CHAPTER I

INTRODUCTION

This chapter deals with the background of the research, which tells about the type of parental support and students' English achievement. The setting of the research is at MAN 1 Rokan Hulu. The limitation of the research is the focus of the researcher in this research. The formulation of the research contains a research question, which will be answered by the researcher in this research. The purpose of the research describes the purpose, which will get through the research process. The significant of the research describes contributions related to the research's result. This chapter, end up with definition of the key terms.

A. Background of the research

According to Rahayu (2017) English is an international language that used as a tool of communication not only for the students, but also for a bussinessman and people who have a job in other countries. Kasyulita (2015) added English become more important in many fields, particularly in transfering science, technology, trades. politics, etc. So, because English is important, students try to get good English achivement.

Achievement is the abilities of the students after receiving learning experience. Student achievement essentially it includes the areas of cognitive, affective and psychomotor oriented learning process experienced by students. According to Evi (2018) English achievement is something done successfully with effort, skill in aspect of reading, listening, speaking, and writing.

In learning, students can get learning resources from anywhere. Especially from the internet. According to Niati (2017) internet cannot be seperated from students. The online resources are needed to support the students in learning.

According to Donal (2018) the purpose of learning English is how students can acquire communicative competences. However, the theory sometimes does not match with the reality. Students are still unsuccessful in learning English.according Antoni (2012) studying English is quite difficut for some students, but easy for the other ones. So,to get good score in English achievement, students must learn.

According to Slameto (2010), there are two types of factors which affect student in learning. The first factor is intern factor. Intern factor is factors originating from within the individual. The second factor is external factor. External factor is factors originating from outside the individual.Family factor is one kind of external a factor. Family factor is actors that student get from family, especially from parents. Support from parents is very impotant. According to Norhaliza (2016) parental support is Parents support revolving around a wide scope. Parents are the fundamental aspect in providing a good environment for the children. Conducive and harmonious family environment affected the level of parents support in children education towards some extent. Parents with a good relationship with their children tend to provide support and encouragement for them to succeed academically including in English education. The family environment under discussed includes parents' socioeconomic state, educational ability and aspiration towards English language. So, support from parent is very important to develop a children.

Based on the researcher's prelaminary observation, the researcher had visited the MAN 1 Rokan Hulu to conduct an interview with the English teacher and some students of MAN 1 Rokan Hulu. The interview was carried out, aiming to find out the problems that exist in MAN 1 Rokan Hulu. Especially to eleventh grade about support from student parents. The researcher asked several questions relating to the problem that students get in learning English activity.

The first problem is the parents of the students. Some students said that their parents did not pay attention to students' scores. The next problem is that student parents never help students in learning because student parents did not understand the lesson. The last problem is the parental support that students get. Parental support that students get is different.

From some explantion above, the researcher focus on the last problem. The last problem is parental support that students get is different. From that, the researcher interests in conducting research entitled "*An Analysis of Students' Parental Support factors in English Learning Achievement At The Eleventh Grade of MAN 1 Rokan Hulu*".

B. The setting of the Research

Based on the background above, the researcher get some problem in this study; first, student parents do not give attention to students scores. Second, student parents never help students in learning. Third, parental support that students get is different.

C. Limitation of the Research

Based on the setting of the problem above, the researcher focuses on problem number three. Because the parental support that students get is different, so the researcher interested in researching factors of parental support in eleventh grade at MAN 1 Rokan Hulu.

D.   Formulation of the Research

Based on the limitation of the research, the formulation of the research in this study was: What are the factors of students' parental support in learning English achievement in eleventh grade at MAN 1 Rokan Hulu ?

E. Purpose of the Research

Based on the formulation of the research, the purpose of this study is: To know the factors of students' parental support in learning English achievement in eleventh grade at MAN 1 Rokan Hulu.

F. Significant of the Research

By researching an analysis of parental support in students' English achievement in eleventh grade at MAN 1 Rokan Hulu. The writer hopes that the result of the research is useful to give some contributions to English language teaching and learning as follows:

1. For the Teachers

The result of this research is useful as a reflection to improve and develop their methods of teaching and educating students in learning.

2. For the Parents

The result of this study is expected to provide input to parents in order to better support students in learning.

3. For the Students

The result of this study is expected to provide motivation in learning and be closer to their parents.

4. For the Other Researcher

The finding of the research hopefully can be useful as the source of their reference, and it is also useful to inform the readers about an analysis of parental support on students' English achievement in eleventh grade at MAN 1 Rokan Hulu.

G. Definition Key Terms

1. Parental Support

According to Norhaliza (2016), parental support is a vital requirement to ensure the academic success of students. With family support, especially from parents, students' English achievement can be further enhanced.

2. English Learning Achievement

According to Suryabrata in Asril (2011), learning achievement is the result of a process in the form of a number for evaluation, such as a report book.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter deals with the review of related theories, which tells about the theories of debate activity on students speaking achievements. A review of related findings covers some research related to this research. The conceptual framework explains the concept of this research.

