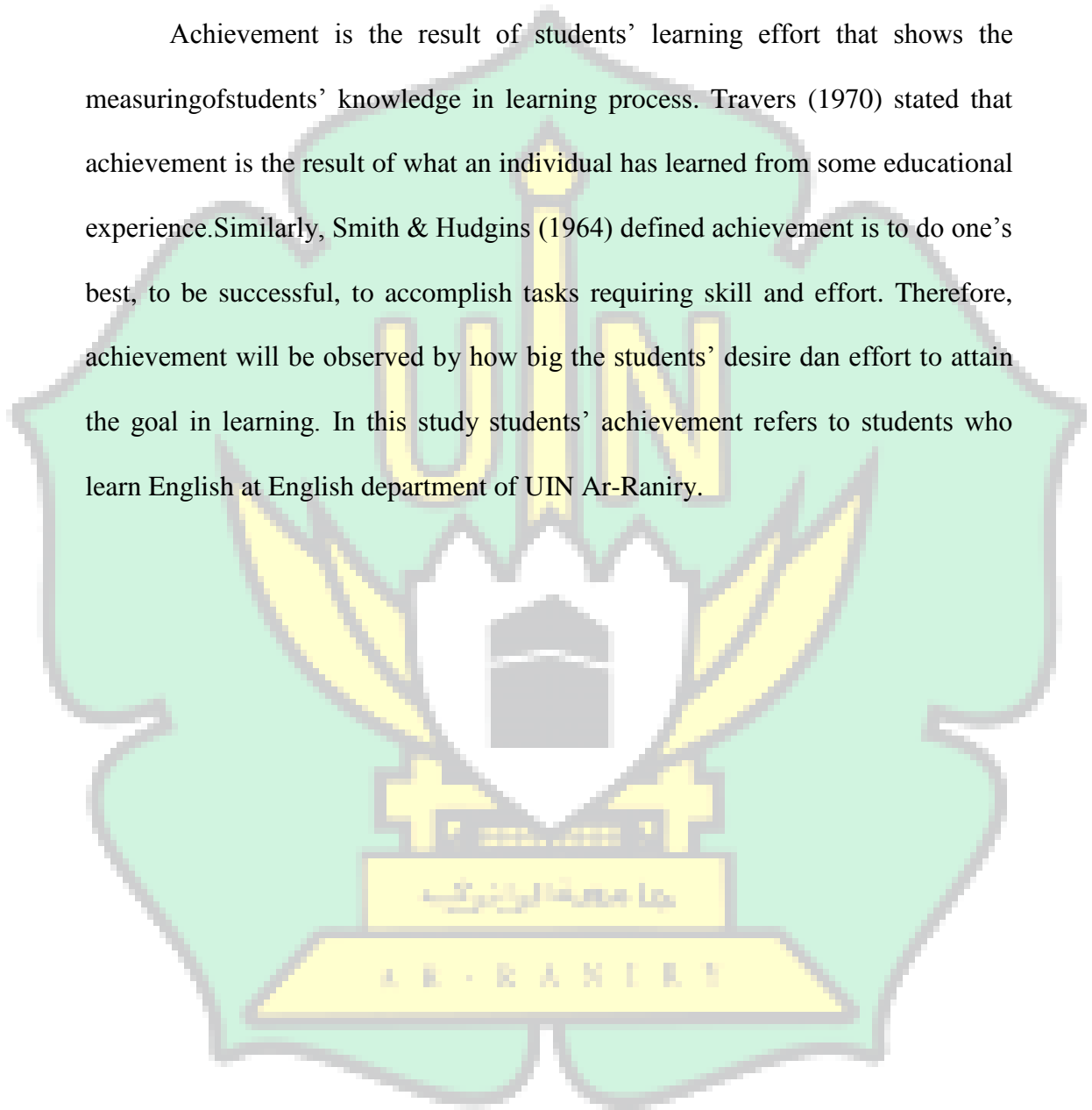
### **1. Parental Encouragement**

Parental encouragement in the form of 'at-home good parenting' has a significant positive effect on student's achievement and adjustment even after all other factors shaping attainment have been taken out of the equation. Dörnyei (2001) believed that parents, apart from peers, also play a major role in affecting students. Meador (2012, p. 31) stated that: "Parental support is the level of participation that a parent has in their child's education and school. It is the main

reference point which reinforces students' goals during their process of students learning.

## 2. Students' achievement

Achievement is the result of students' learning effort that shows the measuring of students' knowledge in learning process. Travers (1970) stated that achievement is the result of what an individual has learned from some educational experience. Similarly, Smith & Hudgins (1964) defined achievement is to do one's best, to be successful, to accomplish tasks requiring skill and effort. Therefore, achievement will be observed by how big the students' desire and effort to attain the goal in learning. In this study students' achievement refers to students who learn English at English department of UIN Ar-Raniry.



## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. Parental Encouragement**

##### **1. Definition of Parental Encouragement**

Parents always want the best for their children and want them to live a better life. Parents' love, caring and guidance will bring out great change towards the behaviour of the children. Lawrence and Barathi (2016) said that parental encouragement is the inspiration or extra-boosting given by the parents to the children for their active involvement in academic life. Support and attention are important factors for students in learning process to motivate them to learn. Gardner (1985) as cited in Karimkhanlui (2006, p. 93) suggested that although the students' perception of their parents' support is not directly related to their performance in class, their willingness to learn and their motivation are substantially enhanced by suitable encouragement from their parents.

Actually, parental encouragement has been defined across studies as representing many different behaviors and practices at home or school, including parental aspirations, expectations, attitudes and beliefs regarding their child's education (Henderson & Mapp, 2002). It means the parental involvement in students' learning greatly support the students in learning and to achieve in creating their better life.

Meador (2012, p. 31) stated that parental encouragement is the level of participation that a parent has in their child's education and school. Many parents are greatly involved in the students' learning, often volunteering to help in their classroom and understanding their child's individual academic strengths and

weaknesses. Rosenbusch (1987, p. 3) said that parents' attitudes toward language play a major role in shaping their children's attitude toward another language and success as a student.

In addition, Gao (2006, p. 287) proposes that parents may influence children's L2 study directly and indirect. So, direct influence happen when family members work as language learning advisors, trainer, and tutor in order to make their children become a good language learner. Meanwhile, indirect influence happens when all of family members act as language learning facilitators and teachers' collaborators to create learning discourses and motivate children to learn English more. It is proposed that an intervention between parents and learners are collaborated. It means that students need the encouragement from their parents and family members to improve their motivation in learning process to develop their skill in English. Therefore, parents' has a big contribution towards students' proficiency in learning English.

Based on the definition above, it is explained that parents play important roles on their childrens process of studying language. It means that the students need the support from their parents to push their motivation in learning to achieve a purpose. Therefore, the role of parents in students learning English has a big effect on their success.

## **2. Parental Encouragement in Education**

The parents' obligation is encouraging their children to study, because their role are giving good education for their children. According to Aly (2000, p. 25),

parents are adults who take responsibility for education, because children in early days of their life was in the midst of mother and father. Children begin to recognize education from their parents. All student feel more enthusiasm to experience academic success if their parents and environment support them. It means, the parental involvement plays an active role in childrens education and keep a strong and positive relationship with school. Sanders and Sheldon (2009) clarify that schools become successful when a strong and positive relationship toward students, parents, teachers, peers and the community has been established. Therefore, parents want a better future for their children by involving themselves in their children learning process.

According to Durisi&Bunijevic (2017), parental involvement in the education of students begins at home with the parents providing a safe and healthy environment, appropriate learning experiences, support, and a positive attitude about school. In the result, it is stated that parents were able to influences the children's development. Similarly, Ahmad &Hamdan (2014), parental encouragement in education, as well as support, can affect a student's motivation to continue in education

Based on Republic of Indonesia Law No. 23 Year 2002 on Child Protection Article 26 :Education as important role in human life to building its life because with education is expected to be able to develop knowledge, skills, and creativity. Parents play a very important role in providing basic education for their children, also

parents are responsible for giving their children needs such as teaching, directing and educating. This responsibility is called the form of care, the purpose of nurturing itself is to shape children into healthy, moral people and able to become strong generation not weak generation a bright future.

Rasinki and Fredrick's (1988) concluded that parents play an invaluable role in laying the foundation for their children's learning; Zang and Carrasquillo (1995) also similarly remarked that when children are surrounded by caring, capable parents and are able to enjoy nurturing and moderate competitive kinship, a foundation for literacy is built with no difficulty. Parents care for and protect their children by providing facilities that children need and provide assistance if their children find problem in learning.

### **3. The Role of Parents in Learning English**

According to Nasution (2005, p. 26) parents play important role in guiding children home study to overcome problems in learning, monitoring the child's learning schedule both in school and at home. Parent's contribution to their children's success by helping with homework, guiding students in their choice of courses, and implicitly and explicitly encouraging school success by setting and maintaining high standards. Similarly, parents should encourage their child in order to achieve success in learning English by paying attention for them, giving reward and caring them so as to make them comfortable. According to Stephen Covey (2004, p. 5), in guiding children learning at home parents should be an active

listener, help children arrange the schedule and implementation, or pay attention to the physical condition.

