

**THE INFLUENCE OF PARENTS' PARTICIPATION ON
STUDENTS' INTEREST IN LEARNING ENGLISH
AT THE ABBASIYAH JUNIOR ISLAMIC HIGH
SCHOOL TELUK PINANG, INHIL**



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A Thesis

Submitted in partial Requirement for
The Bachelor degree in English Education



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CHAPTER I

INTRODUCTION

A. Background of the problem

Education is very important for people, according to Ahmad D. Marimba (1980: 45-46), the purpose of education is to realize individuality that have some abilities, such as intelligent and knowledge, education not only get in formal institution but also in non formal institution, the correlation of these institutions is very important to reach a purpose of education effectively.

School is a formal institution, which involves correlation between teacher and students to achieve the aim of learning. Muhammad Ali (1999:4) says that teaching and learning process at school happens if there are some components, they are teacher, students, and material. The interaction between these component involves the kinds of learning such as method, material, and conditional classroom, until appropriate with the aim of learning process.

We know that English is touch in every level of education , because English is used for various purposes, especially in school area.

Learning English as foreign language cover the acquisition of four basic language skills that are speaking, reading, writing, and listening. So, to lear it is not easy, because of that most of students do not interest to learn English, it is happen in everyb level of education, especially in Abbasiyah junior Islamic high school Teluk Pinang.

Interest is persisting tendency to pay attention and enjoy some activities in learning English, interest should be arrested, by arising students interest in learning English, one might come to improve the way thinking and the way of studying, so that students can nad master in learning English.

According to Elizabeth (1978: 420), an interest has been explain as something with the child identities his personal being. Interest are source of motivation which drive people to de when they are free to chouse, when they see that something will benefit them, they become interest in it. This in turn, leads to satisfaction, when satisfaction wanes, so does interest.

When itv is taken into research problem, students' interest is an influential factor in learning, in other words learning achievement will be determinate by interesting in learning.

In generally, there are two factors that influence of interest, that are internal factor and external factor. Internal factor include: ratio, psychology, sociology, attitude, necessity and willingness: attention, monitoring, conception, perception, attitude, and felling.

While external factors include: social environment, natural environment, and family. WS 1998:31 As quoted by Haasnawati (2004) state that someone can be categorized has an activity. It is clear that students' interest is determinate by some factors, whether internal factors or external factors.

Parents are one of the external factor that taking the first place of children, mean's that children/students' interest in learning can be influence by parents as an external factor, it's suitable with stream of emprise.

Teevan and McGhee in Eri Nurwin (2005: 160) says that children whose parents encourage their independence from an early age and praised a reward for their success tend to become more interesting in learning

In connection with statement above, parents participation is needed to support teacher activities in teaching and learning process at school, because parents are the first place of children learning.

Furthermore, Lester and Crew (1978: 117) say that there is no participation between two important things except participation between teacher and parents, mean's that Parents may not to surrender their children for one hundred percent to the teacher, parents and teacher should be mutual understood and known about the identity and the characteristic of children/students in learning.

Here, he writer sure that teacher's mastery will not be able to make students' interest in learning English without participation of parents, because, the members of parents constitute of children first environment (Elizabeth B.Hurlock.1978:494). Parents are also the first institution the children to mthe notion of age grading an important perceptual attribute that greatly influences the way individual in learning (Larry A.Samover: 132).

While the teacher is only as a person who will bring and transfer knowledge to the students. So, parents' participation as play an important part to improve Students' interest in learning English. Parents are the first person who has responsible of children's education. (Ihsan. 1978:132), and than Hasbullah says that parents should pay attention their children in learning that is by

attention their knowledge and give motivation to them in learning English. parents who always encourage the children in learning, it's will made more interesting in leaning.

Students who received learning encouragement from much side both parents and peers performed better in school than those who received encouragement from only one source (Lee and Smith, 1991. Darling and Steinberg's 1997), it's mean that parents' participation is play an important part to improve students' interest in learning, especially in learning English.

Dealing with statement above, the writer interest to conduct research study about this problem, because the writer found some phenomena as follows, the writer wont to know the influence of parents' participation on students' interest in learning English. The phenomene are;

1. Most of students are not interest in learning English
2. Most of students are lazy to lear English
3. Most of students seldom do homework.

Based on he phenomena above, the writer is interesting in writing research entitle "THE INFLUENCE OF PARENTS' PARTICIPATION ON STUDENTS' INTEREST IN LEARNING ENGLISH AT THE ABBASIYAH JUNIOR ISLAMIC HIGH SCHOOL TELUK PINANG, INHIL"

B.The problem

1. The Identification of Problem

Based on the background and phenomena above, the writer can identify the problem as follow:

- a. Do the parents' participate improve students' interest?
- b. How does parents' participation improve students' interest to learn English?
- c. How do parents pay attention and motivation to learn English?

2. The Limitation of the Problem.

In this research the writer only focuses on the influence of parents' participation on students' interest in learning English at the Abbasiyah junior Islamic high school Teluk Pinang.

4. The Formulation of the Problem.

- a. Is there any significance influence of parents' participation on students' interest in learning English?

D. The Objective and The needed of The Study.

1. The objective of the study

Based on the formulation of the problem above, the writer takes the objective of he study as follows;

- a. Ton find out is there any significance influence of parents' participation on students' interest in learning English.

2. The needed of the Study

In this research, the writer hopes the result of the study can be useful as follows:

- a. As the source of information and contribution to the parents and teachers as educator for the students of Abbasiyah junior Islamic high school Teluk Pinang
- b. As the source of knowledge for the writer as a students of English Education department of Education and Teacher training Faculty of State Islamic University Sultan Syarif Kasi Riau.
- c. Fulfilling the condition for finishing study in English Education Departement of Education and Teacher Training Faculty of State Islamic University.

E. The Definition of the Key term.

To avoid misunderstanding and misinterpreting, it's necessary for the writer to explain the term that used in this study, they are defined as follows:

- a. Influence.

Influence is the effect that something has on the way a person or behaves or on he way that something works or develops (Hornby.2006: 666).

Whereas, in this research means a study to find oout the effect of parents' participation on students' interest in learning English.

- b. Participation.

According to ppeter and yenni salim, participation is a participate of someone's in activities. While Mubyarto says that participation is as a willingness of someone to half a program or activity

c. Interest.

Interest means persisting tendency to pay attention and enjoy some activities or content (Slamito.1995 57), while Hornby says that interest is a condition of wanting to know of a quality that arouse concern of curiosity, to hold one's attention.

d. Learning.