A. Review of the Related Theories

1. Learning English Achievement

English subject aims to equip students with the skills to be used as a channel to acquire useful and relevant knowledge in their everyday life (Azizi Yahya, 2010). In English there are four main skills, which are the ability to listen, speak, read, and write. However, the achievement and proficiency in English are still at an unsatisfactory level. Students in MAN 1 Rokan Hulu were observed to be facing with problems and difficulties at a higher level education where most reference books were written in English.

The performance or academic achievement is the term to indicate the rate of accomplishment on a particular goal, effect towards a student's study attempt performed at their optimum level (Setiawan, 2006). The ability of students to master the English language remains a doubt despite various measures taken by the Ministry of Education to resolve the issue (Ahmad Kamil, 2000). The problems in mastering and to accomplish mastering of in the English language are not only revolved around primary but also in secondary and higher education level. Student achievement in English subject drops mainly in rural areas. Weak

literacy English skill among students has been identified as the main factor responsible for poor achievement in this subject.

To get a good achievement in English learning, students must study. Several factors influence students to learn, namely, internal factors and external factors.

2. Learning Motivation

The factors that influence learning are many types but can be classified into two groups, namely internal factors, and external factors. Internal factors are factors that exist in individuals who are learning, while external factors are factors that exist outside the individual.

a. Internal Factors

In discussing these internal factors, will be discussed into three factors, namely: physical factors, psychological factors, and fatigue factors.

1. Physical Factors
a. Health Factors

Healthy means being in good condition with the whole body and its parts / free from disease. Health is a state or a healthy thing. The health of a person influences his learning. A person's learning process will be disrupted if one's health is disturbed, but he will also get tired quickly, less excited, easy dizziness, drowsiness if the body is weak, lacking blood or interference, sensory dysfunction, and the body. In order for a person to learn well, he must ensure that

his body's health is guaranteed by always observing the provisions regarding work, study, rest, sleep, eat, exercise, recreation, and worship.

b. Body Disability

Body disability is something that causes less good or less perfect about the body. Disability can be in the form of blind, half-blind, deaf, half-deaf, broken legs, and broken hands, paralysis, and others. The state of disability also affects learning. Students with learning disabilities are also disrupted. If this happens, he should study at a special education institution or try to have aided to be able to avoid or reduce the effects of his disability.

2. Psychological Factors

There are at least seven factors that are classified as psychological factors that influence learning. These factors are intelligence, attention, interest, talent, motives, maturity, and fatigue. The following description will discuss these factors.

a. Intelligence

To provide an understanding of intelligence, J.P. Chaplin formulated it as:

1. The ability to meet and adapt to novel situations quickly and effectively.
2. The ability to utilize abstract concepts effectively.
3. The ability to grasp relationships and to learn quickly.

So intelligence is a skill that consists of three types, namely the ability to deal with and adapt to new situations quickly and effectively, knowing/using abstract concepts effectively, knowing relationships and learning them quickly.

Intelligence has a great influence on the progress of learning. In the same situation, students who have a high level of intelligence will be more successful than those who have a low level of intelligence. Even so, students who have a high level of intelligence are not certain to succeed in learning. This is because learning is a complex process with many factors affecting it, while intelligence is one factor, among other factors. If other factors are inhibiting / negatively affecting learning, students ultimately fail in their learning. Students who have a normal level of intelligence can succeed well in learning, if he learns well, meaning learning by applying efficient learning methods and factors that influence his learning (physical factors, psychology, school family, society) have a positive influence. If a student has low intelligence, he needs to get an education in a special education institution.

b. Attention

Attention, according to Gazali is the activeness of the elevated soul, that soul is solely focused on an object (things) or a group of objects. To be able to guarantee good learning outcomes, then students must have attention to the material learned; if the subject matter is not a concern of students, then there arises boredom so that he no longer likes learning. So that students can learn well, try to keep learning material always attract attention by working on the lesson according to hobbies or talents.

c. Interest

Hilgard gave the formulation of interests is as follows: "Interest is the persisting tendency to pay attention to and enjoy some activity or content". Interest is a constant tendency to pay attention and remember some activities. Activities that are of interest to a person are to be continuously considered accompanied by pleasure. So different from attention, because attention is temporary (not for a long time) and not necessarily followed by feelings of pleasure, whereas feelings of pleasure always follow interest and from that satisfaction is obtained.

Interest influences learning because if the learning material learned does not match the interests of students, students will not learn as well as they can, because there is no attraction for them. He was reluctant to learn; he did not get satisfaction from the lesson. Learning materials that attract students' interest are easier to learn and store because interest increases learning activities. If there are students who are not interested in learning, it can be endeavored to have a greater interest by explaining things that are interesting and useful for life as well as things related to their ideals and their relation to the learning material being studied.

d. Talent

Talent or aptitude, according to Hilgard is: "the capacity to learn." In other words, talent is the ability to learn. The ability will only be realized into tangible skills after learning or practicing. People who are gifted with typing, for example,

will be able to type fluently faster compared to others who are less / not talented in that field.

