INVESTIGATING PARENTAL INVOLVEMENT ON STUDENTS' ENGLISH ACHIEVEMENT
(A Case Study at the Second Year Student of SMPN 1 Lohbener Indramayu)

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Abstract: This study is aimed to investigate parental involvement on students' English achievement. And this study is also aimed to investigate English achievement in Students SMP Negeri 1 Lohbener, to know the impacts parental involvement, furthermore how far and perception parental involvement on students' English achievements. This research used a qualitative research paradigm: a case study approach. This case study is conducted to three students who have different scoring and would like to be investigated. Those students are three students who identified as the high, middle, and low achievement in the English classroom. In three students are affected by parents or not in their process achievements. To investigate them, this study employed four instruments; documentation, questionnaire, observation, and informal interviews. The finding from questionnaire Percentage Levels of Each Students' Achievement. The finding which is gained from questionnaire revealed that all three participants; Putri Soleha (A), Catur Piyanti (B), and Sunanto (C). In sequentially, their involvement with parents is 70%，42%，and 27,5%. Putri has a high of parental involvement, then Catur has a middle of parental involvement, and finally Sunanto has a lack of parental involvement. And reality is Putri has higher achievement than Catur and Sunanto.

Keywords: *Parental. Involvement, Achievement*

INTRODUCTION

In general, an achievement is something done successfully, typically by effort, courage, or skill on students. It is supported by Algabrel & Dasi (2001:46) that "achievement is the competence of a person in relation to domain of knowledge". To get an achievement especially in English lessons, the student himself must be supported by intrinsic and extrinsic factors. In intrinsic factors, students should have high motivation, self-efficiency, study hard, and enthusiasm to get good scores in English. Moreover, from extrinsic factors, students also must be supported through good partnership between peers, teachers and family. These factors have a strong effect because English lessons are really hard in our country as foreign language.

Parental involvement is a potential influence on learning and it is an important influence on student achievement. Whereas interaction's parents are essential for developing their children' achievement, correlation between parents and their children is really important. That statement is also strongly supported by Senler and Sungur (2009:108) "Parental involvement in the term of discussion of schooling with children at home was found to

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be significantly related to academic achievement".

According to Epstein (2002) that parental involvement has six factors to be successful on his child as students or called as Epstein' framework; those factors are parenting, communicating, volunteering, learning at home, decision-making and collaborating with the community. And when parents do those frameworks, students generally have high grades and test scores, better attendance, and more consistently complete homework.

Based on statement above, the writers would like to lighten the term effect about the effect parental involvement on their children as students, and writers only want to investigate in English students' achievement (listening, reading, speaking and writing) with knowing result of score daily test, Therefore, with preceded big consideration from the researchers, the writers would like to investigate directly SMPN 1 Lohbener, especially in the second grade (class VIII).

The research is focused on The Impact of a student's parental environment on their achievement. Before conducting on observation, the writers will state the questions of the study as follows:

1. What are the impacts of parental involvement on students' English achievement?
2. How does parental involvement affect students' English achievement?
3. Is there significant parental involvement toward students' English achievement?

Martines (2004) argued that parental involvement is a key to student achievement, in order that parent involvement is important to the students' success. In this research, the writers focus on the influence of parental involvement on a student's English achievement.

Specifically, first the writers want to investigate the effect involving parents and their children in academics or non-academics. And the second, to know deeper Epstein' Framework parental involvement which contains six contains; there are parenting, communicating, volunteering, learning at home, decision-making and collaborating with the community (Epstein, 2002).

For achievement, the writers use students' score in their daily test in class to know capacity students that are influenced by parental involvement.

Based on the consideration above, the writers would like to conduct a search entitled: "*Investigating Parental Involvement on Students' English Achievement*".

The main purpose of study that the writers wanted to achieve through this research based on formulation of the problem stated was:

1. To know the English achievement in Students SMP Negeri 1 Lohbener.
2. To know the impacts parental involvement on students' English achievement.
3. To know perception toward parental involvement on Students' English achievement.