Learning is the process by which an activity originates or is changed through laboratory or in procedures (whether in the laboratory or in natural environment) as distinguished from changes by factors not attributable to training (Ernst R.Hilgard. 1998: 48).

CHAPTER II

THEORETICAL FRAMEWORK

A. Theoretical Framework

1. The nature of Learning

Learning is the process by which an activity originates or is changed through laboratory or in procedures (whether in the laboratory or in the natural environment) as distinguished from changes by factors not attributable to training (Ernst R. Hilgard)

And then Kimble and Garmazy (1963: 133) says that learning is acquiring or getting of knowledge of a subject or skill by study, experience, or interaction. Learning is a relatively permanent change in a behavioral tendency and is the result of practice.

Breaking down the components of the definition of learning, we extract as we did with language, domains of research, and inquiry.

1. Learning is acquisition or getting
2. Learning is retention of information or skill.
3. Retention implies storage systems, memory, and cognitive organization.
4. Learning involves activities, conscious focus on and acting upon events outside or inside the organism.
5. Learning is relatively permanent but subject for getting.
6. Learning involves some form of practice, perhaps reinforced practice.

7. Learning is a change in behavior.

These components can also give way to a number of sub fields within the discipline of psychology: acquisition process, perception, memory (storage) systems, recall, conscious and theories of practice. Very quickly the concept of learning became every bit as the concept of language. (H. Douglas Brown. 2000: 7)

Learning English is the process by which an activity originates of is changed English language, one of the basic problems in foreign learning is to prepare students to be able to use the language (Martin Bygate: 30). Learning English as a foreign language covers four basic language skills they are speaking, reading, writing, and listening. To learn these four basic language skills needs various factors that are motivation, attitude, and interest.

Interest is the main factor that is necessary in someone's life, especially for a person who is still in the age of school, without interest students will lack motivation and attitude to learn.

2. The nature of Interest.

Interest is one of the things that are very important in human life, everything that people will do always relates to the interest. Many experts give definitions about interest, some of them are:

1. Sukarmi and Muspita (1998: 10) says that interest is a tendency toward something to be frequently noticed and recalled gaudily. Interest is closely related to feelings mainly pleasure. Therefore, interest will be happening because of pleasure toward something.

2. Hillard is Slameto (1998: 57) defines interest is persisting tendency to pay attention and enjoy some activities or content.
3. Muhibbin Syah (1999: 136) argues that interest is high desire or big wish toward something.

From the definition above, we know that interest as a factor that can influence some one when he/she wants to do something. Without having interests, some one will have no any willingness to do everything.

Meanwhile, interest is interrelated with motivation. Sometimes we cannot differentiate them, we tend to name that they are in the same meaning, however they different, but they are linked each other.

According to Elizabeth B.Hurlock (1978: 420) states:

“An interest has been explained as something with the child identities his personal being. Interest are sources of motivation which drive people to do when they are free to choose when they see that something will benefit them, they become interest in it. This in turn leads to satisfaction wanes does interest. It is clearly stated that interest is source motivation.

a. The component of Interest

Interest can be divided in to two. They are:

1. Expressed interest: some can express his or her interest through certain words. By saying “I like English vary much” and ECT.
2. Manifested interest: Some one can manifested his or her interest through certain activities. For example some one is interest in English, she or he

will buy English book, English dictionary or everything that relates to English . (Dewa Ketut Sukardi, 1989: 63) as quoted by Gustimayana.

In term of teaching and learning, an interest is also hold a prominent role. The statement are state by Elizabith above gives view to us that interest is source of Motivation. Automatically, if there is no interest from students, so they will have not motivation to learn. In teaching and learning process, there are three components involved that are interrelated each other can not be divorce, they are teacher, students, and materials as pointed by Muhammad Ali (1994: 4)he says that teaching and learning process is the point of normal Education process of school which consist of teaching components like teacher, material, and students. Beside that, to get teaching and learning process more effective, parents' participation is also needed.

Dealing with statement above, interest cannot be divorce from teaching and learning process. The teacher as an educator, guide and others has to know about his her students. If the students are not interested in learning English subject, so it is very difficult for students to catch and the lesson in teaching and learning process will not run well. Here the participation of parents is a psychologist. How to improve students' interest? And can it be improve? These questions can be answered by Kurt singer dtatement, which was traslated by Sitorus (1973: 93). Interest is not a thing possessed by someone without cause, but it is a thing that can be developed.

Clearly, we can see that interest is necessary in some one's life, especially for a person who still in the age of school. Without interest learner will lack motivation to learn.

Dealing with this case, according to Alisuf Sabri (1996: 84) in his book "education psychology" the role of interest in learning is bigger than attitude in which the interest it self, have roles as motivating forces "it means that it is as a power to urge the students to learn. In addition, he states that an interested students in learning will be seemed pushed continuously to learn diligently.

b. The basic of Interest.

a. Learning will be interesting for students if there is relation ship between the lesson and the students' real life.

b. The lesson will be more interesting form the students, if they are get pay attention and motivation from their parents. We can see that parents plays important roles in improving students' interest in learning English. If the parents does not consider about their children interest, he goals of teaching and learning process at school will be pursue.

It is clear that parents' participation is also view as a factor that can attract students' interest in term of their behavior, attitude and their personality. If the students does not get pay attention from their parents, the goals of teaching and learning process will not reach effectively,

c. The factors that influence of interest

In generally, there are two factors that influence of students' interest, that are internal factor and external factor. Internal factors include: ratio,

psychology, sociology, attitude, necessity and willingness: Attention, Monitoring, Conception, Perception, Attitude, and Felling

While external factors include: social environment, natural environment, and family. WS 1998: 31 as quoted by Hasnawati (2004) states that someone can be categorized has an activity.

Parents are one of the external factor that taking the first place of children, means that children/students' interest in learning can be influenced by parents as an aexternal factor, it is suitable with stream of emprise. Teevan and McGhee in Eri Nurwin (2005: 160) says that parents who always encpourage their children in learning and prises a reward for their success tend to become more interesting in learning.

Traditionally, family status variables such as parents' level of education have been regarded as predictors of children/students' interest in learning. Increasingly, research has suggested that, rather than having a direct association with children/students' interest in learning. Parents' level of education is part of a larger constellation of psychological and sociological variables influencing children's school outcomes Clark, Reginald. 1989: 84), means that, students' interest in learning English also will be influenced by the level of parents' Education. Students whose parents have high Education, they will get more attention from their parents, and they have more interesting in learning.

