

**THE CORRELATION BETWEEN PARENTS' SUPPORT  
AND STUDENTS' MOTIVATION IN LEARNING  
ENGLISH AT THE SECOND YEAR  
OF MTs TI BATU BELAH**

A Thesis

Submitted to Fulfill One of Requirements  
for Bachelor Degree in English Education

(S.Pd.)



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PEKANBARU  
1434 H/2013 M**

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## ACKNOWLEDGEMENT

### ***BISMILLAAHIRROHMANIRROHIIM***

Praise belongs to Allah Almighty, the lord of universe. By his guidance and his blessing, the researcher has completed this academic requirement. Then, the researcher also conveys peace be upon him to Prophet Muhammad.

This thesis is researched and intended to be submitted in partial fulfillment of the requirements for the bachelor degree in English Education Department of Tarbiyah and Teacher Training Faculty of State Islamic University Sultan Syarif Kasim Riau. The title of the thesis is “*The Correlation between Parents’ Support and Students’ Motivation In Learning English at the Second Year Of MTs-TI Batu Belah*”. In this occasion, the researcher also expresses his sincere thanks and deep gratitude to:

1. Prof. Dr. H.M. Nazir. as the Rector of State Islamic University (UIN) Sultan Syarif Kasim Riau, who has devoted his dedication for the development of this University.
2. Dr. Hj. Helmiati, M.Ag as the Dean of Tarbiyah and Teacher Training Faculty and all staffs for their kindness and services during the researcher’s period of study.
3. The chairpersons of the English Education Department of Tarbiyah and Teacher Training Faculty of UIN SUSKA Riau, Dr. Hj. Zulhidah, M.pd, staffs, and all of the lecturers who have taught and contributed their knowledge to the researcher during the researcher’s period of study.
4. Mhd. Rasyid Ritonga, MA as the researcher’s supervisor, who has encouraged and motivated me to complete this thesis.
5. My beloved parents, Abd. Karim and Nurjani your affection and belief is the biggest chance for me and your struggle is gold.
6. My beloved families are big families of H. Muslim Denny and Hj. Jusmaniar, my brothers and my sisters. Big family of Helmizar S. Ag, Herman, Karmaini, Nurkasmidar, Salman Alfarsi, S. Ag, Syaipuddin, Yeni Erlina, Nur Elfityani S. Pd. Nur Elfadhilah Amd. Keb and Zahriati, S. Kep. Thanks for their material and always support me to do my thesis
7. My beloved brother Jefri z and Ryat.

- 8 Elfizah, S. Ag as the head master of Madrasah Tsanawiyah Tarbiyah Islamiyah Batu Belah thank you so much for your help.
- 9 My beloved brothers and sisters : Helmadora S. Pt, Zahara Fitri S. Pd. I, Zulnepli S. HI, Dra. Wirdahayati, and all of the community in MTs-TI Batu Belah, can not be mentioned here thanks for your help and motivation.
- 10 My beloved friends Khiyarni, Titis, Imay, Yuni, Ap, all of my classmates (D) and my friends can not be mentioned here thanks for the love and motivation.

Finally, the researcher realizes that this thesis is still far from the perfectness. Therefore, comment, critiques, and constructive suggestions are very much appreciated.

May Allah Almighty, the lord of universe, bless them all.

Pekanbaru, June 2012  
The Writer,

WIRDATUL JANNAH

## ABSTRAK

**Wirdatul Jannah (2012): Hubungan antara Dukungan Orang Tua dan Motivasi siswa dalam Belajar Bahasa Inggris Kelas Dua MTs-TI Batu Belah**

Permasalahan dalam penelitian ini adalah kurangnya motivasi siswa dalam belajar bahasa Inggris. Tujuan penelitian ini adalah untuk mengetahui hubungan antara dukungan orang tua dan motivasi siswa dalam belajar bahasa Inggris di kelas 2 MTs-TI Batu Belah. Metode penelitian ini adalah penelitian korelasi dalam bidang sosial. Penelitian ini membicarakan tentang dua masalah penelitian. Yang pertama, dukungan orang tua. Yang kedua, motivasi siswa dalam belajar bahasa Inggris. Subjek penelitian ini adalah siswa kelas dua MTs-TI Batu Belah. Siswa kelas dua terdiri dari dua kelas (56 siswa). Penulis mengambil semua siswa sebagai sampel. Cara dalam memilih sampel menggunakan metode sampel populatif. Instrumen penelitian ini adalah angket. Angket digunakan untuk memperoleh data tentang dukungan orang tua dan motivasi siswa. Sedangkan untuk menganalisis data, penulis menggunakan contingency coefficient correlation .

Hasil penelitian ini menunjukkan bahwa dukungan orang tua dapat mempengaruhi motivasi siswa dalam belajar bahasa Inggris kelas 2 MTs-TI Batu Belah.

Sebagai kesimpulan, dapat diketahui bahwa ada hubungan yang signifikan antara dukungan orang tua dan motivasi siswa dalam belajar bahasa Inggris kelas 2 MTs-TI Batu Belah.

## ABSTRACT

**Wirdatul Jannah (2012): The Correlation between Parents' Support and Students' Motivation in Learning English at the Second Year of MTs-TI Batu Belah**

The problem of this research is students were less motivation in learning English at the second year of MTs-TI Batu Belah. The purpose of this research is to know the correlation between parents' support and students' motivation in learning English at the second year of MTs-TI Batu Belah. The method of this research is correlational research. This research discusses about two major research problems. Firstly, parents' support. Secondly, students' motivation in learning English. The subject of this research is the second year of MTs-TI Batu Belah. The second year consists of two classes (56 students). The writer took the students as sample. The way in choosing this sample was populatif sample. The instrument of this research is questionnaire. The questionnaire is used to get data about parents' support and students' motivation. Whereas, to analyze the data, the writer uses contingency coefficient correlation .

The result of this research shows that parents' support can influence the students' motivation in learning English at the second year of MTs-TI Batu Belah.

In conclusion, it can be known that parents' support have a significant correlation on the students' motivation in learning English at the second year of MTs-TI Batu Belah

## المخلص

ورداة الجنة (2012): العلاقة بين دعم الأبوين والدافع للطلاب في تعلم الإنجليزية في الفئة الثانية المدرسة الثانوية الأعدادية تربية اسلامية باتو باتو بيله.

التحصيل العلمي هو في جوهره إنجازات الشخص بعد تعلم العمل. بشكل عام، كلما كان ذلك أفضل جهد لمعرفة ذلك، يمكن تحقيق أفضل أداء. التحصيل العلمي للطلاب في ممارسة مع بعضها البعض ليست همفسها. واحد من العوامل التي تؤثر في التحصيل الدراسي ورعاية الوالدين، إما في شكل مرافق تعليمية، والدافع والتعلم.

هذه الدراسة التي تركز على دعم الوالدين وتحفيز الطلاب في تعلم اللغة الإنجليزية في الصف الثاني لتقنية المعلومات المدرسة الثانوية الأعدادية تربية اسلامية باتو بيله. الدعم الأبوي هو تشجيع من الخارج الذي يمكن أن تدعم الدافع لها. الدافع هو حالة الشخص الذي دفعه للقيام بأنشطة لتحقيق هذا الهدف.

هذا البحث هو ارتباط. أخذ العينات تقنية باستخدام عينة مرقمة عدد السكان 56 طالبا. وكانت أساليب جمع البيانات المستخدمة الاستبيانات ووثائق. طرق تحليل البيانات في هذه الدراسة باستخدام تحليل للنسبة المئوية التي يتم استخدامها لاختبار مستوى الدعم الأبوية وطالب ارتباط الدافع، وفقا للمعادلة: في حين أن دراسة ما إذا كانت هناك علاقة بين دعم الأبوين والدافع في تعلم اللغة الإنجليزية باستخدام ارتباط لحظة تحليل المنتج

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# CHAPTER I

## INTRODUCTION

### A. Background of the Problem

Language is used for daily communication. There are many language used for communication. One of the languages is English. English is one of the international languages that is used by most people in the world. It is used to build up a communication among people from different countries to share their ideas and to respond to what others think and say as an international language. Many countries have viewed it as their second language<sup>1</sup>.

In Indonesia, English is taught as a foreign language. Liando (2002) states that English known as the language of the world has been taught in Indonesian schools for more than two decades. In Indonesia, English becomes one of the compulsory subjects<sup>2</sup>.

The function of English teaching in high school to provide the students with skill, in order that they are able to communicate in English very well. In teaching and English language learning there are four basic skills that should be mastered by the students. They are listening, speaking, reading and writing. Brown (1994: 217) state that there are four language skills the students should master at the end of their learning process, they are listening,

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<sup>1</sup> Richard, et al (1992: 124) in Iis Faizah. *A Comparison on the Students' Motivation in Learning English between with and without Using TPR Method of the First Year Students of SMP N 03 Dayun*. (Pekamaru: UIN SUSKA RIAU 2009) p. 1

<sup>2</sup> Liando Nihta V. F. *Some Persfective in Improving English as a Foreign Language Program in Indonesia School*. (Manado: IKIP 2001) p. 3

speaking, reading and writing skill. These skills are the key to success in learning English and taught in every level at school<sup>3</sup>.

