

The Influence of Parents' Educational Background and Giving Motivation to the Second Years Students' English Achievement at Junior High School 1 Sungai Aur

Dafrizal¹, Wellya Roza², Juhana³

¹Universitas Terbuka Padang, Indonesia

²Universitas Bung Hatta Padang, Indonesia

³Universitas Terbuka Tangerang, Indonesia

rizaldafrizal00@gmail.com

Abstract

This study aims to determine whether there is a positive and significant relationship between: 1) Parents' educational background on students' learning achievement in English, 2) Giving motivation to students' learning achievement in English, 3) Parents' educational background, giving Motivation towards student achievement in English. This case study research was conducted at Junior High School 1 Sungai Aur. The total population is all students of class VIII Junior High school 1 Sungai Aur as many as 204 people, the number of samples is 32 people. To find out whether there is a positive and significant relationship with the educational background of parents, presenting learning motivation with student achievement is used product-moment correlation analysis technique. From the results of the normality test, it is known that the data variables in the educational background of parents are normally distributed. To test the second hypothesis used product-moment correlation analysis. And to test the third hypothesis used multiple regression analysis techniques. The results showed that: 1) There was a positive and significant relationship between parents' educational background and student achievement." The results of the correlation coefficient (r_{x1y}) show that r_{count} is greater than r_{table} ($0.396 > 0.349$), 2) There is no positive and significant relationship between learning motivation and student achievement. The results of the correlation coefficient (r_{x1y}) show that r_{count} is smaller than r_{table} ($0.157 < 0.349$), so there is no significant relationship, 3) There is no positive and significant relationship between parents' educational background, presenting learning motivation together with achievement student learning in English. The results based on the test obtained the F value of 3.771 and the significance of F_{count} of 0.035. When compared with the F_{table} value of 3.33, the $F_{count} > F_{table}$ ($3,771 > 3.33$) and the significance value of F_{count} less than 0.05 ($0.035 < 0.05$).

Keywords

parents' educational background; giving motivation; and english achievement



I. Introduction

Education is a conscious and planned effort to create an atmosphere of learning and a learning process that enables students to actively develop their potential, so that they have religion, spiritual strength, self-control, personality, intelligence, noble character and their own social ability, national and nation (UU No. 20: 2003). "Education can be obtained through informal, formal, and non-formal education. Informal education is education that someone gets consciously or unconsciously that takes place in the family, association, and society. Formal education is education that takes place regularly and takes place in schools.

Non-formal education is education that is carried out in a specific and conscious manner through training institutions. Education will last a lifetime which is carried out within the family, school, and community (Ahmad and Uhbiyati, 2007: 27). According to Astuti et al (2019) Education is an obligation of every human being that must be pursued to hold responsibilities and try to produce progress in knowledge and experience for the lives of every individual. Education is one of the efforts to improve the ability of human intelligence, thus he is able to improve the quality of his life (Saleh and Mujahiddin, 2020). Education and skills are the main keys in gaining social status in community life (Lubis *et al*, 2019).

Sardiman (2018:85) says that parents have a big role in the relationship of the influence of motivation on children's learning achievement. "This is because parents have a lot of time interacting with their children." In addition, emotional closeness is the main capital for parents to be able to build motivation to learn in a child. The way parents motivate, guide, and educate children is influenced by the knowledge obtained from the education by parents.

The attention given by parents to their children can influence learning motivation. For example, when a child comes back home from school, parents should ask what is being done at school. Because it does not rule out, the child has problems with friends or teachers, or social problems at school. Parents often ask their children about their activities at school, it can inspire children's learning motivation because they feel they get more attention from their parents.

Not only that, it should be remembered that parents do not only emphasize learning motivation for academic achievement. The role of parents in arousing children's motivation to learn really needs to be done starting from academic and non-academic aspects. But, look at how he socializes with other people and the environment, how he develops ideas and creativity, gestures, and so on. Motivation to learn from parents is what makes your little one more confident about achieving.