Moreover, attendant on higher levels of education may be access to resources, such as income, time, energy, and community contacts, that allow for greater parental involvement in a child's learning. Thus, the influence of parents'

level of education on students outcomes might best be represented as a relationship mediated by interactions among status and process variables.

The literature also suggests that level of education influences parents' knowledge, beliefs, values, and goals about children, so that a variety of parental behaviors are indirectly related to children's learning performance. For example, higher level of education may enhance parents' facility at becoming involved in their children's interest in learning, and also enable parents to acquire and model social skills and problem-solving strategies conducive to children's learning success. Thus, students whose parents have higher levels of education may have an enhanced regard for learning, more positive ability beliefs, a stronger work orientation, and they may use more effective learning strategies than children of parents with lower levels of education.

3. The nature of Participation

Participation is a participate of someone's in an activity (Peter and Yenni Salim. 1978: 17) Mubyarto (1980. 10) says that participation is as a willingness of someone to half success of program without sacrifice the important of self.

Participation on the principle is to send a long with peoples in solving a problem that become responsibility of them because still relate with the importance of many peoples.

Participation that the writer means here is participation of parents to improve students' interest in learning English, because students' interest is persisting tendency to pay attention and enjoy some activities in learning. Lester

ang crew (1078:117) says that there is no participation between two important things except participation between school and house. Its mean that teacher and parents should be mutual supporting to improve students' interest.

Parents' participation is play an important thing to improve students' interest in learning English, however parents have the important roles in giving supporting to the children/students, because in teaching and learning process children/students need their parents' support such as attitude, material, energy, thinking, information, and act. Beside that, parents are the first place for children/students to ask their needed to buy their facilities in learning. If the parents give the children/students stimulus or support in learning English, the children/students will have high interest in learning English.

Parent may not to surrender their children/students to the teacher for one hundred percent, because the assignment of teacher is as a person who will bring and transfer knowledge to the students, while parents are to be on duty to guide the children at home (R. Casimir. 1978: 118)

Depart from the right and responsibility of education, teacher and parents have seem function, that is as educator. But, beside on theories, there is the differenced between teacher and parents. Which parents are as the first educator in the family environment, while teacher is as edicator at school, which his/her fuction is aas a bring massage from parents of students.

Parents' participation can be done by two ways thar are informal-individual and formal-organization, which informal-individual is based on the

elling of the importance of participation, while formal-organization is participation that will be done by organization such as:

1. Parent's teacher association.
2. School committee.
3. Agency of education assistant.

Furthermore, parents' participation may support students' interest, in other ways, as well as by fostering congruence in the values adolescents are exposed to at home and at school. Although most studies are co-relation, making it difficult to establish the direction of causality, research finding are generally consistent with the proposition that children benefit from parents' environment in their school (Ames, Khoju, and Watkins. 1993 Baker and Soden. 1998). In onme of the few studies that used a longitudinal design, (Steimberg. 1997) was able to examine cause-effect more directly. He concluded that although parents appear to be more involved as a consequence of their adolescents doing welll in school, their involvement is also suggested by dropout studies. In their study of 14,217 sophomores in 913 public, catholic, and private school from the National Education Longitudinal study of 1988 (NELS 88), (Rumberge and Palardy 2002) found lower dropout rates in school in which parents involvement was high.

Parents involvement predicated dropout rates after controlling for the academic and social-class background of students as well as school resources (students-teacher ratio, proportion of teacher with advanced degrees) and structural characteristics (Size and urban city). Parental involvement ia almost universally considered desirable by parents, educators, and policy makers

(Epstein. 2001) and at least nominal parental involvement has been required in some federally supported education programs since the mid-1990s through legislation authorizing (Keesling and Melargano. 1983: 1). Parental involvement was listed as a major national education priority in the 1994 Goals 2000 Educate America Act, as well as in some local legislation, such as in the 1988 Chicago School Reform Act. The Chicago legislation mandated that parents and community leaders be involved in their local school's budget making, hiring, and firing decisions, and in the development of school improvement plans (Bryk and Schneider. 2002). Studies reporting the benefits to students parents involvement involve mostly elementary school and middle-school children, and often do not differentiate at school, at home involvement in children's learning participant-in school decisions through parents-teacher organization and other.

Parents' participation can not be separated to support the teacher in improving students' interest in learning English. There are many ways of parents in participate to improve students' interest in learning English. That are:

1. Parents explain the important of learning English to the children
2. Parents order the children to learn at home.
3. Parents using the best component in motivate the children in learning.
4. Parents give a reward and punishment to the children if they are successful or bad in learning.
5. Parents should know the result of children in learning.
6. Parents should be able to create the delicious in learning.

7. Give the suggestions for the children in learning. (Abdurraahman Abror>1993: 114)

Dealing with the case above, parents participation can be done by some indicators on the operational concept bellows:

B. The operational concept.

Concept is the main element to avoid misunderstanding and misinterpreting in a specific study as a concept, it still operated in an abstract form the research planning which should be interpreted into particularly words in order to be to measure.

The operational concept of this research is divided into two variables. There is variable X which in the parents' participation and than variable Y that is students' interest in learning English at the Abbasiyah junior Islamic high school Teluk Pinang. Variable X is independent variable and Y is dependent variable.

Variable X

- a. Parent's advice the son/doughter in learning.
- b. Parents investigate the son/daughter's book after they comeback from school.
- c. Parents pay attention the son/daughter's homework that has been given by the teacher.
- d. Parents arrange the time of learning and the time of playing at home.
- e. Parents watch over the calmness when the son/daughter learning.

- f. Parents give the solution of the son daughter difficulties in learning.
- g. Parents point out the way of learning at home.
- h. Parents prepare the facilities of the son/daughter learning.
- i. Parents give a chance the son/daughter to ask-question about the material.
- j. Parents order the son/daughter if they they are not learning.
- k. Paarents give a reward to the so/daughter if they are successful in learning.
- l. Parents give a punishment to the so/daughter if they are fail in learning.
- m. Parents give explanation to the teacher about the identity and characteristic of the son/daughter in learning

Variable Y

- a. Students interest in learning English.
- b.Students always present in learning English.
- c.Students are active in ask question in learning English.
- d.Students always review their English subject at home.
- e.Students give more attention to the course during the teaching and learning process.
- f. Students follow English subject.
- g.Students enjoy reading English books.
- h.Students have some English books.