The students need the basic knowledge and basic skill that have benefit for the students. We know that English is one of the languages of education. It is very important for the students to understand about it<sup>4</sup>. However, most of the students still have difficulties to learn English.

Based on the writer preliminary observation, Madrasah Tsanawiyah Tarbiyah Islamiyah (MTs-TI) Batu Belah is one of the educational institution that provides learning English. Therefore, there are many problems about learning English, especially in terms of parents' support and students' motivation in learning English.

Madrasah Tsanawiyah Tarbiyah Islamiah Batu Belah (MTs-TI) is one of the formal educational levels in Kampar regency. This school wishes their students to be successful in learning subject. Considering the English teaching aims, MTs-TI Batu Belah prepares their students to be good in English. These skills can be gained if the students have strong support in learning.

Because of that, there are several factors influence this acquisition of a second language. The factors can be categorized into two parts; the external and internal factors of learners<sup>5</sup>.

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<sup>3</sup> Brown. Douglas. *Teaching by Principles*. USA (Prentice Hall Regard Eglewood) Cliffs. New Jersey 1994). P. 217

<sup>4</sup> *Ibid*. P. 217

<sup>5</sup> <http://esl.fis.edu/teachers/support/factors.htm>

Ellis, (1994: 5 in Liando, 2001: 2) says that there are several factors influencing the acquisition of the second language. The factors are external and internal factors of the learners. The external factors are related to the environment in which learning takes place, such as social and culture. On the other hand, internal factors are the factors deriving from inside the learners such as attitude and motivation<sup>6</sup>. Motivation here is like a support. The two factors are important to know and are important to give attention in order to achieve successful language learning. As stated by Stern, (1963: 13 in Liando, 1) that particular attention that should be given to social and emotional factors in children is attitude toward contact with language<sup>7</sup>.

Motivation can be influenced by the external factors; such as environment of students learning take place. The factor of environment here is family. Bogardus, (1954: 57, in Vebrianto, 1984: 8-9) say that the family is a small group, normally composed of a father, a mother and one or more children, in which affection and responsibility are equitably shared and in which children are reared to become self-controlled and socially motivated person<sup>8</sup>.

Pursuant to above statement, families or parents has the important roles in giving their children a motivation by giving support. Because, family

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<sup>6</sup> Ibid p. 5

<sup>7</sup> Stern (1963: 13 in Liando. *Some Persfective in Improving English as a Foreign Language Program in Indonesia School*. ((Manado: IKIP 2001: 2)

<sup>8</sup> Bogardus. (1954: 57, in Vebrianto. *Sosiologi Pendidikan*. PT Gramedia Jakarta: 1984). p 8-9

can influence the students' education. Such as parents' education, economic, home, and parents' guidance.

A support can influence someone whether it is positive or negative. If the support is positive, someone is influenced will be positive. While, if the support is negative, someone is influenced will be negative. Support is very important to increase the students' motivation.

Schaefer (2000: 33) says that support is a simple control, without critics and done good saying for the people, which need the support<sup>9</sup>. So, parents' support has important roles for the students' education.

From the above background, the writer found symptoms as follows:

1. Parents have support their children in learning English, but the children still have low motivation in learning English.
2. The parents have given facilities to their children in learning English as a foreign language, but the children lack of using the facilities.
3. Students do not read the text book while their parents have bought the book.
4. Most of the students leaving the class when when English teaching and learning process take place.
5. Most of the students did not study at home, but their have give high motivation.
6. Most of the students did not devote their time to learn English at home, but the parents give them time to learn English at home.

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<sup>9</sup> Schaefer Charles. *Bagaimana Mempengaruhi Anak*. (Semarang: 2000). P. 33



7. Parents pay their children school fee on time, but the students do not come to school.

From the description above, the writer is interested in carrying out a research with title: **“The Correlation Between Parents’ Support and Students’ Motivation in Learning English at the Second Year of MTs-TI Batu Belah”**.

## **B. Definition of the Terms**

In order to avoid misinterpretation and misunderstanding, and also to create the same perception in reading this paper, it is necessary to define the terms used in this research.

### **a. Correlation**

Correlation is simple measure of how things are related to one another to correlated (Mc Manhua: 645). And the mutual relationship (As Hornby)<sup>10</sup>

### **b. Parents**

Soekanto (1990: 23) describes that parent or family refers to the first place of children learning process. Parents have an important role to influence their children’s intrinsic motivation to get good achievement<sup>11</sup>.

James 1980: 18 says that parent is the people who bore children and as an educator at home. They not only give protection but also

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<sup>10</sup> Hornby AS. *Oxford Advance Learners Dictionary*. (Oxford: Oxford University Press.1995).

<sup>11</sup> Soekanto Soerjono. *Sosiologi Keluarga, tentang Ihtwal Keluarga, Remaja dan Anak*. (PT Rineka Cipta: 2000). p. 33.

education to their children, support, and stimulation. In this research, parent refers to all of the students' parents at the second year of MTs-TI Batu Belah.

**c. Support**

(Schaefer (2000:33) support is a simple control without critics and done good saying for the people, which need the support.

**d. Motivation**

The direction of desire to do some activities (students motivation in learning English) indicated by the score gained from an instrument measured to students' motivation.

**C. Problem**

**1. Identification of the Problem**

Based on the background above, evidently, there are many problems depicted above. Therefore, these problems are identified as follows:

1. What are the parents' efforts on the students' motivation in learning English.
2. How is the students' motivation in learning English?
3. Is there any significant correlation between parents' support and the students' motivation in learning English?

4. Is there any influence of parents' support on the students' motivation in learning English?

## **2. Limitation of the Problem**

Dealing with the problems identified above, the writer focuses this research on:

1. The parents' support perceived by the students.
2. The students' motivation in learning English
3. The correlation between parents' support and students' motivation in learning English.

## **3. Formulation of the Problem**

From the limitation of the problems, the writer formulates the problems as follows:

1. How is the parents' support perceived by the students at the second year of MTs-TI Batu Belah?
2. How is the students' motivation in learning English at the second year of MTs-TI Batu Belah?
3. Is there any correlation between parents' support perceived by the students and students' motivations in learning English at the second year of MTs-TI Batu Belah?

## **D. Objectives and Significances of the Research**

### **1. Objective of the Research**

From the formulation of the problem, the writer has objectives of the research as follows:

- a. To find out the parents' support on the students; motivation in learning English.
- b. To find out the students' motivation in learning English.
- c. To find out the correlation between parents' support and students' motivation in learning English.

### **2. Significance of the Research**

- a. This study is as an input for the students' parents at the second year of MTs-TI Batu Belah on how to increase their children's motivation in learning English
- b. As the writers contribution to the faculty of Education and Teacher Training, UIN SUSKA Riau
- c. As the writer's contribution for state junior high school
- d. The completion of the academic demand in fulfilling the last requirement at the faculty of Education and Teacher Training, UIN SUSKA Riau.

## CHAPTER II

### LITERATURE REVIEW

#### A. Theoretical Framework

Theoretical framework is a basic thinking to investigate a problem that is used to get the correctness in the research.

##### 1. Students' Motivation in Learning English

Motivation is strength represent individual motivation to do something. Motivation is a situation personality that motivates individual to do utilized activities to reach the target. Brown (1994: 164) defines the whole motivation construct in general is the degree to which learners are intrinsically or extrinsically motivated to success in a task<sup>1</sup>. George R. Ph. D. Motivation is the direction of desire to do some activities<sup>2</sup>.

In this research, the writer focus on the extrinsic motivation. Extrinsic motivation represent a strong influence in tired subvention of intrinsic or to stimulate our motivation by ourselves. It is very difficult to us to increase our motivation without the extrinsic motivation.

The extrinsic motivation is needed in increasing or stimulating the intrinsic motivation. Ellis (1994: 4 in Liando, 2001: 2) describes the external motivation relates to environment, in which learning takes place,

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<sup>1</sup> Brown. Douglas. *Teaching by principles*. USA (Prentice Hall Regard Eglewood) Cliffs. New Jersey 1994). P. 164

<sup>2</sup> George R. Ph. D.

such as social and culture. Social factors relate to parents or family, in which they are the first society for the children<sup>3</sup>.

Related to learning motivation Sardiman (1996: 39) states that one will be successful in learning when in his or her self has desire and support to learn. These desire and support are called motivation. He also says that motivation contains two forms: first, someone knows what they will learn and understand, and why something is important to be learned<sup>4</sup>. So without desire and support one will not have learning motivation.

Based on the above statement, Chaistain (1972: 31, in Yenita (2002: 12) states that the problem in learning is to motivate students as the following conditions:

- a. Students learn when they are dealing with the materials to upgrade their ability.
- b. Students learn when they see the purpose in their activities and study.
- c. Students learn when they see their studies important.
- d. Students anticipate the future events.
- e. Students are motivated when the subject matter is interesting.
- f. Students often do not like an easy or a trivial work. They grumble at difficult class work, but they respect the demanding education.
- g. Students are motivated if they live in a sure environment.