Furthermore, English is one of the subjects given in schools ranging from elementary school to university, it is an international language. There are four skills in English: listening, speaking, reading, and writing. Students still face difficulties in learning English. This can happen because of the low education of parents and their interest and motivation to learn English. In addition, grammar and vocabulary rules can be problematic for students in English. Low English skills can also be influenced by the environment and family.

It can be concluded that the higher the level of education of parents, the greater the influence on the way they educate, guide, and provide direction to their children because they have higher knowledge than parents with low education. In addition, the higher the education of a person, the better it is in motivating their children because they have broader knowledge compare to parents who have a primary school education or even those who do not go to school at all so that their children can excel in learning. However, this often happens the opposite. Parents who are highly educated are busy with daily work so that they do not have time to motivate their children, so that their children often fail in their performance, especially in English lessons.

This is in accordance with research conducted by Widodo (2015: 3) that parents who have a high level of education have a high level of knowledge and experience in educating their children. Parents understand that a child's success is not only determined by the influence of the teacher at school but is also influenced by the family environment (parents) such as accompanying children to study, providing guidance, providing learning facilities, and motivating children to learn. Parents with low levels of education or

uneducated have limited knowledge and experience in educating children, causing children to not be able to develop their talents and potential optimally so that children's achievements tend to be low. Parents rarely pay attention to children's learning development. "Parents do not understand what is needed to support the success of their children. Parents rarely accompany, guide, and encourage children's learning so that children's learning motivation becomes low.

Based on the explanation above, the writer was interested in conducting research on "The Influence of Parents' Educational Background and Giving Motivation to the Second Year Students' English Achievement at Junior High School 1 Sungai Aur.

II. Research Method

2.1 Research Design

This type of quantitative research is also associative research. This type of associative research is research that asks about the relationship between two or more variables. This relationship is a causal (cause-effect) relationship. So, there are independent (influencing) and dependent (influenced) variables (Sugiyono, 2014: 56).

Associative research is used to determine the relationship or influence of the independent variables (the effect of parents' educational background and motivation) on the dependent variable (learning achievement in English subjects). “

This study used multiple regression analysis studies which function to predict or predict the value of the dependent variable if the independent variable is at least two or more. Multiple regression analysis is an analysis tool for forecasting the effect of two or more independent variables on the dependent variable to prove whether there is a functional relationship or a causal relationship between two or more independent variables and a dependent variable (Sugiyono, 2012:” 63).

2.2 Population and Sample

a. Population

“The population in this study were students from class VIII which consisted of 6 classes and each class consisted of 33,” 34, 30, 34, 32, and 32 with a total of 204 students.

Table 1. The Number of Classes and the Students’ at Grade VIII of Junior High School 1 Sungai Aur

NO	Class	Total Students		
		M	W	Total
1	VIII-1	11	12	33
2	VIII -2	16	18	34
3	VIII -3	17	22	39
4	VIII -4	15	19	34
5	VIII -5	14	18	32
6	VIII -6	15	17	32
Total				204 Students

Sources: TU SMPN 1 Sungai Aur

b. Samples

The sampling technique used is random sampling. Random sampling is a technique for determining a sample of a population that has certain characteristics up to the desired quota. In accordance with the population above, the researcher took sample members of 32 students or 25% of the total population. "Namely students of Class VIII Junior High School 1 Sungai Aur."

2.3 Data Collection Technique

The data collection technique used in this research used a non-test technique in the form of a questionnaire." The development of the questionnaire took the following steps: a). determine research variables, b). setting indicators based on variables, c). create a grid, and d). develop items based on indicators.

a. Questionnaire

Researchers used a closed questionnaire, namely a questionnaire that has provided the answer so that the respondents just have to choose (Arikunto, 2013).