From the description above, it is clear that talent influences learning. If the learning material students learn is following their talents, the learning outcomes are better because he likes to learn and surely, he will be even stronger in his study. So it is important to know the talents of students and put students to study in schools that match their talents.

e. Motives

James Drever gives an understanding of the motive as follows: Motive is an effective-conative factor that operates in determining the direction of an individual's behavior towards an end or goal, consciously apprehended or unconsciously. " So, the motive is very closely related to the goal to be achieved. At in determining that goal can be realized or not, but to achieve that goal need to do, while the cause of doing is the motive itself as a driving force / impetus.

In the learning process must be considered what can encourage students to learn well or to him have a motive for thinking and focusing, planning and carrying out activities related / supporting learning.The above motives can also be instilled in students by providing exercises / habits that are sometimes also influenced by environmental conditions. the description above is clear that the strong motive is very necessary in learning, in forming strong motives that can be implemented with the exercises / habits and environmental influences that strengthen, so the exercise / habits are very necessary in learning.

f. Maturity

Maturity is a level / phase in one's growth, where the organs of the body are ready to carry out new skills. For example a child with his feet is ready to walk, hands with his fingers ready to write, with his brain ready to think abstractly and so on. Maturity does not mean that children can carry out activities continuously, for that it is needed exercises and lessons. In other words, children who are ready (mature) have not been able to carry out their skills before learning. Learning will be more successful if the child is ready (mature). So new progress to have those skills depends on maturity and learning.

g. Fatigue

Readiness, according to Jamies (2010) is: Preparedness to respond or react. Readiness is a willingness to respond or react. Willingness arises from within a person and is also related to maturity because maturity means readiness to carry out skills. This readiness needs to be considered in the learning process because if students learn and there is readiness, the learning outcomes will be better.

3. Fatigue Factors

Although it is difficult to separate, it can be divided into two types, namely physical fatigue and spiritual (psychological) fatigue. Physical fatigue is seen by the weakness of the body and the tendency to lie down on the body. Physical fatigue occurs because there is chaos in the substance of the remaining combustion in the body, so the blood does not / less smooth in certain parts.

Spiritual fatigue can be seen with lethargy and boredom so that the interest and drive to produce something is lost. This fatigue is so felt in the head with dizziness that it is difficult to concentrate as if the brain runs out of power to work.

Spiritual fatigue can occur constantly thinking about problems that are considered severe without a break, facing things that are always the same / constant without any variation, and doing things because they are forced and not following their talents, interests and attention.

From the description above, it can be understood that fatigue affects learning. So that students can learn well must avoid not to get tired in learning. So it needs to be worked out conditions that are free from fatigue. Fatigue, both physically and spiritually, can be eliminated by the following ways:

1. sleep

2. Rest

3. seek variation in learning, also in work

4. using drugs that are blood circulation, such as liniment,

5. regular recreation and worship

6. regular exercise

7. balance eating with foods that meet health requirements, for example, those that meet four healthy five perfect

8. if fatigue is very serious, quickly contact an expert, such as a doctor, psychiatrist, counselor and others

b. External Factors

External factors that affect learning can be grouped into three factors, namely: family factors, school factors and community factors. The following description addresses these three factors.

1. Family factors

Students who learn will receive influence from the family in the form of how parents educate, relationships between family members, household atmosphere and family economic situation.

a. How Parents Educate

The way parents educate their children has a profound effect on their children's learning. This is clear and confirmed by Sutjipio Wirowidjojo with his question stating that: The family is the first and foremost educational institution. The family is the first and foremost educational institution. A big healthy family means education in a small size, but it is decisive for education in a large size, namely the education of the nation, country, and the world. From the above statement, it can be understood how important the role of the family in their children's education. The way parents educate their children will affect their learning.

Parents who do not pay attention to their children's education, for example, they are indifferent to the way children learn, pay no attention to their children's interests and needs in learning, do not regulate their learning time, do not provide/complete their learning tools, do not pay attention whether children learn or not, do not want to know how their child's learning progress, difficulties experienced in learning and others, can cause children to not / less successful in their learning. Maybe the children themselves are smart, but because the way of learning is not organized, eventually the difficulties accumulate so that they experience lagging in learning. Finally, children are lazy to learn. The results

obtained, the value/learning outcomes are not satisfactory and may even fail in their studies. This can happen to children from families whose parents are too busy taking care of their work, or both parents do not love their children.

Educating children by spoiling it is a way of educating that is not good. Parents who are too sorry for their children do not have the heart to force their children to learn, even if the child does not learn with reason reluctantly, is not true, because if it is allowed to drag on the child becomes naughty, do whatever they want, surely the learning becomes chaotic. Educating children by treating them too hard, forcing, and chasing their children to learn is a way of educating that is also wrong. Thus the child is overcome with fear and ultimately hates learning; even if the fear becomes more serious, the child will experience psychiatric disorders due to these pressures. Such parents usually want their children to achieve very good achievements, or they know that their children are stupid but do not know the cause, so the child is being chased to overcome/pursue weaknesses.