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<sup>3</sup> Liando Nihta V. F. *Some perspective in improving English as a foreign language program in Indonesia school*. (Manado: IKIP 2001) p. 2

<sup>4</sup> Sardiman A.M. *Interaksi dan Motivasi Belajar Mengajar*. Jakarta. RAJawali Press 1996) p. 39

- h. Students are motivated if they have the opportunity to express their psychological needs for success, recognition and approval.
- i. Students are motivated if they realize that the subject for themselves and not for the teacher.
- j. Students are motivated when they experience more success, than failure. If they feel incapable, they will give up.
- k. Students are motivated when they have some opportunities to make decision, enter into the planning and feel responsible for participating.

From the above statement, the criteria of students who have high motivation are as follows:

- a. Students prefers to work on moderately challanging task, which promise success.
- b. Students responsible for their own action in learning teaching process.
- c. Students like in which their performance can be compared with that of others and they like feedback on how they are doing the task.
- d. Students have knowledge on the result of their decisions.
- e. Students anticipate the future events.
- f. Students have organizational skill in study before<sup>5</sup>.

Related to this above statement, students' motivation in learning English can be seen on the following indicators:

- 1. Students always do their homework, although it is very difficult.<sup>6</sup>

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<sup>5</sup> Liando Nihta V. F. *Some Persfective in Improving English as a Foreign Language Program in Indonesia School*. (Manado: IKIP 2001) p. 2

2. Students ask the teacher when do not understand yet about the material.
3. Students always review their English subject at home.
4. Students have never been absent in the English class.
5. Students give more attention to the course during the teaching and learning process<sup>7</sup>.

## **2. Factors Influencing the Students' Motivation in Learning English**

Some students learn a new language more quickly and easily than others. This simple fact is known by all who have themselves learned a second language or taught those who are using their second language in school. Clearly, some language learners are successful by virtue of their sheer determination, hard work and persistence<sup>8</sup>.

However there are other crucial factors influencing success that are largely beyond the control of the learner. These factors can be broadly categorized as internal and external. It is their complex interplay that determines the speed and facility with which the new language is learned<sup>9</sup>.

Internal factors are those that the individual language learner brings with him or her to the particular learning situation<sup>10</sup>.

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<sup>6</sup> Liando Nihta V. F. *Some perspective in improving English as a Foreign Language Program in Indonesia School*. (Manado: IKIP 2001) p. 2

<sup>7</sup> Moekijat. *Dasar-dasar motivasi*. (Pionir Jaya Bandung 2002) p. 8-9

<sup>8</sup> <http://esl.fis.edu/teachers/support/factors.htm>

<sup>9</sup> <http://lets-belajar.blogspot.com/2012/03/26-some-factors-that-influence-students.html>

<sup>10</sup> <http://www.netc.org/focus/challenges/student.php>



- a. **Age:** Second language acquisition is influenced by the age of the learner. Children, who already have solid literacy skills in their own language, seem to be in the best position to acquire a new language efficiently.
- b. **Personality:** Introverted or anxious learners usually make slower progress, particularly in the development of oral skills.
- c. **Motivation:** Motivation plays an important role in comprehending the text. The students will be motivated to read when they feel that they need something from the text. Brown (2001:75) divided the motivation theory into two kinds, they are: intrinsic and extrinsic motivation<sup>11</sup>.

Edward Deci in Brown (2001:76) defined intrinsic motivation, as follow: *Intrinsically motivated activities are ones from which there is no apparent reward except the activity itself. People seem to engage in the activities for their own sake and not because they lead to an extrinsic reward. It is aimed at bringing about curtaining internally rewarding consequences, namely, feelings of competence and self-determination*<sup>12</sup>.

On the other one, extrinsic motivation defined by him as extrinsically motivated behaviors that carried out in anticipation of a reward from outside and beyond the self. Such as; money, prizes, grades, and even certain of positive feedback.

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<sup>11</sup> Sondang P. Siagian. *Teori Motivasi dan Aplikasinya*. (PT Rineka Cipta: 2004). P. 81

<sup>12</sup> Edward Deci In Brown (2001:76) <http://lets-belajar.blogspot.com/2012/03/26-some-factors-that-influence-students.html>

### 3. Parents' support

People in their life have many needs. They are biology, and physic needs. To get their needs, people will give support for their children for getting the aims. Those all are called support. Support comes from environments, society, friends and parents. Khairini and Firma (1994:3) states that support that makes self-confident are parents' support, family, friends when students get the problems<sup>13</sup>.

Parents are the people who took the birth the children and educators at home. They do not only give protection but also enlarge and educate their children. Parents are the first person who give support stimuly, and educate them. Edi Gustian(2000:36) states that parents is important figure in determine their students achievement, the result of reasearch toward children that success at school<sup>14</sup>. It is showed that, parents support can increase the students' motivation to get good achievement. Support is the same as stimulus. Support or stimulus is the assisstance in increasing motivation.

NRC (in papalia, Olds, and Feldman in Rini, 2004)<sup>15</sup> states that there are two things of parents support on the students education. They are; moral support and material support.

#### 1. Moral support

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<sup>13</sup> Khairini and Firma (1994:3) <http://esl.fis.edu/teachers/support/factors.htm>

<sup>14</sup> Edi Gustian. *Anak Cerdas dengan Prestasi Rendah*. ( Jakarta : Puspa Suara. 2000) p. 36

<sup>15</sup> [http://education.calumet.purdue.edu/vockell/edPsybook/Edpsy5/edpsy5\\_intrinsic.htm](http://education.calumet.purdue.edu/vockell/edPsybook/Edpsy5/edpsy5_intrinsic.htm)

Moral support comes from students' parents like: parents' attention to their children psychological need to overflow: love, imitation, guidance, direction, support and confidence. This kind of support is expected to be able to give learning enthusiasm to their children to get a good aspiration.

Parents' support in learning can be done as follows:

- a. always remembering their children activities in doing the task at home
- b. controlling their children activities during at home in learning and controlling their social intercourse
- c. paying attention to what books their children read

## 2. Material support

NRC (in Papalia, Olds, and Feldman in Rini, 2004) mentions that material support in family are choosing the environment when we live, the school facilities provided, and the parents' way in educating their children and social and economic status can influence parents' ability to provide an environment to increase their children for learning<sup>16</sup>.

Material support here refers to completely physical need, the budget of educational and learning facilities, the equipment that is needed in learning.

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<sup>16</sup> <http://lets-belajar.blogspot.com/2012/03/26-some-factors-that-influence-students.html>

To fulfill that physical need is interlaced with family income. Family that has high income will be easier to fulfill educational need of children such as: tuition fee, school equipment, transportation, uniform and facilities at home.

Gunarso (1983:64)<sup>17</sup> says that “parents has an important part in teaching, educating and giving guidance, providing learning facilities and giving good model to their children which is suitable with moral norm.

## **2. The Correlation between Parents’ Support and the Students Motivation in Learning English**

The parents’ support can give effect to the students’ motivation in learning. Besides that parents’ support can stimulate students’ motivation in learning English as the second language, because the students who need other support such as emotional, information, energy and thinking support.

Regarding with parents’ support in increasing students’ motivation, Greenberg (1989, in Patmodewo 1995:126)<sup>18</sup> says that parents’ support in learning would increase children motivation.

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<sup>17</sup> <http://lets-belajar.blogspot.com/2012/03/26-some-factors-that-influence-students.html>

<sup>18</sup> Patmodewo Soemitri. Pendidikan Anak Prasekolah. (Jakarta : PT Rineka Cipta 1995) p. 126

## **B. Relevant Research**

In relation to the writer's research, which is about the correlation between parents' support and students' motivation in learning English, the writer takes some preliminary researchers in the same topic with different title and theme.

That research by Eka Gusmanidar entitles "Komunikasi Edukatif Orang Tua Terhadap Anak Dalam Meningkatkan Prestasi Belajar PAI siswa SMP Nurul AlFalah Pekanbaru. 2006". The purpose of this research is to find out how is parent educative communication to children in increasing the students' achievement in learning Islamic education at SMP Nurul AlFalah and the factors. The conclusion of the research can be categorized into *enough*, while the factors that influence beside the parents' time and parents opportunity are economic, parents' education and environment.

Another research is the same topic and related to the writer's topic, which entitled "Hubungan Antara Kerjasama Orang tua Siswa dan Guru Pendidikan Agama Islam dengan Prestasi Belajar di SLTP Negeri 02 Kuantan Mudik Desa KAMPUNG Baru Kecamatan Gunung Toar Kabupaten Kuansing. 2002 written by Muhas Jumiati. The conclusion of this research is that there is no positive significant correlation between parents and Islamic education teachers with the students' achievement at SLTP N 02.

So, here the researchers do not yet research about the correlation between parents' support and students' motivation in learning English. So the writer feel necessary to find out about it.

### C. Operational Concept

To avoid misinterpretation in this study, the concept that is still in the abstract form that must be interpreted into particular words to be empirically measured<sup>19</sup>.

