

## **CHAPTER II**

### **REVIEW OF LITERATURE**

In this chapter, the researcher will describe some literature review related with this study such as English Achievement, Parental Involvement and hypothesis.

#### **A. English Learning Achievement**

##### **1. Meaning of English Learning Achievement**

Learning achievement consists of two words, namely achievement and learning. According to KBBI, Achievement is the result that has been achieved from what has been done or done. Thus, achievement is the result of an activity that has been carried out, created both individually and in groups.

It can be concluded that learning achievement is the results that have been achieved after participating in the learning process, which is indicated by the value of the test results or the number of test results given by the subject teacher, in the form of score.

The success of students in their learning process can be seen from the achievements achieved in a certain period of time in this case can be seen from the value which is recorded in the form of an education report book or report card. The values listed in the book are the sum of the values of all subjects obtained by students in one semester. Thus the size of the value obtained indicates the size of the achievements.

The level of learning achievement achieved by students in schools does not grow and develop just like that, but is a result of the interaction process of various factors that influence it. Factors that influence learning outcomes can be external and internal. External factors are circumstances outside of students which include school conditions, family conditions, and society. While internal factors, namely circumstances that originate from within students include physical conditions and psychological conditions including physical and psychological weaknesses.

## **2. Factors Influence Learning English Achievement**

Slameto (2010) said that basically, the factors that influence learning achievement can be classified into two, namely internal and external factors. This can be explained as:

### **Internal Factors**

#### **a. Physical factors**

There are two factors in physical, the first is Health will be affecting the students learn, therefore a student will be able to study well if the student can maintain his health. And the second is disability that the students has not perfect their body.

#### **b. Psychological factors**

The first, intelligence is the ability to deal with and adapt to new situations quickly and effectively, knowing how to use abstract

concepts effectively and knowing relationships and learning them quickly. The second, interest is a constant tendency to pay attention to and remember some of the activities that are being watched continuously. The next, talent is a ability to learn that becomes a real skill after learning and practicing. Next, motive is very closely related to the objectives to be achieved. In determining the goals can be realized or not, but to achieve these goals need to do and the cause of action is the motive. Then, maturity is means a level or phase in one's growth, where the organs of the body are ready to carry out new skills, which means that a child is able to carry out activities continuously, so that exercises are needed. The last, readiness is a willingness to respond or react, which also relates to maturity which means readiness to perform or carry out skills.

➤ The fatigue factor

According of Sardiman A.M (2008) The fatigue factor is distinguished by physical fatigue and spiritual fatigue. Physical fatigue can be seen by the weakness of the body and a tendency arises to lay the body. Whereas spiritual fatigue can be seen with a feeling of boredom or boredom so that the interest to produce something is lost.

## **External Factors**

According to Slameto (2010) external factors that can affect learning are the family and community environment. This can be explained as follows:

### **Family situation**

The family is the smallest environment in the community place someone born and raised. As Slameto (2010) explained, that the family is the first and foremost educational institution. The existence of a sense of security in the family is very important in the success of one's learning. That feeling of security makes a person motivated to learn actively, because security is one of the driving forces from outside which adds motivation to learn.

### **Community environment**

In addition to parents, the environment is also one of the factors that influence student learning outcomes in the process of implementing education. The surrounding natural environment is very influential on a child's personal development because in daily life the child will interact more with the environment in which he is located.

## **B. Parental Involvement**

### **1. Meaning of Parental Involvement**

Many people have their own definition of parental involvement. According to KBBI, involvement is a condition that makes a person enter

into an activity or problem, whereas parental is a person that we really respect and who gave birth to us. So parental involvement is a condition where someone respect or care about everything what we do or who has given birth to us in this world participates and monitors the activities that we do.

Some figures also have a definition of parental involvement. According for Horby and lafaele (2011) that parental involvement is a significant element in education and can also be achieved through home based parental involvement like listening to the child as they read, helping them in completing their homework as well as school based activities, which include attending parents meeting and education workshops. More interaction with their children, that they will comfortable. Parental involvement is related to the following motivational constructs: school engagement, intrinsic/extrinsic motivation, autonomy, self-regulation, mastery goal orientation, and motivation to read (Alyssa R. Gonzalez-DeHass, Patricia P. Willems, & Marie F. Doan Holbein, 2005).

