THE RELATIONSHIP BETWEEN PARENTAL ATTENTION AND LEARNING MOTIVATION TO STUDENT'S LEARNING ENGLISH ACHIEVEMENT AT THE EIGHTH GRADE OF SMP N 1 GATAK

THESIS

Submitted as A Partial Requirements for the Undergraduate Degree in English Language Education

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Assalamu'alaikum Wr. Wb.

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Wassalamu'alaikum Wr. Wb.

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RATIFICATION

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DEDICATION

This thesis is dedicated to:

1. My beloved parents, Suhardi and Suginem, who always support and love me.

2. My beloved husband, Nova Adhi Pratama, who always support, motivate, love and strengthen me. Thank you for giving a precious encouragement.

3. My beloved little son, Duta Indraloka Pratama, who always loves and strengthen me. I love you so much.

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MOTTO

"Habis Gelap, Terbitlah Terang"

Raden Ajeng Kartini

"Karena sesungguhnya sesudah kesulitan itu ada kemudahan"

QS. Al Insyirah ayat 5

"Jangan engkau bersedih, sesungguhnya Allah bersama kita."

QS. At Taubah ayat 40

PRONOUNCEMENT

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I hereby sincerely state that the thesis titled "The Relationship between Parental Attention and Learning Motivation to Student's Learning Achievement in English Subjects at The Eighth Grade of SMP N 1 Gatak" is my real masterpiece. The things out of my masterpiece in this are signed by citation and referred in the bibliography.

If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

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ABSTRACT

Ika Hardiyanti. 2023. *The Relationship between Parental Attention and Learning Motivation to Student's Learning English Achievement at the Eight Grade of SMP N 1 Gatak.* Thesis. English Language Education, Cultures and Languages Faculty

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Education is a fundamental need that must be owned by humans. Learning is the main activity in education. The success of learners or students following the learning process can actually be assessed by the learning achievements they have. Learning achievement itself is the mastery of knowledge or skills developed by subjects, usually indicated by test scores or grades given by educators. From the results of the midterm test of eighth grade students at SMP Negeri 1 Gatak, it is known that students' learning achievements are still very diverse. Parental attention is a factor can affects learning achievement because parents play a very important role in the educational process. Learning motivation is external factor that also can affect learning achievement.

The main objective of this research is to determine the relationship between parental attention, learning motivation, and learing achievement. The researcher used linearity and correlation quantitative design. The population of this research was the eighth grade of Junior High School 1 Gatak Sukoharjo, 167 students were chosen as the sample by using Slovin equation. Questionnaire score were used as the instrument of this research for measured parental attention and learning motivation and semester test score sere used to measure learning achievement . The data were analyzed by SPSS.

Based on the research conducted, it was found that there is a significant linearity relationship between parental attention, learning motivation, and learning achievement with significance value under 0,05 (sig<0,05) and found that there is positive significant relationship between parental attention and learning achievement of $r = 0.528$ with a contribution to learning achievement of 27.8%. The relationship between learning motivation and learning achievement is significantly positive at 0.358 with a contribution of 12.8%. The contribution of parental attention along with learning motivation is 31.4% with a relationship value of 0.561.

Keywords   : Junior High School 1 Gatak, Parental Attention, Learning Motivation, Learning Achievement

CHAPTER 1

INTRODUCTION

A. Background of The Study

Education is a fundamental need that must be owned by humans, because without education humans cannot improve their standard of living. Education itself is an effort to help develop cognitive, affective, and psychomotor abilities that are useful for students' lives, both now and in the future (Jemudin et al., 2019). This is in line with the definition of education in Law Number 2 of 2003 concerning the National Education System article 1 which states that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have noble spiritual strength, as well as the skills needed by themselves, society, nation and state.