Therefore, parent has the responsibility to care for and assist the child in overcoming the problems that hinder his learning process. According to Genc&Aydin (2017), parents not only guided learners to learn English but they also encourage them to learn other languages as well. Sanders and Epstein (2000) stated that the student need for guidance and support from parents in the home, school, and community during this period in their lives is very essential. Many Parents are greatly involved the students' in learning, often volunteering to help in their child's classroom and understanding their child's individual academic strengths and weaknesses.

Based on the opinions of experts, it can be concluded that the role of parents in guiding children to learn at home can be shown in the activities of parents in guiding their children to study at home, pay attention to student and monitoring them in learning process.

#### **4. Parental Encouragement in Teaching and Learning English**

Hattum (1979) stated that children acquire a large percentage of their language from their parents. They obtain most of their new language from their parents and family members at home. Astuti (2002) argued that the potential influence of a parent view may have on the attitude which the student brings to the foreign language lesson. Similarly, with Milner as quoted in Chambers (1999), there

are some models of attitudinal influence to which three processes contribute; first, direct tuition that the parents provide the children need to facilitate their in study; second, indirect tuition that the attitudes of the parents are implicit in their behavior; third, role-learning, that the behavior of the children reflects the behavior of those around them.

According to Wlodkowski and Jaynes (1990, p. 88), effective families have a set of characteristics such as family income, education, and ethnic background. Rosita (2007, p. 23) stated that parents play a crucial role as a tutor, advisor, facilitator and character builder at home. Effective families show a positive attitudes and behaviors toward their children which help them succeed in learning. Parents' roles on teaching and learning English as foreign language include:

#### 4.1 As motivator

Sawrey & Telford (1973) said that family, ethnic, religious, cultural, and sub-cultural motivational influences are all intertwined. The family is the main and most important social source of motivation on the students learning. The children reflect the attitudes and beliefs of their parents. All students are more likely to experience academic success if their home environment is supportive (Henderson & Berla, 1994; Sanders & Sheldon, 2009). Chambers (1999) stated that parental attitude towards foreign language learning and indeed learning in general may be influenced by educational, socio-economic, socio-cultural, ethnic and linguistic background.

Parental encouragement is important to encourage the children in learning process. There are many things that parents can do to help them. They can actively

demonstrate the value of learning importance. Parents also can congratulate the children for their success. If they do not perform well in academic, parents should support them to raise the student motivation in helping them to observe how important it is to keep trying.

#### 4.2 As financial support

Parent's economy condition will affect the education and every parent has many different ways to educate their children. Sawrey&Telford (1973) noted that children coming from homes of higher socioeconomic status are apt not only to have come from more brilliant parents initially but also to have had provided for them better opportunities for development intellectually, physically, and emotionally. The highersocio-economic family will be easier to support the educational facilities in children education. Some facilities can help to develop the students' English achievement in learning.

The parents should give love, caring and affection to children that can make good learning condition to them in learning process. Epstein (1995) said that child's development, health, safety, or their homeconditions can support student to increase their ability and achievement in learning process. It means, Parents obligationprovide great facilities to their children's such as hiring tutor, buying reference books or computer and mobile phone, and with health, nutrition, home visits and other services that to support them in learning process to increase their achievement.

#### 4.3 As supervisor

Parents can monitor or supervise their children academic achievement by giving attention on their learning process. Parents should monitor homework given by teachers at school, out-of-school activities, for example setting limits on television watching, collecting money for outing or assisting in the class and managing them for after school activities. Petterson and Lober as quoted by Muhibbin said that the habits applied by parents in managing the family will give impact to the children, for instance the parents careless in monitoring the children activities will give bad impact for the children. In this case, not only the students do not want to study but also they tend to act delinquent.

Chamber 1999 agreed that if the students equate parental encouragement with the willingness and ability of their parent to offer and provide them with help to do their homework, it may be interesting to ascertain how many students perceive their parents as being in a position to provide assistance with foreign language homework. If the parents supervise and give assistance to their children, the children will have more awareness to get better English achievement in learning.

#### 4.4 As role model

Chamber (2001) states that influence of parents on L2 motivation is on two ways such as active parents, passive parents; first, when parents actively play their role in which the parents directly involve themselves in the study of children. They encourage, monitor and support them in their learning. Second, parent does not attempt to connect with the parents of their child's friends. For example, if their child

is spending the night at a friend's house, the parents just drop their child off. It means, become a parents as role models not only through direct interactions with their children, but through the guide they set with their attitude and behavior within the family, such as sharing their lives, parents can contribute with their children personal growth and development.

Hattum (2007) reported that as the home is the first classroom, the family members are the first teachers. Mother is the most important figure in this process even though all family members must also contribute. If family members can understand that the child received stimulation from their environment even though reactions may not be noted to signal this, they will be more effective teachers. Chambers (1999, p. 194) some insight may be gleaned nevertheless from pupils' thoughts on the encouragement they think their parents give.

## **B. Students English Achievement**

### **1. Definition of Students' Achievement**

Achievement means the result of an activity and performance of students' successful in learning process. Winkel (1986, p. 26) defined achievement as the result of students in learning process and performed or done by students learning. Achievement also defined as the effort to produce something of the learning process, which has goal to reach it. Moreover, Achievement means as motivation to push ourselves to do well relative to some standard of excellent. According to Hsiang (2013), learning achievement is the result of students' learning in study. It means,

achievement also measures the ability of students' being active in learning process to set their skill in English.

McMillan (2010, p, 36) found that "when students focus on improvement and progress, they are more likely to adopt the mastery goals and develop high self-efficacy and expectation for success". So, the achievement itself can not be separated from training themselves in developing and improving their existing abilities. However, achievement refers to the educational goal by students that achieved in their experience in learning. In addition, Yelon, Weinstein, & Weener (1977, p. 301) suggested that achievement as the successful of individual in learning. Students' achievement is used as one of measuring tools to know the success of an implementation in education. Achievement can be interpreted as the mastery of students to the subject matter. It is the result that had been achieved or acquired by the students (Nurkencana, 2005, p. 62).

Based on the expert opinions above the writer concludes that achievement is the result, ability, progress and goal of students in learning educational experiences that the individual indicates in their educational learning. For these reason, GPA was used as a measuring tool for the students' achievement in this study.

## **2. The Factors Affecting Students Achievement**

There are two factors which affect students' achievement. Those are internal factors from students themselves and external factors which the factors are from environment. Muhibbin (2006, p. 144) stated that there are two factors that influence

students' achievement in learning: internal and external factors. The further explanation are in the following:

### 2.1 Internal factor

Internal factor originates from inside a person or an individual. These factors generally include nature and attitudes that cause social problems. There are two aspects in internal factors there are physiological aspect and phsychological aspects. According to Muhibbin (2006, p. 145) physiological aspect is the physical condition that can influence the spirit of students in the teaching learning process. Its' means unhealthy body can decrease the performance or cognitive competence, so the students are difficult to comprehend the material well in learning process.

However, Slameto (1995, p.55) said that in this aspect there are many factors of phsychological aspect which influence the quality and quantity result of students' learning:

#### 2.1.1 Students' intelligence,

This factor is to responding stimulus or adaptation with the environment well. In the fact, intelligence is not only the problem of brain quality, but also the quality of part of body. But, basically the role of brain as a central control whole activity of human plays more prominent role than other parts of body. In this way, Thamrin Nasution (1990. p,14) says that, "the higher of of someone's intelligence quotient (IQ), will make wider of his/her possibilities to achieve success in their learning. Good intelligence or higher intelligence is an important factor to students in their effort in learning process and will achieve the success in study.

### 2.1.2 Students' attitude

Attitude emphasizes that it is an individual act having the roots in social environment mostly and results with stable opinions for the target topic. Attitude can be defined to someone likes and dislikes. Gardner (1985) stated that attitude as an evaluated reaction to some objects, inferred on the basis of the individual beliefs or opinions about the references. It is related to person's feelings and shapes his/her behaviors. However, in learning process attitudes offer great possibilities and positive thing for students successful achievement as well.

### 2.1.3 Students' motivation

Motivation is greatly support and encourages students to do something to achieve the goal in action. According to Rockelein (1988), motivation is something that influences individual to do a certain activity and look for a certain purpose. Marsh (2008) stated that students' motivation is various and complex and is interrelated with other factors such as anxiety and curiosity. For example, anxieties of students on their achievements, learning English to get good result, want to be accepted in good university, and curiosity of students in learning certain languages.

### 2.1.4 Students' interest

This factor is one of internal factors supporting students in learning activities. Some of the characteristics can be investigated if students have an interest in learning, namely preferring and enjoying learning English subjects, being active in either classroom or out-of-class activities, having great attention in English. Interests are the desire, attention and awareness of someone toward a certain object associated

with them that is associated with strong feelings (Witherington, 1982; Syah, 2011; Ahmadi, 2003). Its means the development of interest can be fostered and expanded as far as the wish of someone by practice and exercise in learning process.

