Jambi-English Language Teaching Journal
http://online-journal.unja.ac.id/index.php/jelt/index

THE CORRELATION AMONG PARENTS' EDUCATION, INCOME, MOTIVATION AND ENGLISH LEARNING ACHIEVEMENT OF THE STATE JUNIOR HIGH SCHOOL 27 OF PALEMBANG

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Abstract: Some problems occur in process of learning English, such as, limitation of vocabulary, the difficultness of understanding grammar, uninterested of students in English lesson, less practicing to improve speaking ability in expressing something, difficult to understand meaning and concept of passage, and hard to express something in writing context. Based on the problems, the researcher wants to investigate the Correlation among Parents Education, Income, Motivation and English Learning Achievement. Furthermore, the populations of the research is the ninth students of SMPN 27 of Palembang consisting 341 students, from the population, 100 students were represented as the sample which taken through probability sampling technique. The instrument to collect the data used questionnaires for parents' education, income, motivation and English learning achievement was taken by students' final score in *Rapot*. While to analyze the data, it was used multiple correlation in SPSS 20 for Windows. The data analysis showed that $R_{yx1x2x3} = 0.685$ at the significant level 0.05.), with $R^2 = 0.469$ (or 46.9% = 47%) contributed of Parents' Education, Income, Motivation and 53% from other factors. and for the criteria of significant test was $F_{count} = 28.220 > F_{table(98)} = 0.195$.. The result of hypothesis that showed that there is significant correlation among Parents Education, Income, Motivation and English Learning Achievement. Therefore, it is suggested that parents can give big influence for students achievement especially for achievement in learning English where parents' part can control students progress and development in learning.

Keywords: Correlation, Parents' Education, Income, Motivation, English Learning Achievement

Introduction

English is very important because it is one of international languages in the world. If a person meets with other people (different culture and language), they will use English language. All people use it as a tool of communication between culture. English makes comfortable when we speak with other people. Besides , English also takes up very important position in almost every aspect of life, especially for an educated person. Therefore our government has decided to place English as a foreign language which is taught formally from elementary school up to University level. Learning English has some components (pronunciation, listening, vocabulary, and cultural aspect) and the four language skills (Listening, Speaking, Reading, and Writing). All language components and skills should be mastered by the students, so that they can master English well.

Some Factors influencing students' outcomes in learning a language. They are internal and external factors, like nature, society, curriculum, facilities, program , teachers, family, students' socioeconomic status, and parents' education and motivation are the examples of external factors. While sex, condition of five senses, talent and interest, intelligence, and cognitive ability are the examples of the internal ones *(Neyres, 1974:240)*. From those factors the writer considers that parents' education, socioeconomic status and motivation are the most important to influence students achievement in learning.

One survey conducted by the writer at SMPN 27 was interviewing one student who always gets the first rank every semester. His father is a labor in a company and his mother is an office woman in a hospital in Kenten. His father only graduated from middle school and his mom from senior high school. Even if he comes from the middle-low status but his achievement always made the teachers proud. His parents always check their activity in the school although they are very busy. Every night, His mom always asks him about his school duty, assignment or home work that given by the teachers. His mom and dad always give great attention to his development in studying, it can be seen from his parents after doing a daily test in the school, they want to know and see the score. If the score was good, he got an honor from their parents, on the other hand if it was bad motivation always give to make their son motivated again. His father usually buys some books for him when he got money from his jobs. Because he really likes reading. His parents' income only Rp. 3.000.000, per month. He has four siblings. So their parents must divide their salary for their children needs. For those, low income and educated parents factors not as border for students to make great achievement and change their life, and good parents' motivation is absolutely needed by the students to improve their performance in learning English.

Theoretically, according to *Brown (2007:88)* state that the students have a good achievement in English, however, in the writer preliminary observation, the students who came from high socioeconomic status are less more motivation than who those came from middle and lower socioeconomic status. These rich students believed that learning English is easy because they can take course when and where ever they want. Meanwhile, the middle and poor students have great motivation in learning, because they believed that English would help them in pursing career. Moreover, the writer interviewed some students from middle-low

socioeconomic, eighty percent they didn't take course or other word the learn by their book or learn by themselves.

The research aims to explore and find how far parents' education, income and motivation factors toward English learning achievement of the SMPN 27 of Palembang.

Research Methodology

In this study used descriptive method because it investigated the effect of prediction variables on the criterion variable with a correctional study. Soedjana, (2005 : 64) states that a descriptive method is the accurate that descriptive indication, in fact, by accident that will happen at the future time. Furthermore, Fraenkel, Wallen and Hyun (2012.142) define the correlational study as a study that involves collecting data in order to determine the degree to which a relationship exist between two or more variables.