#### 1. The parents' support on the students' motivation

The parents support on the students' motivation in learning English is identified with the following indicators:

- a. Always remembering their children activities in doing the task at home
- b. Controlling their children activities at home in learning and control their social intercourse
- c. Paying attention to what books their children read
- d. Parents buy some English books which are used by their children.
- e. Parents buy school equipments.
- f. Parents pay their children school fee on time.
- g. Parents give time to their children for learning English at home.
- h. Parents always ask their children about the lesson when they are at home.
- i. Parents provide facilities at home.
- j. Parents help their children when they have the problem

#### 2. The students' Motivation

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<sup>19</sup> <http://lets-belajar.blogspot.com/2012/03/26-some-factors-that-influence-students.htm>

The indicators of students' motivation in learning English are measured through the following indicators:

- a. Students' give attention or listen to the teachers' explanation.
- b. Students do the task in the classroom or homework happily.
- c. Students have never come late.
- d. Students have never absents.
- e. Students do activities related to the learning, including:
  1. sitting in the classroom during the lesson
  2. asking to the teacher when they do not understand
  3. answering the teacher's question
  4. making note
  5. using a dictionary
  6. reviewing the learnt materials at home
- f. Students look for and solve the problem

#### **D. Assumption and Hypothesis**

##### **Assumption**

Before stating the hypothesis as a temporary answer to the problems, the writer would like to present assumption of this research as follows:

The parents' support can be various to the students' motivation in learning English.

Based on the above statement, the hypothesis in this research is formulated as follows:

**Hyphothesis**

Ho : there is no significant correlation between parents' support and students' motivation

Ha : there is a significant correlation between parents' support and students' motivation



## CHAPTER III

### THE METHODOLOGY OF THE RESEARCH

#### A. Design of the Research

This research is a correlational research. According to Gay (2000: 322) Correlational research is a research study that involves collecting data in order to determine whether and to what degree a relationship exists between two or more quantifiable variables.. the aim of this research to investigate the extent to which variations in one factor correspond with variations in one or more other factors based on the correlation coefficient. Here the writer investigate about the correlation between parents' support and students' motivation in learning English at the second year of MTTs-TI Batu Belah .

#### B. Time and Location of the Research

This study was carried out at the second year of Madrasah Tsanawiyah- Tarbiyah Islamiyah (MTs-TI) Batu Belah. Kampar regency is located on Pekanbaru- Bangkinang KM. 56 Negara street. The reason of the writer to take this location is because the location is easy to reach and to get the information. No research is done in this location. The time of the study was October until December 2010.

## C. Subject and Object of the Research

### 1. Subject of the research

The subject of this research was all students sitting at the second year of MTs-TI Batu Belah 2009-2010 academics year. Their parents were included as participants of this research but applied the approach at home.

### 1. Object of the research

The object of this research was the students' motivation in learning English.

## D. Population and Sample

### 1. Population

The population of this research was the second year of MTs-TI Batu Belah consisting of two classes of a total numbers 56 students. All of the students were those sitting at the second year. The table below shows the information about the total population.

**TABLE III.1**  
**The total of the students at the second year of MTs-TI Batu Belah**

VIII		Total
A	B	
28	28	56

Source: MTs-TI batubelah

### 2. Sample

The writer took all of the population to be samples of the research containing 56 students. It is a small population (N 100) and there is a little point in sampling (Gay and Airasian, 2000, p. 134).

## **E. Technique of Data Collection**

### **a. Questionnaire**

Questionnaire is one of the techniques used to gather the data of the parents' support and students' motivation. In this case, the researcher administered a series of alternatives concerning with the parents' support and the students' motivation. Thus, the students were asked to tick or circle the one that was closest to what they felt, thought and experienced. The statements given were to gather the parents' support and students' statements about their motivation in learning English. The questionnaire consisted of fifteen items.

### **b. Documentation**

This method is carried to get the written information about the data of sample at MTs-TI Batu Belah.

## **F. Techniques of Data Analysis**

The technique applied to analyze every item observed in the observation is as follows:

$$P = \frac{F}{N}$$

P = Percentage

F = frequency of score

N = Total score (Sudijono, 2006:43)

The parents' support on the students' motivation in learning english is evaluated based on the following categorized:

- a. High : if the score is 76% - 100%
- b. Middle : if the score is 49% - 75%
- c. Low : if the score is 0% - 48%

While, the measurement standardizes to find out the students' motivation in learning English as follows:

- a. Good : if the score is 76% - 100%
- b. Fair : if the score is 49% - 75%
- c. Poor : if the score is 0% - 48%

## **CHAPTER IV**

### **DATA PRESENTATION AND ANALYSIS**

#### **A. The Description of Data Location**

##### **1. History of MTs-TI Batu Belah**

Madrasah Tsanawiyah Tarbiyah Islamiyah (MTs-TI) Batu Belah is located on Jl Negara Pekanbaru- Bangkinang 56 Km Batu Belah. Since this school was established, it has three headmasters, they are; Mahyuddin A.Md as the first headmaster, H. Muslim Deny, A. Md. as the second headmaster, and now Elfizah, S.Ag.

##### **2. Teacher Condition of MTs-TI Batu Belah**

The education contains some elements; one of them is teacher who teaches the students. Teacher is one of the components that determines the success of education. Teacher has an important role in teaching learning process. Without teacher, teaching learning process can not be done.

MTs- TI Batu Belah has 24 the teachers. They consist of 8 males and 16 females suitable with their subjects. This number can be seen on the table:

**TABLE IV.1**  
**TEACHERS' SUBJECT AND THEIR LEVEL**

No	Name	Attachment	Specialization
1	Elfizah, S. Ag	Headmaster	Islamic education
2	M. Sahlan, S. H	Teacher	Physics
3	Zulkifli, S. Pd	Teacher	Social Science
4	Salman Al Farsi, S. Ag	Teacher	Qur'an and Hadits
5	Rowiyah, S. Pd	Teacher	Indonesian
6	Syamsul Bahri, A. Ma. Pd	Teacher	Arabic
7	Helmizar, S. Ag	Teacher	Civic Education
8	Elfitriani, S. Ag	Teacher	English
9	Sariyanti, A. Ma. Pd	Teacher	Sport
10	Darlianis, S. Si	Teacher	Mathematics
11	Yuliarti, S. Pd I	Teacher	History of Islamic Civilization
12	H. Mawardi, L. C	Teacher	Arabic
13	Edwar, S. S	Teacher	English
14	Wirda Hayati, S. Ag	Teacher	Islamic Faith and Moral
15	Amina Zahara, S. Ag	Teacher	Education and Training
16	Agussalim, S. Ag	Teacher	Qur'an and Hadits
17	Syaipudin	Teacher	Computer Science
18	Nusriyani	Teacher	Indonesian
19	Devi Yusva	Teacher	KTK
20	Farida	Teacher	Personal Development
21	Yulianis, S. Ag	Teacher	Islamic Law
22	Nurasni, S. E	Teacher	Social Science
23	Helmadora, S. Pt	Teacher	Natural Science
24	Zahara Fitri, S. Pd. I	Teacher	Mathematics

Source: MTs-TI Batu Belah office

### 3. Students of Madrasah Tsanawiyah Tarbiyah Islamiyah (MTs-TI BATU BELAH)

The students of MTs –Ti Batu Belah can be seen on the following table:

**TABLE IV. 2**  
**STUDENTS' NUMBER OF MTs-TI BATU BELAH**

No	Class	Male	Female	Total	Explanation
1	I	35	21	56	2 class
2	II	18	38	56	2 class
3	III	23	30	53	2 class
4	<b>Total</b>	<b>76</b>	<b>89</b>	<b>165</b>	<b>6 class</b>

Source: MTs-TI Batu Belah office

#### 4. The Administration of MTs-TI Batu Belah

Administration refers to an important one of the educational processes in a state. Without administration school committee cannot do their program in teaching and learning process.

The people who are doing the administration are called administrators. An administrator manages the program of the school such as managing the curriculum, syllabus, techniques, etc.

MTs-TI Batu Belah has also its administration staffs to manage the school. The MTs-TI Batu Belah administration contains 6 administrators. They are: Elfizah, S.Ag as a leader of MTs-TI Batu Belah, Salman Alfarsi, S.Ag as the chairman of administrator, Syamsul Bahri, A.Ma.Pd as a treasurer, Yulianis as a Facilities Staff, Nurhidayu as a secretary, and Nurasni, SE as a student staff.

To make readers easy to understand, the writer makes these data into the table as follows:

**TABLE IV. 3****THE TABLE OF ADMINISTRATOR AND THEIR JOBS**

No	Names	Jobs
1	Elfizah, S. Ag	As the leader of school
2	Salman Al-farsi, S.Ag	As the chairman of administrator
3	Syamsul Bahri, A. Ma. Pd	Treasurer
4	Yulianis, S. Ag	Facilities staff
5	Nurhidayu	Secretary
6	Nurasni, SE	Students staff

Source: MTs-TI Batu Belah office

From these data, we can understand the MTs-TI Batu Belah has enough administrators in managing the school. In other words, the MTs-TI Batu Belah can do its program in teaching and learning process logically.

### **5. Facilities**

Facility is a part to support the teaching and learning process. The existence of facilities can assist teaching to achieve educational target expected by every educational institution. The following is the facility of MTs-TI Batu Belah.