## 2.2 External Factor

External factor is a factor that originates from outside a person or an individual. Muhibbin (2006, p. 144) stated that there are two factors that influence students' achievement in learning: internal and external factors. These factors include the surrounding environment including the people closest to it:

### 2.2.1 The Family factor

Involvement of parents is related to their position at home monitoring the children learning, as well as participation in every children activities. According to Hadikusumo (1996), education is all external conditions and influences on childrens' activities. Parents and families member have a positif impact in the students learning process to achieve the success. According to Aly(2000), parents and families members are adults who take responsibility in children education, because the child in the early days of his/her life was in the midst of his mother and father. Children imitate their parents in education.

### 2.2.2 The Peer factor

The peer as the group system in that it compares relationship, activities and roles. They usually of the same gender, age and they have similar status interest. According Hay et al. (1998) and Manning (2007), peers can leave a great impact on child self-concept in learning. So, the influence of their peer can motivated the

students in studying the language better in class activities and to define a quality of students school life.

### 2.2.3 The society factor

Society factors one of big association of the external conditions and influences the people life and their development. Ari Gunawan (2004, p. 4) said that community environment is where people live together that produces pleasure and culture in environment. While, According to Muri Yusuf (1986, p. 34) the community environment is the third environment in process of forming the child's personality. It has important role to develop the students character to increase their skill. According to Slameto (2009), the factor which affects the students learning achievement coming from the societies are mass media, peers group, students' activity in society, and character of social life. Students need support from their surrounding. It means, successful students' have strong support from their involved parents to reach good achievement in learning. Therefore, the role of parents in the students' learning English has a big effect toward their children's education, good or bad of children personality depend on how the parents educate or guide them in their life.

### **C. Connection between Parental Encouragement and Students' English Achievement**

Parental encouragement is the main reference point which reinforces students' goals during their process of learning English. Parental encouragement is very important in increasing the motivation of students to learn the language. Kordi and Baharudin (2010) believe that parents will influence student's school

achievement, especially with the parents involved in the education of the student and monitoring their school homework at home. It means the students will feel cared for if their parents are on their side. The influence of parental support for student has many positive impacts, one which is that they increase students' learning motivation to achieve the purpose. Studies indicate that students whose parents more involved in their education earn higher grades in school (Stevenson & Baker, 1987). Vellymalay (2013) suggested strong relationship between parents' education and their involvement on children's education.

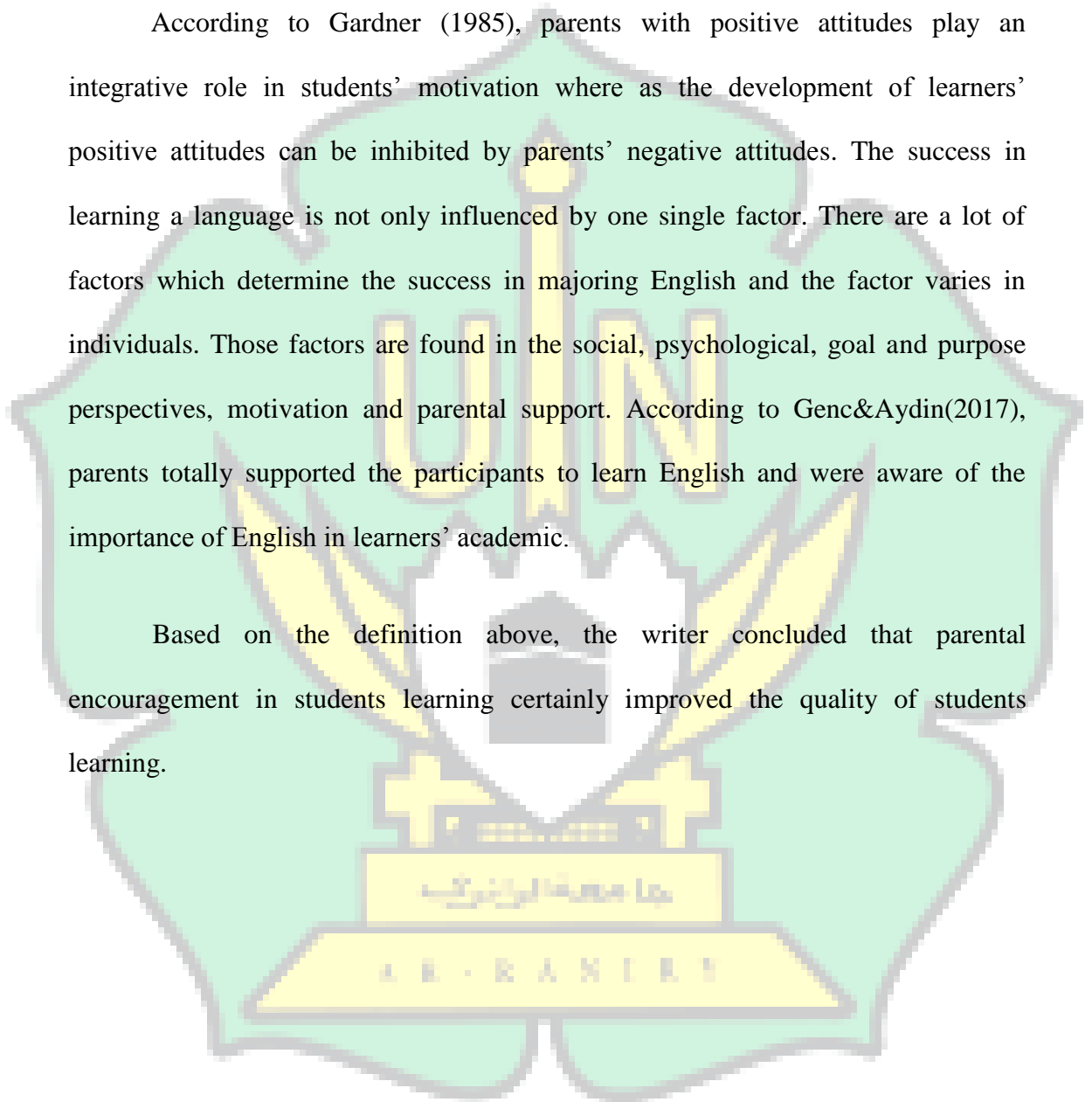
Parental involvement in students learning is desirable because it will facilitate the students to focus in process of learning and comprehend the knowledge. Parents' beliefs about how English should be learned are usually affected by their own educational experiences, their knowledge about English learning, their cultural backgrounds, and social interaction (Nielsen *et al*, 1995). Fullan (2001) states, "The closer the parent is to the education of the child, the greater the impact on child development and educational achievement".

Steinberg et al. (1992), who found authoritative parenting involvement was higher with encouragement to the children on their academic achievement. Authoritative parents were more likely to be involved in helping school homework and more likely to encourage academic excellence (Bogensneider, 1990). The nature of encouragement by their parents given to the students is important as far as the academic achievement in learning process. In general, the role of parental

expectations is fundamental to student academic success (Seyfried and Chung, 2002).

According to Gardner (1985), parents with positive attitudes play an integrative role in students' motivation where as the development of learners' positive attitudes can be inhibited by parents' negative attitudes. The success in learning a language is not only influenced by one single factor. There are a lot of factors which determine the success in majoring English and the factor varies in individuals. Those factors are found in the social, psychological, goal and purpose perspectives, motivation and parental support. According to Genc&Aydin(2017), parents totally supported the participants to learn English and were aware of the importance of English in learners' academic.

Based on the definition above, the writer concluded that parental encouragement in students learning certainly improved the quality of students learning.



## **CHAPTER III**

### **METHODOLOGY**

This chapter describes the methodology of this research which covers the research location, research design, population and sample, data collection technique and data analysis.

#### **A. Research Location**

This study was conducted at UIN Ar-Raniry. It was established in 1963 and located in Darussalam Banda Aceh. The writer chooses the students of English Language Education Department (PBI) of UIN Ar-Raniry as respondents. The sample was the fourth semester students in year of 2016. The writer assumed that they are suitable to be the subject of the research because in that semester students' achievement begins to increase. Total population of the fourth semester in academic year 2016 were 212 students.

#### **B. Research Design**

The study used quantitative research to answer the research questions. This study was conducted in order to find out the influence of parental encouragement on English department students. This study aims at finding out the correlation between parental encouragement and student achievement. Hatch & Farhady (1982, p.192-196) adds that correlational study is a study which investigates the correlation between two variables or more than two variables. This study was also conducted in order to find out the influence of the parental encouragement on English department students.

Regression analysis is used to predict or test the influence of two variables; namely the student achievement as dependents variable (X) and the parental encouragement as independents variable (Y). Thus, regression analysis has been chosen as the method to find out the result of the study. According to Sunyoto (2007), regression analysis is an integral part in forecasting. The purpose of this forecast is to draw a conclusion based on data processed by means of statistics. Regression analysis itself is used to determine the extent to which a variable affects other variables or some other variables. Gujarati (2006) defines regression analysis as a study of the relationship of a variable called the explained variable with one or two explanatory variables.