This is where guidance and counseling play an important role. Children/students who experience the difficulties above can be helped by providing the best possible tutoring. Of course, the involvement of parents will significantly influence the success of the guidance.

b. Relationship between family members

The most important relationship between family members is the relationship between parents and their children. In addition, children's relationships with siblings or with other family members also influence children's

learning. The form of a relationship, for example, whether the relationship is full of love and understanding, or filled with hatred, an attitude that is too hard, or an attitude of indifference and so on. Likewise, if a child's relationship with his sibling or with other family members is not good, it can cause similar problems.

The relationship between family members is closely related to the way parents educate. The description of the way parents educate above shows a lousy relationship. Such relations will cause the child's development is hampered, learning disrupted, and can even cause other psychological problems. For the sake of smooth learning and the success of children, good relationships should be sought in the child's family. A good relationship is a relationship that is full of understanding and affection, accompanied by guidance.

c. Home atmosphere

The home atmosphere is intended as a situation or events that often occur in families where children are located and learning. The atmosphere of the house is also an important factor that does not include a deliberate factor. Noisy/crowded home atmosphere will not give peace to children who are learning. This atmosphere can occur in families with too many inhabitants. The atmosphere of the house is tense, noisy, and often quarrels occur between family members or with other families causing children to become bored at home, like going out of the house, resulting in chaotic learning.

Houses that are often used for purposes, for example, for receptions, meetings, parties, family ceremonies, and others, can interfere with children's learning. A noisy house with radio, tape recorder or TV when studying, also

interferes with children's learning, mainly to concentrate. All of the examples above are home atmosphere, which has a negative influence on children's learning.

Furthermore, so that children can learn well, it is necessary to create a home atmosphere that is calm and serene. In a calm and peaceful atmosphere of the house, children will feel at home staying at home, and children can also learn well.

d. Family economic situation

The family economic situation is closely related to children's learning. Children who are learning besides fulfilling their basic needs, for example, food, clothing, health protection, and others, also need learning facilities such as study rooms, tables, chairs, lighting, stationery, books and others. Learning facilities can only be fulfilled if the family has enough money.

If the child lives in a low-income family, the basic needs of the child are not met. As a result, the child's health is disrupted, so children's learning is also disrupted. Another result is that the child will feel sad, so the child will feel ashamed of his friends; this will undoubtedly interfere with children's learning. Maybe even children have to work to make a living to help their parents, even though the child is not yet the time to work, things that will also interfere with children's learning. Although there is no doubt about the possibility of children who are completely deprived and always suffer due to a weak family economy, it is precisely the circumstances that are so encouraging for him to study harder and ultimately have great success.

Conversely wealthy families, parents often tend to spoil children. Children just have fun and dissipate. As a result, children are less able to focus on learning. It also can interfere with children's learning

e. Understanding Parents

Learning children need encouragement and understanding from parents. If the child is studying, do not be bothered with tasks at home. Sometimes children will experience a lack of enthusiasm; parents are required to provide understanding and support, help the difficulties experienced by children at school. If you need to contact the teacher to find out their progress.

f. Cultural Background

The level of education or habits in the family influences the child's attitude in learning. It needs to be taught to children about good habits, to encourage the child's enthusiasm for learning.

2. School factors

School factors that influence learning include teaching methods, curriculum, teacher-student relations, student-student relations, school discipline, lessons and school time, the standard of learning, building conditions, learning methods and homework assignments. The following are discussed these factors one by one.

a. Teaching Method

The teaching method is a way/path that must be passed in teaching. Teach itself, according to Karo Karo, is presenting learning material by people to others so that other people accept, master, and develop it. In educational institutions, other people referred to above are referred to as students/students and students, who in the learning process in order to receive, master and further develop the learning material, the ways of teaching and learning must be as precise and precise as possible and as efficiently and as effectively as possible.

From the description above, it is clear that teaching methods affect learning. Teachers' methods of teaching that are not goodwill affect student learning that is not good too. Inferior teaching methods can occur, for example, because the teacher lacks preparation and lack of mastery of the subject matter so that the teacher presents it unclear or the teacher's attitude towards students and the subject itself is not right, so students are less happy about the lesson or the teacher. As a result, students are lazy to learn.

Teachers usually teach using the lecture method only. Students become bored, sleepy, passive, and just take notes. Progressive teachers dare to try new methods, which can help improve teaching and learning activities and increase student motivation for learning. In order for students to learn well, teaching methods must be tried as appropriate, efficient, and effective as possible.

b. Curriculum

The curriculum is defined as several activities given to students. Most of the activities are presenting learning materials so that students receive, master and

develop learning materials. The subject matter affects student learning. A curriculum that is not good will not have a good effect on learning.