- i. Students have English dictionary and they always bring it when they are learning English.
- j. Students always do their homework
- k. Students have preparation the material before.
- l. Students doing the activity with pleasure and will prepare much time for activity.

C. Relevant Research

In this part, the writer required to observe some previous researches conducted by other researchers in which they relevant to the research writer's conducting.

In this paper, the writer conduct a research problem about students' interest in learning English, it relevant with Encik Amriza research (2004)

Encik Amriza (2004) conducted research about strategies of teacher in increasing students' interest in learning English. She conduct a research to obtain how the teacher strategies in increasing students' interest in learning English and what factors that influence students' interest in learning English.

Here, the writer's conduct a research about the influence of parents' participation on students' interest in learning English. The writer conduct to obtain in there any significance influence of parents' participation on students' interest in learning English.

D. Assumption and Hypothesis

a. The Assumption.

Before formulating the hypothesis as the temporary answer to the problem, the writer would like to present the assumption. The assumption is the participation of parents has an important part to the students' interest in learning English. Because parents' participation is framed by what principles view as appropriate within the boundaries of supporting efficient running of the school. Truly re-defining roles of school level actors will require addressing power structures and conventions if it is to allow for the authentic participation of communities in the governance of school (Maclure. 2004: 6)

b. Hypothesis.

Base on the assumption above, the hypothesis for this research can be forwarder as follows:

Ha: There is significance influence of parents' participation on students' interest in learning English at the Abbasiyah junior Islamic high school Teluk Pinang.

Ho: There is no significance influence of parents' participation on students' interest in learning English at the Abbasiyaah junior Islamic high school Teluk Pinang.

CHAPTER III

RESEACRH METHODOLOGY

A. The location of The Study.

This study will be conducted at Abbasiyah Junior Islamic high school Teluk Pinang, INHIL.

B. The Subject and Object of the Study

The subject of this study is the parents of students and the students at the Abbasiyah junior Islamic high school Teluk pinang, while the object is the parents' participation and the students' interest in learning English.

C. The Population and Sample of the Study.

The population of this study is all of parents of students and the students at the Abbasiyah junior Islamic high school Teluk Pinang, because the number is not so many, so the writer takes the total population.

TABLE I
THE NUMBER OF POPULATION

No	Class	The Number of Student		Total Population
		Male	Female	
I	IIA	10	11	21
2	1113	10	12	22
Jumlah				43

While the number of parents is accordance with the number of students.

D. The Technique of Data Collection

The technique of data collection that used in this study as follows:

1. Questionnaire

The questionnaire is the main data that contain some question for the respondents dealing with the participation of parents to improve students' interest in learning, in order to determine the instrument of the questionnaire the writer shows of each meaning as follows:

The option Always	= All of the time
The option usually	= Most of the time
The option Sometime	= Some of the time
The option Seldom	= Almost never
The option Never	= Not only time. (Robert Korn, 1997:17)

2. Interview.

This technique is carryout to get more information about the frequency of parents' participation and students' interest in learning English.

The standard used the writer to measure the parents' participation to improve students' interest and the frequency of students' interest in learning English are as follows:

- a. 90% - 100% = excellent
- b. 80% - 89% = Good
- c. 79% - 79% = Fairly good

d. 60% - 69% = Fair

e. 0% - 59% = Bad. (Bruce W. Tuckman, 1978:285)

To classification standard of parents' participation in improving students interest in learning English, the writer give a score for instrument of the questionnaire in each questions as follow:

The option Always = 5

The option Usually = 4

The option Sometime = 3

The option Seldom = 2

The option Never = 1

E. The Technique of Data Analysis.

To analysis the data collection, in this study uses the contingency coefficient correlation, which this technique is one of the Bavaria correlation. The formulation of this technique as follows:

$$C = \sqrt{\frac{X^2}{X^2 + N}}$$

To find out the score of contingency coefficient correlation, firstly we should know the score of X the formulation that used as follows:

$$X^2 = \sum \frac{(Fo - Fh)^2}{Fh}$$

Which:

F_o = Observation frequency

F_t = Theoretical frequency

To get interpretation of contingency coefficient correlation is used the formulation as follows:

$$\phi = \sqrt{\frac{X^2}{N}}$$

(Anas Sudijono . 1987: 2400)

F. The Organization of the Writing.

Chapter I Introduction.

It contains the background of the problem. The problem, identification of the problem, limitation of the problem, formulation of the problem, the reason for choosing the title, the definition of key term, the objective and the needed of the study.

Chapter II Review of Literature

It contents the theoretical framework, the operational concept, the relevant Research, the assumption and hypothesis.

Chapter III Research Methodology.

It contents the location of the study, the subject and object of the study, the population of the study, the technique of data collection, the technique of data analysis. The organization of the writing.

Chapter IV Data presentation and analysis

It contents the data presentation, the data analyzing

Chapter V.

It contents Conclusion and Suggestion.

CHAPTER IV

THE DATA PRESENTATION AND ANALYSIS

Before presentation of the data, the writer wants to present the background of the parents of students at the Abbasiyah Junior Islamic High School Teluk Pinang.

1. Education Background.

For the Education background, most of the parents of students at the Abbasiyah are lower Education. It is can be saw from the result of the writer observation and research, which, only 15 % or 6 person from 43 person of parents whose have high Education.

2. Economic Background.

Economic background of the parents of students at the Abbasiyah, there are 12 % or 5 person whose have high economic, and 35% or 15 person whose have middle economic, and more-over are middle in low. It problem happen is caused by their job, which, most of them are as farmer and fisherman.

Because of the background of parents, especially for their Education and economic, which, most of them have lower education and weak economic. So, it's causes their participate in improving students' interest in learning English is less. And it's vary influences to the children/students' interest in learning.

A. The Data Presentation

In the previous chapter, it has been explained that the aim of the research is to find out and to the influence of parents' participation on students' interest in learning English at the Abbasiyah junior Islamic school Teluk Pinang, INHIL.

To gain the data about the influence of parents' participation on students' interest in learning English at the Abbasiyah junior Islamic high school Teluk Pinang, INHIL. The writer uses questionnaire technique.

1. Questionnaire Technique.

Questionnaire is the main instrument of all those mentioned above, because it is considered to represent all the data needed about frequency of parents' participation and students' interest in learning English at the Abbasiyah junior Islamic high school Teluk Pinang.