**TABLE IV. 4**  
**THE FACILITIES OF MTs-TI BATU BELAH**

No	Kinds of Facilities	Number
1	Head master room	1
2	Teacher room	1
3	Administrator room	1
4	Classroom	6
5	Mosque	1
6	Tennis Table court	1
7	Computer room	1
8	Volley ball court	1
9	Library	1
10	Teaching staff room	1
11	Toilet	2

Source: MTs-TI Batu Belah office

#### **B. The Data Presentation**

As this research was to find out the parents' support toward the students' motivation in learning English at the second year of MTs-TI Batu Belah, questionnaire and documentation were used to obtain the required data.

The questionnaire was used to gather the information about the parents' support and students' motivation in learning English, and documentation was used to get the written information about the data of sample at the MTs-TI Batu Belah.

To determine the data needed in this research, the writer uses questionnaire, which is given to the students. In this research has 56 numbers of students.

This questionnaire contains three alternatives options. They are symbolized by A, B, C, D and E. Each symbolized has different score; A=1, B= 2, C= 3, D=4 and E= 5.

All of questionnaires (56) were given back to the writer. To understand this data easily, the writer establish the data into tables.

Before the data was presented into table, firstly the writer determines the percentage by using the following formula:

$$P = \frac{F}{N}$$

P = Percentage

F = frequency of score

N = Total score (Sudijono, 2006:43)

### The Data Presentation of parents' support

**TABLE. IV. 1**

**PARENTS BUY ENGLISH BOOKS THAT NEEDED BY THEIR CHILD**

No	Option	frequency	Percentage
1	a. There is no book	-	0%
2	b. English books	23	41.1%
3	c. English books and dictionary	17	30.3%
4	d. English, one additional book and dictionary	9	16.1%
5	e. English books, some additional books and dictionary	7	12.5%
Total		56	100%

From the above table, 0% of the respondents there is no book, 41.1% of the students have English book, 30.3% of the parents buy English books and dictionary, 16.1% of the the students have English book, one additional

books and dictionary. And 12.5% of the students have English books, some additional books and dictionary.

**TABLE. IV. 2**  
**STUDENTS HAVE LEARNING FACILITIES BOUGHT BY THEIR PARENTS FOR A NEW ACADEMIC YEAR**

No	Option	frequency	Percentage
1	a. Never	-	0%
2	b.Seldom	5	8.9%
3	c.Sometimes	13	23.2%
4	d.Often	18	32.2%
5	e.Always	20	35.7%
Total		56	100%

From the above table, 0% of the students never have all of learning facilities bought by their parents in a new academic year. 8.9% of the students seldom have a part of learning facilities bought by their parents, 23.2% students sometimes have learning facilities bought by their parents in a new academic year, 32.2% of the students often have learning facilities bought by their parents and 35.7% students always have school facilities bought by their parents. Most of the parents give support in a new academic year.

**TABLE. IV. 3**  
**PARENTS PAY SHCOOL FEE PAYMENT MONTHLY**

No	Option	frequency	Percentage
1	a.Do not pay the payment	-	0%
2	b.Delay the payment	-	0%
3	c.When asked by the teacher	17	30.4%
4	d.In time	20	35.7%
5	e.On time	19	33.9%
Total		56	100%

From the above table, 0% of the students' parents do not pay school fee monthly, 0% of the students' parents postpone the school fee payment, 30.4% when asked by the teacher, 35.7% students pay school fee payment in time that is given by their parents and 33.9% students pay on time.

**TABLE. IV. 4**

**PARENTS GIVE TIME FOR THEIR CHILDREN TO STUDY ENGLISH AT HOME**

No	Option	Frequency	Percentage
1	a.Never	-	0%
2	b.Seldom	-	0%
3	c.Sometimes	-	0%
4	d.Often	25	44.6%
5	e.Always	31	55.4%
Total		56	100%

From the above table, 0% of the parents never give the time to their children for learning English at home, 0% of the parents seldom give the time to their children for learning English at home, 0% of the parents sometimes give the time to their children for learning English at home, 44.6% of the parents often give the time and 55.4% of the parents always give the time to their children for learning English at home.

**TABLE. IV. 5**

**PARENTS ASK THEIR CHILDREN TO REVIEW WHAT THEY HAVE STUDIED AT SCHOOL**

No	Option	frequency	Percentage
1	a.Never	-	0%
2	b.Seldom	-	0%
3	c.Sometime	6	10.7%
4	d.Often	18	32.2%
5	e.Always	32	57.1%
Total		56	100%

From the above table, 0% of the parents never ask their children to review what they studied at school. 0% of the parents seldom ask their children to review what they studied at school, 10.7% of the parents sometimes ask their children to review what they have studied at school, 32.2% of the parents often ask their children to review their study and 57.1% of the parents always ask their children to review their study .

**TABLE. IV. 6**

**PARENTS PAY ATTENTION TO THEIR CHILDREN IN LEARNING ENGLISH**

No	Option	Frequency	Percentage
1	a. Never	-	0%
2	b.Seldom	21	37.5%
3	c.Sometimes	23	41.1%
4	d.Often	7	12.5%
5	e.Always	5	8.9%
Total		56	100%

From the above table, 0% of the parents never pay attention to their children in learning English, 37.5% of the parents seldom pay attention to their children in learning English, 41.1% of the parents sometimes pay attention to their children in learning English, 12.5% of the parents often pay attention to their children in learning English and 8.9% of the parents always pay attention to their children in learning English.

**TABLE. IV. 7**  
**SUPPORT BY GIVING A GIFT WHEN THE CHILDREN GET HIGH SCORE**

No	Option	Frequency	Percentage
1	a.Never	10	17.9%
2	b.Seldom	21	37.5%
3	c.Sometime	18	32.2%
4	d.Often	4	7.1%
5	e.Always	3	5.3%
Total		56	100%

From the above table, 17.9% of the parents never support by giving a gift when the children get high score, 37.5% of the parents seldom support by giving a gift when the students get high score, 32.2% of the parents sometimes give a gift when their children get high score, 7.1% of the parents often give a gift when their children get high score and 5.3% of the parents always give a gift when their children get high score.

**TABLE. IV. 8**  
**STUDENTS HAVE TIME FROM THEIR PARENTS, WHEN THE CHILDREN LEARN IN GROUP**

No	Option	frequency	Percentage
1	a.Never	-	0%
2	b.Seldom	-	0%
3	c.Sometimes	5	8.9%
4	d.Often	19	33.9%
5	e.Always	32	57.2%
Total		56	100%

From the above table, 0% of the parents never have time when the children learn in group, 0% of the parents seldom have the time when the children learn in group, 8.9% of the parents sometimes have time when the

children learn in group, 33.9% of the parents often have the time when the children learn in group and 57.2% of the parents always have the time when the children learn in group.

**TABLE. IV. 9**

**THE STUDENTS' PARENTS CONSULT WITH THE TEACHER ABOUT THEIR CHILDREN PROBLEM**

No	Option	frequency	Percentage
1	a.Never	-	0%
2	b.Seldom	8	14.3%
3	c.Sometimes	25	44.6%
4	d.Often	12	21.4%
5	e.Always	11	19.7%
Total		56	100%

From the above table, 0% of the parents never consult with the teacher about their children problem at school, 14.3% of the parents seldom consult with the teacher about their children problem at school, 44.6% of the parents sometimes consult with the teacher about their children problem at school, 21.4% of the parents often consult with the teacher about their children problem at school and 19.7% always consult with the teacher about their children problem at school.

**TABLE. IV. 10**

**PARENTS GIVE A CHANCE TO TAKE ENGLISH COURSE TO THEIR CHILDREN**

No	Option	frequency	Percentage
1	a.Never	11	19.6%
2	b.Seldom	29	51.8%
3	c.Sometimes	9	16.1%
4	d.Often	4	7.2%
5	e.Always	3	5.3%
Total		56	100%

From the above table, 19.6% of the parents never give a chance to their children to take English course, 51.8% of the parents seldom give a chance to their children to take English course, 16.1% of the parents sometimes give a chance to their children to take English course, 7.2% of the parents often give a chance to their children to take English course and 5.3% of the parents always give a chance to their children to take English course.

**TABLE. IV. 11**  
**HOW MANY TIMES PARENTS ASK THE TEACHER AT SCHOOL**  
**TO ASK THEIR CHILDREN'S ATTITUDES IN A YEAR**

No	Option	frequency	Percentage
1	a.Never	-	0%
2	b.Seldom	21	37.5%
3	c.Sometimes	13	23.2%
4	d.Often	12	21.4%
5	e.Always	10	17.9%
Total		56	100%

From the above table, 0% parents never ask the teacher at school to ask their children attitudes in a year, 37.5% parents seldom ask the teacher at school to ask their children attitudes in a year, 23.2% parents sometimes ask the teacher at school to ask their children attitudes in a year, 21.4% parents often ask the teacher at school to ask their children attitudes in a year and 17.9% parents always ask the teacher at school to ask their children attitudes in a year.