"The preparation of a questionnaire in this study uses a Likert scale." This scale can be used to measure attitudes, opinions, and perceptions of a person or group of people about social phenomena. The variable indicator becomes the starting point for arranging instrument items in the form of statements or questions. The answer to each instrument that uses a Likert scale has a gradient from very positive to very negative (Sugiyono, 2014:69). The questionnaire in this study was used to collect data on Parents' Educational Background and children's learning motivation.

b. Documentation

"The method of documentation in this study is used to obtain data on the number of students, data on Second Years students' English achievement results at Junior High School 1 Sungai Aur". Look at the grade VII report result card semester 2 of the previous year and test.

c. Interview

In this study, interviews were used to obtain permits from the school, obtain information about the number of students, "and when face to face with respondents the researcher explained the instructions for filling out the questionnaire."

2.4 Hypothesis Test Analysis

Hypothesis test analysis was conducted to analyze the data obtained using a questionnaire and documents in the "form of student scores and to determine the influence between the X1 (parents' educational background)," X2 (giving motivation), and Y (English learning achievement) variables.

After conducting the analysis prerequisite test, the next step that needs to be done is the analysis to test the hypothesis to find the relationship between two or more variables, "which is done by calculating the correlation between the variables to which the relationship will be sought. Correlation is a number that shows the direction and strength of the relationship between two or more variables (Sugiono, 1999:" 210).

Testing the research hypothesis using the product-moment, with the following steps:

a. Hypothesis Formulation

1. Ho: $r \neq 0$, there is no relationship between parents' education background, and giving motivation to student English achievement.
2. Ha: $r > 0$, there is a relationship between parents' education background, and giving motivation to student English achievement.

b. Research Hypothesis Testing

To test the first and second hypotheses, there is a positive relationship between the parents' educational background and students' English achievement, and there is a positive relationship between giving motivation and students' English achievement using the "product moment" analysis technique with the following formula. (Suharsimi Arikunto, 2002: 243):

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

Where:

r_{xy} = the coefficient of correlation between x and y variable (odd and even items)

x = the odd item score

y = the even item score

n = the number of students

$\sum xy$ = total score of cross product xy

$\sum x$ = the total of x

$\sum y$ = the total of y

"To determine the correlation and significance or insignificant among these variables using the r test." The r count value is searched using a computer program SPSS 20. The magnitude of the r count value is compared to the r table value with a significance level of 5%, $db = n-2$. "If r count is greater than r table then there is a correlation for $\alpha = 5\%$." The significant condition is the probability r count is smaller than the probability of error (α). If these conditions are met, the r count price is declared significant and Ho is rejected. The coefficient of determination can be calculated as r^2 . "The coefficient of determination shows the percentage change in the value of the dependent variable caused by changes in the value of the independent variable and the rest is influenced by changes in other factors."

To test the significance of the correlation (r) between the independent variable and the dependent variable at 5% significance, the t-test formula is used," with degrees of freedom or $db = (n-2)$, (Sudjana, 1996: 275), namely:

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

Where:

r = correlation coefficient

n = number of sample members

t = the price of the test to be sought.

Hypothesis testing criteria used:

Ho is accepted if $t_{\text{count}} < t_{\text{table}}$

Ho is rejected if $t_{\text{count}} > t_{\text{table}}$

III. Results and Discussion

3.1 Results

a. The Parents' Educational Background

From the main data, the educational background of parents is divided into the level of education of Elementary School, Junior High School, Senior High School, Academy. In detail, it can be seen in the table below:

Table 2. List of Parents Educational Background

	Father		Mother	
	F	%	F	%
Not Completed Elementary School	0	0	0	0
Elementary School	2	6,25	2	6,25
Junior High School	5	15,62	7	21,87
Senior High School	21	65,63	15	46,88
Undergraduated	4	12,5	8	25
	32	100 %	32	100%

Table 3. Assessment of Parents' Educational Background

Educational Background	F	%	Variable Category
Not Completed Elementary School	0	0	0
Elementary + Junior High School	4 + 12	6,25 + 18,75	Basic
Senior High School	36	56,25	High
Undergraduated	12	18,75	Medium
	64	100 %	

From the table above, it can be seen that the parents' education who are included in the high category is Senior high school of 36 peoples (56.25%), the middle category is 12 peoples (18.75%) undergraduate, the basic category is junior high school of "12 peoples (18.75%) and Elementary School at 4 peoples (6.25%)."