The results of this study are expected to provide benefits for:

1. The students in SMP Negeri 1 Lohbener
   This study is expected to enrich the English Department students' knowledge about English then support to the students' learning activity. This study also can be a reference when they become teachers in the future, and hopefully get good achievement.

2. The English teacher in SMPN 1 Lohbener.
   This study is expected as suggestions for teachers to know the problem of students. English activities in class. Hopefully, this study will help teachers understand so the teachers could overcome students' problems. The writers hope this study can contribute to the teachers' perception toward the family environment.

3. The writers
   This study will help the writers to improve their knowledge about problems in learning English. Furthermore, by doing this research the writers can observe the identity of students' environment, because it would be very useful for the writers when they entered educational world as teachers in the future.

THEORETICAL REVIEW

Parental involvement is a conglomeration of definitions from a myriad of research, and many definitions can make researching involvement more challenging. According to Reynold (in Erlendsdóttir,2010) that Parental involvement can be defined as any interaction between a parent with the child or school which enhances a child's development. Parental involvement in education has been a topic of interest for many years among those who are concerned with improving academic achievement for children.

After reviewing the literature, Henderson and Mapp (in Epstein, 2002) indicate that student achievement is most commonly defined by report cards and grades, grade point averages, enrolment in advanced classes, attendance and staying in school, being promoted to the next grade, and improved behavior. Research has also shown that successful students have strong academic support from their involved parents.

Bryk and Schneider (in Erlendsdóttir, 2010) maintain that schools become successful when a strong and positive relationship among students, parents, teachers and the community has been established. All students are more likely to experience academic success if their home environment is supportive. The benefit for students of a strong relationship between schools and homes is based on the development of trust between parents and teachers.

The definition of parental involvement, according to the Department of Education in the United States (2004) is the participation of parents in regular, two-way and meaningful communication involving student academic learning and other school activities, including ensuring that parents play an integral role in assisting their child's learning; that parents are encouraged to be actively involved in their child's education at school; that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their children.

The goal of family involvement in their children's education is to strengthen learning and the development of children. It is beneficial for the students to have schools, teachers, parents and the community working together as a unity with the focus on students. Since countless research strongly and consistently supports relationships between homes and schools, Corrigan and Bishop (in Epstein, 2002) maintain that such liaison should no longer be regarded as an option, but rather as a necessity. They carried out research with the aim of ascertaining the parental behavior of typical successful students and comparing them with students who were encountering behavioral and academic problems. Their findings suggest that parents of academically successful students used a more specific approach to assist their children with schoolwork.

Epstein (2002) alleges that there are many reasons for developing and establishing a partnership between school, family and community. The main reason for such a partnership is to aid students in succeeding at school. Other reasons are, for example, to improve school climate and school programs, to advance parental skills and leadership, to assist families to connect with others in the school and the community, as well as to assist teachers with their work. All these reasons emphasize the importance for parents to play an active role in their children's education and to keep a strong and positive relationship with schools.

A framework containing six important factors with regards to parental involvement has been developed by Epstein and her co-workers at the Center on Family, School, and Community Partnership at John Hopkins University. This framework is based on findings from many studies of what factors are most effective when it comes to children's education (Epstein, 2002). Those six factors are parenting, communicating, volunteering, learning at home, decision-making and collaborating with the community.

1. **Parenting.** Concerning helping all families understand both the child and adolescent development. It also helps establish a supportive home environment for children as students.

2. **Communicating**. Refers to how best to design and conduct an effective two-way communication, that is school-to-home and home-to-school, about school programs and their children's progress.

3. **Volunteering.** Applies to recruiting and organizing help and support from parents for school programs and students' activities, such as:
School and classroom volunteer program to help teachers, administrators, students, and other parents. Parent room or family center for volunteer work, meetings, and resources for families. Annual postcard survey to identify all available talents, times, and locations of volunteers.