**TABLE. IV. 12**  
**THEIR PARENTS HELP THEIR CHILDREN WHEN THEY HAVE PROBLEM**

No	Option	frequency	Percentage
1	a.Never	-	0%
2	b.Seldom	5	8.9%
3	c.Sometimes	15	26.8%
4	d.Often	24	42.9%
5	e.Always	12	21.4%
Total		56	100%

From the above table, 0% of the parents always help their children when they have a problem, 8.9% of the parents seldom help their children when they have a problem, 26.8% of the parents sometimes help their children when they have a problem, 42.9% of the parents often help their children when they have a problem and 21.4% of the parents always help their children when they have problem.

**TABLE. VII. 13**  
**THE PARENTS' ATTITUDE WHEN THEY CALLED BY THE TEACHER BECAUSE OF THEIR CHILDREN'S PROBLEM**

No	Option	Frequency	Percentage
1	a.Do not come	-	0%
2	b.Come support children	-	0%
3	c.come to support the teacher	23	41.1%
4	d.come in time	17	30.3%
5	e.Come on time	16	28.6%
Total		56	100%

From the above table, 0% of the parents do not come when they called by the teacher because of the children's problems, 0% of the parents come to support the children, 41.1% of the parents come to support the teacher, 30.3%

of the parents come in time when they called by the teacher because of the children's problems and 28.6% of the parents come on time when they called by the teacher because of the children's problems.

**TABLE. VII. 14**

**PARENTS ACCOMPANY THEIR CHILD IN LEARNING ENGLISH**

No	Option	frequency	Percentage
1	a.Never	13	23.2%
2	b.Seldom	21	37.5%
3	c.Sometimes	15	26.8%
4	d.Often	4	7.1%
5	e.Always	3	5.4%
Total		56	100%

From the above table, 23.2% of the parents never accompany their child in learning English, 37.5% of the parents seldom accompany their child in learning English, 26.8% of the parents sometimes accompany their child in learning English, 7.1% of the parents often accompany their child in learning English, 5.4% of the parents always accompany their child in learning English.

**TABLE. IV. 15**

**PARENTS BUY ENGLISH BOOKS LIKE: ENGLISH MAGAZINE, ENGLISH COMIC, AND ENGLISH STORY**

No	Option	frequency	Percentage
1	a.Never	21	37.5%
2	b.Seldom	20	35.7%
3	c.Sometimes	15	26.8%
4	d.Often	-	0%
5	e.Always	-	0%
Total		56	100%

From the above table, 37.5% of the students never have English book like; English magazine English comic and English story, 35.7% of the students seldom have English book like; English magazine, English comic and English story, 15% of the students sometimes have English book like; English magazine, English comic and English story, 0% of the students often have English book and 0% of the students always have English book like; English magazine, English comic and English story.

#### **The Data Presentation of the Students' Motivation in Learning English**

**TABLE IV. 16**  
**THE STUDENTS GIVE ATTENTION TO THE TEACHERS'**  
**EXPLANATION DURING ENGLISH CLASS**

No	Option	frequency	Percentage
1	a.Never	-	0%
2	b.Seldom	4	7.1%
3	c.Sometimes	6	10.7%
4	d.Often	18	32.2%
5	e.Always	28	50%
Total		56	100%

From the above table, 0% of the students never give attention to the teachers' explanation, 7.1% of the students seldom give attention to the teachers' explanation, 10.7% of the students sometimes give attention to the teachers' explanation, 32.2% of the students often give attention to the teachers' explanation and 50% of the students always give attention to the teachers' explanation.

**TABLE IV. 17**  
**THE STUDENTS READ ENGLISH BOOK OR NOTE BOOK IN A DAY**

No	Option	frequency	Percentage
1	a.Never	3	5.4%
2	b.Seldom	9	16.1%
3	c.Sometimes	26	46.4%
4	d.Often	10	17.9%
5	e.Always	8	14.2%
Total		56	100%

From the above table, 5.4% of the students never read English book or note book in a day, 16.1% of the students seldom read English book or note book in a day, 46.4% of the students sometimes read English book or note book a day, 17.9% of the students often read English book or note book in a day and 14.2% of the students always read English book or note book in a day.

**TABLE IV. 18**  
**IN FOLLOWING ENGLISH SUBJECT MEETING IN A MONTH, HOW MANY TIMES THEY HAVE BEEN LATE ENTER THE CLASS**

No	Option	frequency	Percentage
1	a.Always	-	0%
2	b.Often	4	7.1%
3	c.Sometimes	13	23.3%
4	d.Sedom	20	35.7%
5	e.Never	19	33.9%
Total		56	100%

From the above table, 0% of the students never late in following English subject meeting in a month, 7.1% of the students seldom come late in following English subject, 23.3% of the students sometimes come late in following English class, 35.7% of the students often come late in following

English subject and 33.9% of the students always come late in following English subject in a month.

**TABLE IV. 19**  
**THE STUDENTS ATTEND IN THE CLASSROOM DURING THE ENGLISH CLASS**

No	Option	Frequency	Percentage
1	a.Never	-	0%
2	b.Seldom	-	0%
3	c.sometimes	2	3.6%
4	d.Often	7	12.5%
5	e.Always	47	83.9%
Total		56	100%

From the above table, 0% of the students never attend in the classroom during the English class, 0% of the students seldom attend in the classroom during the English class, 3.6%of the students sometimes attend in the classroom during the English class, 12.5% of the students often attend in the classroom during the English class, 83.9% of the students attend in the classroom during the English class.

**TABLE IV. 20**  
**THE STUDENTS WRITE A NOTE BOOK OF THE TEACHERS' EXPLANATION ON THE BLACKBOARD**

No	Option	frequency	Percentage
1	a.Never	-	0%
2	b.Seldom	3	5.4%
3	c.Sometimes	5	8.9%
4	d.Often	15	26.8%
5	e.Always	33	58.9%
Total		56	100%

From the above table, 0% of the students never write a note book of the teachers' explanation, 5.4% seldom of the students write a note book of the teachers' explanation, 8.9% of the students sometimes write a note book of the teachers' explanation, 26.8% of the students often write a note book of the teachers' explanation and 58.9% of the students always write a note book of the teachers' explanation.

**TABLE IV. 21**  
**THE STUDENTS EXERTED TO BORROW THEIR FRIENDS' NOTE**  
**WHEN THEY DO NOT ATTEND CLASS**

No	Option	frequency	Percentage
1	a.Never	7	12.5%
2	b.Seldom	15	26.8%
3	c.Sometimes	17	30.4%
4	d.Often	8	14.2%
5	e.Always	9	16.1%
Total		56	100%

From the above table, 12.5% of the students never exerted to borrow their friends' note when they do not attend the class, 26.8% of the students seldom exerted to borrow their friends' note, 30.4% of the students sometimes effort to borrow their friends' note, 14.2% of the students often exerted to borrow their friends' note and 16.1% of the students always exerted to borrow their friends' note.

**TABLE IV. 22**  
**THE STUDENTS REVIEW THEIR LESSON AT HOME**

No	Option	frequency	Percentage
1	a. Never	6	10.7%
2	b.Seldom	10	17.9%
3	c.Sometimes	13	23.2%
4	d.Often	14	25%
5	e.Always	13	23.2%
Total		56	100%

From the above table, 10.7% of the students never review their lesson at home, 17.9% of the students seldom to review their lesson at home, 23.2 % of the students sometimes review their lesson at home, 25% of the students often review their lesson at home and 23.2% of the students always review their lesson at home.

**TABLE IV. 23**  
**THE STUDENTS EXERTED TO ASK TO THEIR FRIENDS WHEN THEY DO NOT UNDERSTAND WHAT THEY LEARN AT HOME**

No	Option	frequency	Percentage
1	a.Never	13	23.2%
2	b.Seldom	12	21.4%
3	c.Sometimes	17	30.4%
4	d.Often	8	14.3%
5	e.Always	6	10.7%
Total		56	100%

From the above table, 23.2% of the students never exerted to ask to their friends when they do not understand what they learn at home, 21.4% of the students seldom exerted to ask to their friends when they do not understand what they learn at home, 30.4% of the students sometimes exerted to ask to their friends when they do not understand what they learn at home,

14.3% of the students often exerted to ask to their friends when they do not understand what they learn at home and 10.7% of the students always exerted to ask to their friends when they do not understand what they learn at home.

**TABLE IV. 24**  
**THE STUDENTS ASK THE TEACHER WHEN THEY DO NOT UNDERSTAND THE TEACHERS' EXPLANATION**

No	Option	frequency	Percentage
1	a.Never	9	16.1%
2	b.Seldom	7	12.5%
3	c.Sometimes	16	28.6%
4	d.Often	14	25%
5	e.Always	10	17.8%
Total		56	100%

From the above table, 16.1% of the students never ask the teacher when they do not understand the teachers' explanation, 12.5% of the students seldom ask the teacher when they do not understand the teachers' explanation, 28.6% of the students sometimes ask the teacher when they do not understand the teachers' explanation, 25% of the students often ask the teacher when they do not understand the teachers' explanation and 17.8% of the students always ask the teacher when they do not understand the teachers' explanation.

**TABLE IV. 25**  
**THE STUDENTS EXERTED TO FINISH THE TASK IN CLASSROOM**

No	Option	frequency	Percentage
1	a.Never	-	0%
2	b.Seldom	5	8.9%
3	c.Sometimes	10	17.9%
4	d.Often	21	37.5%
5	e.Always	20	35.7%
Total		56	100%



From the above table, 0% of the students never exerted to finish the task in classroom, 8.9% of the students seldom exerted to finish the task in classroom, 17.9% of the students sometimes exerted to finish the task in classroom, 37.5% of the students often exerted to finish the task in classroom and 35.7% of the students always exerted to finish the task in classroom.