The curriculum is not suitable for example, the curriculum that is too dense, above the ability of students, not following the talents, interests, and attention of students. Keep in mind that the instructional system now requires a teaching-learning process that is concerned with the needs of students. The teacher needs to explore students well, must have detailed planning, so they can serve students learning individ   ually. The curriculum now cannot provide such planning guidelines.

c. Relationship of teachers with students

Teaching and learning process occurs between teachers and students. The process is also influenced by the relationships that exist in the process itself. So the way students learn is also influenced by their relationship with the teacher.

In a good relationship (teacher with students), students will like the teacher, will also like the subjects that are given so that students try to learn as well as possible. The opposite also happens if students hate the teacher. He was reluctant to study the subjects he gave. As a result, his studies did not progress.

Teachers who lack interaction with students intimately cause the teaching-learning process is less smooth. Also, students feel far from the teacher, so they actively participate in learning.

d. Student relations with students

Teachers who are not close to students and are not wise, will not see that in the class, there are groups that compete with each other unhealthy. The class spirit is not fostered; even the relationship of each student is not visible.

Students who have traits or behaviors that are less pleasing to other friends, have low self-esteem, or are experiencing inner pressures, will be alienated from the group. As a result, the problem is getting worse and will interfere with learning. Moreover, he became lazy to go to school for many reasons because, at school, he experienced unpleasant treatment from his friends. If this happens, students are immediately given guidance and counseling services so that they can be accepted back into the group.

Creating good relationships between students is necessary in order to have a positive influence on student learning.

e. School discipline

School discipline is closely related to the craft of students in school and also in learning. School discipline includes the discipline of teachers in teaching by carrying out discipline, employee discipline in the administration and cleanliness/regularity of classrooms, school buildings, courtyards and others, the Principal's discipline in managing all staff and students, and the discipline of the BP team in its service to students.

All school staff who follow the rules and work with discipline make students disciplined as well, while also having a positive influence on learning.

Many schools have less discipline in their implementation, which affects students' attitudes in learning, is less responsible, because if they do not carry out their assignments, there is no sanction. Where in the learning process, students need discipline, to develop strong motivation.

Thus, for students to learn more advanced, students must be disciplined in learning both at school, at home, and in the library. In order for students to be disciplined, the teacher and other staff must also be disciplined.

f. Learning tools

Learning tools are closely related to student learning because the learning tools used by the teacher when teaching are also used by students to receive the material being taught.complete and appropriate learning tools will facilitate the reception of learning materials provided to students. If students readily accept lessons and master them, their learning will become more active and more advanced.

The reality now, with the many demands that go to school, requires tools that help students learn in large numbers too, such as books in libraries, laboratories, or other media. Most schools still lack media in both quantity and quality.

Trying to have good and complete learning tools is necessary so that teachers can teach well so students can receive lessons well and can learn well too.

g. School time

School time is the time of the teaching and learning process at school, when it can be morning, afternoon, or evening. School time also influences student learning. If a student is forced to go to school in the afternoon, it will be less accountable. Where students have to rest but are forced to go to school until they listen to the lesson while sleepy and so on. Instead, students learn in the morning; the mind is still fresh, physically in good condition. If students attend school when their body condition is tired/weak, for example during the day, they will experience difficulties in accepting lessons. The difficulty is caused by students having difficulty concentrating and thinking on the condition of the weak body earlier. So choosing the right school time will have a positive influence on learning.

h. Learning standard above size

Teachers are of the opinion that to maintain their authority, they need to give lessons above the standard size. As a result students feel less able and afraid of the teacher. When many students are unsuccessful in learning their subjects, such teachers feel happy. But based on learning theories, which keep in mind the different psychological developments and personalities of students, this should not happen. The teacher in demanding mastery of the material must be in accordance with the abilities of each student. The important thing is that the goals that have been formulated can be achieved.

i. State of the building

With a large number of students and their various characteristics each demands that the condition of the school building must be adequate in each class. How can they possibly study well, if the class is not sufficient for each student?

j. Learning method

Many students carry out the wrong way of learning. In this case the teacher needs guidance. With the right way of learning will also be effective student learning outcomes. Also in the division of time to study. Sometimes students study irregularly, or continuously, because tomorrow will be a test. By learning so students will not get enough rest, maybe even fall sick. It is necessary to study regularly every day, with a good division of time, choosing the right way of learning and getting enough rest will improve learning outcomes.

k. Homework

Learning time is mainly at school, in addition to learning time at home let it be used for other activities. So it is hoped that the teacher does not give too many tasks to be done at home, so that the child does not have time for other activities.

3. Community factors

Society is an external factor that also affects student learning. The influence was due to the presence of students in the community. In the following description the author discusses the activities of students in society, mass media, socializing friends and forms of community life, all of which affect learning.

a. Student Activities in the Community

Student activities in the community can benefit his personal development. But if students take part in too many community activities, such as organizing, social, religious activities, etc., their learning will be disrupted, especially if they are not wise in managing their time.

