CHAPTER 1

INTRODUCTION

A. Background of the problem

English is a very important lesson be learnt, every individual who is in a circle of education globalization in educational developing world is required to participate in learning English. The benefits of English have a wide scope in terms of education, technology, the world of work, even as a medium to socialize and establish cooperation between continents.

The National Ministry of Education established the importance of a three-goals English course. The first of which was to develop the ability to communicate in English, both in spoken and in written form. Second, awakening awareness of the nature of language and importance of English as one of the foreign languages to be the primary tool of learning. Third, develop an understanding of interconnections between languages and cultures and expand cultural horizons so students have cross-cultural in sights and can engage in cultural diversity. The Ministry of National Education also stipulate abilities that Indonesian students must possess, they are understanding and disclosing

information, thoughts, feelings and developing knowledge, technology and culture using English.[1]

In general, the success of students' learning processes is influenced by two factors, namely internal factors and external factors. Internal factors include, intelligence, talent, interests, motivation, physical health, and how to learn the students themselves. External factors include: family environment, school, community, as well as learning equipment or learning facilities.[2] Based on these opinions, it can be seen that many factors can influence student achievement, including: parental attention, prepare learning facilities, time used by students for learning, student motivation, intelligence, student interest, teaching teacher skills and so on , and others.

Sudjana stated that students' achievement in schools is influenced by the environment and students' abilities. Based on statement above, one of the influential factor is the external factor, environmental factors. Environmental factors include the family environment and school environment.[3]

The learning environment is a component of the system that determines the success of the educational process. In this study, the condition of the family

[1] Depdiknas 2003. *Undang-Undang Republik Indonesia nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional 2003*. Jakarta.

[2] Drs. Slameto, BelajardanFaktor-faktor yang Mempengaruhinya, cet 3 (Jakarta : PT RinekaCipta) hal55-72

[3] Nana Sudjana, Dasar-Dasar Proses BelajarMengajar (Bandung : SinarBaruAlgesindo) hal 39

environment and school environment are an important concern because these factors are very close to the daily life of students and are very influential on learning achievement. Family condition influences students' success. The first and the most influences to the students' life, growth and development are the family. Students' have time and apportunity to meet and interact with their family. which give support to study at home, pay attention to school needs, provide students' learning facilities, finance students' education and provide physical and psychological attention. Students can meet the family and doing interaction in their environment. As a family member, students always interact with other family members.

Abu ahmadi explained that social interactions in extended families are marked by relationships between a family member who is seething with hatred. Parent's indifference to children's learning activities. To parents who do not pay attention to the interests and needs of students in learning. It will hinder the students learning process. [4] It's mean that, Parents must play an active role in supporting the success of students. Parents in addition to providing tools needed by students to learn more importantly how to provide guidance, guidance so that students are more eager to achieve.

[4]Drs. H. Abu Ahmadi. *Psikologisocial*,cet 3 edisirevisi (Jakarta : PT RinekaCipta 2007) hal 246

One of the institution that influence students to influence achievement is a school. The school environment is sometimes also a barrier factor for students, for example the way the presentation of lessons is not good, the relationship between teachers and students is not good, the relationship between students who are less happy and the learning tools in schools are incomplete.

Thus, family and school condition can affect student learning outcomes. Students will achieve high learning achievement if the factors that influence learning can be optimized, otherwise the achievement of student learning will be low if the factors that influence are not well optimized.

Based on preliminary research by conducting interviews with one of the English teachers at SMPN 2 Sungaipua on march 14 , 2019, the researcher found that learning achievement in English was still inadequate and often decreased. The decline in learning achievement is seen from the data of daily exam scores and midterm scores which are still relatively low for minimum completeness requirements. This showed that student achievement is not as expected as minimal completeness criteria (KKM).

According to the teachers, there were still many parents who were less concerned with their students education. Many parents object when students were required to buy learning books to support the material that they need. Therefore, the students are not optimally engaged in the learning process. Parents did not

care if there was an invitation from the school to attend meeting or invitation to distribute card report. Some of them did not come or asked other to came to represent them. As a result, these parents do not know their children's development and learning abilities at school.

The researcher also asked several students and found that there were still many learning facilities in schools that were incomplete, there were still many who did not have the textbooks and dictionaries needed in English learning activities. Books in the library were not adequate. Laboratories in schools also did not have internet facilities. The lack of these facilities will hinder the progress of student learning because learning facilities have function as supporting the teaching and learning outcomes become inefficient.

In addition, the researcher found that some students who liked the teacher who taught them also liked the lesson, and some students did not like the teacher, they also did not like the lesson.

According to the problems that found by researcher on preliminary research, the researcher consider to discuss that problems with the tittle "The Correlation between Family and School Conditions toward Students' English Achievement at SMPN 2 Sungaipua"

B. Identification of The Problem

There are some problem that researcher identifies as follows:

1. Students' English achievement is inadequate and often decreases.
2. Lack of parents' attention to children's learning so that it affects their learning achievement.
3. Inadequate learning facilities in school can affect student learning outcomes.
4. Lack of teacher interaction with student and between students themselves.

C. The Formulation of the Problem

Based on the explanation above, the researcher formulates the problem as follow:

1. Is there any significant correlation between family condition and school condition toward students' English achievement?
2. What is the correlation magnitude between family and school conditions toward student learning achievement?
3. Is there a positive influence between family conditions and school conditions on eighth grade student achievement n 02 sungaipua of 2019/2020?

D. Purpose of the research

Based on the problem above, the purpose of this research is to know what do influence family and school condition toward learning achievement.

E. The Significant of Research

The significant of this research are to :

1. In order to fulfill one of the requirements for researchers to complete the Undergraduate level of education at the Tarbiyah faculty majoring in English Education.

2. For teacher to improve and increase the capabilities in managing the learning process and carrying out assessments.

3. For schools and educational institutions in general it is a separate contribution, or at a minimum it can be used as an additional reference to support the achievement of a better and more effective evaluation process.

F. Definition of key term

The key form used in this research are defined as follow

1. English

   English is for communication and as the international language mostly used to interact with others.It is one of the subject in school around the

world. In this fact, the English as a lesson in SMPN 2 Sungaipua that learning by student.

2. Learning achievement

   Learning achievement is the result of what individual has learnt from some educational experiences. In this matter that learning achievement such a learning result that was gotten by students from some factors : internal factor and external factor.

3. Family Condition

   Family condition is the first and foremost educational environment for children who provide guidance and examples for students. In the family environment where the students character and attitude are based.

4. School Condition

   The school condition is the unity of space in formal educational institutions that gives an influence on the formation of attitudes and the development of potential students.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Related Theory

1. Family Condition

In the field of education, the family is a primary source of education, for all human knowledge and intellectual intelligence are first acquired from parents and family members. Parenting is of Paramount importance and parental responsibility.

According to Dalyono, parenting in the family haves a profound impact on learning. The high level of a parent education, a small amount of income, sufficient or inadequate parental care and direction, the compatibility or incompatibility of parents, the intimate or incompatibility of parents with students, the quiet or no home situation, all contribute to the learning attainment of a students. Additionally, factors in home circumstances also contribute to learning's success. The small size of houses, no tools or learning media such as a board, a picture, a dictionary, no room or study table, and so on. They also contribute to the success of a person's study.[5]

[5]Dalyono, *Psikologi Pendidikan*. (Jakarta: Rineka Cipta 2009) p. 59

Slameto stated that students receive the family's influence of: the way parents educate students, the relations between family members, the home atmosphere and the family economy. These factors when they are able to perform according to each function and function well, likely creating situations and conditions that could encourage a students to get more involved in learning.

To be more clear, the writer describe matters related to the influence of the family condition, among other things:

a. The way parents educate their children

According to Slameto, How a parent educates a students can have a profound effect on a child's learning. The family is the first and foremost institution of education, understandably the importance of the family's role in the education of the students. The way parents educate their students will have a bearing on his study.

Parents who pay no attention to their students education, such as: they do not care about their students studies, or for a parent who coddle the child so much that the students is left unstudied and the students becomes lazy. Perhaps their own students are good, but because of irregular study, difficulties build up and fall behind in the

study.[6] Parents should know that students need the encouragement and understanding of parents in learning. When a students has a weak spirit, parents are obliged to give understanding and encouragement to deal with problems at school. When students study they should be willing to watch and help so that the child becomes eager to learn.

As well as the problem with English study, parents never participate in English at home or have the students listen to an English song to encourage the students in learning English, parents don't care if the students understands the lesson, pay no attention to the needs and needs of the students, Do not set up study time so that when a students has an English assignment they do not notice the students already doing or not, not providing or completing his study, the difficulties experienced in the study can cause the students to be unsuccessful in learning.

The primary responsible students are the parents. Because of their limited abilities, parents delegate a part of their responsibility to the school, but that does not mean that they are completely removed from it. Parents are required to provide home-study instruction. For there to be harmony between study guidance given by teachers at

[6]Slameto, *BelajardanFaktor-faktor yang Mempengaruhinya*, cet 3 (Jakarta : PT RinekaCipta) p.60-61

school and parents at home, there is a need for cooperation between the two sides.

To get a good results in studying, a students must certainly engage in the maximum learning activity both at school and at home. In engaging in such learning activity, parental guidance is sorely needed. Because parental guidance to students will be a catalyst or motivation for them to be more diligent in studying and achieve maximum results. It is another thing for child who are not schooled by their parents, surely would have the motivation for learning that low and ultimately influential in achieving low results. So it could be said that parental guidance in students has a profound effect on their learning results. In other words, the better the guidance a parent gives to a student's study, the better he or she will accomplish and the better he or she will do otherwise.

Furthermore, Abu said that, The Parents factors are the most influential factors in students learning progress. Parents who can educate their students by providing good education will certainly be a factor in the fact that parents are a big factor in their students learning progress. Parents who can educate their students by providing good education that can make the students certainly succeed in their learning. Conversely parents who do not heed the education of their

students, indifferent, even not paying attention at all certainly will not succeed in learning. For example students are not required to study regularly, not bought learning tools, and so on. Maybe the students is actually clever, because of his irregular learning and no guidance, eventually having difficulty learning and then being reluctant to learn.[7]

In the foregoing, it is understandable that parental guidance and education are essential to improving the students learning. For guidance from a parent is a psychological aid that a parent gives to a students so that it can help them to recognize themselves and their potential and thus contribute to improve learning.

b. The parents' educational background

Everyone has different life and education. Some come from capable families, and some from underprivileged families. Some come from highly educated families and some from low-educated families. This causes a difference in the level of education a person will experience. A person with a high education will have good self-knowledge and potential, and a person with low level of education has low knowledge and low self-potential. For those who come from the family, many are able to afford high level opportunities for school, as the cost of supporting. For those who come from underprivileged

[7]Drs. H. Abu Ahmadi. *Psikologi social*, cet 3 edisirevisi (Jakarta : PT RinekaCipta 2007) hal 264-265

families, few get high opportunities for school because the cost is less supportive.