4. **Learning at home.** Pertains to providing ideas and information to parents about how they can best assist their children with homework and curricular related decisions and activities, such as:
Information for families on skills required for students in all subjects at each grade.
Information on homework policies and how to monitor and discuss schoolwork at home.

5. **Decision-making.** Refers to including parents in school decisions and to developing parent leaders and representatives, such as:
Active organizations, committees for parent leadership and participation.

6. **Collaborating with the community**
Pertains to identifying and integrating communities' services and resources to support and strengthen schools, students, and their families.

Each of these factors can lead to various results for students, parents, teaching practices and the school climate. In addition, each factor includes many different practices of partnership. Even though the main focus of these six factors is to promote academic achievements, they also contribute to various results for both parents and teachers.

For teachers, the benefits may be presumed to be better communication with parents, a deeper understanding of the family of their students and their situation, and more effective communication with both the homes and the community. Henderson and Berla (in Erlendsdóttir, 2010) also claim that the schools will benefit from parental involvement by improved teacher morale, more support from families and higher student academic achievement. In addition, schools function best when parents and the community are active participants and have a sense of ownership of the school. Therefore, it is safe to say that these six factors not only benefit the students, but also their parents, teachers and the schools.

Effects Parental Involvement in academic

According to Epstein (in Erlendsdóttir, 2010), parental involvement is the most powerful influence in a child's educational Achievement. It can have various effects on students, both academically and behaviorally. Initially, research on family involvement generally did not aim at differentiating between the effects of specific types of involvement on definite student outcomes. But rather, the connections between general measures of parental involvement with students' test scores and grades were analyzed. However, recently, researchers started studying how different types of involvement connect to specific student outcomes.

According to the Center for Comprehensive School Reform and Improvement (Erlendsdóttir, 2010), successful parental involvement may be defined as "the active, ongoing participation of a parent or primary caregiver in the education of his or her child". At home, parents can demonstrate their involvement in different ways; such as by reading for their child, assisting with homework, and having regular discussions about school or school work with their child. In addition, it is important for parents to convey their expectations to their child's education.

Research has provided ample evidence that parental involvement affects achievement in core subjects such as English, and the behavior of students, their school attendance and their attitude and adjustment to school. According to Jerry Trusty (in Erlendsdóttir, 2010), student perception of their parents' involvement and expectations are also highly effective and influential in their education. Moreover, students who feel their parents' support for their education and have good achievements are more likely to continue- their studies past school.

Effects Parental involvement in non-academic.

According to research, parental involvement does not only affect academic achievement, but also non-academic achievement, such as students' school attendance and their behavior and attitude towards school (Erlendsdóttir, 2010). Furthermore, studies suggest that parents who are involved, can assist their children with transition from one school level to another school level, or from one school to another.

a. **Attendance.** It is important for schools to improve students' attendance, being in school gives students more opportunities to learn. Even though schools have not worked in a partnership with families systematically and consciously in order to reduce student absence, cooperation and partnerships with families are known to be important factors in order to increase student attendance (Epstein, 2002).

b. **Behavior.** Children's behavior, both in school and out, is closely related to the family dynamics and their home environment. Snyder and Patterson (Erlendsdóttir, 2010) came to the conclusion twenty years ago, after reviewing the literature, that there are certain factors that are predictive of misbehavior among juveniles. These factors are, for instance, neglectful and passive parenting styles, lax disciplinary approaches, inadequate strategies to solve problems, poor parental monitoring and frequent conflicts within the home.