Based on the results of data the Parents' Educational Background data were obtained, which can be seen below:

Table 4. Description of Parents' Educational Background Data

Parents' Educational Background(X1)	
Mean	5.7500
Median	6.0000
Mode	6.00
Std. Deviation	1.45912
Variance	2.129
Range	6.00
Minimum	2.00
Maximum	8.00

The variable frequency distribution of Parents' Educational Background can be seen in the following table:

Table 5. Distribution of Parents' Educational Background Frequency

No	Interval	Frequency			
		Absolute	Relative %	Absolute Cumulative	Cumulative %
1	2	2	6.3	2	6.3
2	4	3	9.4	5	15.6
3	5	6	18.8	11	34.4
4	6	12	37.5	23	71.9
5	7	6	18.8	29	90.6
6	8	3	9.4	32	100
Total		32	100		

b. Giving Motivation

Based on the results the Giving Motivation data were obtained, which can be seen below:

Table 6. Description of Giving Motivation Data

Giving Motivation (X ₂)	
Mean	77.69
Median	77.00
Mode	72 ^a
Std. Deviation	8.859
Variance	78.480
Range	38
Minimum	55
Maximum	93

The variable frequency distribution of Giving Motivation can be seen in the following table:

Table 7. Distribution of Giving Motivation Frequency

No	Interval	Giving Motivation			
		Absolute	Relative %	Absolute Cumulative	Cumulative %
1	55-59	1	3.1	1	3.1
2	60-64	0	0	0	0
3	65-69	4	12.5	5	15.6
4	70-74	8	25.0	13	40.6
5	75-79	5	15.6	18	56.3
6	80-84	6	18.8	24	75
7	85-89	4	12.5	28	87.5
8	90-93	4	12.5	32	100
Total		32	100		

c. Students' English Achievement

Students' English achievement in this study is the dependent variable. The summary of statistical data can be presented in the following description:” the mean value is 80.97; the median obtained is a figure of 81.00; mode, the score is 75; the standard deviation is a figure of 5,911; The highest value is obtained by a number of 90 and the lowest value is obtained by a number of 70.

Based on the results of data processing using the SPSS version 20 computer assistance program, the Students' English Achievement data were obtained, which can be seen below:

Table 8. Description of Students' English Achievement Data

Students' English Achievement	
Mean	80.97
Median	81.00
Mode	75 ^a
Std. Deviation	5.911
Variance	34.934
Range	20
Minimum	70
Maximum	90

The variable frequency distribution of Students' English Achievement can be seen in the following table:

Table 9. Frequence of Students' English Achievement Data

No	Interval	Frequence			
		Absolute	Relative %	Absolute Cumulative	Cumulative %
1	70-72	1	3.1	1	3.1
2	73-77	11	34.3	12	37.5
3	78-82	6	18.8	18	56,3
4	83-87	8	25	26	81.3
5	88-90	6	18.8	32	100
Total		32	100		

d. Testing Prerequisite Analysis

Before testing the hypothesis in this research, the prerequisite test of data analysis was first carried out which include the normality test, linearity test and multicollinearity test.

1. Normality Test

The data normality test aims to determine whether data from variables are normally distributed or not. To identify data that is normally distributed is to look at the value of 2-tailed significance, that is, if each variable has a value of more than 0.05,0 it can be concluded that the research variables are normally distributed.0 The results of the normality test with the help of the SPSS version 20 computer program can be seen in the following table:

Table 10. Summary of Normality Test Results

No.	Variable	Asymptotic Significance	Condition	Information
1	X1	0,175	> 0,05	Normal
2	X2	0,222	> 0,05	Normal