Likewise for those who come from families who are well educated, they will get the opportunity for high school because their parents will have responsibility for their students. For those who come from inferior families, they lack the opportunity to attend school because their parents are less aware of their responsibility to their students.

The learning performance of a students' is not merely a result of school learning but is supported by the role of parents at home. Parents have a hand in their students' success. Sometimes the responsibility is underappreciated by a parent and so often arises that the less success of a students' is the result of the inattention and responsibility of a parent.

There are different levels of education for parents in educating their children. Parents are educated from elementary school, middle school, high school, to college. Parents who have the elementary school background for educating children have the limits of science when compared with those of middle school education. The higher the level of a person's education, the greater the science he or she has that

the various behaviors of parents in guiding, directing, and motivating the child are indirectly linked to his or her students' school performance. Learners whose parents have higher education levels will have higher conviction and motivation for learning to be so highly accomplished, and in turn, learners whose parents have low level of education will have low conviction and motivation so that his learning achievements are low. It is consistent with research done by siti sakdiyah that "good learning achievements affect a high parent's educational background, so there is a significant impact on the learning feat of parents."

Their highly educated parents no doubt know and know how to educate and direct their students, and they are capable of giving appropriate responses and effective, exhilarating parenting to their students. In order to achieve adequate learning, the immediate home environment, the interest in learning the students and the different educational backgrounds of parents, all will have a bearing on learning skills especially the ability to speak English of the students most expected by parents.

The English speaking process of students is determined by many factors, such as the human factor in the parents' educational background and learners themselves, and the nonhuman factors such

as curriculum, teaching tools, learning methods, and other contributors. Of all the above factors, however, it is the human factor that affects much of the learning process especially the ability of learning the English language of the students.

It is no longer fictitious for a students who has the ability to speak English and is gaining high marks on all of his school report accounts, as the perception of a parent's educational background and learning style is overwhelming. But the reality is not that all students have perception of the educational background of parents who have different students.[8]

c. Relations between family members

Relationships between family members are important relationships between parents and children. Also, students relations with siblings or other family members have a bearing on learning the students. Such a form of association as whether the relationship is loving and understanding, or is filled with hatred, an attitude that is too harsh or indifferent and so forth.

For the sake of fluency and success of the child, good relations must be maintained in the students family. Such a good relationship is

[8] http://ejournal.bsi.ac.id/ejurnal/index.php/wanastra

such as when a child is studying, parents are always there for him, such as with English learning that when a students learns English dialogue, parents or other family members are willing to help, or when a students comes home from school the parents ask whether a students vocabulary increases or not, such a relationship can increase a students motivation for learning so that the child's accomplishments will be better. [9]

In addition, students really in the need of love and parents support. They will grow in the best manner positive pathway in a pleasing house atmosphere. According to this theory, the parents have to ensure the accomplishment of all students basic necessities as their failure in completing this requirement will give an impact toward their education.

Moral support and facilities are essential in student's educational. With parents support, there will be a certain improvement in students achievement in English subject. Parents are the fundamental aspect in providing a good environment for the students. Conductive and harmonious family environment affected the level of parents support in students education toward some extent. Parent with a good relationship with their students tend to provide support and

[9]Slameto.*Op. cit.*, pp.62

encouragement for them to succeed academically including in English education. The family environment under discussed includes parents' socioeconomic state, educational ability and aspiration toward English language.[10]

From the statement above, it can be concluded that the relationship between family members can influence the students learning process, because a good relationship between family members with attention, affection and guidance will lead to motivation and enthusiasm for learning diligently and comfortably.

d. Home atmosphere

According to the slameto, the atmosphere of the home is intended as a frequent situation or event in the family where children are and engage in study activity. The atmosphere of the home also includes an important factor in determining the success of the students, if quarreling or tumult is constantly going to prevent the students from learning quietly, it also tears the students out of the house and refuses to learn. [11]

[10]NorhalizaBinti Yusuf, International Conference on Educational and Regional Development 2016(ICERD 2016)p.659-660

[11]Slameto. Op. cit., pp.63

Furthermore, for students to study well, they need to create a comfortable, peaceful atmosphere in the home. What is more, inside the home are tools that can support a students study, as in the growing up of learning English, parents stick attractive stickers with an English vocabulary in the room where students learn and encourage the child to memorize and study the vocabulary. In their spare time parents also listen to English songs to their students, to help them get used to the English vocabulary. So by and by the students will naturally be at home studying and learning more in English.

Whereas Abu also said that the atmosphere of the home that affects a child's learning is that the household tense, often quarreling among family members. The students is sad, confused and overwhelmed by constant disappointment and anguish. So kids go out looking for a new environment. So that’s happen is in the blink of a child it can be a bad influence from outside that enters his soul. Eventually he was lazy and hampered in his studies. [12]

e. Family economic situation

Slameto says that the family economy is close to the study of students. Students who are studying in addition to the necessities of

[12]Drs. H. Abu Ahmadi. Op. cit., pp. 266

life, such as eating, clothing, health protection, and so on, needs such facilities as rooms, tables, chairs, lighting, writing tools, books, and other things. The family economy certainly has a role to play in the students development or accomplishments when we think about it, that given the economy, the material environment the students faces in the family is more extensive. He may have greater opportunities to develop various abilities or feats that he cannot develop or achieve when his tools are not available.

If students in a poor family lack the basic needs necessary, causing a student health to suffer, then learning that a child will also be affected. How parents would meet the needs of studying a student such as buying a textbook, a dictionary, or even sending a student to an English course, when they could hardly fill it for everyday needs. This obviously has a profound effect on the student learning. While there is no denying the possibility of a poor and suffering student in weak family economy, there is a motivation to be more diligent in learning and to achieve good learning.

Instead of wealthy families, parents often have a tendency to pamper their student, thus concentrating their attention on learning. It can also interfere with a student learning. Although they have enough money to send their children to an English course, if a student is used

to being spoiled by the lazy childhood, the child may focus less on learning. It can also interfere with a student learning. [13]

Furthermore, ElinaKahar in Norhaliza said that, a student from a poor family background who attend school have a different life with the student from a rich family where the students from poor family have to do homework as well as other work chores upon returning home. This is due to the fact that parents from low socioeconomic background prioritized continuity of income sources rather than providing more attention towards their students education.

The parents with poor background paying less attention towards their students educational achievement as their priority is in finding the income sources for the family. Low-income parents are unable to provide favorable situation in the terms of providing the best learning environment for their students and at the same time will affect their performance. Hence, student achievement in their English education is influenced by their parents' socioeconomic status to some extent. [14]

From the statement above, it can be concluded that the relationship between family members can influence the students

[13]Slameto.*Op. cit.,* pp.63-64
[14]NorhalizaBinti Yusuf, *op. cit.,* pp.660

learning process, because a good relationship between family members with attention, affection and guidance will lead to motivation and enthusiasm for learning diligently and comfortably.

2. School Condition

As human social creatures will always be in touch with the surroundings. One can learn on neighborhoods like family, school, community and the natural world around. When a school-age environment becomes a place for a child to learn. Dalyono said that, points out that school environment is one of the factors that contribute to a child's learning ability. The school environment directly or indirectly affects the child's growth and development.[15]

According to Muhibbin shah a school environment is composed of social and nonsocial environment. Further explained, a school social environment such as teachers, education workers and classmates can affect the students' learning spirit, while a school nonsocial environment such as schoolbuildings and buildings, learning tools, and learning time. In addition, the school environment in which learning is located has a bearing on learning success rates.[16]

[15]Dalyono. *Loc. cit*
[16]Muhibbin Syah, *Psikologi Belajar*, cet 1 (Jakarta: PT LOGOS Wacana Ilmu 2013) p.135

Based on the foregoing opinions, it can be concluded that the school environment is the whole condition of a formal institution that operates on education programs in order to develop potential learners. The whole condition includes an influential and nonsocial environment that is meaningful to students as they go through the learning process of teaching at school.

Slameto said school environment factors that affect student learning performance include teaching methods, curriculum, teacher connections with students, student connections with students, school discipline, school facilities, for further will be described as follows:

a. Teaching method

According to Slameto, teaching method influence the learning process. For example teachers who teach poorly will have an effect on students who study poorly. That poor teaching method may occur for example because the teacher is lacking preparation and is lacking in the lesson material because, so that in presenting the lesson incomprehensible to the students or the teacher's attitude toward the student is bad. So the students are less excited about the lesson or the teacher. As a result students are lazy to learn and affect their learning

result. It is expected that teachers do not give so much of the chores at home, that the children do not have time for other activities. [17]

Additionally, according to ngalim purwonto, how the teacher's attitude and personality are, the teacher's height, and how the teacher's knowledge is taught to his children, help determine how the child's learning can be achieved. [18]

If linked to English learning, it is such as when in the teacher's learning process the teacher never brings the media teach such as pictures for descriptive text or card samples for card greeting, nor does directing students look for difficult words, and does not give students time to ask, so that students do not understand the lessons the teacher teaches.

Based on the opinion above, it can be conclude that the method of teaching can affect student learning outcomes because whether or not the delivery of the teacher in explaining the lesson determines how students can receive and master the lesson.

[17]Slameto. Op. cit., pp.54-72
[18]Drs.M.Ngalim*Purwonto, PsikologiPendidikan*.(Bandung: PT. Remaja Rosdakarya 2000)

b. Curriculum

Slameto said that, curriculum Is defined as a number of activities given to students. The activity is mostly presenting lesson material for students to receive, master, and develop the lesson material. Clearly the lesson material had a bearing on students' study. The same can be said about school time Settings and the standards of the lessons that must be set clearly and correctly.

In the event that students are forced into school in the afternoon, it is actually less accountable. Where students must rest, but are forced to attend school, until they listen to their lessons drowsy and so on. Instead students learned in the morning, the mind is still fresh, physical in good condition. If students attend school when their body is tired or weak, such as during the day, will have difficulty receiving the lesson. The difficulty is caused by students having difficulty concentrating and thinking. In that weaker body condition. So choosing the right time to study will have a positive effect on learning.

c. Teacher relations with students

In simple terms, a teacher is one who gives knowledge to a protege. While learners are everyone who receives the influence of

someone or a group of people who are engaged in educational activities. Both are unsure most vital in the learning process. Because the whole process, orientation activity and other connections set up for education always involves educators and educators as executive actors.