It is necessary to limit student activities in the community so as not to interfere with their learning. If possible choose activities that support learning. These activities are for example English language courses, PKK Youth, discussion groups and so on.

b. Mass Media

Included in mass media are cinema, radio, TV, newspapers, magazines, books, comics and others. All of that exists and circulates in society. Good mass media gives a good influence on students and also on their learning. Conversely, bad mass media also has bad effects on students. For example, students who like watching movies or reading detective stories, promiscuity, fornication, will tend to act like the characters admired in the story, because of the influence of the storyline. If there is no control and guidance from parents (even educators), surely the enthusiasm of learning decreases and even retreats altogether.

So it is necessary for students to get guidance and control that is quite wise on the part of parents and educators, both in the family, school and community.

c. Associating Friends

The influences of students associating friends more quickly enter his soul than we thought. Good associates will have a good effect on students, and vice versa, bad associates will certainly influence bad ones too. Bad associates, such as staying up late, wandering around, smoking addicts, films, drinking, especially immoral friends, adulterers, drunks and others, will surely drag students into danger and will surely learn. Become messy.

In order for students to learn well, it is necessary to make sure students have good associates and good social coaching and supervision from parents and educators must be wise enough (not too strict but not to be careless).

d. Forms of Community Life

The life of the community around students also influences student learning. A society consisting of people who are not educated, gamblers, steals, and have bad habits, will have a bad effect on the children (students) who are there. Children/students are interested in participating in doing what the people around them do. As a result, their learning is disrupted, and even the child/student loses enthusiasm for learning because his attention was initially focused on the lesson moving to the actions that are always done by those around him who were not good. Conversely, if the environment of children is well-educated people, they educate and send their children to school, enthusiastic about the noble ideals of their children's future, children/students are also affected by the things that are done by people its environment so that it will act like the people in its environment. That influence can encourage the spirit of children/students to study

harder. It is necessary to strive for a good environment so that it can have a positive influence on children / students so that they can learn as well as possible.

3. Parental Support

One of the factors that influence parents' support in children's English education is the families' environment. According to Sandeep (2018), the family is the basic unit, and the parents are primary agents who prepare the children for future responsibilities. Parental support is the main factor that makes environmental conditions support the development of their children. So, children need support from their parents.

According to Norhaliza (2016), parental support is a vital requirement to ensure the academic success of students. With parental support, students' English achievement can be further enhanced. The parents have to ensure the accomplishment of all children necessities as their failure in completing this requirement will have an impact on their education. When children feel appreciated and loved, they will strive to improve their performance in school. With parent's support, there will be a particular improvement in children's achievement in English subject. Parents are a fundamental aspect of providing a suitable environment for children. Conducive and harmonious family environment affected the level of parents' support in children's education to some extent. Parents with a good relationship with their children tend to provide support and encouragement for them to succeed academically, including in English education. The family environment under discussion includes parents' socio-economic state, scholastic ability, and aspiration towards the English language.

a. Parents Socio-economic Factor

According to Barathi (2017), the education of children is not only affected by the educational background of their parents, but it is also strongly related to socio-economic background of their parents. Along with their ability to educate their children, parents' economic status plays a significant role in the education of children. Parents with low incomes often have to work overtime to earn a small salary. According to Norhaliza (2016), this is because parents from low socio-economic backgrounds prioritized continuity of income sources rather than providing more attention to their children's education. The parents with poor backgrounds paying less attention to their children's educational achievement as their priority is in finding the income sources for the family. Low-income parents are unable to provide favorable situations in terms of providing the best learning environment for their children and, at the same time will affect their performance. Hence, student achievement in their English education is influenced by their parents' socio-economic status to some extent.

b. Parents Education Ability Factor

According to Gemechu (2018), students with families who were competed in college education tend to achieve at the highest levels. Students whose families were well educated will have a far better statistical chance of participating in tertiary education. Highly educated parents, especially in English, will be more motivated to support their children to succeed. According to Ahmad (2013), the parents would be in an excellent position to be second teachers to the child and even guide and counsel the child on the best way to perform well in education and

provide the necessary materials needed by the child. Highly educated parents will be more confident to assist in teaching children English at home. So children will also get an education at home. According to Norhaliza (2016), parents with low educational background in English will provide less assistance to children in learning English at home. This is caused by a lack of parental awareness about the importance of children's education.

    c.   Parents Aspiration towards English

According to Norhaliza (2016), parents' aspiration towards the English language is their hope and expectation of their children's English education. Parent's aspirations for their children's academic achievement will affect the level of motivation and the children's desire to excel in their academics. According to Georgina (2016), aspirations of parents are one of the main predictors of academic achievement and social development of children, especially in decision-making on the future of education. The high parents' aspirations towards the English language will surely promote children's interest to learn and master the language. Parents who have high aspirations for their children's English education will provide more support, encouragement, and motivation to ensure their children's success in mastering English.