2. Linearity Test

Linearity test is used to determine whether each independent variable (X) has a linear relationship or not with the dependent variable (Y). The condition is said to be linear if Fcount is smaller than Ftable at the 5% significance level. The results of the linearity test are summarized in the following table:

Table 11. Summary of Linearity Test Results

No.	Variabel	Df	Fcount	Ftable (5%)	Information
1	X1 dan Y	4:26	2,470	2,74	Linier
2	X2 dan Y	12:18	1,023	2,34	Linier

The table above shows that the Fcount of each variable is smaller than Ftable with a significance level of 5%. This applies to all independent variables with the dependent variable, so it can be concluded that all independent variables and the dependent variable have a linear correlation, so the correlation analysis can be continued.

3. Multicollinearity Test

The multicollinearity test was carried out and the results of the multicollinearity test are presented in the following table:

Table 12. Summary of Multicollinearity Test Results

No.	Variable	X1	X2	Information
1	X1	1	0,974	Multicollinearity does not occur
2	X2	0,974	1	

The results of the analysis presented in the table show that the intercorrelation value between the independent variables is smaller than 0.800, thus it can be concluded that none of the independent variables are perfectly correlated or multicollinearity does not occur.

e. Hypothesis Testing

The hypothesis is a temporary answer to the formulated problem. “The first and second hypothesis testing was carried out using Pearson's Product Moment correlation technique by looking at the” value of r_{count} on the results of data processing with the help of the SPSS version 20 computer program dependent variable. “Meanwhile, to test the third hypothesis, multiple correlation analysis techniques are used which aims to determine the relationship between the two independent variables and the dependent variable together and the significance test using the F test.

1. First Hypothesis Testing

Based on calculations with the Product Moment Correlation analysis with the help of the SPSS version 20 computer program, the correlation coefficient (r_{x1y}) was obtained between the Parents' Educational Background variable (X1) and the Student's English Achievement (Y) of 0.396. Then to find out whether the relationship is significant or not is

to compare the value of r_{count} with r_{table} at a significance level of 5% and $N = 32$ of 0.349. The results of the correlation coefficient (r_{xy}) indicate that r_{count} is greater than r_{table} ($0.396 > 0.349$), so there is a significant relationship. From the explanation above, it can be concluded that the results of this study indicate that there is a positive and significant relationship between Parents' Educational Background and Student's English Achievement so that the first hypothesis is accepted.

2. Second Hypothesis Testing

The second hypothesis states that "There is no positive and significant relationship between Giving Motivation and Students' English Achievement." The basis for decision making uses the correlation coefficient (r_{xy}) between the Giving Motivation variable (X_2) and the Students' English Achievement (Y). "If r_{count} is negative, there is no positive relationship between the independent variable and the dependent variable. To test the significance is to compare the r_{count} with r_{table} at the 5% significance level. If the value of r_{count} is greater than or equal to r_{table} the relationship is significant and vice versa.

Based on calculations with the Product Moment Correlation analysis with the help of the SPSS version 20 computer program, the correlation coefficient (r_{xy}) between the Giving Motivation variable (X_2) and the Student's English Achievement (Y) was 0.157. Then to find out whether the relationship is significant or not is to compare the value of r_{count} with r_{table} at a significance level of 5% and $N = 32$ of 0.349." The results of the correlation coefficient (r_{xy}) indicate that r_{count} is smaller than r_{table} ($0.157 < 0.349$), so there is no significant relationship. From the explanation above, it can be concluded that the results of this study indicate that there is no the positive and significant relationship between Giving Motivation and Student English Achievement, so that the second hypothesis is rejected.