**TABLE IV. 26**  
**IN A WEEK OF MEETING, HOW MANY TIMES DO YOU COME**  
**LATE IN FOLLOWING THE ENGLISH SUBJECT?**

No	Option	frequency	Percentage
1	a.Always	-	0%
2	b.Often	6	10.7%
3	c.Sometimes	10	17.9%
4	d.Seldom	25	44.6%
5	e.Never	15	26.8%
Total		56	100%

From the above table, 0% of the students always come late when following English subject, 10.7% of the student often come late in following English subject, 17.9% of the students sometimes come late, 44.6% of the students seldom come late and 26.8% of the students never late when following English subject.

**TABLE IV. 27**  
**THE STUDENTS EXERTED OF DOING HOMEWORK AT HOME**

No	Option	frequency	Percentage
1	a.Never	6	10.7%
2	b.Seldom	13	23.2%
3	c.Sometimes	15	26.8%
4	d.Often	12	21.4%
5	e.Always	10	17.9%
Total		56	100%

From the above table, 10.7% of the students never exerted of doing homework at home, 23.2% of the students seldom exerted of doing homework at home, 26.8% of the students sometimes exerted of doing homework at home, 21.4% of the students often exerted of doing homework at home and 17.9% of the students always exerted of doing homework at home.

**TABLE IV. 28**  
**THE STUDENTS EXERTED TO DO HOMEWORK EVEN THOUGH**  
**THEY DO NOT ATTEND THE CLASS**

No	Option	frequency	Percentage
1	a.Never	7	12.5%
2	b.Seldom	15	26.8%
3	c.Sometimes	16	28.5%
4	d.Often	9	16.1%
5	e.Always	9	16.1%
Total		56	100%

From the above table,12.5% of the students never exerted to do homework even though they do not attend the class, 26.8% of the students seldom exerted to do homework even though they do not attend the class, 28.5% of the students sometimes exerted to do homework even though they do not attend the class, 16.1% of the students often exerted to do homework even though they do not attend the class and 16.1% of the students always exerted to do homework even though they do not attend the class.

**TABLE IV. 29**  
**THE STUDENTS DO THE EXERCISES AT THEIR WILL**

No	Option	frequency	Percentage
1	a.Never	3	5.3%
2	b.Seldom	11	19.6%
3	c.Sometimes	23	41.1%
4	d.Often	10	17.9%
5	e.Always	9	16.1%
Total		56	100%

From the above table, 5.3% of the students never do the exercises at their will, 19.6% of the students seldom do the exercises at their will, 41.1% of the students sometimes do the exercises at their will, 17.9% of the students often do the exercises at their will and 16.1% of the students always do the exercises at their will.

**TABLE IV. 30**  
**THE STUDENTS LEARN THEMSELF EVEN THOUGH THE ENGLISH TEACHER DO NOT COME TO THE CLASS**

No	Option	frequency	Percentage
1	a.Never	5	8.9%
2	b.Seldom	9	16.1%
3	c.Sometimes	21	37.5%
4	d.Often	10	17.9%
5	e.Always	11	19.6%
Total		56	100%

From the above table, 8.9% of the students never learn themselves even though the English teacher does not come to the class, 16.1% of the students seldom learn themselves even though the English teacher does not come to the class, 37.5% of the students sometimes learn themselves even though the English teacher does not come to the class, 17.9% of the students often learn themselves

even though the English teacher do not come to the class and 19.6% of the students always learn themselves even though the English teacher do not come to the class.

## **B. Data Analysis**

The data presentation above is the parents' support on the students' motivation in learning English at the second year of MTs-TI Batu Belah then these data will be analyzed. These are the data of how parents' support, the students' motivation in learning English and its correlation between parents' support on the students' motivation in learning English. To find out the analysis of these two data, the writer used two steps. The first, analyzing the data of parents' support, and the second, analyzing the data of students' motivation in learning English as follows:

### **1. Analysis the data of parents' support**

To find the parents support on the students' motivation in learning English, the writer will analyze as follows

1. Each option is given score
  - a. Option A is given score 1
  - b. Option B is given score 2
  - c. Option C is given score 3
  - d. Option D is given score 4
  - e. Option E is given score 5
2. Each option is given percentage

The ways how to use this percentage, the writer divides the frequencies of all respondents that choose in one item with the total of respondents and then it result with 100%

To be clearer, the writer will show the data of parents' support on the students' motivation in learning English in the following table.

**TABLE IV. 31**

**THE SUMMARY OF QUESTIONNAIRE OF PARENTS' SUPPORT ON THE STUDENTS' MOTIVATION IN LEARNING ENGLISH**

No	A		B		C		D		E	
	F	P	F	P	F	P	F	P	F	P
1	0	0%	23	41.1%	17	30.3%	9	16.1%	7	12.5%
2	0	0%	5	8.9%	13	23.2%	18	32.2%	20	35.7%
3	0	0%	0	0%	17	30.4%	20	35.7%	19	33.9%
4	0	0%	0	0%	0	0%	25	44.6%	31	55.4%
5	0	0%	0	0%	6	10.7%	18	32.2%	32	57.1%
6	0	0%	21	37.5%	23	41.1%	7	12.5%	5	8.9%
7	10	17.9%	21	37.5%	18	32.2%	4	7.1%	3	5.3%
8	0	0%	0	0%	5	8.9%	19	33.9%	32	57.2%
9	0	0%	8	14.3%	25	44.6%	12	21.4%	11	19.7%
10	11	19.6%	29	51.8%	9	16.1%	4	7.2%	3	5.3%
11	0	0%	21	37.5%	13	23.3%	12	21.4%	10	17.9%
12	0	0%	5	8.9%	15	26.8%	24	42.9%	12	21.4%
13	0	0%	0	0%	23	41.1%	17	30.3%	16	28.6%
14	13	23.3%	21	37.5%	15	26.8%	4	7.1%	3	5.4%
15	15	26.8%	21	37.5%	20	35.7%	0	0%	0	0%
Total	55	98.2%	174	310.7%	214	382.2%	193	344.6%	204	364%

To interpret the above table, it is necessary to find the total percentage

by the following calculation:

$$55+174+214+193+204 = 840$$

$$55 \times 1 = 55$$

$$174 \times 2 = 348$$

$$214 \times 3 = 642$$

$$193 \times 4 = 772$$

$$204 \times 5 = 1020$$

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$$2837$$

$$P = \frac{2837}{840\chi^5} \times 100\%$$

$$P = \frac{2837}{4200} \times 100\%$$

$$P = 67.54\%$$

Based on the result of above data analysis, the writer can find out “How is parents’ support on the students’ motivation in learning English at the second year of MTs-Ti Batu Belah?” The parents’ support is categorized into **Fair** because the writer finds 70.59% of the respondents. The parents’ support is categorized into fair because parents cannot support their children in all aspects. These all are caused by the parents’ condition such as knowledge, economy, behaviors, etc.

## 2. The analysis the Data of Students’ Motivation

**TABLE IV. 32**

**The summary of the questionnaire of the students’ motivation for those who are supported by their parents**

No	A		B		C		D		E	
	F	P	F	P	F	P	F	P	F	P
1	0	0%	4	7.1%	6	10.7%	18	32.2%	28	50%
2	3	5.4%	9	16.1%	26	46.4%	10	17.9%	8	14.2%
3	0	0%	4	7.1%	13	23.3%	20	35.7%	19	33.9%
4	0	0%	0	0%	2	3.6%	7	12.5%	47	83.9%
5	0	0%	3	5.4%	5	8.9%	15	26.8%	33	58.9%
6	7	12.5%	15	26.8%	17	30.4%	8	14.2%	9	16.1%
7	6	10.7%	10	17.9%	13	23.2%	14	25%	13	23.2%
8	13	23.2%	12	21.4%	17	30.4%	8	14.3%	6	10.7%
9	9	16.1%	7	12.5%	16	28.6%	14	25%	10	17.8%
10	0	0%	5	8.9%	10	17.9%	21	37.5%	20	35.7%
11	0	0%	6	10.7%	10	17.9%	25	44.6%	15	26.8%
12	6	10.7%	13	23.2%	15	26.8%	12	21.4%	10	17.9%
13	7	12.5%	15	26.8%	16	28.5%	9	16.1%	9	16.1%
14	3	5.3%	11	19.6%	23	41.1%	10	17.9%	9	16.1%
15	5	8.9%	9	16.1%	21	37.5%	10	17.9%	11	19.6%
Total	59	105.3%	123	219.5%	210	375.2%	201	359%	247	440.9%