Richardson (Senler and Sungur, 2009) claims that better behavior, among students, is one of the major benefits of parental involvement. In order to improve student behavior, the school usually only focuses on what teachers need to do in school, instead of the school, parents and the community working together towards that goal. Epstein (Epstein, 2002) also claims that schools who have improved their partnership program with parents and the community have fewer students sent to the principal, given detentions or suspensions.

c. **Attitude.** Parental involvement is also important for students' social and emotional development. Students who have parents that are involved in their education have been shown to have a higher motivation to achieve in school and a higher level of school engagement. Thus, parental involvement can affect the student's academic achievement through the impact on the development of the student's attitude and engagement with school, as well as a student's perception of their potential. Findings in a study by Brizuela and García-Sellers (in Erlendsdóttir, 2010), for instance, support other research with regards to adjustment. Students with involved parents have an easier time with adjustment to new schools than students whose parents are less involved with their education.

d. **Homework.** According to Hoover-Dempsey and Sandler (2002), parents agree that they have an important role to play in home-based activities when it comes to children's learning. These home-based activities include, among others, monitoring their child's school work and progress, discussing school related issues with their child, and assisting with homework.

Parents in the experimental group were asked to monitor their children's homework and twice a week they received statements on their child's homework and test grades. Parents in the control group did not receive statements on their children's progress, nor were they asked to specifically monitor their children's homework. This light parental involvement in the experimental group was enough to increase their children's achievement in mathematics, compared to their own achievements the year before and compared to the achievement of the control group.

Finally, showing that families in the experimental group, who received weekly interactive homework in science, were considerably more involved with their children's science learning than the control group, which did not receive such homework. In addition, the students from the experimental group returned more homework assignments and earned higher grades in science compared to students from the control group.

e. **Parents–school communication.** In spite of much research on what affects parental involvement has on academic achievement, Epstein and Sanders (in Epstein, 2002) claim that many teachers and administrators still see themselves as individual leaders of their classrooms and schools. Thus, little attention is paid to partnerships and collaborations with parents. In order to enhance educational achievement of students, educators need to scrutinize possibilities to develop and form partnerships with parents.

Christenson and Sheridan (in Erlendsdóttir,2010) mention financial and time constraints as other obstacles to effective communication between teachers and parents. Parents' work schedule may also conflict with school events, and thus make parents unable to attend. Finally, a compelling barrier to meaningful communication is the traditional parent-teacher conference that only lasts five to fifteen minutes. This short time does not offer any satisfactory communication with regards to the child's academic and social progress. Then there are teachers who feel that parents of adolescents should not really be all that involved with their education to begin with. They find it to be both too difficult and troublesome to involve the parents at secondary level. As a result, they actively discourage parents from getting too involved. Nevertheless, effective teachers recognize the importance of maintaining a strong, positive relationship with their student's parents.

The Family's Socio-Economic Status
Besides parental involvement, there is another important factor for students' academic success and that is their family's socio-economic status. Although countless research has been conducted on socio-economic status, it appears to be an ongoing dispute about how to measure and define the concept. However, despite such a dispute there seems to be relative agreement. Their definition incorporates the tripartite nature of socio-economic status, that is, parental income, parental education and parental occupation. Extensive research has been carried out in order to study the relationship between the socio-economic status of the family and students' academic achievement.

METHOD OF RESEARCH
This study, as indicated in chapter one, was intended to find out the Parental involvement on students' English achievement in Junior high school. In this research, the writers carried out a qualitative method with using case study as an approach.

A case study is a research method common in social science. It is based on an in-depth investigation of the phenomenon within its real-life context of a single individual, group, or event. Case study may be descriptive or explanatory (Gilham,2007). A case study the one which investigates the above to answer specific research questions and which seeks a range of different kinds of evidence, evidence which is there in the case setting, and which has to be abstracted and collated to get the best possible answers to the research questions. In case study, the sample size is usually small and therefore, generalization from the sample over to the whole is not possible. Indeed, generalization is not the aim to qualitative research, but rather to understand and illustrate the experiences of individuals.

In this research, writers used a purposive sampling strategy to investigate of parental involvement on students' English achievement, writers take three students who have different scores and would like to be investigated. Those students are three students who identified as the high, middle, and low achievement in the

English classroom. In three students are affected by parents or not in their process of achievement. It is the reason why the writers choose case study as the approach of this study.