B. Review of Related Findings

Many researchers have reported to expose the identification of students achievements in learning English to make the teaching and learning procces more effective, some of the researchers' finding some concisely below:

The first researcher by Evi Setyaningsih (2011) with title "A Descriptive Study on the Role of Parental Support toward Students' Learning English at Al-Badar Islamic Elementary School". The result of the research about the study on the role of parental support towards students learning English are as follows: support given by parents are, motivation support, support of facilities, and material support; parents provide good control of the child; parents provide facilities to support learning facilities children at home; these facilities include books, magazines, internet, dictionary, English movie and educative game. That role and support make the children have good English language skills.

The second researcher by Norhaliza binti Yusup (2016) with title "The Influence of Parental Support and Its Relationship with Students Achievement in English Education". The discussion on this paper aimed to observe the influence of parents support towards the achievement of students in English language. Precisely, this paper is inspecting the relationship between parents support and their involvement towards students' achievement in learning English. This paper is important to allow the parents to examine the importance of their support and involvement in children's education. In addition, this paper also discusses on the challenges in the context of English proficiency among students. As an impact, this paper was proposed to increase the parents understanding as well as the responsible parties to provide various suitable strategies in order to enhanced English proficiencies among students. It is hoped that this paper can widen parents' perspective and understanding towards various issues related to their support towards English education achievements among students.

The third researcher by Bushra Iqbal Chohan (2010) with title "Impact of Parental Support on the Academic Performance and Self Concept of the Student". The findings of the study revealed that parents' contribution to their children's education has a consistent and positive effect on academic achievement and on the self-concept.

The fourth researcher by Mohammad Hasan (2016) with title "Correlates of Parental Support and Academic Achievement of Male and Female Socondary School Students" findings revealed the positive significant relationship as well as no significant difference vetween academic achievements and parental support of secondary school students. Findings are interpreted in terms of educational implications and need for further research is also suggested.

The fifth researcher by Sarita Y. Shukla (2015) with title "Parental Support for Learning and High School Students' Academic Motivation and Persistence in Mathematics". These findings indicate that at-home parental support for learning is significantly positively associated with students' academic motivation and persistence for mathematics in the classroom, which, in the long run, may improve high school students' mathematics achievement.

The sixth researcher by Fairuz Sakila (2018) with title "The Correlation between Parental Support and Students' English Achievement at MTsN 7 Tulungagung". The result showed based on SPSS 16 goes to 0.753. Mean while according to the table of rank spearman value with N = 20 at the degree 5% of significance of correlation goes to 0.447 and the degree 1% of significance of correlation goes to 0.570. So it can be said that the value of statistical analysis
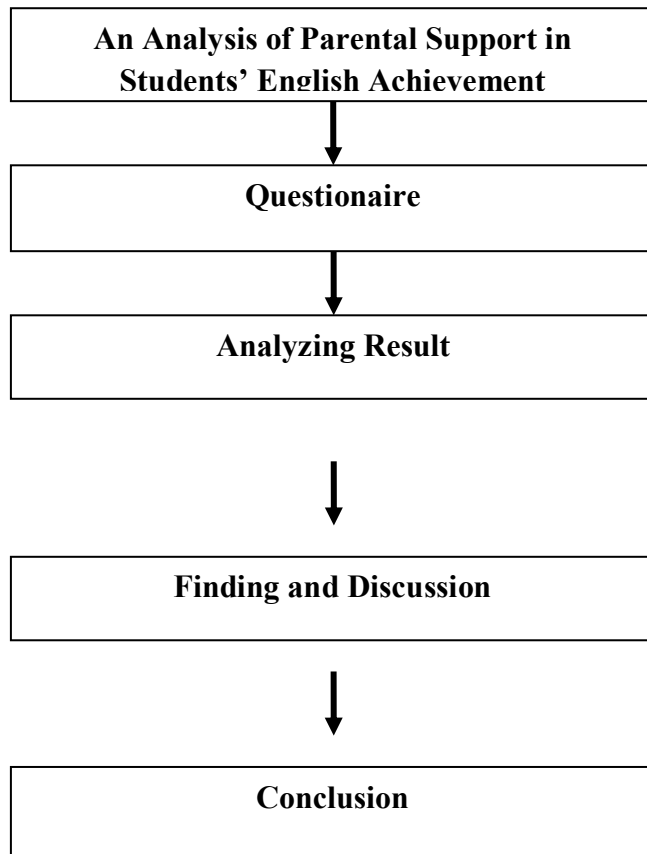
0.753 is greater than 0.447 and 0.753 is greater than 0.570. It means that the null hypothesis (Ho) is rejected and the alternative hypothesis (Ha) is accepted. In other words, it can be said that there is positive correlation between parental support and students' English achievement at MTsN 7 Tulungagung.

The seventh researcher by Shafrida Wati (2016) with title" Parental Involvement and English Language Teaching to Young Learners: Parents' Experience in Aceh". Result revealed that parents have very positive attitude towards the language teaching to young learners. They enthusiastically support their children by helping them doing assignments, memorizing the vocabulary, providing learning medias such as English books, vocabulary pictures, English cartoon's films, puzzles, and asking teachers the topic they do not understand from their children's textbook. Lower education and lower income parents showed more enthusiasm in supporting their children.