Such conditions have become an prerequisite for an educational activity. Based on the understanding that education means the conscious effort of educators meant to develop the quality of educators, embodied a sense that the process called education will never take place when educators are absent and learners in a series of learning activities. Educators and learners, in a sense, were the main pillars of educational activity.

In addition, the teaching process takes place between the teacher and the student. The process is also affected by the connections within the process itself. So students' learning is also influenced by their relationship with the teacher. In the teacher's relationship with the good student, the student will like the teacher, and also will like the subject he gives so that the student tries to learn best. It's also the opposite if the student hates the teacher. Thus, she

was reluctant to study her teaching, resulting in the absence of her lesson. [19]

Furthermore, Thobroni said, one that affects the students' learning achievement is the teacher factor and his teaching method. When a child is in school, the teacher's factors and the way he teaches them are important. The teacher's attitude and personality, the teacher's lack of knowledge and how to teach that knowledge to the person in charge of the learning to be achieved.[20]

d. Relationship between students and students

The student who has undesirable qualities or conduct with other friends, has low self-esteem or is experiencing anguish, will be isolated from the group. The damage is further severe and will interfere with his study. He has even more reason to be reluctant to attend school because his classmates have been subjected to unpleasant treatment at school. If this happens, it will obviously interfere with the child's learning process and his performance will be reduced.

On the other hand, if a student's relationship with his friend is good, then it makes the student more diligent in studying, the context

[19]Slameto. op. cit., pp.66
[20]Thobroni,BelajardanPembelajaran, cet 1(Yogyakarta: Ar-ruzz Media, 2015)pp 29

if the student does not understand the vocabulary or the English phrase the teacher taught, they can ask the friend who understands the lesson, as well as when the teacher gives the hard task they can work together, so that they don't feel burdened in doing the task because they can help each other. [21]

In other, Abu said the relationship between children and children is less pleasant.This happens to children who are alienated or hated by their friends. This hated child will experience inner stress which hinders learning progress. he often does not attend school and sometimes experiences unpleasant treatment.[22]

e. School discipline

School discipline is closely linked with student craft in school as well as in learning. School discipline includes the discipline of the teacher in teaching by the orderly, employee/employee discipline in administrative work and classroom hygiene, school building, yard and so on, the principal's discipline in managing the entire staff and students, and the discipline of the disciplinary team in his service to the students. Thus in order for students to learn more, students must be

[21]Slameto. loc. cit

[22]Drs. H. Abu Ahmadi. op. cit., 66-67

disciplined in studies both at school, at home and in literature. For a student discipline must be a teacher and other staff discipline as well.

f. Tools of study

Learning tools are closely related to the students' learning, since the teaching tools used by the teacher when teaching were also used by students to receive the material taught. A complete and precise study tool will enhance the reception of the lesson material given to the students. If the student receives lessons easily and massages them, then the study becomes more vigorous and progressive.

Today's reality with the sheer number of demands that go to school requires tools that help students mount their students' study level, such as library books, laboratories or other media. Most schools lack the media in number or quality. Working on good and complete teaching tools is necessary for teachers to teach well so that students can receive the lesson well and can learn well. [23]

Thobroni says that the teacher factor and his way of teaching are closely linked to the availability of school tools. Schools with the

[23]Slameto. op. cit., pp.67-68

tools and equipment needed in study coupled with qualified teachers will make it easier and speed up children's studies. [24]

3. The Concept of Students English Achievement

a. English achievement

Achievement is accomplishment on a test of knowledge or skill also personal motive. Achievement its self refers to what somebody has done, not somebody he can do. Something a person can do is called ability; while, what the has done, usually through learning is achievement. Achievement can be identified from the test result which the teacher had given. According to Harmer, achievement test are designed to measure learners' language and skill progress in relation to the syllabus they have been following.[25] It means that a tool to measure the student progress about the material that the teacher gives to them. In additional, the purpose about the material that the have studied.

As mention by Brown, achievement is related directly to classroom lessons, units, or even a total curriculum. Achievement test are limited to particular material covered in a curriculum within a particular time frame, and are offered after a course has covered the objectives in question. It means that achievement is a degree of skill measure with reference to a

[24]Thobroni. op. cit., 35

[25]Jeremy Harmer, *The practice of English Language Teaching*: *Third Edition* (Pearson Education,2001),p.321

particular curriculum. Achievement refers to what someone has done. This word should be distinguished whit ability reffering to something a person can do. In addition, a definition that achievement is an accomplishment on a test of knowledge or skill is also personal motive.[26]

Achievement is a closely related to learning activity because learning activities its self is the process, while the achievement is the result. Learning as a process of setting knowledge and a new skill will be definitely influenced by learning factor. The mastery of the knowledge and the low skill will not successfully achieve if it is not supported by the learning process in English.

According to Harmer, although English is not the language with the largest number of native or first language speakers, it has become lingua franca.[27] Its mean that, English is not only of native or the first language, but English use in many areas of the globe. Especially in English classroom, the students should to practice English base on rule of the school. If the students practice English every day, so they are can get good in English achievement.

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[26]H. Doughlas Brown, *Language Assesment Principle and Classroom Practice*, (United state: Longman, 2004)

[27]Jeremy Harmer, *The practice of English Language Teaching*: *Third Edition* (Pearson Education,2001),p.1

Based on the explanation above, the researcher concluded that achievement is a accomplished or result that student get after they have been taught during classroom activities or teaching and learning process with effort, knowledge, and skill. While, students English achievement is the accomplished or result on a test that students get after they have been taught English.

b. The testing of English Achievement

Test is a procedure which are used to measure the students' skill to get the result what they have been learned before. As stated by Brown, "Test is a method of measuring a person's ability, knowledge, or performance in a given domain".[28] It means that test is one of method which is used to measure the students' skill in certain subject.

In this case, the testing of English achievement is gathered from the English result during one semester. It is examination test, mid-term test and final test. According Arthur Hughes, there are two kind of achievement test: Progress achievement test is intended to measure the progress that students' are making. They contribute to formative test. The third, final achievement tests are those administered at the end of a course of study. It purpose to describe students' result and make a prediction for the next learning process

[28]H. Doughlas Brown, *Language Assesment Principle and Classroom Practice*, (United state: Longman, 2004),p. 3

and assessment the teacher do at the end of learning process or at the end of semester.

Based on explanation above, the progress achievement test is doing by the teacher while the process is running. This done to fix the process or to know the improvement of the learning process such as doing the remedial. The examples of this evaluation are daily exam, task, exercise, and mid-term. And then, the final achievement test is done by the teacher at the end of the learning process. This is done to design the final result such as past or failed, true and false, move to higher level or not. The examples of this evaluation are final semester and final exam (UN). So, the researcher uses both of evaluation above in analyzing the data students' English achievement because both of them will get the data from documentation. So, documentations in this research are examination test, mid-term test and final test.

c. The Factors that Influence Students' Achievement

Learning feats gained by the learning process in the school, in addition to being determined by students as learning subjects are also affected by other factors. In this regard some experts cite factors affecting the student learning process and achievement.

Slameto, points out that factors influencing the learning performance of many kinds but can be classified as only two classes, internal and exstern factors.

1. The internal factor, which is an individual factor, includes:
    a. A physical factor consisting of health and bodily deformities.
    b. A psychological factor consists of intelligence, attention, interest, talents, motivation, maturity and readiness.
    c. The factors of tiredness and spiritual tiredness (are psychological).
2. The exstern factor, which is outside the individual, includes:
    a. family factors, consisting of the way parents educate, relationships between family members, home atmosphere, family economic circumstances, parents' attention and cultural background.
    b. school factors, consisting of teaching methods, curriculum, teacher connections with students, student connections, school discipline, teaching tools, school time, standard lessons above size, building circumstances, learning and chores.
    c. community factors, consisting of students' activities in society, association, and community life forms.[29]

Muhibbin shah notes that three influential individuals have learned well:

[29]Slameto. Op. cit., pp. 56-74

1. The internal factor (factor in a student) encompasses two aspects, namely:
    a. physiological aspect of health factors.
    b. the psychological aspect of a student's level of intelligence, student attitudes, student talents, student interests and student motivation.
2. External factors (students' external factors) are made up of two kinds, namely:
    a. the social ward includes the school ward (teachers and friends at school), the community (a poor community and a large unemployment), and the family ward (parental qualities, parental care, family tensions and family economic circumstances)
    b. a non-social environment, including the schoolhouse and its location, learning equipment, weather conditions and study times used by the students.
    c. The learning approach factor, which is the kind of students' learning efforts include strategies and methods that students use to conduct lesson materials activities.[30]

[30]Muhibbin shah. op. cit. pp. 130-141

While ngalim purwanto students' learning accomplishments are influenced by factors classified as two classes:

1. The factors present in the organism itself are called individual factors, such as: maturity/growth factors, intelligence, exercise, motivation, and personal factors.
2. Factors outside the individual are called social factors, such as: family/home factors, teachers and teaching ways, tools used in teaching, the environment and the opportunities available, and social motivation.[31]

Based on opinions above, it can be concluded that the factors affecting students' learning performance are internal factors and external factor. Internal factors are factors that affect students' learning achievements come from within the student, such as physical health and other. Whereas external factor are factors that affect students' learning performance come from outside the students' self, such as the educational condition, the atmoshphere of the home, the way the teacher teaches and the methods used in learning.