Place and Time of Research

The research conducted in one of Junior High Schools in Indramayu Region, which was SMPN 1 Lohbener. This school is found in West Java Region. English teachers who teach in this school were including in this study.

Procedure of Research

In this study, writers conducted the research through finding the document, giving questionnaire, informal interview, and observation form. The first step, the writers should find document from English teacher, and after that the writers will give questionnaire to students who have chosen by writers. And then writers also will give interview for their parents about parental involvement in English achievement. The last, writers observed 3 students who have different achievement in English scores (highest, middle, and lowest).

Research Participants

For recruiting participant, writers used purposive sampling strategy. In order to investigate the Parental Involvement on Students' English Achievement in the classroom, this research needs participants who have appropriate criteria based on the purpose of this research. The criteria to be used to define typically in this study are three students in SMPN 1 Lohbener, especially in the second grade (class VIII) who identified as the high, middle, and low achievement in English daily test will be chosen as the participants in this research. To meet selection criteria, the writers needed recomendation from English teacher who taught them, its recommendation is needed for deciding the participants because English teachers actually know well what their students scores in English are like..

Instrument. To collect the data required in this study, writer used four instruments;

1. Document

Find the document of students' assessment book from English teacher while asked about students' English achievement. So, the writers got true information because it is authentic document from English teacher directly.

2. Questionnaire

Second, writers also would use questionnaire for students who will be interviewed by writers (only 3 students who have variant achievement) there are; students who has high, middle, and low achievement.

3. Informal Interview

The third, writers would use informal interview with their parents. Writers also would interview in parents' home in order to enjoy and create comfortable situation.

4. Observation

And finally, writers observed 3 students in the class to find out involvement, activeness, motivation, and engagement students in learning process in the English classroom. Writers would observe only three participants who have been selected.

Data Analysis and Interpretation technique
In analyzing the data gathered from observation, document, questionnaire and informal interview, the writers used qualitative data analysis that proposed by Epstein' Framework (2002). In Epstein, Framework has six categories, there are *parenting, communicating, volunteering, learning at home, decision-making and collaborating with the community.*

1. Document. First, for document form the data that writers would ask to English teacher and get document of students' score in class. And writers would choose students who have variant achievement in English classroom.

2. Questionnaire. In the second instrument writers gave questionnaire, this questionnaire is given for 3 students only is adapted from Sandler and Walker (2002) entitle "Parent Involvement Project (PIP) Parent and Student Questionnaires". This questionnaire. Writers gave 10 rating scale questions for students for 15 to 20 minutes, and they must answer honesty in their life about involving their parents. Writers give time only 15-20 minutes for students and each category, there are; 1= Not true, 2= A little true, 3= true, and 4= Very true. So students have to answer one only, and the total score from 10 until 40 scores.

3. Informal Interview. Informal interview is a flexible method and is not rigid so make the participants are comfortable to answer those questions. According to Neuman (2003), semi-structured interview approach is considered more likely to provide more insight than a formal questionnaire. It is very common to use open-ended questions and for the interviewer to probe deeper. These kinds of interviews are described as being more like guided conversations rather than interview.

4.Observation. For the last observation form, writers would collect the data of involving, and encouraging of students about English lesson in the class. This data will check students who has been active and engagement in the process of English learning. The student became fully engaged in both the class or the dialogue, as evidenced by inputting in the virtual classroom, small group work areas, and etc. Writers adapted from Brown, J. D., Robson, G., & Rosenkjar, P. R. (2001) with 10 procedures.

FINDINGS AND DISCUSSION

Findings

The second learner of SMPN 1 Lohbener; learner who identified as high achievement in English test, learner who identified as the middle achievement in English test, and learner who identified as low achievement in English test in the classroom were investigated to answer about Parental Involvement on English' achievement, and what is the situation that caused students to get high/low achievement in English test, further the writer also wants to investigate what are the factor which supported students have high/low achievement in the English daily test.