### **C. Population and Sample**

Arikunto (2010, p. 186), said that population is the entire group of entities or a person to whom the results of a study are intended to apply. The population in this study is students from English department. Sample, as stated by Borden and Abbott (2011), is small sub group chosen from the large population. The sample of this study is the students in semester IV and the numbers of participant in this study consist of 70 students from 4 classes of English Language Education. The writer selected the students with 2,8 and 3.5 Grade Point Average (GPA).

Sample is “ a number of people or things taken from a larger group and used in tests to provide information about the group” (Hornby AS, 2000). The sample was taken by using purposive sampling technique because of the limitation of time, and energy. Purposive sampling is the way in selecting the sample based on the specific criteria that are specified by investigator (Kuntjojo,

2009). According to Arikunto (2010), if the subject is less than 100 people, the population will automatically be sample.

#### **D. Data Collection Technique**

Data collection is a process to collect the primary data for doing the research. In order to gather data, a questionnaire was used and the result of this questionnaire was analyzed quantitatively.

##### **1. Questionnaires**

Hariwijaya and Djailani (2009, p. 42) explained that questionnaire is a technique of collecting data by using list of questions to be answered by respondents. Questionnaire has three types, namely: open-ended questionnaire, close-ended questionnaire, and structure questionnaire (Abidin, 2012, p. 228). In this study, the questionnaire items were given to the respondents in the form of closed-ended questionnaire in which the writer provided a checklist column for the respondents to choose. Furthermore, the questionnaires were given to the total of 70 English Department students, and contained 18 questions for students. It is necessary for the respondents to write their opinion freely to answers the question, the respondents should choose answers and to give their own perception.

The questionnaires were adapted from Attitude and Motivation Test Battery (AMTB Test) by Gardner (1985). There were 18 questions used to gain specific information from students opinions. The questionnaire items given to the students provide four alternative answers, namely: (a) strongly agree, (b) agree (c) disagree and (d) strongly disagree. The writer guided and gave direction to students.

**Table 3.1. Students' Questionnaire**

No	Items
1	My parents really encourage me to study English as much as possible
2	My parents command to should practice English at home
3	My parents consider study English is important because it will allow me to be easier to communicate with people who speak English
4	My parents often says that English important for my future
5	My parents very interested in everything i do in my English class.
6	My parents asked me to seek help from teachers if having problem with my English
7	My parents always asked my progress learning at school
8	My parents think i should devoted more time to study English
9	My parents always monitoring my free time.
10	My parent wish me to really work hard to learn English
11	My parents command me to study English because it will easier to obtain the job
12	My parents give me facilities what i need to study English
13	My parents always provide nutrition for me
14	My parents take me into private course to enrich my English knowledge
15	My parents provide the good education for me
16	My parents are friend for practicing my English at home
17	My parent always guide me when i do my homework
18	My parents always support me to have a strong desire with everything i choose in learning.

## 2. Document analysis

A document analysis in this research is students' achievement in English department at the fourth semester, namely students GPA (Grade Point Average) in English Education department of faculty Tarbiyah UIN Ar-Raniry. The writer wants to know the students' achievement and used their GPA scores as the documentation. According to powell& Steele (1996, p.6) document analysis is used to summarize of analyzed printed material such as books, documents, newspapers, and handwriting.

## **E. Data Analysis**

In analyzing the data, this research was distributed to the students in order to find out the data and information about the influence of parental encouragement towards English learners. To obtain the valid data for this study, the writer rearranged the data so that it could be calculated by using the formula. The first step is separating; the writer came to class and spent a few minutes to give explanation about the purpose of questionnaire and gave the explanation to the students on how to answer the questionnaire.

Then, the writer asked the students to answer the questionnaires for about 15 minutes. After the students read the statements of the questionnaire, they just needed to choose one of the alternative answers from strongly agree to strongly disagree and gave a checklist.

The writer used SPSS for analyzing the data to know the relationship between parental encouragement on students' achievement. Arikunto (1999, p. 170), explained that data analysis is needed to measure degree of successful in research based on the writer objective consideration.

To analyze the result of questionnaire, the writer used a simple statistic formula as follow:

$$(Y = a + bX)$$

Y : Dependent variable

X : Independent variable

a : Intercept point

b : Regression coefficient

In this regression linier, Y (dependent variable) depends on X (independent variable) where Y means student's achievement and X means parental encouragement. In this study the writer wants to find out the relationship between parental encouragement and students' achievement. So, that the writer used this formula.



## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

This chapter presents research findings and discussion. The writer used questionnaire to collect the data. Close ended questions was used to obtain the information about the influence of parental encouragement on students' achievement in learning English. It is intended to address the problem resolved in the part of research questions of the study. Therefore, the discussion is started with the findings, and later, the analysis of data will be provided.

#### **A. The Findings**

As has been mentioned in Chapter III, this research used quantitative approach. In order to collect the data, it is intended to answer the research question with regression analysis.

##### **1. Parental encouragement**

In this research, the parental encouragement was measured from students' responds through questionnaires.

##### **a. As Motivator**

**Table 4.1 the parents really encourage their children to study English as much as possible**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	31	44,3	44,3	100,0
	Agree	29	41,4	41,4	12,9
	Disagree	1	1,4	1,4	14,0
	strongly disagree	9	12,9	12,9	55,5
	Total	70	100,0	100,0	

From the table survey, we can see that 44% of parent really encourage their children to study English as much as possible, 41% agree with this statement. So, the parent wants that their children more active to study English. However, 12% From the participant stated that their parent did not give encourage them to study English as much as possible, it means that they may study English because of their own passion.

**Table 4.2 the parents command to should practice English at home.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	25	35,7	35,7	100,0
	Agree	34	48,6	48,6	64,3
	Disagree	1	1,4	1,4	15,7
	strongly disagree	10	14,3	14,3	14,3
	Total	70	100,0	100,0	

Based on data above, it showed that 59 of the students' responded that their parent command them practice English at home. It can be assumed that their parent want their children expert in English subject especially in speaking, so that

their parent command the children to practice English at home. Moreover, 11 of respondents stated that their parent did not command them to practice English at home, thus the students have independently learned to practice English without the parents' motivation at home.

**Table 4.3 The parents regard study English is important because it will allow the children to be easier to communicate in English.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	32	45,7	45,7	100,0
	Agree	26	37,1	37,1	54,3
	Disagree	1	1,4	1,4	17,1
	strongly disagree	11	15,7	15,7	15,7
Total		70	100,0	100,0	

As stated on the table above 58 respondents agree that their parents feel English is really important for their children's future. It shows that most of parents hoped that their children should learn and be focused on English. 12 respondents disagree with this statement because the parent may think that learning English will make their children tired and spend much time to only study English.

**Table. 4.4 My parents often say that English is important for my future.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	32	45,7	45,7	100,0
	Agree	27	38,6	38,6	54,3
	Disagree	2	2,9	2,9	15,7
	strongly disagree	9	12,9	12,9	12,9
Total		70	100,0	100,0	

From the table above it showed that most of student (45%) declared that their parent often say that English is important for their future. The parent may argue that their childrens' future will be better if they study English as much as possible. They can get a better job for their future with skill that they have. However, 12% disagree about this statement and said that their parent never say that English is important for their future, so the parent never give the motivation for their children to learn English.

**Table 4.5 My parents is very interested in everything I do in my English class**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	34	48,6	48,6	100,0
	Agree	26	37,1	37,1	51,4
	strongly disagree	10	14,3	14,3	14,3
	Total	70	100,0	100,0	

From the table above we can see that most of students (48%) strongly agree with this statement and 37% students agree. On the other hand, 14% students choose strongly disagree for this statement. They felt that their parents are not interested in everything they do in English class, so that they feel they do not have any support from their parent on their study.

a. As Supervisor

**Table 4.6 My parents asked me to seek help from teachers if having problem with my English.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	29	41,4	41,4	100,0
	Agree	32	45,7	45,7	58,6
	strongly disagree	9	12,9	12,9	12,9
	Total	70	100,0	100,0	

The table above showed that 41% students strongly agree and 45% agree with this statement that their parents asked them to seek helping from the teacher if they have the problem with English subject. It means that their parent as the supervisor for their children because the parent give solution for their childrens' problem. 12% students strongly disagree with this statement because their parent never asked and ignore their study. For that reason, the students try to seek help from the teacher to solve their English problem in learning.

**Table. 4.7 My parents always asked my progress learning at school**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	31	44,3	44,3	100,0
	Agree	28	40,0	40,0	55,7
	strongly disagree	11	15,7	15,7	15,7
	Total	70	100,0	100,0	

Based on the data above, we can conclude that 44% students strongly agree, 40% agree with this statement that their parents always asked their progress

learning at school. It defined that their parent as the supervisor for their children because the parents always monitor their childrens' progress at school. While, 15% students strongly disagree about this statement. They said that their parents did not asked their progress at school. It means that the parents did not give any support to encourage the student to study English.

**Table 4.8 My parents think I should devoted more time to study English**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	30	42,9	42,9	100,0
	Agree	30	42,9	42,9	57,1
	strongly disagree	10	14,3	14,3	14,3
Total		70	100,0	100,0	

The table above indicated that the parents think that their children should devote more time to studying English, it could be seen that 30 students strongly agree, 30 students agree with this statement. The table 4.8 illustrates that the parent want their children to spend more time to study English and they always monitor the quality of childrens' time. Only 10 respondents strongly disagree with this statement.