3. Third Hypothesis Testing

The third hypothesis is "There is a positive and significant relationship between Parents' Educational Background and Motivation with Students' English Achievement. To test this hypothesis, a multiple correlation analysis was carried out with the help of a computer program called SPSS version 2.0. A summary of the results of multiple correlation analysis can be seen in the following table:

Table 13. Multiple Correlation Analysis Results

R	R Square	Adjusted R Square	Information
0,454	0,206	0,152	Significant

Table 14. Multiple Correlation Analysis Results for the F test

Model	Df	F	Sig.	Information
Regression	2	3,771	0,035	Positif Significant
Residual	29			
Total	31			

The analysis result shows that the coefficient (R_y) is 0.454 in a negative direction. This means that there is no positive relationship between Parents' Educational Background (X_1) and Giving Motivation (X_2) together with Students' English Achievement (Y). To

determine the significance of multiple correlations using the F test. Significance testing is used to determine the significance of the correlation between Parents' Educational Background (X1) and Giving Motivation (X2) together with Students' English Achievement (Y). The basis for decision making is if F_{count} is greater than F_{table} at the 5% significance level and the significance value is smaller than the predetermined level, namely 0.05, it means that the independent variable is significant with the dependent variable.

Based on the test results obtained an F value of 3.771 and a significance value of F_{count} of 0.035. When compared with the F_{table} value of 3.33, then the value of $F_{count} > F_{table}$ ($3.771 > 3.33$) and the significance value of F_{count} is smaller than 0.05 ($0.035 < 0.05$). From this test, it can be concluded that there is no positive and significant relationship between Parents' Educational Background (X1) and Giving Motivation (X2) together with Students' English Achievement (Y) so that the third hypothesis is rejected.

3.2 Discussion

a. The Correlation between the Parents' Educational Background and Students' English Achievement

The results research showed that there was a positive and significant relationship between the educational background of the parents and the students' English achievement. This is evidenced by the results of simple correlation analysis, the correlation coefficient (r_{xy}) is 0.396 and r_{table} with $N = 32$ at the 5% significance level of 0.349. This shows that r_{count} is positive and is greater than r_{table} ($0.396 > 0.349$). From the explanation above, it can be concluded that the variable of Parents' Educational Background with Students' English Achievement has a positive and significant relationship. Thus it can be said that if the higher the level of parental education, the student achievement will be higher as well." This is in accordance with the frame of mind in this study where the high parents' educational background will lead to also high interest in learning. The results of this study are consistent with the theory put forward by Slameto (2010: 54) which classifies several factors that can affect student learning into two, namely internal factors and external factors.

Subini (2012:95) says that the level of education and culture in the family affects children's attitudes in learning. Children tend to look at the family, if the father and mother have a higher education a child will follow it. At least make a benchmark that children feel they have to learn more. This shows that the education level of parents has a major influence on children's learning motivation to achieve high learning achievement.

Then, Budhiati (2011: 56) In general, the higher the level of education of a society, the better the quality of its resources. Highly educated parents generally understand that the success of their children's learning is not only dependent on teachers and schools, but also influenced by the family environment or parents, so parents will prepare good education, environment and supporting facilities.

So it can be said that the way parents educate their children based on the educational experience taken by parents is related to children's achievement in learning, in this study is the students' English achievement.

Previous research that is relevant to this research was conducted by Ariyo Widodo. "The results of this study indicate that there is a positive and significant relationship between the level of parental education and student achievement."

b. The Correlation between Parents' Giving Motivation and Students' English Achievement

“The results research showed that there was not a correlation that positive and significant between Giving Motivation and Students' English Achievement. This is evidenced by the results of simple correlation analysis, the correlation coefficient (r_{xy}) is 0.157 and r_{table} with $N = 32$ at the 5% significance level of 0.349. This shows that r_{count} is not positive and smaller than r_{table} ($0.157 < 0.349$). From the explanation above, it can be concluded that the motivation variable with the students' English achievement has not a positive and insignificant relationship. Based on the results of this study, it is known that the smaller the learning motivation of the child, the higher the Students' English achievement. These results are in line with, Sardiman (1994: “73) "motivation can be associated with a series of efforts to provide certain conditions so that a person wants and wants to do something,” and if he doesn't like it he will try to do something." In this case the child is motivated to do something so that the child wants to do learning activities that are more active and enthusiastic in achieving high achievement. Djamarah (2011:”149) says that motivation is divided into two, namely intrinsic and extrinsic motivation. Intrinsic motivation is the motives that become active or functioning do not need to be stimulated from the outside,”because in every individual there is already an urge to do something. Someone who already has intrinsic motivation within himself, then he will consciously do something without motivation from outside himself. Learning activities really need intrinsic motivation because someone who has intrinsic motivation will always want to progress in learning.