Data from Document

In this section, the collected data was presented about students' scores. It means that from this document, writers can find and see variants of students' scores in English lessons. And see students who have highest, middle, and lowest scores. This data is a key to know the real achievement in students themselves. Writers found the students who have variant score there are; Putri Soleha (A) as student who has highest achievement, Catur Piyanti (B) as student who has middle achievement, and Sunanto (C) as student who has lowest achievement in English test.

Data from Questionnaire

In this section, the collected data were presented and interpreted. Once the research has been collected using different types of data collection procedure as described in the previous chapter, the next step is to analyze those data. It generally consists of presentation of percentage table of questionnaire, detail description of the involvement parents and their children and observation result. The writers start this questionnaire by providing space for the respondent to complete their name, class only. Writers will make coding for their name there are Putri, Catur and Sunanto in order easy to fill in that table.

When coding the data of the questionnaire, the writers coded all statements as follows; Very True (VT) = 4, True (T) = 3, Little True (LT) = 2, Not True (NT) = 1. To illustrate the answering' questionnaire of students to all scale values, the percentages were computed. For instance, the computation for each items number was in table below:
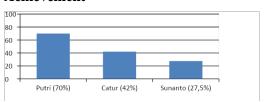
Table 4.2 Students' scale of Parent Involvement Project (PIP) for Students.

Number of Statement	1 (NT)	2 (LT)	3 (T)	4 (VT)	Percentage (%)			
					1 (NT)	2 (LT)	3 (T)	4 (VT)
1		C	AB		33.33 %	66,66%		
2			ABC			100%		
3		BC		A	66,66%		33,33%	
4		BC	A		66,66%	33,33%		
5		BC	A		66,66%	33,33%		
6		C	BC		33,33%	66,66%		

7	C	B	A		33,33%	33,33%	33,33%
8	BC		A	66,66%			33,33%
9	BC	A		66,66%		33,33%	
10	C	B	A		33,33%	33,33%	33,33%

From the table above illustrate that Parental involvement has an impact on students' achievement. Writers would describe from the table above.

For statement number 1, one student answers NT with percentage 33,33% is Sunanto and two students answer LT with percentage 66,66% they are Putri and Catur. For statement number 2, 100% all students answer LT. And the next for statement number 3, two students are Catur and Sunanto answer NT with percentage 66.66% and Putri answers T with percentage 33,33%. Then for statement number 4, Catur and Sunanto answer NT with percentage 66,66% and Putri answers LT with percentage 33,33%. Statement number 5 is the same as number 4, that Catur and Sunanto answer NT with percentage 66,66% and Putri

answers LT with percentage 33,33%. In statement number 6, Sunanto answers NT with a percentage 33,33% than Putri and Catur answer LT with percentage 66,66%. Next statement number 7, Sunanto answers NT, Catur answers LT, and Putri answers T each student has 33,33%. For statement number 8, two students are Catur and Sunanto answer NT with percentage 66,66% and Putri answer VT with percentage 33,33%. Next for statement number 9, Catur and Sunanto answer NT with percentage 66,66% and Putri answers T with percentage 33,33%. And the last statement number 10, Sunanto answers NT, Catur answers LT, and Putri answers T. Each student a has percentage 33,33%.

Graph 4.2 Percentage Levels of Students' Achievement

Data from Informal Interview

Informal interview is conducted as a third instrument in collecting the data from participants. The participants are parents from children who have writers interviewed. There are 15 questions in this interview session. The participants received the interview questions in their home. Each question correlated Parents' involvement with their children's English score. Questions adapted from Erlendsdóttir.G(2010). The data gathered from each question from this interview is purposed to add information which might be uncovered when administered questionnaires relate to possible factors that affect parents toward their children in English achievement.