According to Adamu Zakiyu Ubale, Abdul Hakim Abdullah and Tahir Abdurrahman (2015) parental involvement is when parents will play a role in the education of their children. Parents play a crucial role in both the home and school environments. This is the same as Epstein's opinion that parent involvement as families and communities who take an active role in creating a caring educational environment (Steven R.

Hara & Daniel J. Burke,1998). Parents who are involved with their children's education are those who consistently demonstrate good parenting skills, communicate with the school staff, volunteer their time in the school, help their children learn at home, take an active role in school-related decision making, and who regularly collaborate with the school community.

Based on the above definition, it can be concluded that parental involvement is an attempt by parents in terms of education, whether at school, home or custody where parents provide children with appropriate examples and directions. Usually the behavior patterns of children will always imitate or obey the wishes of their parents. Good feedback will make children become motivated and also encouraged to do good things too. Parent involvement served to reverse disappointing school performance and created an emotionally supportive environment (Gwendolyn L. Watson, E. Renée Sanders-Lawson & Larry McNeal, 2012).

## **2. Type of Parental Involvement**

There are some types of parental involvement. Professional teamwork is important and can greatly improve teaching, instruction, and professional relationships in a school, but it falls short of producing a true community of learners. With a clear focus on promoting student success, the team write annual plans for family and community involvement, implements, and evaluates activities, and integrates the activities

conducted by other group and individual teacher into a comprehensive partnership program for the school.

According by Joyce Epstein, because guide highlights the importance of designing intergrated sosial contexts which foster children's academic development, we believed that the model best suited our setting, conditions, and program goals (Steven R. Hara & Daniel J. Burke,1998).

Specifically, Epstein summarized six effective programs characteristics and guidelines for building parent partnerships such as parenting, communicating, volunteering, learning at home, decision making, and collaborating with the community (Hafiz Muhammad Waqas Rafiq, Tehsin Fatima, Malik Muhammad Sohail, Muhammad Saleem, & Muhammad Ali Khan,2013):

**a. Parenting**

Assist families with parenting skills, family support, understanding child and adolescent development, and setting home conditions to support learning at each age & grade level. Assist schools in understanding families' background, cultures, and goals for children (Joyce L. Epstein & Karen Clark Salinas, 2014).

Schools must help families create home environments that support learning by providing them with information about such issues as children's health, nutrition, discipline, adolescents' needs, parenting approaches. At the same time, schools must seek to

understand and incorporate aspects of their students' family life into what is taught in the classroom. Schools are challenged to ensure that all families who need this type of information receive it in appropriate ways.

Outcomes associated with type one activities include improvements in students' behavior, school attendance, time management skills, and awareness of the importance of school. Parent outcomes encompass improved confidence in, and understanding of, parenting practices, awareness of the challenges in parenting, and a sense of support from schools and others.

#### **b. Communicating**

Communicate with families about school programs and student progress. Create two way communication channels between school and home. Some schools have taken special steps to ensure that parents are brought to the schools early in the academic year, before students develop problems, so that their first communication with them may be positive in nature.

School must employ a variety of techniques for communicating with parents about their children's progress, decisions affecting their children, and school programs in general. These include parent-teacher conferences, phone contact, report cards. Some schools sign contracts with parents in which



expectations for students, teachers, and parents are clearly delineated.

Outcomes associated with type two activities include students' improved awareness of their own academic progress, more informed decisions about courses, and an understanding of school policies related to their conduct. Parents are likely to grow in their understanding of school programs and policies. They will develop familiarity in interacting with teachers and a greater capacity for monitoring their children's progress and responding to their problems.

**c. Volunteering**

Parents be volunteers in their children's school. Improve recruitment, training, activities, and schedules to involve families as volunteers and as audiences at school or in other locations. Enable educators to work with volunteers who support students and the school. Schools enhance their connection to families by encouraging them to volunteer in school activities and attend school events.