[31]Ngalim purwanto. Op. cit. pp., 102

B. Review of Related study

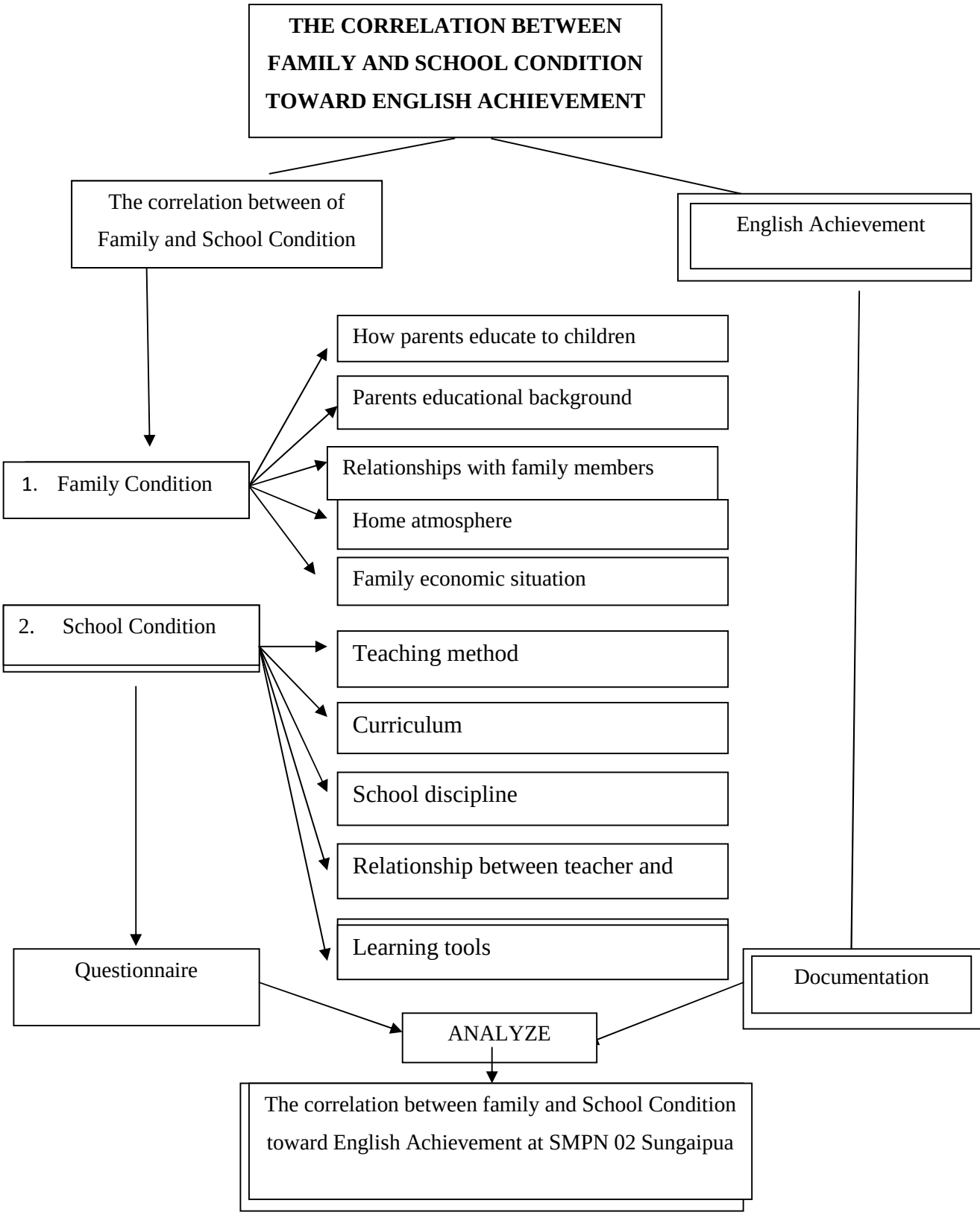
The first study was conducted by FahmiFauzji in 2016 with the title this study was to know and explain the relationship between parents' involvement and students' English achievement on the Seventh Grade students of Madrasah TsanawiyahAr-Rahman Jakarta. The sample of this study is 35 students from class 7.1. The method of this study was quantitative method and the technique used was correlation technique. The data were collected from questionnaire about parents' involvement on students' English learning and English subject score on the odd semester Final test, which was collected from the English teacher. Both of the data were calculated with Pearson Product Moment Correlation in SPSS 22 program. The result shows that there is a positive correlation between parents' involvement and students' English achievement. It proved by the rxy (0.670) which bigger than rtable (0.334). It considered that null hypothesis (Ho) in this research is rejected and the alternative hypothesis (Ha) which state that there is correlation between parents' involvement and students' English achievement is accepted. In conclusion, there is a positive correlation between parents' involvement and students' English achievement. It means that the higher parents' involvement on students' English learning, the better the English achievement is.

The second study was conducted by Antonio Lozano Diaz in 2003 with the title *Personal, family, and academic factors affecting low achievement in*

*secondary school"*study aims to establish relationships between personal, family and academic factors that account for school failure, as well as determine how these factors influence each other. study aims to establish relationships between personal, family and academic factors that account for school failure, as well as determine how these factors influence each other. The hypotheses were fulfilled differentially, showing the selective predictive power of the different contextual variables (family and school related) in accounting for school failure in students of Secondary Education. Such results offer us very relevant information for better understanding and for decision-making with an aim towards prevention of school failure during this educational stage.The results of this survey make clear the direct influence of variables such as parents' academic level, gender, motivation, relationships between peers, and others.

C. Conceptual Framework

Conceptual of this research can be created as bellow



D. formula hypothesis

The hypotheses were given to see how tough a relationship is between independent and dependent unassigned. The first hypothetical test to measure a significant positive relationship between the family environment and the feat of learning English. The second hypothesis is to recognize the significant positive relationship between the school environment and the achievement of learning English. The latter hypothesis is to recognize the significant positive relationship between the family environment and the school environment with the achievement of learning English. As for that test hypothesis based on the following hypothesis:

Ho : $\rho \leq 0$

a. There is no significant connection between the family's circumstances to the eighth grade student English achievement n 02 sungaipua school year 2019/2020.
b. There is no significant connection between the school conditions for the eighth grade student English achievement n 02 sungaipua of 2019/2020.
c. There is no significant connection between the family condition and the school conditions to the eighth grade of English students n 02 sungaipua of 2019/2020.

Ha : $\rho > 0$

a. There is a significant connection between the family's circumstances to the eighth grade student English achievement n 02 sungaipua school year 2019/2020.

b. There is a significant link between the school conditions for the eighth grade student English achievement n 02 sungaipua school year 2019/2020.

c. There is a significant connection between the family condition and the school conditions to the eighth grade of English students n 02 sungaipua school year 2019/2020.

In order to accept or reject a hypothesis can be seen by hypothetical testing. If $r_{hitung} > r_{tabel}$ then H_0 rejected and H_a accepted. On the contrary if $r_{hitung} < r_{tabel}$ it is H_0 accepted and H_a rejected.

CHAPTER III

RESEARCH METHODS

A. Design The Research

This research uses quantitative approach. It refers to the systematic empirical investigation of social phenomenon via statistical analysis, matematical analysis, or numeral analysis. Besides, Margono defined the quantitative research is a process to find knowledge using the numeral data as the instrument to find information about everything that will be found.[32]

This research is a correlation research. It 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 correlation research is a research involves the data collecting in order to determine whether there is a relationship and the relationship level between the two variables or more. The relationship and level of variables are important, because by knowing the level of existing relationships, researchers can develop it in accordance with the research objectives.

The Correlation research, as said Gay, is one part of ex-post facto research because researchers usually do not manipulate the state of the

[32]Margono,MetodologiPenelitian Pendidikan,2007,PT.Rineka Cipta:Jakarta,pp.103

existing variables and immediately look for the existence of the relationship and the level of variable relations reflected in the correlation coefficient.[33]

B. Population and Sample

1. Population

Population is a generalization area consisting of objects or subjects that have certain qualities and characteristics determined by researchers to be studied and then drawn conclusions.[34] In this study the population is all students of class eight at SMPN 2 Sungaipua. So this research is population research.

Table 3.1.

Population of students in Sungaipua 2 Junior High School students in the 2019-2020 school years.

NO.	CLASS	TOTAL
1	VIII	24
Total		24

Source data :SMPN 2 Sungaipua at limo suku,Sungaipua, Agam, Sumatra Barat

[33]Sukardi, MetodologiPenelitianPendidikan(Jakarta: PT.BumiAksara 2012)p pl.166

[34]Sugiyono, MetodologiPenelitian (Bandung : ALFABETA cv) p p 117

2. Sample

The sample is part of the population which is taken in certain way form the population itself.[35] Gay states that ,sample is the process of selecting a number of individuals present the larger group from which they are selected.[36]Hence, the certain way or the rule to take and decide the sample from a population which has been choose is need to understand the researcher. The sample of this research is the eight students of SMPN 2 Sungaipua academic year 2019/2020 which has two classes.

The researcher used total sampling. As Suharsimi Arikunto stated that if the subjects are less than 100,it is better to take all of the subject.[37]The researcher choose all of total the eight class students. It is 24 students.

C. Instrumentation

The research instrument is a tool used to measure natural and social phenomena observed. In this research, researchers uses instruments, they are questionnaires and documentation.

1. Questionnaire

Questionnaire is a method of collecting data on a problem that generally involves many public interests, questionnaires are carried out by

[35]Margono,. . . . . ,pp.121

[36] L.R Gay.*Educational Research:Competencies for Analysis and Application.* Singapore: Publishing Company 1990.pp.102

[37]Suharsimi Arikunto,Prosedur Penelitian Suatu Pendekatan Praktis, ... ,pp.134

distributing a list of statements in the form of a form or questionnaire. In the questionnaire respondents are asked to provide a response to the statement or question that is on the questionnaire by choosing the alternative answers that were available.

According to Arikunto there are several advantages if using a questionnaire technique, they are : In a short time you can get a lot of data, Save energy and costs, respondents can choose free time to fill it and respondents felt forced and answered more openly.[38]

This research, researcher are uses direct questionnaires. Direct questionnaire is statements about themselves or submitted directly to respondents. The form of the questionnaire is a closed ended statement that has an alternative answers, respondent choose one of them. It is used that be found are similarities in the answers of each respondent so that the data processing is easier.

In this research , researcher uses Likert scale to measure the score of variable in “family condition” (X1) and School condition (X2). Likert scale is used for a group of people about an organization's performance. By using this Scale, the variables measured are transformed into variable indicators, then,

[38]ibid . , p p 131

they become to arrange the items of instrument in the form of statements or questions.

The Likert scale used in this study is a scale in the form of a checklist with five options, from 1-5, they are very often, often, sometimes, rarely, and never. The score for modified Scale is a follows:

Table 3.2. Scoring for Likert Scale

Positive Statement		Negative Statements	
Answer	Score	Answer	Score
Very Often	5	Very Often	1
Often	4	Often	2
Sometimes	3	Sometimes	3
Rarely	2	Rarely	4
Never	1	Never	5

From the variable off Family condition, there are 10 items, theoretically the scores obtained for the variable family condition will have range from between a minimum score of 10 and a maximum score of 100.

From the variable School condition, there are 10 items, theoretically the scores obtained for the variable School condition will have range between a minimum score, 10 and a maximum score 100.

The next step, the questionnaires was distributed to the students. The instruments use Indonesian to avoid misunderstanding and misinterpreting in order to obtain truthful information.

2. Documentation

According to Suharsimi Arikunto documentation comes from document words which mean written items, such as books, magazines, documents, regulations, minutes of meetings, diaries, and so on.[39]

The researcher used the result of test to obtain mid term score to determine student learning achievement, so that researchers did not need to test to get the score to be processed.

D. Validity and Reliability

There are two important requirements that applied to a questionnaire, namely a questionnaire must be valid and reliable.