The collected data are reported and presented in the form of tables. Then, it is recapitulated according to the frequency and percentage of the alternative answers. Furthermore, the collected data can be seen in the following tables:

a. *The collected data of Parents' participation.*

TABLE II
THE PARENTS WHO ADVISE THE CHILDREN IN LEARNING ENGLISH

NO	ANSWERS	FREQUENCY	PERCENTAGE
1	Always	3	6,97 %
2	Usually	7	16,27 %
3	Sometime	15	34,88 %
4	Seldom	8	18,60 %
5	Never	10	23,25 %
	TOTAL	43	100 %

From the table above, we can see that there are 3 or 6,97 % Of respondents chose option (a); 7 or 16,27 % of respondents chose option (b); 15 or 34,88 % of respondents chose option (c); 8 or 18,60 % respondents chose option (d); 10 or 23,25 % of respondents chose option (e). It is can be concluded that most of parents sometime advise the children in learning English. It is supported by the writer's interview to Mr. Khairisalih, he said that sometime advise the children in learning English.

TABLE III
THE PARENTS WHO INSPECT THE CHILDREN BOOKS AFTER THEY
COMEBACK FROM SCHOOL.

NO	ANSWERS	FREQUENCY	PERCENTAGE
1	Always	7	16,27 %
2	Usually	11	25,58 %
3	Sometime	13	30,23 %
4	Seldom	8	18,60 %
5	Never	4	9,30 %
	TOTAL	43	100 %

Base on the table above, the writer can conclude that most of parents sometime inspect the children books after they comeback from school. It is can be seen from the parents chose, where there are 7 or 16,27 % of respondents answer option (a); 11 or 25,58 % respondents answer option (b); 13 or 30,23 % respondents answer option (c); 8 or 9,30 % respondents answer option (e). It is proved by the writer's interview to Mr.H.Mukri, he said that sometime inspect the children books.

TABLE IV
THE PARENTS WHO PAY ATTENTION THE CHILDREN HOMEWORK

NO	ANSWERS	FREQUENCY	PERCENTAGE
1	Always	8	18,60 %
2	Usually	10	23,25 %
3	Sometime	18	41,86 %
4	Seldom	4	9,30 %
5	Never	3	6,27 %
	TOTAL	43	100 %

The data on the table shows that there are 8 or 18,60 % of respondents answered option (a); 10 or 23,25 % respondents answered option (b); 18 or 41,86 % respondents answered option (c); 4 or 9,30 % respondents answered option (d); 3 or 6,27 % of respondents answered option (e). It can be concluded that most of parents sometime pay attention the children homework. It is supported by the writer's interview to Mrs. Masitah, she said that sometime pay attention the children homework.

TABLE V
THE PARENTS WHO BUY THE CHILDREN ENGLISH BOOKS

NO	ANSWERS	FREQUENCY	PERCENTAGE
1	Always	4	9,30 %
2	Usually	2	4,65 %
3	Sometime	23	53,48 %
4	Seldom	4	9,30 %
5	Never	10	23,25 %
	TOTAL	43	100 %

Base on the data above, we can see that there are 4 or 9, 30 % of respondents answered option (a); 2 or 4,65 % respondents answered option (b); 23 or 53,48 % respondents answered option (c); 4 or 9,30 % respondents answered option (d); 10 or 23,25 % respondents answered option (e). It means that most of parents sometime buy the children English books. It is supported by the writer's interview to Mrs.Ernawati, she said that sometime buy the children English books.

TABLE VI
THE PARENTS WHO WATCHOVER THE CALMNESS WHEN THE
CHILDREN LEARNING

NO	ANSWERS	FREQUENCY	PERCENTAGE
1	Always	15	34,88 %
2	Usually	17	39,53 %
3	Sometime	6	13,39 %
4	Seldom	1	2,32 %
5	Never	4	9,30 %
	TOTAL	43	100 %

The related data can be concluded that there are 15 or 34, 88 % of 2,32 % of respondents answered option (a); 5 or 13,95% of respondents answer option (b); 17 or 39,53 % of respondents answered option (c); 1 or 2,32 % of respondents answered option (d); 4 or 9,30 % of respondents answered option (e). Base on the table above, it can be concluded that most of parents usually watchover the calmness when the children learning.

TABLE VII
THE PARENST WHO POINT OUT THE WAY OF LEARNING AT HOME

NO	ANSWERS	FREQUENCY	PERCENTAGE
1	Always	9	20,93 %
2	Usually	4	9,30 %
3	Sometime	22	51,16%
4	Seldom	5	11,62%
5	Never	3	6,976
	TOTAL	43	100 %

From the table above, it's clear that most of parents sometime point out the way of learning at home. Its can be seen from the answer of respondent where 9 or 20,93 % respondents chose option (a); 4 or 9,30 5 respondent chose option (b); 22 or 51,16 % respondents chose option (c); 5 or 11,62 % respondents (d); 3 or 6,97 % respondents chose option (e).

TABLE VIII
THE PARENTS WHO GIVE A SOLUTION THE DIFFICULTIES OF CHILDREN IN LEARNING ENGLISH

NO	ANSWERS	FREQUENCY	PERCENTAGE
1	Always	3	6,97 %
2	Usually	3	6.97%
3	Sometime	12	27,90 %
4	Seldom	10	23,25 %
5	Never	15	34,88 %
	TOTAL	43	100 %

The data above shows obviously that there are 3 or 6, 97 % of respondents answered option (a); 3 or 6, 97 % of respondents answered option (b); 12 or 27, 90 % of respondents answered option (c); 10 or 23, 25 % of respondents answered option (d); 15 or 34, 88 % of respondents answered option (e). It is can be concluded that many parents never give a solution the difficulty of students in learning English. It is supported by the writer's interview to the Mr.M.Azizi. He said that never give solution the difficulties of children in learning.

TABLE IX
THE PARENTS WHO PREPARE THE TOOLS OF CHILDREN LEARNING

NO	ANSWERS	FREQUENCY	PERCENTAGE
1	Always	11	25,58 %
2	Usually	4	9,30 %
3	Sometime	14	32,65 %
4	Seldom	5	11,62 %
5	Never	9	20,93 5
	TOTAL	43	100 %

The table above denotes that there are 11 or 25,58 % of respondents chose option (a); 4 or 9,30 of respondents chose option (b); 14 or 32,65 % of respondents chose option (c); 5 or 11,62 % of respondents chose option (d); 9 or 20,93 of respondents chose option (e). It is can be concluded that most of parents sometime prepare the tools of children learning.