Soedjana (2005:5) states that a population consists of every number of group that researcher would like to study. The objects in a population will be investigated, analyzed, concluded in such away and then the conclusion made was valid to the whole population. In this study the population will be the ninth grade students of SMPN 27 Palembang in the Academic of year 2014/2015. A sample is a portion of a population that is selected for observation *Soegiono (2014:118).* Representativeness of a sample determines the validity of the generalization of the result. This sample must have the characteristics that represent the whole population. Based on the interviewed that was held by the researcher to the head master of SMPN 27 Palembang, from the 10 classes of all population. The writer will use probability sampling as a technique for taking sample. It means drawing randomly from the wider population, would be useful if the researcher wishes to be able to make generalizations, because it seeks representativeness of the wider population

To collect the data, the writer used some techniques to measure it. They are questionnaires to get correlation among parents' education, income and motivation and while English learning achievement the researcher asked the English teacher to give final score in English subject from students' achievement *(Nilai Rapot)* of the ninth grade students of SMPN 27 Palembang. As the proof of students' achievement who are taking as sample. Before taking a portion of sample, the researcher did an interview to all English teachers who teach in the ninth grade.

Finding and Interpretation
Finding

From this study, it was found that parents' education, income and motivation have positive correlation among English learning achievement. The first hypothesis proved there was significant correlation between Parents' Education (X1) and English learning Achievement (Y). The result of $R_{yx1} = 0.453$ with $R^2 = 0.453$ (or 45.3%) contributed of Parents' Education and 54.7% from other factors. From linear regression analysis, it showed that regression between X1 and Y is $F_{count} = 81.130 > F_{table(98)} = 0.195$, it means that linear and significant. Second hypothesis proved there was significant correlation between Parents'

Income (X2) and English learning Achievement (Y). the result of $R_{yx2} = 0.671$ with $R^2 = 0.450$ (or 45.0%) contributed of Parents' Income and 55% from other factors. the level of significant is (0.00) < (0.05), consequently, Ho is rejected. It means between Parents' Income and English learning Achievement significant correlation of the ninth grade students of the SMPN 27 of Palembang. third hypothesis proved there was significant correlation between Parents' Motivation (X3) and English learning Achievement (Y). the result of $R_{yx3} = 0.677$ with $R^2 = 0.459$ (or 45.9%) contributed of Parents' Motivation and 54.1% from other factors. The level of significant is (0.00) < (0.05), consequently, Ho is rejected. It means between Parents' Motivation and English Learning Achievement significant correlation of the ninth grade students of the SMPN 27 of Palembang.

Interpretation

From the result of all hypothesis proved there was significant correlation among Parents' Education (X1), Income (X2), Motivation (X3) and English Learning Achievement (Y). the result of $R_{yx1,x2,x3} = 0.685$ with $R^2 = 0.469$ (or 46.9% = 47%) contributed of Parents' Education, Income, Motivation and 53% from other factors. from linear regression analysis, it showed that regression among X1, X2, X3 and Y is $F_{count} = 28.220 > F_{table(98)} = 0.195$, it means that it means that the null hypothesis (H0) was rejected and the alternative hypothesis (Ha) was accepted. It means that happened in English Learning Achievement (Y) variable was 47% could be explained by the variants happened in Parents' Education (X1), Income (X2), Motivation (X3) 47% was specified and 53% from other factors, such as students' concentration, emotional intelligence, friends, etc. So it can be concluded that the interpretation coefficient of correlation among Parents' Education , Income , Motivation and English Learning Achievement of the SMPN 27 of Palembang was fair (enough).

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
— 1	.685[a]	.469	.452	7.838

a. Predictors: (Constant), Parents_Motivation, Parents_Income, Parents_Education

THE INTERPRETATION COEFFICIENTS OF CORRELATION

INTERVAL COEFFICIENTS	LEVEL OF RELATIONSHIP
0.00 – 0.199	Very Low
0.20 – 0.399	Low
0.40 – 0.599	Fair
0.60 – 0.799	Strong
0.80 – 1.000	Very Strong

Conclusions

There is a significant correlation among Parents' Education , Income , Motivation and English Learning Achievement . This result is obtained from the calculation in SPSS 20 of the correlational Parents' Education , Income , Motivation and English Learning Achievement applied to the sample is 0195. The critical value of the Multiple Correlation r with the 5 % significant level is 0.685. It means that the result obtained from the computation is greater than its critical

value on the other word the null hypothesis was rejected and consequently the alternative hypothesis was   accepted. Then, it was found 47% for the interpretation of coefficients correlation among Parents' Education , Income , Motivation and English Learning Achievement of the SMPN 27 of Palembang, it showed the correlational was got among Parents' Education , Income , Motivation and English Learning Achievement was fair and 53% other factors influenced, such as. students' concentration, emotional intelligence, friends, etc. Therefore, the writer concluded that correlation among the four variables above is enough.

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