[39]Suharsimi arikunto, . op. cit. pp 158

1. Validity of Questionnaire

According to Arikunto, valid means that the tool measures what you want to measure, while validity is the accuracy or accuracy of measurement.[40] A questionnaire can be said to be valid if the statement on a questionnaire is able to disclose something that will be measured by the questionnaire. To determine the validity of an instrument in terms of questionnaires it is done by correlating between the scores of each validity with the total score, if a variable (statement) is valid if the score of the variable correlates significantly with the total score. Validity testing of this instrument was analyzed using a Likert scale, then the validity test used was construct validity, to test the validity of the construct, the opinions of experts could be used.

In this case, after the instrument is constructed about aspects that will be measured based on a certain theory, then it will be consulted with experts. Expert was asked for their opinions on the instruments that had been compiled. After testing constructs from experts and based on empirical experience in the field is complete. Then it is continued with trials of the instruments tested in the sample where the population was taken.

[40]Suharsimi Arikunto. *Dasar-dasar Evaluasi Pendidikan*. Jakarta: Bumi Aksara 2007. p p 144

Once construction testing is complete, it is continued with a test of the instrument done by item analysis. Test are done on subjects that have the same characteristics as the research subjects. The trial was conducted on 24 eighth grade students junior high school 02 sungaipua of the 2019/2020 school year before the study was conducted. The exam of this product was analysed and simulated, validating this test was analysed by pearson's correlation formula, which is the following:

$$r_{xy} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{\left\{N\sum X^2 - (\sum X^2)\right\}\left\{N\sum Y^2 - (\sum Y^2)\right\}}}$$

Information :

rxy: Correlation Coefficient Between X and Y

N: Number of Subjects or Respondents

ΣX: Amount of Score Item Score

ΣX2: Number of Squares Score Item Statement

ΣY2: Total Score Total statement

ΣXY: Number of Multiplications X and Y [41]

The submission criteria for an item are said to be valid if the probability value is 0.05 or higher with a probability value of Sig (significant)

[41] Suharsimi arikunto, . op. cit. Pp 213

and a probability value of 0.01 is greater or equal to the probability value of Sig (very significant).

2. Reliability of Questionnaire

According to Suharsimi Arikunto, Reliability means measurement stability, a device can be said to be reliable if used repeatedly the same value. statements are said to be reliable if someone's answer to the statement is consistent or stable over time. There are two types of reliability tests, namely external reliability whose size is outside the instrument, and if the calculation is done based on data from the instrument alone will produce internal reliability.

This research is included in the type of internal reliability test, the testing of which is obtained by analyzing data from one test result. The technique to determine the reliability of the variable instrument is used the Cronbach Alpha coefficient formula. This formula is used in a questionnaire that does not require an answer that is absolutely true or false, but is used to find the reliability of an instrument whose score is zero or one, here is the formula of Alpha Cronbach:

$$r_{11}\left[\frac{k}{(k-1)}\right]\left[1-\frac{\sum \sigma^2 b}{\sigma^2 t}\right]$$

Information :

r11: Instrument Reliability

k: Many statement items

Σσ2b: Amount of Variance Item

Σ21: Total Variance[42]

The magnitude of the alpha coefficient obtained shows the instrument reliability coefficient.

E. Techniques of Data collection

Data collection techniques are measuring instruments needed in carrying out a study. Data to be collected can be in the form of numbers, written statements, oral information and various facts related to the focus of the research under study. In connection with the understanding of data collection techniques and the form of data to be collected, two main techniques for collecting data are used in this research, namely the study of documentation and questionnaire techniques.

a. Documentation

The study of documentation in collecting research data is intended as a way to collect data that are considered important from various official

[42]Suharsimi arikunto, . op. cit. pp 179

tracts found at the research site. Documentation is a set of data in the form of writing documents, certificates, books, magazines, regulations, organizational structure, number of students and so on.

This documentation used in this research is mid term scores. It is obtained by asking the results of the student's score to the English teacher who taught in the 8th grade. The requested score is the Mid term test in the odd semester.

b. Questionnaire

The selection of data collection techniques with questionnaires is based on the reason that: respondents have sufficient time to answer questions; each respondent faced the same arrangement and method of filling in the questions asked; respondents have the freedom to give answers; and can be used to collect data or information from many respondents in a fast time. Through this questionnaire technique data will be collected in the form of written answers from several respondents on a number of questions raised in the questionnaire.

This data collection technique is done by coming directly to the school, then asking permission from the teacher concerned to enter the class. After getting permission, the researcher distribute the questionnaire to students. In this situation the researcher give direct instructions on how

to give an answer without affecting the contents of the answer that must be given. Besides researcher also have the opportunity to provide information on questions that are not clear what they mean. Thus filling out a questionnaire such as this allows the researcher to recover the questionnaire in full in a short time, while the technical errors in answering can be reduced to the smallest possible extent.

F. Technique of the Data Analysis

The techniques of data analysis in quantitative research were employed using statistical calculations, using statistical formulas already provided. Data analysis is done to process and analyze data to draw conclusions from research. The analysis of the data done is as follows:

1. Prerequisite of analysis

The purpose of data analysis is to answer or review daunted research questions. Prior to the advance analysis of the data, analysis will be conducted with the intent that the conclusions taken can be trusted and verifiable. And those prerequisites are normality tests, linearity tests, and homogenity tests.

a. Normality Data test

Data normality tests aim to see if data derived from normal distribution research results. Normality tests in this study employ a kolmogorov-smynov (k-s) test, with the k-s formula as follows:

$$Z = \frac{Xi - X}{SD}$$

K-S = maximum | $F_T F_s$|

Information :

Xi = number on the data

Z = transformation from Numbers to notation on normal distribution

Ft = normal cumulative probability, cumulative proportion the normal curve based on Zi notation, is calculated from the lute curve running from the left end of the curve up to the point Z.

Fs = comparative empirical probability

$$Fs = \frac{banyaknya\ angka\ sumpai\ ke\ ni}{banyaknya\ seluruh\ angka\ pada\ data}$$

If the biggest [FT-FS] value < rated kolmogorof smynov tables, then data distribution is normal.

b. Linearity test

Linearity test should be performed before regression test on research hypotheses. The linearity test analysis used to know the nature of the relationship between free variables and bound variables is a straight line. The formula used in the linearity test in this study is as follows:

$$Freg = \frac{RK\ reg}{RK\ res}$$

Information :

Freg: regression number f line

Rkreg: rerata squared of regression line

Rkres: rerata squared residue[43]

The F results are consulted with an F table with a 5% significance. If F is less than f the table with a 5% significance, the relation of independence variable (X) to (Y) dependence variable is not linear. On the other hand, if F is greater than f the table with a 5 percent significance the relationship between the free variable (X) and the Y variable is declared linear.[44]

c. Homogeneity test

This test is intended to examine the similarity of the population variance that is normally distributed. The homogeneity test uses the Barletts test, if the probability value is> 0.05, then the data comes from the same or homogeneous variance population. Homogeneity testing was carried out on all dependent variables studied, including self-concept variables (X1), principal academic supervision (X2) For testing purposes One-Way Anova analysis test method is used, with the following steps:

Hypothesis Formulation:

[43] Sutrisno Hadi. *Analisis Regresi*. Yogyakarta 1994: Fakultas Psikologi UGM.p p 13
[44] Sugiyono, . op. cit. Pp 273

H0: The population variance is not homogeneous

H1: Population variance is homogeneous

With the test criteria: reject H0 if the sig value> 0.05 and accept H0 for other than that.

d. Method of Successive Interval (MSI)

In a particular study that uses questionnaire instruments in the concept of closed questions with the assessment method using a Likert scale as a tool to get data, we can be sure the resulting data in the form of ordinal data. In many statistical procedures such as regression, Pearson correlation, t test and soon require that the data have interval scale. Therefore, if we only have ordinal scale data, the data must be converted into intervals to meet the requirements of these procedures. In order to make it easier for researchers in statistics there is a method that can be used to convert ordinal scale values into interval scales. The method is called the Method of Successive Interval (MSI).

According to Syarifudin Hidayat the meaning of the Method of Successive Interval is: "The scaling method for raising the scale of ordinal measurements to interval measurement scales". The process of transforming ordinal data into interval data in this study uses the help of a computer program that is Microsoft Office Excel 2007 (Analize).

2. Analysis of the data

a. Multiple Linear Regression Analysis Test

This analysis is used to test the effect of a family environment and a school environment jointly on student learning achievement (X1, X2 by Y). So this analysis allows for the double regression index of the two free variables to bound variables, the key coefficient, the relative contributions and effective contributions of each variable to free variable. In double regression analysis, the steps to take are as follows:

1) Make the equation of the line with three predictions, with the formula:

$$Y = a_1X_{1+}a_2X_2 + k$$

Information:

Y: criteria

X: prediction

a1: coefficient prediction x1

a2: coefficient prediction x2

K: constant number[45]

2) Creating an endowment that each free variable shares with a formula:

[45] Sutrisno Hadi, . op. cit. Pp 33

a) Relative donation (SR %)

To find the corresponding comparison of relativity that a independence variable would give to a dependence variable attached to a predictable independence variable, which would use a formula:

$$SR\% = \frac{a\Sigma XY}{JK\ reg} \times 100\%$$

information:

SR% : relative donation of an predictor

a : predictable coefficient

ΣXY : total product between x and y

$JKreg$: quantity squared regression[46]

b) Effective donation (SE%)

To figure out a percentage of relative effectiveness that a independent variable gives a dependent variable to a independent variable that's either studied or unstudied, and that's using a formula:

$$SE\% = SR\% \times R2$$

information:

SE% : effective contributions are a predictor

SR% : relative donation a predictor

R2 : determinate coefficient[47]

[46] Ibid., p. 42

b. Correlation Analysis test

In the sought correlation analysis is coefficient of correlation, which is the number that tells the degree of relationship between the independent variable (X) and the dependent (Y) variable or to determine the strength or weakness of the relationship between independent and dependent variables.

Multiple correlation analysis is used to determine the degree or power of the relationship between all X and Y variables simultaneously. According to sugiyono the coefficient of the correlation can be formulated as follows:[48]

$$Ry.x_1x_2 = \sqrt{\frac{r^2yx_1 + r^2yx_2 - {}^{2r}_{y}x_1\,{}^{2r}_{y}x_2}{1 - r^2{}_{x_1x_2}}}$$

Information:

$Ry.x_1x_2$ = coefficient correlations between variables x_1 and x_2

ryx_1= coefficient correlations $x_1$toward y

ryx_2= coefficient correlations x_2 toward y

rx_1x_2= coefficient correlations $x_1$toward x_2

[47] Ibid., p. 45
[48] Sugiyono, . op. cit. Pp 256

As for an interpretation of the coefficient correlation found large or small, it can follow the following provisions:

Table 3.4 guidelines interpret the coefficient correlation

Interval correlation	Level relationship
0,00 – 0,199	Very weak
0,20 – 0,399	weak
0,40 – 0,599	average
0,60 – 0,799	Strong
0,80 – 1,000	Very strong

Source: Sugiyono[49]

3) Test Hypothesis (T test)

T-test tests against coefficient regression, the testis done to figure out the significance of role partial between independent variables with dependent variables by assuming that other independent variables are considered constant.