Families who volunteer grow more familiar and comfortable with their children's schools and teachers. Volunteering efforts that tap parental talents enrich school programs and, particularly in upper grades, facilitate individualized learning. The use of a volunteer coordinator is advised especially at secondary school

levels, where coordination of volunteer talents and time with teacher and student needs becomes increasingly complex. Schools are challenged to define the term volunteer broadly enough to accommodate a wide range of parental talents and schedules.

They are also challenged to encourage students to volunteer in their community as part of the learning process. Type three activities are designed to enhance students' skills in communicating with adults; provide them with exposure to a wide variety of adult skills, occupations, etc. and help them develop their own skills with the support of volunteer tutors and mentors. Parents are likely to develop a greater appreciation for the work of teachers, develop their own skills, and grow increasingly comfortable in working with their children and interacting with others at school. Finally, teachers will be able to pay more attention to individual students as a result of volunteer help.

**d. Learning at Home**

Involve families with their children in academic learning at home, including homework, goal setting, and other curriculum related activities. Encourage teachers to design homework that enables students to share and discuss interesting tasks. Most parental participation in children's education occurs in the home. Schools must capitalize upon what parents are already doing by

helping them to assist and interact with their children at home learning activities that reinforce what is being taught in school.

Schools should aim to increase parents' understanding of the curriculum and the skills their children need to develop at each stage in their schooling. Schools must also inform parents about their systems of tracking students and other practices so that parents may help make decisions that are in their children's best interests.

Type four activities may help bridge any cultural or class disconnect between home and school environments. Schools are thus challenged to design a menu of interactive work that taps parents' support skills and involves them in the learning processes. Schools must also work with parents to ensure that students set academic goals, prepare for career transitions, and make appropriate course selections. Outcomes associated with type four activities include improved student test scores and other skills linked to homework. Students are also more likely to view themselves as learners and to see their parents as teachers.

Type four activities are also associated with more homework completed and better attitudes toward schoolwork. Parents may begin to perceive their children more as learners and develop confidence in their own abilities to teach and support the educational process. They are also more likely to engage in

discussions of schoolwork with their children. Type four practices can help teachers develop better homework assignments.

e. **Decision-making**

Include families as participants in school decisions, governance, and advocacy activities through school councils or improvement teams, committees, and parent organizations. Involving parents in governance, decision-making, and advocacy roles is yet another strategy for fortifying links between schools and parents. As parental participation in decision-making, when it is comprehensive program involving parents in learning support activities as well, is associated with improved student outcomes.

Parent and community involvement in decision-making may also help make schools more accountable to the community. Parental participation in school decision-making may be strengthened by including parents in school site councils, parent-teacher associations, and other committees.

Outcomes from type five activities include the benefits of policies that are enacted on behalf of students. Students are also likely to become aware of family representation in school decisions. Parents are expected to develop opportunities for input, feelings of ownership, an understanding of policies, and a sense of connection with other families.

a. **Collaborating with the Community**

Coordinate resource and services for families, students, and the school with community groups, including businesses, agencies, cultural and civic organizations, and colleges or universities. Enable all to contribute service to the community. Schools and families must draw regularly upon community resources to support their efforts to educate children.

In fact, community representatives and resources may be tapped for each of the other five types of involvement: communicating with families, volunteering, supporting learning, and participating in school committees. Student outcomes are greatest when families, schools, and community organizations and leaders work together. Children are provided with more opportunities for learning and for linking school knowledge with real world opportunities. They associate with individuals, other than their parents and teachers, who reinforce the importance of learning.

Outcomes associated with type six activities include increased skills and talents for those students participating in productive extra-curricular programs. Students may also develop a better understanding of the real world and career options. Parent-related outcomes include an awareness of local resources they can tap to support their children and families. They will also be more

likely to interact with other families in the community. Teachers are expected to develop an understanding of resources available to enrich the curriculum.

### **3. The Important of Parental Involvement in Students' English Achievement**

Fan and Chen (2001) said on their research that correlation of parental involvement in students' achievement at school has positive respond. Parental involvement is one of the biggest factors in increasing a child's cognitive value. The higher of students' achievement, it shows closed relationship with their parents. A variety of parental attention to children's learning interests depends on point of view. This is because each parent's has their own difference. If parents pay attention seriously to help their child, therefore, the children's can do learning activities without being forced to.