According to Sardiman A.M (2014: 91) it needs to be emphasized, it does not mean that extrinsic motivation is not good and not important. In teaching and learning, it is still important, because it is likely that the student's condition is dynamic, “changing, and it is also possible that there are other components in the teaching and learning process that are less attractive to students,” so extrinsic motivation is needed.

Meanwhile, according to Hamalik (2011:108) motivation is considered important in learning efforts. This is seen from the function of motivation itself.

Previous research that is relevant to this research conducted by Arba 'Meizar Kurniadi. He explained that the provision of motivation has a very big influence on the progress and success of student learning at school. Based on this fact, any learning achievement, its success is also determined and influenced by the motivational situation.

c. The Correlation between the Parents' Educational Background and Giving Motivation to Students' English Achievement

“The results of the analysis from testing the third hypothesis show that there is no positive and significant relationship between Parents' Educational Background and Motivation for Students' English Achievement as indicated by a correlation coefficient ($R_{Y1,2}$) of 0.454 and obtained F_{count} of 3.771 while F_{table} is at a significance level of 5 % of 0.035. “This shows that the value of $R_{Y1,2}$ is positive” and F_{count} is smaller than F_{table} so that it can be concluded that there is no positive and significant relationship between Parents' Educational Background (X_1) and Motivation (X_2) together with Students' English Achievement (Y). So it can be said that the higher the Parents' Education Level, the higher the Students' English Performance. Likewise with giving motivation, that the less motivation given, the lower the students' English achievement.

“One of the factors that influence the students' English achievement is the Parents' educational background. Parents have an important role in forming interests. This means that no matter how high and low the correlation between the Parents' educational

background, and the giving motivation with student learning achievement remains the same.

According to Siswoyo (2011: 51) Education has been implemented since humans have been on earth. "The age of education is equivalent to the age of human life itself. The rapid progress of science and technology has led to the development of education in a better direction."

Then according to the law of RI No. "20 of 2003, Chapter 1 Article 1 paragraph 8 says that the education level is the stage" of continuing education which is determined based on the level of development of the students, the goals to be achieved and the capabilities developed.

Sardiman AM (2014: 75) says that in learning activities, motivation can be said as the overall driving force in students that causes learning activities, which ensure the continuity of learning activities and provide direction to learning activities,"so that the goals desired by the learning subject can be achieved.

From some of the opinions above, it can be understood that education is a tiered process that a person goes through to achieve achievement which is an indicator of basic competence and the degree of change in a person's behavior accompanied by high motivation to achieve good learning achievement.

Previous research relevant to this research was conducted by Lukas Purwadi Kurniawan. The results of this study indicate that 1) there is a positive and significant relationship between parents' education level and student achievement. 2) There is no positive and significant relationship between parental attention and student achievement. 3) There is no positive and significant relationship between learning motivation and student achievement, 4) No there is a positive and significant relationship between learning motivation and student achievement, 4) There is no positive and significant relationship between parents' education level and student achievement. There is a positive and significant relationship between parents' education level, parental attention, learning motivation together with student achievement.

IV. Conclusion

Based on the results of the analysis of this study as a whole, the following conclusions can be drawn:"

1. There is a positive and significant relationship between the Parents' Educational Background and Second Year Students' English Achievement at Junior High School 1 Sungai Aur.
2. There is no positive and significant relationship between parents' giving motivation to the second year students' English achievement at Junior High School 1 Sungai Aur.
3. There is no positive and significant relationship between the Parents' Educational Background and Giving Motivation on the Second Year Students' English Achievement at Junior High School 1 Sungai Aur.

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