According to sugiyono, using the formula:

$$t = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

[49] Sugiyono, . op. cit. Pp 250

Information:

t = distribution t

r = coefficient correlation partial

r^2= coefficient determination

n = amount of data[50]

T test result of these calculations are then compared with t table using an error rate of 0,05. The criteria used are as follow:

- H_0 accepted if $t_{hitung} \leq t_{tabel}$ or sig value > α

- H_0 rejected if $t_{hitung} \geq t_{tabel}$ or sig value < α

If there is Ho acceptance it can be inferred that there is no significant influence, where as when Ho is rejected there is a significant influence.

This statistical hypothetical design to test whether there is any influence between the independent variable family condition (X1), school condition (X2), regarding learning achievement (Y), and the hypotheses in this study are:

[50] Sugiyono, . Loc. cit

- Ho: $\beta = 0$: there is no significant effect

`- Ha : $\beta \neq 0$: there is a significant influence

3. Determinate coefficient simultaneous (R2)

A determinate coefficient is a measure used to determine the size of a variable. Determinate coefficient r2 = 0, meaning free variable has no bearing at all (0%) on variable bound. Conversely, if the r2 power coefficient = 1, that means bound variables are 100% affected by free variables. R2 is in a lapse or interval between 0 and 1 (0 much r2 coils 1).

CHAPTER IV

FINDING AND DISCUSSIONS

A. FINDINGS

In this chapter, the researcher explained the description result of analysis of collected data carried out to answer the research question : What do influence family and school condition toward learning achievement?.

As mentioned in the previous chapter, to get the data, the researcher conducted the research by giving questionnaire about family condition and school conditions toward students English achievement. Before a statistical test was performed, a prerequisite test is use first so that the use of the formula did not deviate from the applicable provisions.

a. Analysis Prerequisite Test

1. Normality Test

The normality test was conducted to see if the data distribution was normal or not. The normality test is done for four variable and obtained the value L_0 and L_{table} that gained in the level 0,05.

To see the normality test then the *Kolmogorov-Smirnov test* is carried out. Based on *Kolmogorov-Smirnov test* for four variable that can be seen from the table below is gained L_0=0,749 and L_{table}=0,05.

The data can be said normally distributed on the level 0,05 if $L_0 > L_{table}$, and if $L_0 < L_{table}$ then the data can be said not normally distributed. Because of $L_0 > L_{table}$ (0,749>0.05), so it can be concluded that variable X1 (family condition) **normally** distributed.

To see the normality test then the *Kolmogorov-Smirnov test* is carried out. Based on *Kolmogorov-Smirnov test* for four variable that can be seen from the table below is gained L_0=0.606 and L_{table}=0,05.

The data can be said normally distributed on the level 0,05 if $L_0 > L_{table}$, and if $L_0 < L_{table}$ then the data can be said not normally distributed. Because of $L_0 > L_{table}$ (0.606 >0.05), so it can be concluded that variable X1 (family condition) **normally** distributed.

Table 4.1 Test Normality

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual	Unstandardized Residual	Unstandardized Residual
N		24	24	24
Normal Parameters[a]	Mean	.0000000	.0000000	.0000000
	Std. Deviation	11.38264425	11.47906303	2.10775513
Most Extreme Differences	Absolute	.138	.156	.125
	Positive	.095	.080	.092
	Negative	-.138	-.156	-.125
Kolmogorov-Smirnov Z		.677	.763	.614
Asymp. Sig. (2-tailed)		.749	.606	.846

a. Test distribution is Normal.

Based on the *Kolmogorov-Smirnov test* above can be seen that L_0=0.846 and L_{table} =0,05. The data can be said normally distributed on level 0,05 if the $L_0 > L_{table}$ and the data not normally distributed if $L_0 < L_{table}$. Because of $L_0 > L_{table}$ (0,846 > 0,05) ,so it can be conluded that variable Y (students achievement) is **normally** distributed.

Tabel 4.2 The Calculation Result of Test Normality

Kelas	L_0	L_{tabel}	Kesimpulan	Keterangan
Y	0. 846	0,05	$L_0 > L_{tabel}$	Normal
X1	0, 749	0,05	$L_0 > L_{tabel}$	Normal
X2	0, 606	0,05	$L_0 > L_{tabel}$	Normal

Source: Data Primer yang Diolah SPSS 16 (2019)

Based on the calculation result of normality test above, it can be seen that variable Y obtain $L_0 > L_{tabel}$, 0,846>0,05. Variable X1 obtain $L_0 > L_{tabel}$ which 0,749 > 0,05, and variable X2 obtain $L_0 > L_{tabel}$ which 0,606>0,05. So it can be conclude that the third variable is **normally** distributed.

2. Linearity Test

Linearity test was conducted to see if X variable and Y variable have a linear relationship or not. Linearity test is used to determine whether the independent variable and dependent variable in this research have a linear relationship if an increase in score of variable independent is followed by an increase in score of variable dependent. (Imam Ghozali,2014). The criterion applied to express the linearity is the value F.

Based on the research that has conducted, then the linearity test results have been obtained :

Table 4.3

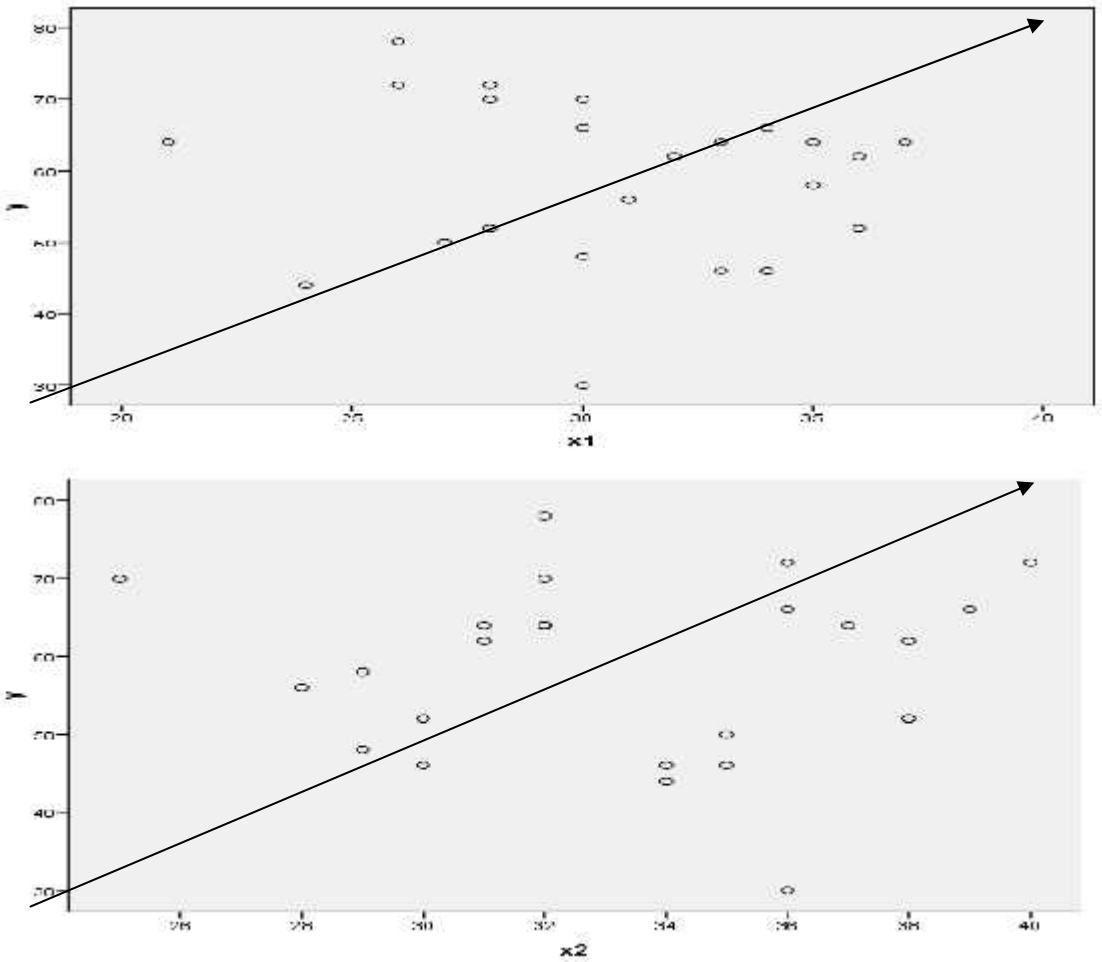
The Calculation Result Of Linearity test

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
y * x1	Between Groups	(Combined)	1061.633	8	132.704	1.010	.468
		Linearity	51.848	1	51.848	.395	.539
		Deviation from Linearity	1009.786	7	144.255	1.098	.412
	Within Groups		1970.200	15	131.347		
	Total		3031.833	23			

Source: Data Primer yang Diolah SPSS 16 (2019)

Grafik Scatter Plot Uji Linearitas



Based on the significant value (*sig)* it has obtained the value of *deviation from linearity* 0.412 is bigger that 0.05. So it can be concluded that there is linear relationship significantly between variable X1 (Family Condition), X2 (School condition) with variable Y(students achievement).

Based on F value, it has gained $F_{obtained}$ 1.010 with F_{table} =k-1, n-k-1= 3-1=2, 24-3-1=20 so 2.20 so F_{table} 3.49. $F_{obtained}<F_{table}$ (1.231<3.49). Then, it can be concluded that there is significantly linear relationship between Variable X1(family condition), X2 (school condition), with Variable Y (students English achievement)

Based on the output "Scatter Graphic Plot Linearity Test" above, it can be seen the visible points plot of the data is forming spreads. It shows that there is the linearity correlation and positively between variable X1 with variable X2 and The second graphic variable X2 with variable Y. This positive correlation means that variable X1 increased so that variable Y will increase too. Even variable X2 increased, the variable Y also. Because of there is a linear correlation between variable X1 and X2 toward Y, so one of the assumptions or requirements for the regression mod in the research has been fulfilled.