**Table 4.9 Myparents always monitor my free time.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	35	50,0	50,0	100,0
	Agree	26	37,1	37,1	50,0
	strongly disagree	9	12,9	12,9	12,9
	Total	70	100,0	100,0	

The table above showed students' opinion about their parents monitor free time, even their time to watch movie. From 70 students, there are 35 students strongly agree, 26 students agree about their parents always monitor their free time. It could be said that their parents are involved in their children learning process as supervisor. It is along with Sarwey& Telford (1973) statement that family is the main and most important social source of motivation on students' learning. However, 9 students strongly disagree with this statement because they consider their parents to be normal with the rules of the child's time.

**Table. 4.10 My parent wish me to really work hard to learn English**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	31	44,3	44,3	100,0
	Agree	29	41,4	41,4	55,7
	Disagree	1	1,4	1,4	14,3
	strongly disagree	9	12,9	12,9	12,9
Total		70	100,0	100,0	

From the table above, 31 students strongly agree with the statement and 29 other students agree about their parents' wish them to really work hard to learn

English because their parent expected their children to be able to master English. Thus, the parents push them to study hard in English subject. However, 10 students disagree and indicate that their parents' do not encouraging them to work hard in English.

**Table. 4.11 My parents command me to study English because it will easier to obtain the job**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	30	42,9	42,9	100,0
	Agree	30	42,9	42,9	57,1
	Disagree	1	1,4	1,4	14,3
	strongly disagree	9	12,9	12,9	12,9
Total		70	100,0	100,0	

From the table above, it showed that 60 students agree that their parents command them to study English so that it will be easier for them to get the job and can support them in the future. Therefore, from the result above, 9% students disagree and 1% students choose strongly agree about this statement. They feel that they study English not because their parents' support but it is their initiative. It means that their parent did not give them any support to motivate them in learning.

**Table 4.12 My parents give me facilities what i need to study English**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	25	35,7	35,7	100,0
	Agree	34	48,6	48,6	64,3
	Disagree	2	2,9	2,9	15,7
	strongly disagree	9	12,9	12,9	12,9
Total		70	100,0	100,0	

The table above shows the students' opinion about facilities that their parents give to encourage them in studying English. 25 of the students strongly agree and 34 students agree about their parents always provide them with any facilities to support their learning in English subject so that they can explore the English. Moreover, 9 students strongly disagree, and 2 students disagree with this statement which indicates that their parents did not give them any facilities to support them in learning such as computer, reference books, money and mobile phone.

**Table 4.13 My parents always provide nutrition for me**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	26	37,1	37,1	100,0
	Agree	33	47,1	47,1	62,9
	Disagree	2	2,9	2,9	15,7
	strongly disagree	9	12,9	12,9	12,9
Total		70	100,0	100,0	

As stated on the table above, about students' opinions in terms of parents always provided nutrition for their children, it can be seen that most of the

students (84,29%) agree with this because their parents always provided the good nutrition for their children good health. To develop creativity and knowledge of the students, the things that support them is by consuming the good nutrition and good food.

**Table. 4.14 My parents take me into private course to enrich my English knowledge**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	26	37,1	37,1	100,0
	Agree	35	50,0	50,0	62,9
	strongly disagree	9	12,9	12,9	12,9
Total		70	100,0	100,0	

The percentage of question number 14 showed that students' parents would like to take their children to private course to enrich students' English knowledge. By support from their parents, they have more spirit and can learn more at course. The parents thought that the time management of English subject at school was not enough to improve their children's English, so they encourage their children to learn English more outside the school. 61 students agree with this statement. On the other hand, 9 students disagree about this statement and they assume their parent may think that enriching the knowledge is not only obtained from the course itself.

**Table 4.15 My parents provide the good education for me**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	29	41,4	41,4	100,0
	Agree	32	45,7	45,7	58,6
	Disagree	1	1,4	1,4	12,9
	strongly disagree	8	11,4	11,4	11,4
Total		70	100,0	100,0	

The table above showed that 29 students strongly agree, 32 agree and believed that their parent always provide good education for them to support them in learning to achieve good achievement. Its' means that their parents concerned of growing up with children as well. Moreover, only 9 students disagree about their parent provide the good education for their achievement.

a. As Role Model

**Table 4.16 My parents are friend for practicing my English at home**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	20	40,0	40,0	100,0
	Agree	30	42,9	42,9	60,0
	Disagree	1	1,4	1,4	17,1
	strongly disagree	11	15,7	15,7	15,7
Total		70	100,0	100,0	

The table above showed that 28 students strongly agree, 30 of student agree with the statement because when they are at home, they always practice English with their parent it means that their parents support the students in

learning English. Only 12 students English department disagree about this statement because they never practice English at home with their parent. It indicated that the parents may be not good enough in English so they could not help the children in speaking English.

**Table 4.17 My parent always guide me when I do my homework**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	28	40,0	40,0	100,0
	Agree	32	45,7	45,7	60,0
	Disagree	1	1,4	1,4	14,3
	strongly disagree	9	12,9	12,9	12,9
	Total	70	100,0	100,0	

The table above showed students' opinion about their parents' role in doing homework, it can be concluded that 28 students strongly agree and 32 students' agree and also believed the parents always try to guide their children do the homework. However, there are 12% students choose disagree for this statement because their parent never help or guide them in doing their homework.

**Table. 4.18 my parents support me to have a strong desire with mychoice in learning.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	27	38,6	38,6	100,0
	Agree	31	44,3	44,3	61,4
	strongly disagree	12	17,1	17,1	17,1
	Total	70	100,0	100,0	

The table above showed that 58 students agree with the statement that the parents motivate their children to have a strong desire with students' choice in learning English. It means that the parents involve in everything childrens' choice, in order to help them to achieve their achievement in study. However, there are 12 students choose disagree about this statement, they do not receive encouragement from their parents about what they want to take for their study.

In brief, based on the questionnaire data, parental encouragement generally refers to the amount of participation their parent has when it comes to help in learning process and their child's life. Cotton and Wikelund (2005) said that the more intensively parents encourage in their children's learning, more beneficial are the achievement effects. Thus, it is believed that when parents monitor their homework, encourage participation in their activities, and help children develop plans for their future, children are more likely to respond and do well in learning process especially in English learning.

**Table 4.19 Parental Encouragement**

No	INITIAL NAME	PARENTAL SUPPORT
1.	AH	75
2.	FR	75
3	FS	25
4	FF	100
5	FY	75
6	ZS	100
7	AZ	100
8	GA	100
9	GP	100
10	NM	100
11	MS	75
12	DL	100
13	HS	75
14	UQ	25
15	VA	75

16	NA	100
17	NH	99
18	DR	75
19	JY	100
20	WI	100
21	RM	100
22	TY	25
23	MR	75
24	TS	75
25	AP	75
26	MN	25
27	RA	100
28	NL	25
29	UA	75
30	LL	100
31	TY	100
32	TT	54
33	EP	75
34	AV	75
35	RY	25
36	KM	100
37	NN	75
38	GS	100
39	TT	100
40	DD	100
41	AI	75
42	UJ	75
43	BK	25
44	LK	75
45	ME	100
46	TG	25
47	HB	100
48	SA	100
49	DE	100
50	CR	75
51	FR	71
52	PM	82
53	CT	79
54	DS	86
55	RJ	83
56	RH	83
57	MK	78
58	LI	72
59	VJ	88
60	NK	74
61	SD	33
62	TJ	83
63	TR	86
64	TH	88
65	CY	81

66	NU	78
67	MZ	88
68	AD	86
69	IL	89
70	FG	54

**Note :**

**High = 80-100**

**Moderate = 40-79**

**Low = 0-39**

The table above showed the students' questionnaire result of parental encouragement which indicates the different quantity of parental support. 9 students consider their parents gave less support for their study and that means they are in low category of parental support. 35 students consider their parents always encourage them to learn English. It means they were in high category of getting the parental support. Finally 26 students in moderate category and that most of their parents encourage them in learning English as much as possible.