To interpret the above table, it is necessary to find the total percentage by the following calculation:

$$59 + 123 + 210 + 201 + 247 = 840$$

$$59 \times 1 = 59$$

$$123 \times 2 = 246$$

$$210 \times 3 = 630$$

$$201 \times 4 = 804$$

$$247 \times 5 = 1235$$

$$\hline 2974$$

$$P = \frac{2974}{840} \times 100\%$$

$$P = \frac{2974}{4200} \times 100\%$$

$$P = 70.80\%$$

**TABLE IV. 33**

**THE DATA RECAPITULATION OF PARENTS' SUPPORT AND STUDENTS' MOTIVATION IN LEARNING ENGLISH**

No	Parents' support on the students' motivation			Students' motivation in learning English		
	Total	percentage	categories	Total	percentage	categories
1	29	64.4%	Fair	28	62.2%	Middle
2	34	75.6%	Good	28	62.2%	Middle
3	34	75.6%	Good	31	68.9%	Middle
4	35	77.8%	Good	34	75.6%	High
5	31	68.9%	Fair	35	77.8%	High
6	34	75.6%	Good	20	44.4%	Low
7	35	77.8%	Good	39	86.7%	High
8	34	75.6%	Good	35	77.8%	High
9	24	53.3%	Fair	18	40.0%	Low
10	30	66.7%	Fair	37	82.2%	High
11	34	75.6%	Good	35	77.8%	High
12	33	73.3%	Fair	34	75.6%	High
13	34	75.6%	Good	38	84.4%	High
14	35	77.8%	Good	34	75.6%	High
15	29	64.4%	Fair	31	68.9%	Middle
16	28	62.2%	Fair	29	64.4%	Middle
17	31	68.9%	Fair	32	71.1%	Middle
18	19	43.1%	Poor	29	64.4%	Middle
19	20	45.4%	Poor	25	55.6%	Middle

20	34	75.6%	Good	30	66.7%	Middle
21	35	77.8%	Good	33	73.3%	Middle
22	20	44.4%	Poor	34	75.6%	High
23	35	77.8%	Good	34	75.6%	High
24	34	75.6%	Good	38	84.4%	High
25	34	75.6%	Good	26	57.8%	Middle
26	21	46.7%	Poor	34	75.6%	High
27	33	73.3%	Fair	33	73.3%	Middle
28	31	68.9%	Fair	33	73.3%	Middle
29	34	75.6%	Good	35	77.8%	High
30	33	73.3%	Fair	34	75.6%	High
31	29	64.4%	Fair	31	68.9%	Middle
32	19	43.1%	Poor	29	64.4%	Middle
33	34	75.6%	Good	30	66.7%	Middle
34	34	75.6%	Good	20	44.4%	Low
35	24	53.3%	Fair	18	40.0%	Low
36	34	75.6%	Good	21	46.7%	Low
37	20	44.4%	Poor	34	75.6%	High
38	20	44.4%	Poor	19	42.2%	Low
39	24	54.5%	Fair	19	42.2%	Low
40	34	75.6%	Good	31	68.9%	Middle
41	29	64.4%	Fair	30	66.7%	Middle
42	34	75.6%	Good	35	77.8%	High
43	33	73.3%	Fair	29	64.4%	Middle
44	29	64.4%	Fair	34	75.6%	High
45	36	80.0%	Good	35	77.8%	High
46	35	77.8%	Good	34	75.6%	High
47	34	75.6%	Good	21	46.7%	Low
48	34	75.6%	Good	31	68.9%	Middle
49	35	77.8%	Good	36	80.0%	High
50	26	57.7%	Fair	20	44.4%	Low
51	36	80.0%	Good	35	77.8%	High
52	36	80.0%	Good	40	88.9%	High
53	34	75.6%	Good	36	80.0%	High
54	35	77.8%	Good	34	75.6%	High
55	24	54.5%	Fair	19	42.2%	Low
56	20	44.4%	Poor	19	42.2%	Low

Form the above table, we know that the level of each parents' support on and students' motivation in learning English at the second year of MTs-TI Batu Belah. There are some parents' support data are the same as the students' motivation and there are also some differences between parents' support and



students' motivation. Like, parents' support is good but students' motivation is low, while the parents' support is poor but the students' motivation is high.

Before coming to find out the Chi Square, we can look these data as following table:

**TABLE IV. 34**

**THE CROSSED TABLE OF PARENTS' SUPPORT AND STUDENTS' MOTIVATION IN LEARNING ENGLISH**

<b>Parents' support</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>	<b>Total</b>
<b>Students' motivation</b>				
<b>High</b>	17	5	3	25
<b>Middle</b>	8	9	3	20
<b>Low</b>	4	5	2	11
<b>Total</b>	29	19	8	56

**a. To find out the chi square**

To account the level of Chi Square the calculation is in the following table:

**TABLE IV. 35**

**THE CROSSED TABLE OF PARENTS' SUPPORT AND STUDENTS' MOTIVATION IN LEARNING ENGLISH**

<b>cells</b>	<b>fo</b>	<b>Fh</b>	<b>(fo-fh)</b>	<b>(fo-fh)<sup>2</sup></b>	<b><math>\frac{(fo-fh)^2}{Fh}</math></b>
1	17	12.946	+4.054	16.343	1.26
2	5	8.482	-3.482	12.124	1.42
3	3	3.571	-0.571	0.326	0.09
4	8	10.358	-2.358	5.560	0.53
5	9	6.785	2.215	4.906	0.72
6	3	2.858	0.142	0.020	6.99
7	4	5.697	-1.697	2.879	0.50
8	5	3.732	1.268	1.607	0.43
9	2	1.571	0.429	0.184	0.11

Total	$\sum N=56$	56	$\sum (f_o - f_h)$ =0	-	$\frac{\sum (f_o - f_h)^2}{f_h}$ 12.05
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**b. The substitution into formulation**

After Chi Square score is known, then it is substitution into coefficient contingency correlation formula as follows :

$$\begin{aligned}
 C \text{ or } CC &= \sqrt{\frac{\chi^2}{\chi^2 + N}} \\
 &= \sqrt{\frac{12.05}{12.05 + 56}} \\
 &= \sqrt{\frac{12.05}{68.05}} \\
 &= \sqrt{0.177} \\
 &= \mathbf{0.42}
 \end{aligned}$$

**c. The interpretation to the coefficient contingency correlation**

**a. Hypothesis**

Ha : there is a significant correlation between parents' support and students' motivation in learning English at the second year of MTs-TI Batu Belah

Ho : there is no significant correlation between parents' support and students' motivation in learning English at the second year of MTs-TI Batu Belah

**b. Change the Chi Square level to be Phi by Using the Following**

**Formula:**

$$\phi = \frac{C}{\sqrt{1 - C^2}}$$

$$\phi = \frac{0.42}{\sqrt{1 - (0.42)^2}}$$

$$\phi = \frac{0.42}{\sqrt{1 - 0.1764}}$$

$$\phi = \frac{0.42}{\sqrt{0.8236}}$$

$$\phi = \frac{0.42}{0.90}$$

$$= \mathbf{0.435}$$

**c. Testing Hypothesis by consulting to "r" table of product moment level**

The Phi level is consulted to "r" product moment values. Before it is consulted, its df is counted:

$$\begin{aligned} df &= N - nr \\ &= 56 - 54 \\ &= 54 \end{aligned}$$

From "r" table of product moment, it can be found df of 54, the writer uses df that nearest to 54, it is 50. The "r" table of product moment at 5% grade of significant = 0.273, while in the significant level in 1% = 0.354. so we analyze that level of phi =

0.466 is higher than “r” table whether in 5% or 1%, it can be read  
0.273 <0.466> 0.354.

### **3. Research Finding**

Based on that score, we can conclude that the first hypothesis can be accepted that there is a significant correlation between parents’ support ‘ on the students’ motivation in learning English at the second year of MTs-TI Batu Belah, and the second hypothesis is rejected.

In other words, high or low students’ motivation in learning at the second year of MTs-TI Batu Belah can be influenced by their parents’ support. Theoretically, the better the parents’ support, the higher students’ motivation in learning will be. While, the poorer parents’ support, the lower students’ motivation will be.

In this research, the writer finds that the correlation between parents’ support on the students’ motivation in learning English into intermediate level.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

In this chapter, the researcher would like to draw conclusion from what have been discussed in the preceding chapters, and to recommend some suggestions concerning with the parents' support and students' motivation in learning English at the second year of MTs-TI Batu Belah.

#### **A. Conclusion**

Research findings about parents' support and students' motivation in learning English at the second year of MTs-TI Batu Belah, show that there was significant correlation between parents' support and students' motivation in learning English.

The result shows that the score of phi is higher than r-table.  $H_0$  is rejected and the  $H_a$  is accepted. In other word, parents' support can influence the students' motivation in learning English at the sceond year of MTs-TI Batu Belah.

#### **B. Suggestion**

Here, the writer wants to give some suggestions to the students, students' parents and teachers to be better in teaching and learning process of MTs-TI Batu Belah.

1. Students' parents of MTs-TI Batu Belah are hoped to give more support to their children in learning, especially in English learning process.

2. The students should give more attention to what the teacher explains. For the students, they are hoped to increase their motivation in learning, especially in learning English as a foreign language because the existence of the high learning motivation will influence learning achievement. Therefore, they should like English subject.
3. For the teachers of MTs-TI Batu Belah, they should try to cooperate with the students' parents well because parents have significant correlation on the student's learning motivation.

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