3. Homogeneity Test

The homogeneity test is used to see whether the two samples have homogenous variant or not. The homogeneity test is done by using SPSS 16, and as the result as followed :

Table 4.4
The result of test homogeneity

Test of Homogeneity of Variances

NIliai

Levene Statistic	df1	df2	Sig.
20.425	2	69	.071

Based on the output result Test of Homogeneity of Variances SPSS above, can be seen that the significance value (sig) in the variable X1 (family condition) and variable X2 (School condition) is 0.071 with the significance level 0.05. So in this case, the variable X1, X2, and Y can be said Homogenous because 0.071>0.05. so it can be concluded that variable X1 (Family condition) X2 (School Condition) is Homogenous.

b. Analysis of the data

1. Multiple Linear Regression Analysis Test

The multiple linear regression analysis test is aimed to measure the effect of one variable independent toward variable Y.

Based on the research, it has obtained the result of simple linear regression by using application SPSS, as described by the table below :

Table 4.5
The Result Of Multiple Linear Regression Analysis Test

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	56.729	21.422		2.648	.015
	x2	.051	.639	.017	.079	.938
	X1	.365	583	.132	-.626	.538

a. Dependent Variable: y

Based on the output result above, it can be seen that the result from *Unstandardized Coefficients* in part B on *Constant* is 56.729 score X1 is 0.051 and X2 is 0.365. based on the data above, can be said that the Constant is 56.729, the coefficient regression is X1 is 0.051 and coefficient regression X2 is 0.365.

Based on the discussion of the multiple regression analysis, it has obtained the similarities as follows :

Y = 8.242 + 0. 051 X1 +0. 365 X2

It can be concluded that the result from multiple regression analysis, the dependent variable has effect toward independent variable because of from each part of independent variable have a positive value or influence.

From the SPSS output above, then the conditions that needed to calculate the an effective contribution or SE and Relative contributions or SR can be said to be complete. To simplify the calculation of SE and SR that will be done then needed to summarize the result table above.

As for the method of the calculating SE and SR from the results of the multiple linear regression above as follows :

Effective Contribution (SE) variable X1 toward Y :

SE X1 = BetaX1 x rxy x 100%
= 0.365 x 0.584 x 100%
= 21.316%

SE X2 = Beta X2 x rxy x 100%
= 0.51 x 0.778 x 100%
= 39.678%

SE total = 21.316% + 39.678% = 60.994%

Based on the calculation above, it known that effective contribution (SE) Variable X1 toward Y is 21.316%, while effective contribution (SE) toward Variable Y is 39.678%. for the SE total was 60.994%.

SR X1 = SE(X1)% / R2
= 21.316% / 0.053%
=4.263%

SR X2 = SE(X2)% / R2
= 39.678% / 0.053%
= 7.486%

SR total = 4.263% +7.486% = 11.749%

Based on the result of the calculation above, it was known that relative contribution (SR) variable X1 toward variable Y is 4.263% while relative contribution (SR) variable X2 toward variable Y is 7.486 %.

2. R/Squeare Determination Coefficient

R2 test is used to measure how far the ability model in explain variantions dependent variable. In this research the coefficient determination was using the value of *adjusted R2.*

Table 4.6 Determination Coefficient

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.231[a]	.053	-.028	2.155

a. Predictors: (Constant), y

b. Dependent Variable: x1

From the test result of R2, R Square or R2 is gotten from the result R or R^2 so 0.231x0.231 so the result were obtained 0.053 (R Square). R2 value was obtained 0.053 or 5.3%. this showed that variable X1 and X2 can be explained 5.3 %. While 95.7% were explained by variables outside of independent variable of this research.

3. Analysis of Correlation Test

The statistical calculation of 23 questionnaire by the students were calculated.

Table 4.7
The Statistical Calculation Of Questionnaire

Correlations

	x1	x2	y

x1	Pearson Correlation	1	.463*	.584
	Sig. (2-tailed)		.003	.003
	N	24	24	24
x2	Pearson Correlation	.463*	1	.778
	Sig. (2-tailed)	.003		.007
	N	24	24	24
y	Pearson Correlation	.584	.778	1
	Sig. (2-tailed)	.003	.007	
	N	24	24	24

*. Correlation is significant at the 0.05 level (2-tailed).

Descriptive Statistics

	Mean	Std. Deviation	N
y	58.42	11.481	24
x2	33.29	3.828	24
x1	30.75	4.162	24

From the table, it is described that variable X1(Family Condition) with Y (Student English Achievement) is 0,003 < 0,05, it means that there is significant correlation between X1 (Family condition) with variable Y (students English achievement).

From the table, it is described that variable X2 (School Condition) with Y (Student English Achievement) is 0,007 < 0,05, it means that there is significant correlation between X2 (School Condition) with variable Y (students English achievement).

Based on $r_{obtained}$ (pearson correlation) that $r_{obtained}$ (pearson correlation) X1 with Y was 0,584 > r_{table} 0,343 it can be concluded that there was correlation between X1 with Y.

Based on $r_{obtained}$ (pearson correlation) Based on $r_{obtained}$ (pearson correlation) that $r_{obtained}$ (pearson correlation) X2 with Y was 0,778 > r_{table} 0,343 it can be concluded that there was correlation between X2 with Y.

Correlations

Control Variables			x1	x2	y
-none-[a]	x1	Correlation	1.000	.159	.132
		Significance (2-tailed)	.	.458	.003
		df	0	22	22
	x2	Correlation	.159	1.000	.017
		Significance (2-tailed)	.458	.	.938
		df	22	0	22
	y	Correlation	.132	.017	1.000
		Significance (2-tailed)	.003	.938	.
		df	22	22	0
y	x1	Correlation	1.000	.158	
		Significance (2-tailed)	.	.031	
		df	0	21	
	x2	Correlation	.158	1.000	
		Significance (2-tailed)	.031	.	
		df	21	0	

a. Cells contain zero-order (Pearson) correlations.

Based on the output table above, at –none-a shows the result of correlations or relationship between variable X1 with variable X2 before including variable Y as control variable in analysis. From the table above it was known that the result of coefficient correlation was 0.153 (positive) and significance value (2-tailed) is 0.003<0.005, so can be concluded that there was positively relationship and significance between variable X1 with

variable X2 without any control from variable Y. While, the value of correlation is 0.159 that consist on the category of relationship very weak.

On the output table Y that has included, shows the value of correlation or relationship between X1 and X2 after including variable Y as control variable in analysis. From the table above, it can be seen that there was a decrease in correlation coefficient value (Correlation) to 0.158 (positive value in very weak category) with the significance value (2-tailed) was 0.031<0.05, so Ho was rejected and Ha is accepted, so it means that the relationship between variable X1 with X2 with Y as variable control is significance (real).

Table 4.8 guidelines interpret the correlation magnitude

Interval correlation	Level relationship
0,00 – 0,199	**Very weak**
0,20 – 0,399	weak
0,40 – 0,599	average
0,60 – 0,799	Strong
0,80 – 1,000	Very strong

4. Hypothesis testing (t-test)

T-test was conducted to analyze the top management support, user involvement, education and training partially on the performance of

accounting information systems. Based on the statistical calculation by using SPSS 16.0 that has described by table 4.9, it has result as follows :

Before conducting the t-test (hypothesis) the researcher did the F test simultaneous with result that have been processed by using the SPSS application :

Table 4.9 F test Simultaneous

ANOVA[b]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1.778	1	1.778	.383	.542[a]
	Residual	102.181	22	4.645		
	Total	103.958	23			

a. Predictors: (Constant), y

b. Dependent Variable: x1

From the table above it can be seen that F =0.383 bigger that 0.05. it meant that Ha was accepted and Ho was rejected, so that there was the influence between variable X1 and X2 toward Y or can be say that 0.383>0.05.

After carried out the F simultaneous, the researcher did the t test (hypothesis) that has been calculated by using SPSS application as follows :

Table 4.10 The Calculation of t-test (t)

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	70.126	30.969		2.264	.034
	x1	2.367	1.604	1.133	6.607	.050
	x2	1.013	1.657	3.004	3.019	.025

a. Dependent Variable: y

Source: Data Primer yang Diolah SPSS 16 (2019)

Before determined the result of hypothesis, it was needed to found the value of t_{table}, by the formula :

t_{table} = 0,05/2 ; n-k (k is the number of variables)

= 0,025 ; 24-3 = 21

So t_{table} in this calculation is 2.080

a) Variable X1 (Family Condition)

a. Determining H_0 and H_a

H_0 = X1 (Family Condition) has no effect toward Y (students achievement)

H_a = X1 (Family Condition) has effect toward Y (students achievement)

b. Determining the significance level (α) and t_{table}

The significance level in this research is 5% or 0.05. The t distribution is sought on α=5% with free degree (db) with the determinate db=n-k or 24-3=21 from that determinate t_{table} is 2.080

c. Determining $t_{obtained}$ by using SPSS

Based on the table 4.10 it can be seen that the value of $t_{obtained}$ in the variable X2 (Family Condition) is 6.607.

d. Testing Criteria

If $t_{obtained} > t_{table}$ it means H_0 is rejected and H_a is accepted, if If $t_{obtained} < t_{table}$ it means H_0 is accepted and H_a is rejected.

e. The conclusion

Based on the calculation result it was gained the value of $t_{obtained}$ is 6.607<t_{table} is 2.080 (6.607>2.080) the H_0 is rejected and H_a is accepted it

means that X1 (Family Condition) has significance correlation toward Y(Students achievement) because the value of $t_{obtained}$ is bigger than $t_{table.}$

Based on the result, Ho that "there is no significance correlation between family condition toward students English achievement at VIII grade SMP N 02 Sungaipua" is rejected. Ha that " there is significance correlation between family condition between student English achievement at VIII grade SMPN 02 Sungaipua" is accepted.

b) Variable X2 (School Condition)

a. Determining H_0 and H_a

H_0 = X2 (Family Condition) has no effect toward Y (students achievement)

H_a = X2 (Family Condition) has effect toward Y (students achievement)

b. Determining the significance level (α) and t_{table}

The significance level in this research is 5% or 0.05. The t distribution is sought on α=5% with free degree (db) with the determinate db=n-k or 24-3=21 from that determinate t_{table} is 2.080

c. Determining $t_{obtained}$ by using SPSS

Based on the table 4.10 it can be seen that the value of $t_{obtained}$ in the variable X1 (Family Condition) is 3.019.