TABLE X
**THE PARENTS WHO GIVE A CHANCE FOR THE CHILDREN TO ASK-
 QUISTION ABOUT THE MATERIAL**

NO	ANSWERS	FREQUENCY	PERCENTAGE
1	Always	5	11,62%
2	Usually	9	20,93 %
3	Sometime	3	6,97 %
4	Seldom	23	53,48 %
5	Never	3	6,97 %
	TOTAL	43	100 %

From the data above, it can be concluded that more that a half respondents seldom give a chance for the children to ash-question about the material. It is known from the answer of respondents where 5 or 11, 62 % chose option (a); 9 or 20,93 % chose option (b); 3 or 6,97 % chose option (c); 23 or 53,48 % chose option (d); 3 or 6,97 % chose option (e). It is supported by the writer's interview to Mr.H.Suhri, he said that seldom give a chance for the children to ask-question about the material

TABLE XI
THE PARENTS WHO ORDER THE CHILDREN TO LEARN AT HOME

NO	ANSWERS	FREQUENCY	PERCENTAGE
1	Always	19	44,18 %
2	Usually	5	11,62 %
3	Sometime	15	34,88 %
4	Seldom	2	4,65 %
5	Never	2	4,65 %
	TOTAL	43	100 %

From the data above, we can see that there are 19 or 44,18 % of respondents (a); 5 or 11,62 % of respondents answered option (b); 15 or 34,88 % of respondents answered option (c); 2 or 4,65 % answered option (d); 2 or 4,65 % of respondents answered option (c). It means that most of parents sometime order the children to learning at home.

TABLE XII
THE PARENTS GIVE A REWARD TO THE CHILDREN WHEN THE CHILDREN SUCCESSFUL IN LEARNING

NO	ANSWERS	FREQUENCY	PERCENTAGE
1	Always	3	6,97 %
2	Usually	3	6,97 %
3	Sometime	8	18,60 %
4	Seldom	16	37,20 %
5	Never	13	30,23 %
	TOTAL	43	100 %

Base on the data above, the writer concludes that most of parents seldom give a reward to the children when the children successful in learning English. It is provided from there are 3 or 6,97 % of respondents chose option (a); 3 or 6,97 % of respondents chose option (b); 8 or 18,60 % of respondents chose option (c); 16 or 37,20 % of respondents chose option (d); 13 or 30,23 % of respondents chose option (e).

TABLE XIII
TEYH PARENTS WHO GIVE A PUNISHMENT TO THE CHILDREN WHEN
THE CHILDREN LUCK IN LEARNING

NO	ANSWERS	FREQUENCY	PERCENTAGE
1	Always	1	2,32 %
2	Usually	-	-
3	Sometime	4	9,30 %
4	Seldom	16	37,20 %
5	Never	13	51,16 %
	TOTAL	43	100 %

From the data above, we can see that only one of respondents answered option (a); there are not respondents answered option (b); 4 or 9,30 % respondents answered option (c); 16 or 37,20 % respondents chose option (d); 13 or 51,16 % respondents chose option (e). It means that the parents of students seldom give a punishment to the children when the children luck in learning English.

b. The collected data of students' interest

TABLE XIV
THE STUDENTS WHO INTEREST IN LEARNING ENGLISH

NO	ANSWERS	FREQUENCY	PERCENTAGE
1	Always	6	13,96 %
2	Usually	7	16,27 %
3	Sometime	7	16,27 %
4	Seldom	15	34,88 %
5	Never	8	18,60 %
	TOTAL	43	100 %

Base on the data above, the writer can conclude that most of students seldom interest in learning English. It is can be seen from the students answer, where 6 or 13,96 % chose option (a); 7 or 16,27 % chose option (b); 7 or 16,27 % chose option (c); 15 or 34,88 % chose option (d); 8 or 18,60 % chose option (e). It is supported by the writer's interview to Sahroni, he said that seldom interest in learning English.

TABLE XV
THE STUDENTS WHO PRESENT IN LEARNING ENGLISH

NO	ANSWERS	FREQUENCY	PERCENTAGE
1	Always	24	55,81 %
2	Usually	7	16,27 %
3	Sometime	15	34,88 %
4	Seldom	7	16,27 %
5	Never	-	-
	TOTAL	43	100%

From the table above, we can see that there are 24 or 55,81 % of respondents chose option (a); 7 or 16,27 % of respondents chose option (b); 15 or 34,88 % of respondents chose option (c); 7 or 16,27 % of respondents chose option (d); and there is no respondents chose option (e). Its can be concluded that most of students always present during English class. It is supported by the writer's interview to Fitri Siti Aisyah, she said that always present in learning English.

TABLE XVI
THE STUDENTS WHO ASK-QUESTION DURING ENGLISH CLASS

NO	ANSWERS	FREQUENCY	PERCENTAGE
1	Always	3	6,97 %
2	Usually	5	11,62 %
3	Sometime	12	22,90 %
4	Seldom	14	32,55 %
5	Never	9	20,93 %
	TOTAL	43	100 %

The data on the table shows that there are 3 or 6,97 % of respondents chose option (a); 5 or 11,62 % of respondents chose option (b); 12 or 22,90 % of respondents chose option (c); 14 or 32,55 % of respondents chose option (d); 9 or 20,93 % of respondents chose option (e). It means that most of students seldom ask-question during English class. It is supported by the writer's interview to Nurlela and Fahruzi, they said that seldom to ask-question in learning English.

TABLE XVII
THE STUDENTS WHO REVIEW THE MATERIAL AT HOME

NO	ANSWERS	FREQUENCY	PERCENTAGE
1	Always	2	4,65 %
2	Usually	4	9,30 %
3	Sometime	8	18,60 %
4	Seldom	16	37,20 %
5	Never	5	11,62 %
	TOTAL	43	100 %

The related data can be concluded that there are 2 or 4,65 % of respondents chose option (a); 4 or 9,30 % of respondents chose option (b); 8 or 18,60 % of respondents chose option (c); 16 or 37,20 % of respondents chose option (d); 5 or 11,62 % of respondents chose option (e). Base on the table above, it can be concluded that many students seldom review the material at home. It is supported by the writer's interview to Fitri Nurpadila, she said that seldom review the material at home.