## 2. Students' achievement

In general, achievement measures the ability of students' being active in learning process to set their skill and intelligence in English. Achievement is the result, the successful, the extend or ability, and the progress in learning educational experiences. To learn English the students need the encouragement to push their motivation. The achievement of the participating students in this study can be seen as follow :

**Table 4.21 Students GPA Result**

No	INITIAL NAME	GPA
1.	AH	3,31
2.	FR	3,16
3	FS	2,98
4	FF	3,84
5	FY	3,35
6	ZS	3,63
7	AZ	3,66
8	GA	3,79
9	GP	3,69
10	NM	3,73
11	MS	3,38
12	DL	3,60
13	HS	3,23
14	UQ	2,95
15	VA	3,43
16	NA	3,74
17	NH	3,63
18	DR	3,39
19	JY	3,53
20	WI	3,75
21	RM	3,57
22	TY	2,87
23	MR	3,34
24	TS	3,49
25	AP	3,31
26	MN	2,69
27	RA	3,70
28	NL	2,82
29	UA	3,10
30	LL	3,66
31	TY	3,57
32	TT	3,35
33	EP	3,19
34	AV	3,40
35	RY	2,98
36	KM	3,88
37	NN	3,16
38	GS	3,57
39	TT	3,75
40	DD	3,54
41	AI	3,22
42	UJ	3,16
43	BK	2,09
44	LK	3,23
45	ME	3,78
46	TG	2,98
47	HB	3,60
48	SA	3,77
49	DE	3,83

50	CR	3,42
51	FR	3,69
52	PM	3,67
53	CT	3,76
54	DS	3,65
55	RJ	3,77
56	RH	3,56
57	MK	3,62
58	LI	3,67
59	VJ	3,63
60	NK	3,60
61	SD	3,39
62	TJ	3,37
63	TR	3,48
64	TH	3,45
65	CY	3,12
66	NU	3,65
67	MZ	3,77
68	AD	3,70
69	IL	3,66
70	FG	3,66

**Note :**

**High = 3.5 – 4.00**

**Middle = 3.0 – 3.5**

**Low = 0.0 – 2.9**

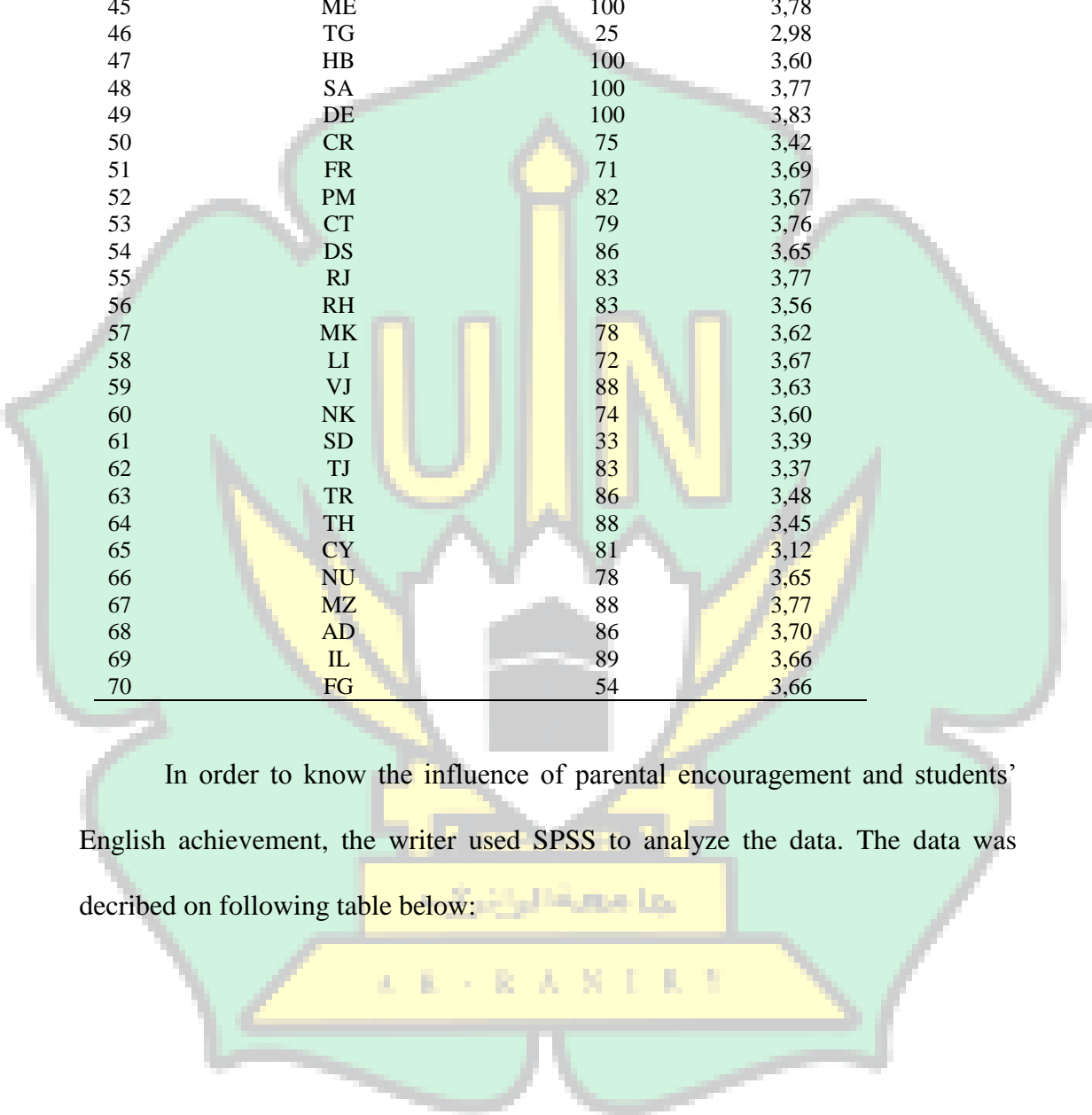
Based on the table above, it showed that there are variety level of the students' GPA. The writer differentiated from the lower to the higher. Based on two category, the first category is the lower which is started from 2,09 until 2,98 and the higher category is started from 3,10 until 3,88. The table showed that only 6 students get low GPA and most of them get high GPA. The writer argued that students who have high GPA, have the parents who fully support them in learning. In addition, those who have low GPA may only get a little support from their parents, even their parents do not give support to children to learn.

### 3. Parental encouragement and students' English achievement

Based on the data from previous sections, the parental encouragement and students' English achievement can be summarized as follow :

**Table 4.22 research data**

No	Initial	Parental support	IPK
1.	AH	75	3,31
2.	FR	75	3,16
3	FS	25	2,98
4	FF	100	3,84
5	FY	75	3,35
6	ZS	100	3,63
7	AZ	100	3,66
8	GA	100	3,79
9	GP	100	3,69
10	NM	100	3,73
11	MS	75	3,38
12	DL	100	3,60
13	HS	75	3,23
14	UQ	25	2,95
15	VA	75	3,43
16	NA	100	3,74
17	NH	99	3,63
18	DR	75	3,39
19	JY	100	3,53
20	WI	100	3,75
21	RM	100	3,57
22	TY	25	2,87
23	MR	75	3,34
24	TS	75	3,49
25	AP	75	3,31
26	MN	25	2,69
27	RA	100	3,70
28	NL	25	2,82
29	UA	75	3,10
30	LL	100	3,66
31	TY	100	3,57
32	TT	54	3,35
33	EP	75	3,19
34	AV	75	3,40
35	RY	25	2,98
36	KM	100	3,88
37	NN	75	3,16



38	GS	100	3,57
39	TT	100	3,75
40	DD	100	3,54
41	AI	75	3,22
42	UJ	75	3,16
43	BK	25	2,09
44	LK	75	3,23
45	ME	100	3,78
46	TG	25	2,98
47	HB	100	3,60
48	SA	100	3,77
49	DE	100	3,83
50	CR	75	3,42
51	FR	71	3,69
52	PM	82	3,67
53	CT	79	3,76
54	DS	86	3,65
55	RJ	83	3,77
56	RH	83	3,56
57	MK	78	3,62
58	LI	72	3,67
59	VJ	88	3,63
60	NK	74	3,60
61	SD	33	3,39
62	TJ	83	3,37
63	TR	86	3,48
64	TH	88	3,45
65	CY	81	3,12
66	NU	78	3,65
67	MZ	88	3,77
68	AD	86	3,70
69	IL	89	3,66
70	FG	54	3,66

In order to know the influence of parental encouragement and students' English achievement, the writer used SPSS to analyze the data. The data was decribed on following table below:

**Table 4.23 the correlation value between GPA and parental encouragement**

Model Summary <sup>b</sup>									
Model				Std. Error of the Estimate	R Square		Change Statistics		
	R	R Square	Adjusted R Square		Change	F Change	df1	df2	Sig. F Change
1	,801 <sup>a</sup>	,642	,637	10,05301	,642	122,148	1	64	,000

a. Predictors: (Constant), ipk

b. Dependent Variable: ha

From the output above, we can acknowledge that the value (R) 0.642. Also, the R square value is 0.637 which means that the influence of independent variable (encouragement) to the dependent variable (students' achievement) 64,2%.

**Table 4.24 the influence of parental encouragement to students' achievement (GPA)**

ANOVA <sup>b</sup>						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	12344,697	1	12344,697	122,148	,000 <sup>a</sup>
	Residual	6872,289	68	101,063		
	Total	19216,986	69			

a. Predictors: (Constant), ipk

b. Dependent Variable: ha

From the output above, we can note that the calculated F value is 122,148. Therefore, the calculated f value is greater than the value of F table (3,98) or  $122,148 \geq 3,98$ . It can also be seen from the Sig.(0.000) which is smaller than the value of (0.05) or  $(0.000 < 0.05)$ . It means that the regression model can be used to predict the two variables. Thus, it can be concluded that the variable parental encouragement significant influence the students achievement in learning.