d. Testing Criteria

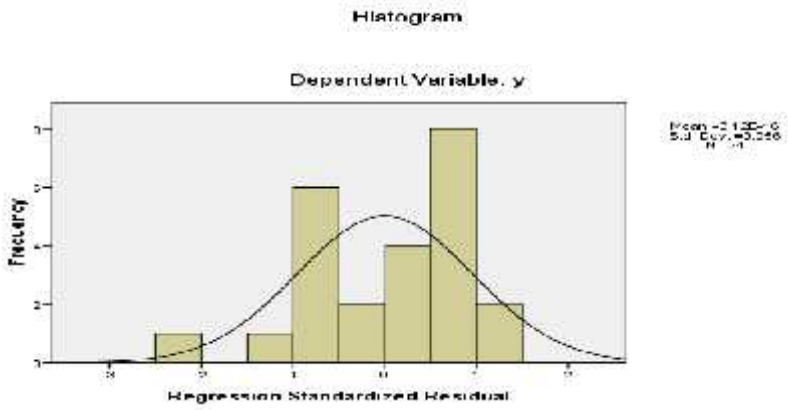
If $t_{obtained}>t_{table}$ it means H_0 is rejected and H_a is accepted, if If $t_{obtained}<t_{table}$ it means H_0 is accepted and H_a is rejected.

e. The conclusion

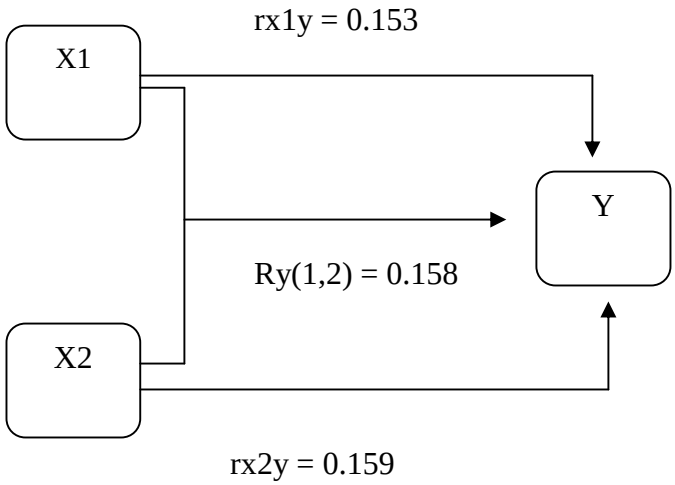
Based on the calculation result it was gained the value of $t_{obtained}$ is 3.019>t_{table} is 2.080 (3.019>2.080) the H_0 is rejected and H_a is accepted it means that X2 (School Condition) has significance correlation toward Y(Students achievement) because the value of $t_{obtained}$ is bigger than $t_{table.}$

Based on the result, Ho that "there is no significance correlation between school condition toward students english achievement at VIII grade SMP N 02 Sungaipua" is rejected. Ha that " there is significance correlation between school condition between student english achievement at VIII grade SMPN 02 Sungaipua" is accepted.

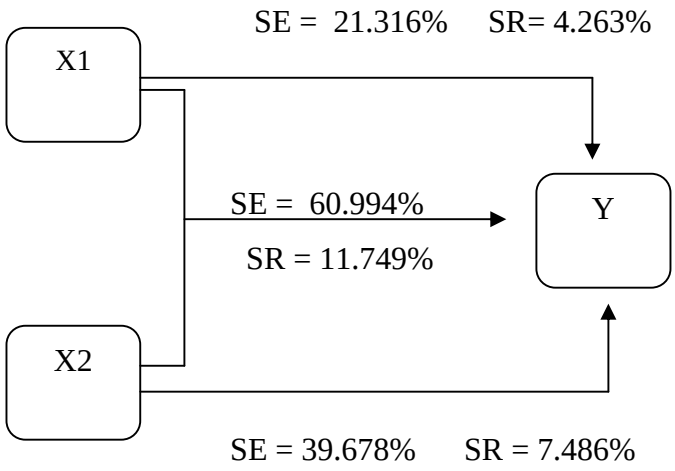
Besides, can be seen from the diagram below the influence between variable X1 (Family condition), variable X2 (School Condition), toward variable Y (student achievement).



c. Discussion of Research result



Images. The results of the question testing



Images. Results of free variable donation analysis on bound variables

1. **The effect of family and school condition toward English achievement at class VIII SMPN 02 Sungaipua academic year 2019/2020**

The family condition of class VIII SMPN 02 Sungaipua academic year 2019/2020 is in the very low category. Regression line equation: Y = 8.242 + 0. 051 X1, shows that the coefficient value of X1 is 0.051 which means that if the family condition (X1) increases by 1 unit, the value of learning achievement (Y) will increase by 0.051 units.

The results showed that there was a positive influence of the family condition on student achievement in class VIII SMPN 02 Sungaipua academic year 2019/2020. This is evidenced by the absence of a negative sign on the price of the correlation coefficient (rx1y) of 0.153, which means that the influence of the family condition on student achievement in class VIII of SMPN 02 Sungaipua in the 2019/2020 school year is positive. The family environment in this study made an effective contribution to the learning achievement of 21,316% and a relative contribution of 4,263% to the learning achievement. Although the effective contribution of the family condition is only 21,316%, it still needs to be considered because family condition factors can affect student learning achievement.

From the results of the discussion above shows this research is in line with the opinion expressed by Slameto, that students who learn will receive the influence of the family condition. In the family condition both physical

factors such as home atmosphere, family economic conditions and also psychological factors such as relationships between family members, family cultural background has an influence on student achievement. This means that the family condition with members who always pay attention to the learning process of children and pay attention to the condition of the family condition can improve student learning achievement.[51]

2. The effect of school condition toward English achievement at class VIII SMPN 02 Sungaipua academic year 2019/2020

The school condition of class VIII SMPN 02 Sungaipua academic year 2019/2020 is included in the very weak category. Regression line equation: Y = 8,242 + 0. 365 X2, shows that the coefficient value of X2 is 0.365 which means that if the school environment (X2) increases by 1 unit, the value of learning achievement (Y) will increase by 0.365 units.

The results showed that there was a positive influence on the school condition on student achievement in class VIII SMPN 02 Sungaipua academic year 2019/2020. This is evidenced by the absence of a negative sign on the price of the correlation coefficient (rx2y) of 0.159, which means that the influence of the school condition on student achievement in class VIII of SMPN 02 Sungaipua in the 2019/2020 school year is positive.

[51] Slameto.*Op. cit.*, pp.60

The school condition in this study made an effective contribution to learning achievement of 39,678% and a relative contribution of 7,486% to learning achievement. Although the effective contribution of the school condition t is only 39,678%, it still needs to be considered because school condition factors can affect student achievement.

From the results of the discussion above shows that the school environment plays an important role for the development of student learning. School condition includes the physical environment of the school such as building conditions, class conditions, facilities and infrastructure, in addition to the physical environment as well as the social environment such as student relations with students, students with teachers, students with staff and academic environments such as learning activities, curricular activities, extra-curricular and etcetera. School environment that supports the learning process going well can improve learning achievement.

3. The effect of family and school condition toward English achievement at class VIII SMPN 02 Sungaipua academic year 2019/2020

Based on the results of the hypothesis test obtained by the regression line equation as follows:

Y = 8.242 + 0. 051 X1 +0. 365 X2

The equation shows that the coefficient value X1 is 0. 051 which means that if the value of the family condition (X1) increases by one unit then the value added to learning achievement (Y) is 0. 051 unit assuming X2 is fixed. The coefficient value of X2 is 0. 365 which means that if the value of the school condition increases by one unit then the achievement value (Y) increases by 0. 365 units assuming X1 is fixed.

The results showed that the family condition and the school condition together had a positive influence on learning achievement. This is evidenced by the absence of a negative sign on the price of the correlation coefficient (rx1.2) of 0.158, which means that the influence of the family condition and school condition together on learning achievement is positive. To find out how far the family condition and school condition variables determine the change in the value of the learning achievement variable is positive by calculating the coefficient of determination that is equal to 0.053. This value means that 5.3%. Learning achievement variable (Y) can be explained by the family condition variable (X1) and school condition (X2) while the other 95.7% is explained by other variables not examined in this study.

Both the poor learning achievement is influenced by several factors including the family condition and school condition. A student who has a family condition and a conducive school condition and supports the optimal

implementation of learning will be very supportive of achieving maximum learning achievement.

The results of this study also showed that the condition of the students 'family environment was classified as very low, meaning that there were still a lot of students' family condition that did not support and pay attention to their children's learning. The student's school environment is in the very low category, this shows that Sungaipua junior high School is good in terms of building conditions, suggestions and infrastructure and the existing situation is not sufficient to support the improvement of student learning achievement. From the results of the research and discussion above it can be concluded that the family environment, the school environment has a positive influence on learning achievement. This means that the better the condition of the family condition, school condition can lead to increased student achievement with a correlation of 5.3%.

B. DISCUSSIONS

The learning environment is a component of the system that determines the success of the educational process. As Sudjana stated that students’ achievement in schools is influenced by the environment and students' abilities. Based on statement above, one of the influential factor is the external factor, environmental factors. Environmental factors include the family environment and school environment.

Even at school the students needs support from the facilities, the way the teacher teaches and their comfortable in the classroom. These factors give influence toward students achievement at in learning especially in English learning. if one of them is not giving support, it will give bad influence toward students motivation.

Based on the research that had conducted, the researcher found that there is significance relationship between family condition and school condition toward students achievement. It can be seen that the students need the support from family environment and also school.

Based on the questionnaire, it can be concluded that the students needs support from two condition, family and school. family have to give their support toward student achievement at school. family harmony is in dispendable for the students psychological, included in learning. the comfort home gives support to the students.

C. THE LIMITATIONS OF THE QUESTIONNAIRE

The researcher realize that this research the researcher has so many limitations, as follows :

1. The limitation of place

This research only limits on one place SMP N 02 Sungaipua that which is used as a place of the research. if this research is carried out on other places then the possibility result of the research will be different.

2. The limitation of time

The spent time on this research is limited because the research was only done for 9 days.

3. The limitation of knowledge

This research was done with the limitation of ability and knowledge, but the researcher had tried as much as possible to do the research based on the ablity and knowledge with the guidance of the lecturer.

4. The limitation of the questionnaire

The answer of the questionnaire that had distributed to the respondents 100% did not reflect the actual situation because the questionnaire was only fulfilled in and the researcher did not know one by one the respondents character.

CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

the success of students' learning processes is influenced by two factors, namely internal factors and external factors. Internal factors include, intelligence, talent, interests, motivation, physical health, and how to learn the students themselves. External factors include: family environment, school, community, as well as learning equipment or learning facilities.[52] Based on these opinions, it can be seen that many factors can influence student achievement, including: parental attention, prepare learning facilities, time used by students for learning, student motivation, intelligence, student interest, teaching teacher skills and so on , and others.

B. SUGGESTION

Parents must play an active role in supporting the success of students, parents in addition to providing tools needed by students to learn more importantly how to provide guidance, guidance so that students are more eager to achieve.

[52] Drs. Slameto, BelajardanFaktor-faktor yang Mempengaruhinya, cet 3 (Jakarta : PT RinekaCipta) hal55-72