TABLE XVIII
THE PARENTS WHO PAY ATTENTION DURING ENGLISH CLASS

NO	ANSWERS	FREQUENCY	PERCENTAGE
1	Always	3	6,97 %
2	Usually	9	20,93 %
3	Sometime	8	18,60 %
4	Seldom	17	39,53 %
5	Never	6	13,95 %
	TOTAL	43	100 %

The data above shows obviously that there are 3 or 6,97 % of respondents answered option (a); 9 or 20,93 % of respondents answered option (b); 8 or 18,93 % of respondents answered option (c); 17 or 39,53 % of respondents answered option (d); 6 or 13,95 % of respondents answered option (e). It can be concluded that most of students seldom pay attention during English class. It is supported by the writer's interview to M.Rajali and Endang Dewi, they said that seldom pay attention during English class.

TABLE XIX
THE STUDENTS WHO FOLLOWED ENGLISH CLASS

NO	ANSWERS	FREQUENCY	PERCENTAGE
1	Always	30	69,76 %
2	Usually	5	11,62 %
3	Sometime	6	13,95 %
4	Seldom	2	4,65 %
5	Never	-	-
	TOTAL	43	100 %

The table above denotes that there are 30 or 69,76 % of respondents answered option (a); 5 or 11,62 % of respondents answered option (b); 6 or 13,95 % of respondents answered option (c); 2 or 4,65 % of respondents answered option (d); and there is no respondents answered option (e). It can be concluded many students always followed English class.

TABLE XX
THE STUDENTS WHO ENJOY IN READING ENGLISH BOOKS

NO	ANSWERS	FREQUENCY	PERCENTAGE
1	Always	2	4,65 %
2	Usually	6	13,95%
3	Sometime	17	39,53 %
4	Seldom	10	23,23 %
5	Never	8	18,60 %
	TOTAL	43	100 %

From the data above, the writer can conclude that most of students sometime enjoy in reading English books. It can be seen from the answer of respondents, where there are 2 or 4,65 % chose option (a); 6 or 13,95 % chose option (b); 17 or 39,53 % chose option (c); 10 or 23,23 % chose option (d); 8 or 18,60 % chose option (e). It is supported by the writer's interview to Harianto, he said that sometime enjoy in reading English books.

TABLE XXI
THE STUDENTS WHO HAVE SOME ENGLISH BOOKS

NO	ANSWERS	FREQUENCY	PERCENTAGE
1	Always	7	16,27 %
2	Usually	8	18,60 %
3	Sometime	5	11,62%
4	Seldom	14	39,55 %
5	Never	9	20,93 %
	TOTAL	43	100 %

Base on the data above, the writer can conclude that most of students seldom have English books. It can be seen from the answered of respondents, where 7 or 16,27 % chose option (a); 8 or 18,60 % chose option (b); 5 or 11,62 % chose option (c); 14 or 39,55 % chose option (d); 9 or 20,93 % chose option (e).

TABLE XXII
THE STUDENTS WHO HAVE AN ENGLISH DICTIONARY AND ALWAYS BRING IT WHEN LEARNING ENGLISH

NO	ANSWERS	FREQUENCY	PERCENTAGE
1	Always	7	16,27 %
2	Usually	3	6,97 %
3	Sometime	8	18,60 %
4	Seldom	5	11,62%
5	Never	20	46,51 %
	TOTAL	43	100 %

From the data above clear that most of students never have an English dictionary and bring it when learning English. It can be seen from the answered of students, where 7 or 16,27 % chose option (a); 3 or 6,97 % chose option (b); 8 or 18,60 % chose option (c); 5 or 11,62 % chose option (d); 20 or 46,51 % chose option (e)

TABLE XXIII
THE STUDENTS WHO DO HOMEWORK AT HOME

NO	ANSWERS	FREQUENCY	PERCENTAGE
1	Always	3	6,97 %
2	Usually	4	9,30 %
3	Sometime	30	69,76 %
4	Seldom	4	9,30 %
5	Never	2	4,65 %
	TOTAL	43	100 %

From the data above, it can be concluded that more than a half of students sometime do homework at home. It is known from the answered of students, where 3 or 6,97 % chose option (a); 4 or 9,30 % chose option (b); 30 or 69,76 % chose option (c); 4 or 9,30 % chose option (d); 2 or 4,65 % chose option (e).

TABLE XXIV
THE STUDENTS WHO PREPARE THE MATERIAL BEFORE

NO	ANSWERS	FREQUENCY	PERCENTAGE
1	Always	1	2,32 %
2	Usually	3	6,97 %
3	Sometime	5	11,62 %
4	Seldom	24	55,81 %
5	Never	10	23,25 %
	TOTAL	43	100 %

From the data above, the writer take a conclude that most of students seldom prepare the material before. It can seen from the answered of students, where 1 or 2,32 % chose option (a); 3 or 6,97 % chose option (b); 5 or 11,62 % chose option (c); 24 or 55,81 % chose option (d); 10 or 23,25 % chose option (e).

TABLE XXV
THE STUDENTS WHO ENJOY IN LEARNING ENGLISH ACTIVITIES AND
PREPARE MUCH TIME TO LEARN

NO	ANSWERS	FREQUENCY	PERCENTAGE
1	Always	5	11,62 %
2	Usually	8	18,60 %
3	Sometime	12	27,90 %
4	Seldom	10	23,25 %
5	Never	8	18,60 %
	TOTAL	43	100 %

Base on the data above, the writer concludes that most of students sometime enjoy in English activities and prepare much time to learn. It is provided from the answered of students, where 5 or 11,62 % chose option (a); 8 or 18,60 % chose option (b); 12 or 27,90 % chose option (c); 10 or 23,90 % chose option (d); 8 or 18,60 % chose option (e).

2. Interview Technique.

To get more information about the parents' participation and students' interest in learning English, the writer asked to the parents and students, and the result as follows:

a. The result of the writer's interview to the parents.

1. The result of the writer's interview to Mr. Khairisalih. He said that sometime advise the children in learning English
2. The result of the writer's interview to Mr. H.Mukri. He said that sometime inspect the children books.
3. The result of the writer's interview to Mrs. Masitah. She said that sometime pay attention the children homework.
4. The result of the writer's interview to Mrs. Ernawati. She said that sometime buy the childrem English books.
5. The result of the writer's interview to Mr. M.Azizi. He said that never give the solution of children difficulties in learning English.
6. The result of the writer's interview to Mr. H.Suhri. He said that seldom give a chance for the children to ask-question about the material.

b. The result of the writer's interview to the students.