**Table 4.25 determinant of the influence of parental encouragement toward students' achievement**

Model		Coefficients <sup>a</sup>				
		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-86,749	13,009		-6,668	,000
	IPK	41,469	3,752	,801	11,052	,000
a. Dependent Variable: ha						

From the output above, it showed the coefficient value from the regression analysis. In this case, the regression formula used was:

$$Y = a + bX$$

Explanation:

Y = Parental Encouragement

X = Students' Achievement

So, the regression analysis output is :  $Y = -86.749 + 41.469X$

From the regression equation, it is known that constant regression coefficient is -86,749. It means if there is no students' achievement then there is no parental encouragement. It is because the value is negative, then the value is assumed as zero.

The students' achievement variable at 41.469 showed that if the students' achievement increased one unit then the parental encouragement will increase 41.469 units. The coefficient is positive, meaning that there is a positive relationship between parental support and students' achievement with significant value is  $0.000 > 0.05$ . It means that there is a significant influence between the two variables (GPA and parental encouragement).

## **B. Discussion.**

After analyzing the data, it is important to discuss them in order to answer the research questions stated in Chapter One and related the findings to previous research findings. The research questions were previously proposed as in the following:

1. How does parental encouragement on students' English learning?

Every students in English education of UIN Ar-Raniry learned English because they want to know all aspect of English. The questionnaire was used by the writer in order to know about the students' achievement in learning English. Most of parents supported their children by giving a chance to learn English more by sending them to courses or private classes.

As financial support parents provided their children with facilities, such as hiring tutor, encouraging affectively & verbally and buying reference books which would improve their children's motivation in learning English. Furthermore, good parental encouragement of participation students is indicated by the scores of parental support questionnaire which are on high level category (35 students).

2. Does parental encouragement affect on students English achievement?

Parents as external factor influence students' motivation in learning English. From the result of students' achievement score, the writer found that the parental encouragement have a role that affect students' English achievement in learning. The other students' motivation factors were also because the peers and their surrounding encourage them to study. It can be concluded that the influence given by their parents is related with the other factor to influence the students' achievement.

The parental encouragement existence makes the children want to learn. Then, apart from the influence of parents, the writer also found that other factors that influence students' achievement, such as peers and the environment. The percentage of parental encouragement is 64.2% which can be interpreted that the parental encouragement (X) has the effect of a contribution of 64.2% on the students achievement (Y) and the other 35.8% is influenced by other factors outside the variable (X) such as peers and surroundings.

Based on this research, it can be concluded that the parental encouragement and other factors affected students' English achievement in learning. However, parent plays an important role to push and help their children to learning process especially in learning English. Meanwhile, some other factors, such as peers & surrounding, become supporting factors that lead the students to have good English achievement.



## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter comes up with conclusions and suggestions based on findings and discussions in the previous chapter:

#### A. Conclusion

This study aimed to find out the Influence of parental encouragement towards students' English achievement. The sample is 70 students of the four semester students of UIN Ar-Raniry. The writer distributed questionnaire to find out the parental encouragement. Based on the questionnaire data, the parents' encouragement on students learning is quite high. It can be seen from the students' answers that there are 35 students in high category of parental support.

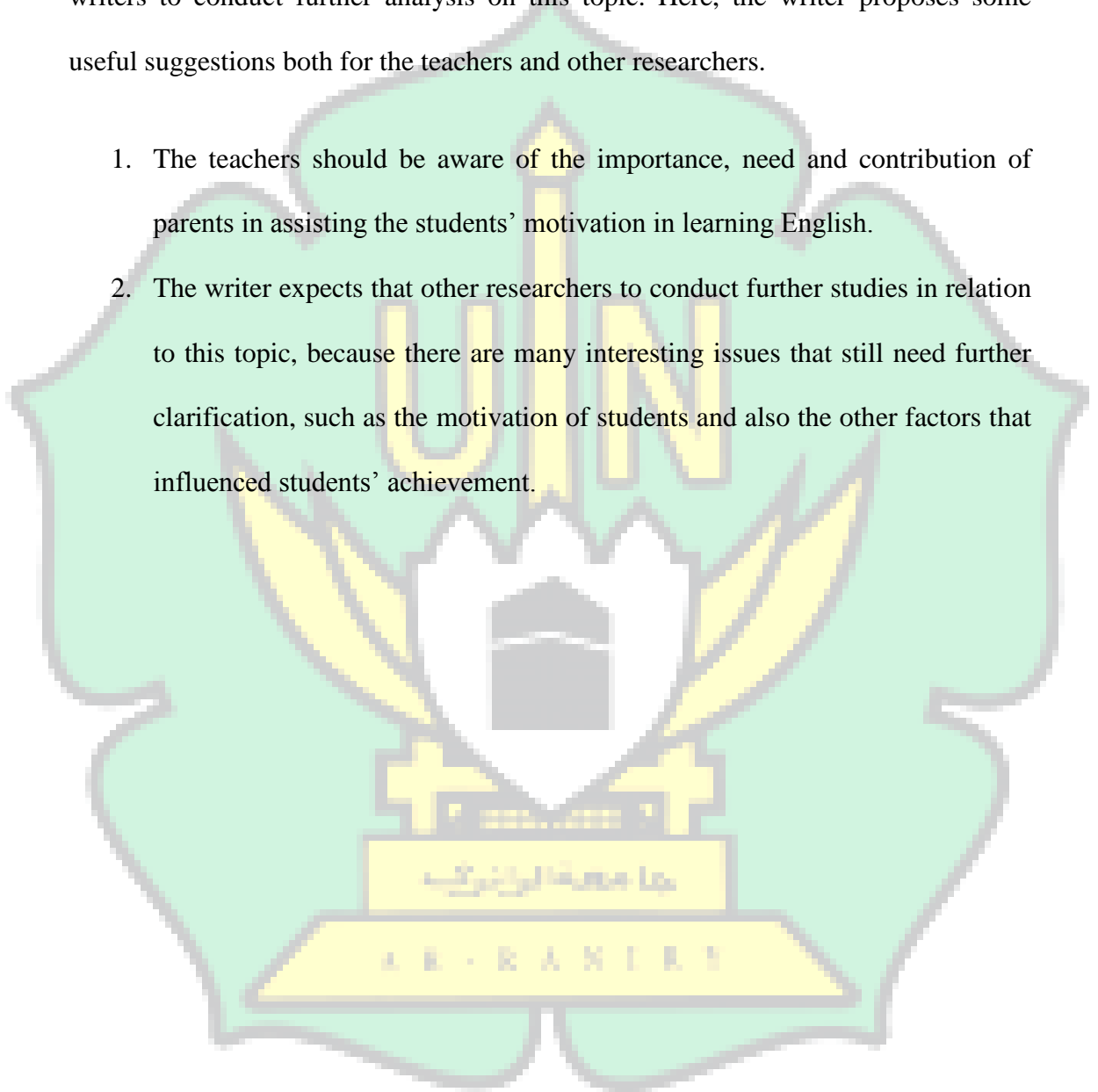
The results of the R square shows that parental encouragement R square value is 0.642, which means that the influence of parental encouragement is 64.2%. This proves that the influence of parental encouragement for student achievement in a high category and the remaining 35,8% is influenced by other variables contained in this study such as influence from peers and surrounding. It means there is a significant influence of parental encouragement on students' English achievement. Most of students get the encouragement from their parent but the quantity is different.

This study was found that the encouragement given by parents to their children greatly affected their performance. Therefore, this study was success in finding out how the way parents influence children makes them capable in the field of English.

## **B. Suggestion**

The writer believes that this study will contribute in some ways or another to the development of language education. Therefore, it is recommended to other writers to conduct further analysis on this topic. Here, the writer proposes some useful suggestions both for the teachers and other researchers.

1. The teachers should be aware of the importance, need and contribution of parents in assisting the students' motivation in learning English.
2. The writer expects that other researchers to conduct further studies in relation to this topic, because there are many interesting issues that still need further clarification, such as the motivation of students and also the other factors that influenced students' achievement.



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**SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY**  
Nomor : B-8663/UN.08/FTK/KP.07.6/09/2018

**TENTANG**  
**PENYEMPURNAAN SURAT KEPUTUSAN DEKAN NOMOR Un.08/DT/TL.00/5970/2015 TENTANG**  
**PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY**

**DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY**

- Menimbang : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
- b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
- Mengingat : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;

Memperhatikan : Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 17 Oktober 2017

**MEMUTUSKAN**

Menetapkan :  
PERTAMA : Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: B-10313/UN.08/FTK/KP.07.6/11/2017 tanggal 01 November 2017

**Menunjuk Saudara:**

1. Syarifah Dahliana, M.Ag., M.Ed., Ph.D  
2. Dr.phil. Saiful Akmal, S.Pd.I., M.A

Sebagai Pembimbing Pertama  
Sebagai Pembimbing Kedua

**Untuk membimbing Skripsi :**

Nama : Nurul Liza Merianti  
NIM : 231324364

Program Studi : Pendidikan Bahasa Inggris

Judul Skripsi : The Influence of Parental Encouragement on Students' English Achievement (A Study at Department of English Language Education of UIN Ar-Raniry)

KEDUA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh;

KETIGA : Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2018/2019

KEEMPAT : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh  
Pada Tanggal: 05 September 2018



**Tembusan**

1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk diinformasikan dan dilaksanakan;
4. Mahasiswa yang bersangkutan;



**KEMENTERIAN AGAMA**  
**UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH**  
**FAKULTAS TARBIYAH DAN KEGURUAN**

Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh  
Telp: (0651) 7551423 - Fax. (0651) 7553020 Situs : [www.tarbiyah.ar-raniry.ac.id](http://www.tarbiyah.ar-raniry.ac.id)

Nomor : B- 6104 /Un.08/TU-FTK/ TL.00/06/2018

07 Juni 2018

Lamp : -

Hal : Mohon Izin Untuk Mengumpul Data  
Menyusun Skripsi

Kepada Yth.

