

CHAPTER I

INTRODUCTION

This chapter describes some statements and reasons to conduct this research. It consists of five sections. The first section is background which tells the reasons to conduct this research and why it is important to do. The second section is the formulation of the problem explained in the fourth chapter. The third section is the aim of the research achieved. The next section is operational definitions that explain some terms related to the research. Then, the last section is the uses of the research.

A. Background

Achievement is the result of learning showed by score. Students get it by doing the process of learning. This is a process of acquiring the information about knowledge, value, skill and attitude to change behavior. It gives learning and accompanying impact to them. Learning impact is the result of learning showed by score and accompanying impact is the result of learning showed by applying and developing of knowledge. However, students' English achievement is learning impact because that is the students' effort to reach the goals in learning English showed by score .

In the process of learning English, some students still get low scores because there is no motivation of them. According to Slameto (2003:170),

“Dalam menjalankan tugasnya sehari-hari, seringkali pengajar harus berhadapan dengan siswa-siswa yang prestasi akademisnya tidak

sesuai dengan harapan pengajar. Bila hal ini terjadi dan ternyata kemampuan kognitif siswa cukup baik, pengajar cenderung untuk mengatakan bahwa siswa tidak bermotivasi dan menganggap ini sebagai kondisi yang menetap.”

It means that the teacher often finds the students who do not get good achievement because there is no motivation of them. The motivation comes from them called intrinsic motivation. According to Harmer, Jeremy (2001:51), “Intrinsic motivation by contrast, comes from within the individual.” It means that intrinsic motivation comes from students related to their desire and interest.

Students’ intrinsic motivation should be reinforced by extrinsic motivation. It is used to maintain and control that motivation. Extrinsic motivation comes from out of students. It is influenced by external factor such as, family, school and environment. According to Slameto (2003:60), *“Faktor ekstern yang berpengaruh terhadap belajar dikelompokkan menjadi 3 faktor, yaitu: faktor keluarga, faktor sekolah dan faktor masyarakat.”* It means that learning is influenced by external factors that include family, school and environment. Furthermore, students’ self determination should be applied in the process of learning English to help them get achievement. That includes intrinsic and extrinsic motivation. The role of intrinsic motivation as students’ self determined, whereas the role of extrinsic motivation as controlled students’ intrinsic motivation.

One of the extrinsic motivation that can reinforce students’ intrinsic motivation is family factor, especially parents who have the main role on students’ education. They need parents’ involvement in learning English to

raise their motivation so that they can get achievement. Thus, parents should support and motivate them because sometime they find the difficulties in learning English and it makes them get a low motivation. According to Slameto (2003:64), "*Kadang-kadang anak mengalami lemah semangat, orang tua wajib memberikan pengertian dan mendorongnya, membantu sedapat mungkin kesulitan yang dialami anak di sekolah.*" It means that parents' motivation is needed by students because it helps them to solve the difficulties and get English achievement.

The research about the correlation between parents' attention and students' English learning achievement has been previously done by Risnawati, Rina (2012), it is proven by the result of analyzing the data using the test of significance of coefficient correlation which shows the value of t_r (7.29) is higher than $t_{critical}$ (2.06) or $t_r > t_{critical}$. It means that there is a correlation between parents' attention and students' English learning achievement at the sixth grade of SDN 2 Cigowak Tasikmalaya. Different with this, the research will find the correlation between parents' motivation and the students' English achievement.

It is essential to conduct this research because it is to know the parents' ways in motivating students to get their English achievement. Thus, it can be investigated written into thesis entitled, "The Correlation between Parents' Motivation and the Students' English Achievement at the Sixth Grade of SDN 2 Cihaurbeuti Ciamis."

B. Formulation of the Problem

Based on the background above, the formulation of the problem of this research is as follows, “Is there any correlation between parents’ motivation and the students’ English achievement at the sixth grade of *SDN 2 Cihaurbeuti Ciamis*?”

C. Operational Definitions

To avoid the different perception, the writer explains the terms related to this topic of research, as follows:

1. Parents’ motivation : The effort of parents to provoke and support their children in some aspects to reach the goal, especially on their English study. The data are obtained from the questionnaire given by the writer.
2. Students’ English Achievement : It is English learning result which is achieved by students. It can be seen from students’ score documentation given by the teacher.

D. Aim of the Research

The aim of this research is to know, whether there is any correlation between parents' motivation and the students' English achievement at the sixth grade of *SDN 2 Cihaurbeuti Ciamis*.

E. Uses of The Research

Theoretically, this research is conducted to give the information to the next researchers about parents' motivation and the students' English achievement at the sixth grade of *SDN 2 Cihaurbeuti Ciamis*. It can be reference for those who will continue to do the research about the students' English achievement.

Practically, the research is done to give the information to the readers about the importance of parents' motivation on the students' English achievement. It is useful to guide the parents to motivate their children in English learning process.

Empirically, this research is done to add the researcher's knowledge and experience about making a thesis, especially doing a research about the correlation between parents' motivation and students' English achievement. It can be the researcher's best experience to apply her knowledge, effort and motivation to make this research.