1. The result of the writer's interview to Sahroni. He said that seldom interest in learning English.
2. The result of the writer's interview to Fitri Siti Aisyah. She said that always present in learning English.
3. The result of the writer interview to Nurlela and Fahrudi. They said that seldom to ask-question in learning English.
4. The result of the writer's interview to Fitri Nurpadila. She said that seldom review the material at home.
5. The result of the writer's interview to M. Rajali and Endang Dewi. They said that seldom pay attention during English class.

B. The Data Analysis

The data gained are analyzed by using the contingency coefficient correlation technique. In order to make the analysis of the data easy, early the writer make the qualitative analysis result by collecting and counting up to answers in the questionnaire in which they are analyzed base on each option and then it is multiplied by the standardized score which has been determined.

To clarify all answers questionnaire, therefore, the writer recapitulates all the data.

Therefore, they can be seen on the table of recapitulation for all questions of all questionnaires bellows;

TABLE XXVI

RECAPITULATION OF THE RESPONDENTS' ANSWERS ON THE PARENTS' PARTICIPATION AND STUDENTS' INTEREST IN LEARNING ENGLISH AT THE ABBASIYAH JUNIOR ISLAMIC HIGH SCHOOL TELUK PINANG, INHIL

Parents' Participation \ Students' Interest	Excellent	Good	Fairly good	Fair	Bad	Jumlah
Excellent	1	1	-	-	-	2
Good	1	1	1	1	-	4
Fairly Good	2	3	4	2	-	11
Fair	-	1	7	6	2	16
Bad	-	-	-	3	7	10
Jumlah	4	6	12	12	9	86

To analysis the data collection, the writer uses the contingency coefficient correlation technique. Which the formulation as follows;

$$C = \sqrt{\frac{X^2}{X^2 + N}}$$

To point out the score of chi quadrate (X²) used he formulation as follows;

$$X^2 = \sum \frac{(Fo - Fh)^2}{Fh}$$

To account the score of chi quadrate (X²) should be prepared the table of accounting as follows;

TABLE XXVII
ACCOUNTING OF CHI QUADRATE (X')

S E L	Fo	Fh	Fo-Fh	(Fo - Fh)2	$\frac{(Fo - Fh)^2}{Fh}$
1	1	0,186	0,814	1,628	8,752
2	1	0,279	0,721	1,442	5,168
3	1	0,372	0,628	1,256	3,376
4	1	0,558	0,442	0,884	1,586
5	1	1,116	-0,116	-0,232	-0,208
6	1	1,116	-0,116	-0,232	-0,208
7	2	1,023	0,977	1,954	1,910
8	3	1,535	1,465	2,93	1,909
9	4	3,060	0,94	1,88	0,614
10	2	3,060	-1,06	-2,12	-6,693
11	1	2,233	-1,233	-2,466	-1,095
12	7	4,465	2,535	5,07	1,135
13	6	4,465	1,535	3,07	0,688
14	2	3,349	-1,349	-2,698	-0,806
15	3	2,791	0,209	0,418	1,167
16	7	2,093	4,907	9,814	4,689
	N= 43	N= 43	$\sum(Fo - Fh)=$ 11,118	-	$\frac{\sum (Fo - Fh)2}{Fh}$ = 22,036

To determine is there any significance influence of parents' participation on students' interest in learning English at the Abbasiyah junior Islamic high school Teluk Pinang (INHIL), the writer analysis by using the formulation as follows;

$$C = \sqrt{\frac{X^2}{X^2 + N}}$$

Knows:

$$N = 86$$

$$X^2 = 22,036$$

$$C = \sqrt{\frac{22,036}{22,036 + 86}}$$

$$C = 0,451$$

To give interpretation for contingency coefficient correlation, we should change the score of "C" to the "Phi" by using the formulation as follows;

$$\phi = \sqrt{\frac{X^2}{N}}$$

$$\phi = \sqrt{\frac{22,036}{86}}$$

$$= 0,506$$

After get the score of Phi, we consult with the table of "r" product moment by using the formulation as follows;

$$DF = N - nr$$

$$DF = 86 - 2$$

$$= 84$$

Which:

Df = degree of freedom

N = Number of subjects

Nr = number of variables

In the table of "r" product moment there is no got the degree of freedom (Df) 84, it is used the degree of freedom that near with the degree of freedom 84, that is 80.

By using the degree of freedom 80 was got the value of "r" product moment as follows;

On the significance score 1 % = 0,283

On the significance score 5 % = 0,217

So, the score of Phi = 0,506 is more high from the significance score 1 % and 5 %, means that "Ha" is received and "Ho" is refused. It can be concluded that there is a significance influence of parents' participation on students' interest in learning English at the Abbasiyah junior Islamic high school Teluk Pinang.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The conclusion of this research are divided into two parts, that is theoretical conclusion and research conclusion.

1. Theoretical conclusion

This research is centered of theoretical conclusion. The conclusion of this theory are the participation of parents to improve students' interest in learning English at the Abbasiyah junior Islamic high school Teluk Pinang.

In teaching and learning process, students' interest is persisting tendency to pay attention and enjoy some activities in learning English. So students' interest should be arrested, by arising students' interest in learning English one might come to improve the way of thinking and the way of studying.

Parents' participation is play an important part to improve students' interest in learning English. However, parents' participation is very needed to support teaching and learning process at school.

2. Research conclusion

In this research, there is a significance influence of parents' participation towards students' interest in learning English at the Abbasiyah junior Islamic high school Teluk Pinang, INHIL. It can be seen from the result of the data analyzing.

B. Suggestion

After conducting the research and explaining the influence of parents' participation towards students' interest in learning English at the Abvbasiyah junior Islamic high school Teluk Pinang, INHIL. In this case, the writer wants to deliver some suggestions:

1. Suggestion for students

From the result of research, it is necessary to suggest that the students be advices to develop their awareness about study. The students are suggested to have positive attitude towards English. In addition, the students are expected to have more practice for their utterance in English. The reason to say this because of English is as an international language.

2. Suggestion for the teacher.

In order to make teaching and learning process run well, it is needed curriculum to achieve the aims of learning. Because, curriculum will assist the teacher to his best teaching. For instance: by understanding curriculum the teacher have to know the material that would match the students need.

3. Suggestion for the parents.

To support teaching and learning process at school, it is needed contribution of parents. That is why, because, parents' participation is paly an important part to improve students' interest in learning English.

4. Suggestion for the headmaster and other staff.

We hope that headmaster and other staff can prepare own llibrary, tape, radio, television, and a language laboratory at school. This supports the

success of English activity especially in improving students' interest in learning English.

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