Di -  
Tempat

Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh dengan ini memohon kiranya saudara memberi izin dan bantuan kepada:

N a m a : Nurul Liza Merianti  
N I M : 231 324 364  
Prodi / Jurusan : Pendidikan Bahasa Inggris  
Semester : X  
Fakultas : Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam.  
A l a m a t : Jl. Komp. Alam Beutari Lr. Beutari IV No. 385, Lampoh Daya Banda Aceh

Untuk mengumpulkan data pada:

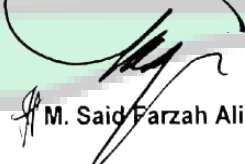
**Prodi Bahasa Inggris Fakultas Tarbiyah**

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

**The Influence of Parental Encouragement on Students' English Achievement (A Study at Department of English Language Education of UIN Ar-Raniry)**

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.

An. Dekan,  
Kepala Bagian Tata Usaha,

  
M. Said Farzah Ali

BAG UMUM BAG UMUM



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI AR-RANIRY  
FAKULTAS TARBIYAH DAN KEGURUAN  
PRODI PENDIDIKAN BAHASA INGGRIS

Jln Syaikh Abdur Rauf Kopelma Darussalam Banda Aceh  
Email [pbi.fk@ar-raniry.ac.id](mailto:pbi.fk@ar-raniry.ac.id) Website <http://ar-raniry.ac.id>

Surat Keterangan  
Nomor: B-412/Un.08/KJ.PBI/TL.00/10/2018

Sehubungan dengan surat Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh An. Dekan, Kepala Bagian Tata Usaha, Nomor: B-6104/Un.08/ TU. FTK/TL.00/06/2018 tanggal 07 Juni 2018, Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang namanya tersebut di bawah ini:

Nama : Nurul Liza Merianti  
NIM : 231324364  
Prodi : Pendidikan Bahasa Inggris

Benar telah melakukan penelitian dan mengumpulkan data Mahasiswa pada Prodi Pendidikan Bahasa Inggris (PBI) Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dalam rangka penyusunan Skripsi yang berjudul:

**The Influence of Parental Encouragement on Students' English Achievement (A Study at Department of English Language Education of UIN Ar-Raniry)**

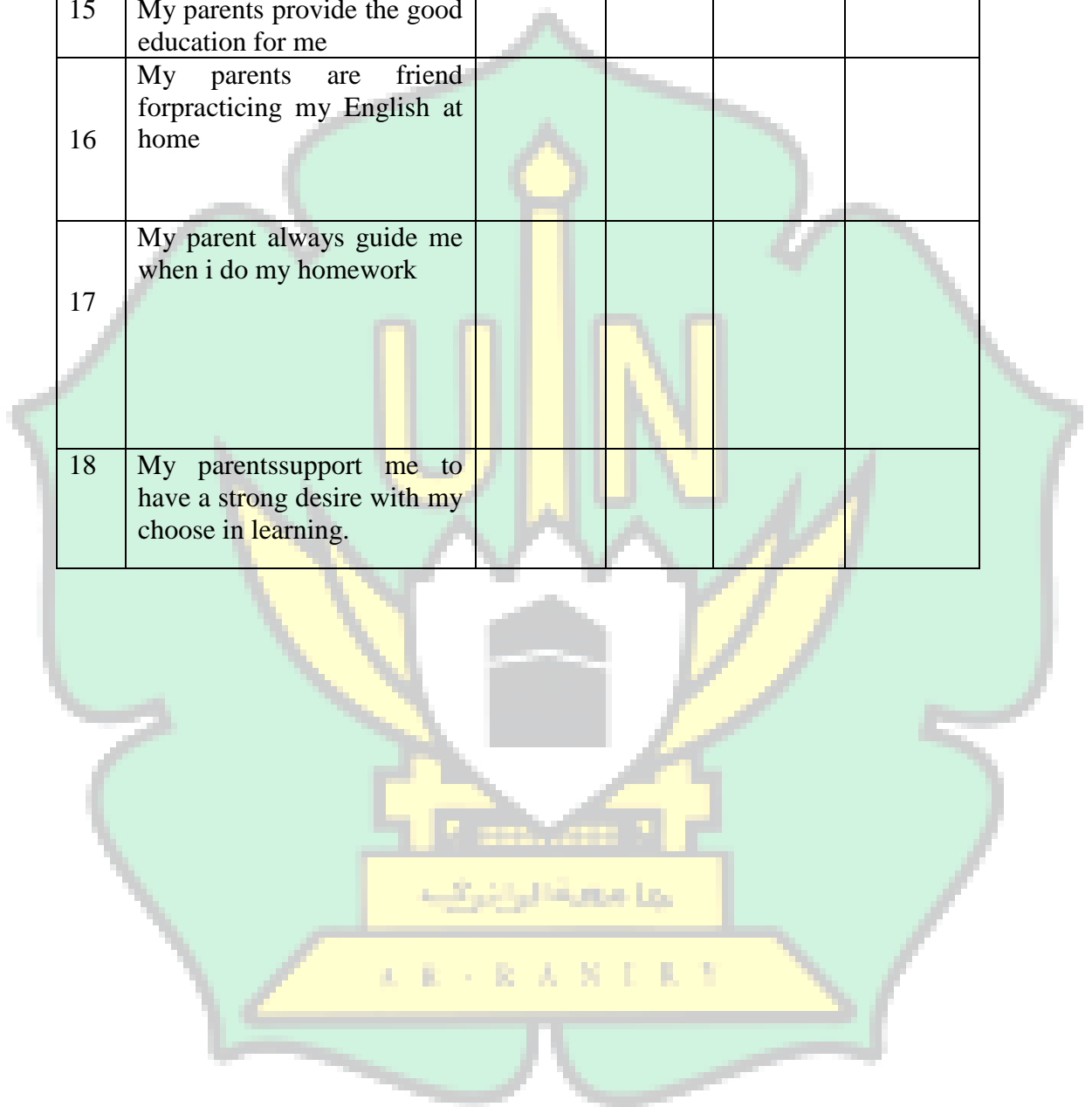
Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 26 Oktober 2018  
Ketua Prodi Pendidikan Bahasa Inggris,  
20

  
T. Zulfiqar

No	Items	Strongly agree	Agree	Strongly Disagree	Disagree
1	My parents really encourage me to study English as much as possible				
2	My parents command to should practice English at home				
3	My parents consider study English is important because it will allow me to be easier to communicate with people who speak English				
4	My parents often says that English important for my future				
5	My parents is very interested in everything i do in my English class				
6	My parents asked me to seek help from teachers if having problem with my English				
7	My parents always asked my progress learning at school				
8	My parents think i should devoted more time to study English				
9	My parents always monitoring my free time.				
10	My parent wish me to really work hard to learn English				
11	My parents command me to study English because it will easier to obtain the job				
12	My parents give me facilities what i need to study English				

13	My parents always provide nutrition for me				
14	My parents take me into private course to enrich my English knowledge				
15	My parents provide the good education for me				
16	My parents are friend for practicing my English at home				
17	My parent always guide me when i do my homework				
18	My parentssupport me to have a strong desire with my choose in learning.				



## AUTOBIOGRAPHY

1. Full Name : Nurul Liza Merianti
2. Place Date of Birth : Lampahan, 31Maret 1994
3. Sex : Female
4. Religion : Islam
5. Nationality : Indonesia
6. Marital status : Single
7. Occupation : Student
8. Address : Jln. Komp Alam Beutari no 385 Lampoh Daya  
Banda Aceh
9. Phone Number : 0812 8314 0310
10. Student's Reg. Number : 231324364
11. The parents
  - a. Father's Name : Sofyan IB
  - Occupation : Wiraswasta
  - b. Mother's Name : Saudah
  - Occupation : House Wife
12. Address : Jln. Komp Alam Beutari no 385 Lampoh Daya  
Banda Aceh
13. Educational Background
  - a. Elementary school : SDN 02 Lampahan, Graduated 2006
  - b. Junior High School : MTsS Oemar Diyan, Graduated2009
  - c. Senior High School : MAS Darussyariah Banda Aceh, Graduated  
2012
  - d. University : UIN Ar-Raniry, Graduated 2019

Banda Aceh, January 20th, 2019

Nurul Liza Merianti