C. Conceptual Frame Work

Conceptual framework is a diagram of the outline this research, the researcher described the processes of the research into a diagram in order to a ease the reader understand the researcher would conduct the outline of the research by the following diagram:

Figure 1. Conceptual Framework

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┌─────────────────────────────────────┐
│   An Analysis of Parental Support in │
│    Students' English Achievement     │
└─────────────────────────────────────┘
                   │
                   ▼
┌─────────────────────────────────────┐
│             Questionaire             │
└─────────────────────────────────────┘
                   │
                   ▼
┌─────────────────────────────────────┐
│           Analyzing Result           │
└─────────────────────────────────────┘

                   │
                   ▼

┌─────────────────────────────────────┐
│        Finding and Discussion        │
└─────────────────────────────────────┘

                   │
                   ▼

┌─────────────────────────────────────┐
│              Conclusion              │
└─────────────────────────────────────┘
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From the conceptual framework above, the researcher gets the parental support in students' English achievement. The researcher chooses the use of parental support in students' English achievement in eleventh grade at MAN 1 Rokan Hulu as sample of the research. Then, the researcher choose five students in every class in eleventh grade at MAN 1 Rokan Hulu. And then, students will be given questionaire about their parental support in students' English achievement. From the questionaire, researcher gets the research finding and will be make a conclusion about this research.

CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses the research methodology of the research. It consists of a research design. The researcher uses a descriptive qualitative method. This research also discusses the setting of the research, the instrument of the research, and discusses the technique of collecting data and the technique of analyzing data.

A. The Research Design

In this research, the researcher uses descriptive qualitative. Sugiyono (2005) states that the descriptive method is a method used to describe or analyze a research result but not used to make broader conclusions. By using this method, the researcher can to describe and find out the type of parental support in MAN 1 Rokan Hulu.

B. The Setting of the Research

The researcher will be conduct at eleventh grade students in MAN 1 Rokan Hulu.

C. The Population and Sample

A. Population

According to sugiyono (2017; 80) population is a generalization area consisting of: objects/subjectsthat have certain qualities and characteristics determined by researchers to be studied and then drawn conclusion. The

population in this research was all of the students at the eleventh grade MAN 1 Rokan Hulu.

Table 1. Number of Students

No	Class	Number of students
1.	XI AGAMA 1	21
2.	XI AGAMA 2	23
3.	XI MIA 1	21
4.	XI MIA 2	22
5.	XI IIS	22

B. Sample

According to sugiyono (2017;81) sample is part of the number and characteristics possessed by the population. If population is big the researcher is impossible for learning all there in the population because limited donation, energy and time but conclusion is sample that taken from population have to presented. In this research, the researcher get the sample using purposive sampling. So, in taking the sample of the research, the researcher were 18 students.

D. The Instrumentation

Instrument is a tool or media that used by researcher to collect the data. According to Sugiyono (2017:102), instrument is a tool used measure obseerved

natural and social phenomena. In this research, the researcher use research intruments with questionaire and interview.

1. Questionaire

According to Sugiyono (2013) questionaire is a data collection techniques carry out by giving a set of written questions or written statements to respondents to be answer. So, to see students' parental support in eleventh grade at MAN 1 Rokan Hulu, the researcher using questionaire.

2. Interview

To know parental support in learning English achievement, the research will use interview to collect the data. The researcher interview the students' parents. The researcher give 8 questions to parents about the support of parents to students.

E. The Technique of Collecting Data

According to Sugiyono (2013) in qualitative research, the data was obtained from various sources, using various data collection techniques (tringulation), and carried out continuously until the data was saturated. There are some procedures to conduct the data. First, the researcher identify the factors that are in parental support. Second, the researcher prepare the questionaire about the factors of parental support at MAN 1 Rokan Hulu. Third, the researcher send the questionaaire to students. Fourth, the researcher gives the questionaire to student. Finally, the researcher collect the questionaire from student to analyze.

F. The Technique of Analyzing Data

According to Sugiyono (2013) Analysis is used to understand the relationships and concepts in the data so that hypotheses can be developed and evaluated. The researcher have some steps to analyze the data. First, the researcher read the questionaire that was given to students carefully. Second, the researcher identify the factors of parental support that students get in learning English. Third, the researcher classify the factors parental support that students get in learning base on the factors of parental support. Finally, the researcher conduct the result and will be presents in result finding, with the aim to find out the parental support that students get in learning English.

In research questionaire, every number item had alternative answer with categories always, often, sometimes, seldom and never. The item positive and negative answers were as follow:

Table 2.Score Item

No	Answer	Score
1.	Always	5
2.	Often	4
3.	Sometimes	3
4.	Seldom	2
5.	Never	1

(Sugiono : 2013)