Data from Observation

Data from observation is conducted as the final instrument in collecting the data from the

participant (students). This observation is proposed to capture what participants do while the English learning process is running inside the classroom in order to add information related to their achievement in the class. Writer only observed three students who the writer chose with 10 procedures adapted from Brown, J. D., Robson, G., & Rosenkjar, P. R. (2001), and writer gave four levels and used coded there are; 1 = very good, 2 = good, 3 = little good, and 4 = not at all. To coded students, Putri = A, Catur = B, and Sunanto = C.

The following are the participants' actions related to their activities in the learning process and it can affect in their English achievement. Brown, Robson, and Rosenkjar made those procedures, there are;
1. Paying attention and focus in teacher's explanation

2. Motivation to learning English
3. Enthusiastic to ask to the teacher
4. Involving with peers and teacher
5. Curiosity and respond in English teacher
6. Enjoying English lessons.
7. Willingness to follow teacher's direction
8. Feedback in teacher's explanation
9. Enthusiasm in Individual and group work task
10. Responding to an English teacher' questions.

Discussion

The aim of this research was to answer the research question ""How far is parental involvement to face in students' English achievement?". In order to do this, writers had given questionnaire for students, and writer had found that students who involved with their parents have good and positive effect for their self so get high achievement in English lesson (see Graph 4.2). And it is supported by Senler and Sungur (2009:108) that "Parental involvement in the discussion of schooling with children at home was found to be significantly related to academic achievement". From the document of the English teacher, Putri had a higher achievement than Catur and Sunanto. And after the writers gave a questionnaire, the writers also found a summary that Putri has a higher percentage than of all. Putri got 70%, Catur 42%, and Sunanto only got percentage 27,5%. The students came from a different socio- and economic background, they have a different parents' education.

CONCLUSION

Regarding the previous study proposed by Epstein (2002) that parental involvement has six factors to be successful on his child as a student or called as Epstein' framework; those factors are parenting, communicating, volunteering, learning at home, decision-making and collaborating with the community. And when parents do those frameworks, students generally have high grades and test scores, better attendance, and more consistently complete homework.

The findings of our research clearly indicate that our participants (parents) who are highly involved with their children's education will produce a good/high effect on their achievement. And truly every parent has high expectations for their children's education, and conveys their expectations to them. But parents who lack involvement in their children will not get high or only get rate achievement.

First, the report of the PIP questionnaire is aimed to investigate how students are involved toward their parents, and the data yielded from observation is proposed to support the finding from the questionnaire. The finding which was gained from the questionnaire revealed that all three participants; Putri Soleha (A), Catur Piyanti (B), and Sunanto (C). In sequentially, their involvement with parents is 70%, 42%, and 27,5%. Putri has a large parental involvement, then Catur has middle parental involvement, and finally Sunanto has a lack of parental involvement. And reality is right that Putri has the highest achievement than Catur and Sunanto.

Second, from data finding interview session, writer also interviewed their parent as my second participants. Firstly, writers met Mrs. Yuyun, she is Putri's parents and secondly, writers visited Catur' parent and her name is Mrs. Rohaniyah and finally, writers met Mr. Iwan, he is Sunanto' parent. From data from the interview session, writers found that they expect their children to have a high achievement in the class, but only some parents who are involved with their children. Parent who has a high concern and involved is Mrs. Yuyun, and then Mrs. Rohaniyah get second level after Mrs. Yuyun but Mr. Iwan is lack of involved with her son. Beside that parents' education also is needed to students' progress because can large effect on students' achievement. Mrs. Yuyun referred parent who has high achievement than Mrs. Rohaniyah and Mr. Iwan.

Third, based on the data found from observation, the writers observed participants (students) in the English learning process. As a result, Putri is an active and good student because she has high motivation, curiosity, enthusiasm, attention, and a good response. And Catur is only as the second student who is active after Putri, then Sunanto is called as low active student because his action is lacking toward English learning.

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