Education itself can also be interpreted as a well-organized system that has its own potential. The main activity in education is learning, where learning itself is a process that a person does to obtain a new change in behavior as a whole, as a result of his own experience in interacting with the environment (Kusuma, 2021). Meanwhile, according to Gagne, it is explained that learning is a process of obtaining motivation in knowledge, skills, habits, and behavior. Learning is the mastery of knowledge or skills obtained from instruction. From these several opinions, it can be concluded that learning is a process that begins with a good understanding of

something so as to produce a change in behavior in a better direction. To find out how far the changes that occur need an assessment. The result of the assessment is what is referred to as learning achievement.

The success of learners or students following the learning process can actually be assessed by the learning achievements they have. Learning achievement itself is the mastery of knowledge or skills developed by subjects, usually indicated by test scores or grades given by educators. Learning achievement itself focuses on the grades or numbers that students achieve in the learning process at school. The value itself can be seen from the cognitive side, because this domain is often assessed by teachers to see mastery of material as a measure of the achievement of student learning outcomes (Norsandi et al., 2022)

Student learning achievement is also the result of the interactions that occur during learning activities. What must be underlined is that the learning achievement of each student is not the same, but varies greatly. According to (Faried Nasution, 2021) learning achievement is the mastery of students of certain knowledge or skills in a subject which is usually obtained from the value of a test or a number given by an educator or teacher.

The learning achievement of a learner or student himself is influenced by various existing factors, both internal factors of the student himself or external factors of the student. Internal factors are factors that come from within the student himself, for example motivation to study harder, students' psychological conditions, intelligence and so on. Meanwhile, external

factors are factors that come from outside students such as the learning environment, parental support and so on (Kholisyoh et al., 2020).

From the results of the midterm test of eighth grade students at SMP Negeri 1 Gatak, it is known that students' learning achievements are still very diverse. Where there are students who have very good learning achievements seen from getting good grades in every subject followed including English subjects. However, there are also students who have poor learning achievement, indicated by the value of subjects that are still not good, including English subjects.

Another problem that exists at SMP Negeri 1 Gatak is the uneven distribution of students in terms of learning achievement. Where there are classes filled with many students with good learning achievements, but other classes are dominated by students who have ordinary learning achievements and even some of the students have learning achievements that are less or below average. From the results of observations made at SMP Negeri 1 Gatak, it was found that differences in learning outcomes were influenced by several factors. The first factor is the attention of parents in providing assistance and guidance to students, especially when studying independently at home. The second factor that affects the learning achievement of SMP Negeri 1 Gatak students is internal factors, namely the student's own learning motivation.

The parental attention factor is one of the factors that comes from outside the student or external factors. The definition of parental attention is

the amount of awareness that accompanies an activity that is carried out. Attention can also be interpreted as the concentration or concentration of all activities shown to an object or group (Suryabrata, 2018).

Parental attention is a factor can affects learning achievement because parents play a very important role in the educational process. This is because the family is the most basic, first and main educational environment. The family environment itself is referred to as the first educational environment, why is that? Because it is in this environment that children or students know the world for the first time. Then it is called the main educational environment for children because the success of children's education in the family when children are in early childhood, also known as the golden age, will greatly affect the success of education in the next period of child development (Djafar et al. al., 2020)..

Apart from having an impact on student learning achievement, parental attention also has an impact on student behavior. From the results of observations at SMP Negeri 1 Gatak, it is known that there are still some students who have less commendable behavior such as skipping school during class hours, smoking after school and several other negative things. This is related to the attention of students' parents, which in turn these negative things also have an impact on students' learning achievement. In research conducted by (Kusuma, 2021) shows that attention from parents has a relationship with students' learning achievement. Where parents who

often pay attention to children make students have good achievements. In addition, in research conducted by (Pondaag et al., 2023)

Another factor that affects student learning achievement is the learning motivation factor that comes from the students themselves. Motivation itself is a mental force that encourages the learning process. Learning motivation in students can be high or weak. It is this learning motivation that directly affects the learning achievement of students. Where when students have low or no motivation to learn, they become discouraged from taking part in the learning process. The lack of enthusiasm to follow the learning process then has an impact on the learning achievement they have (Agustina et al., 2022).

Learning motivation itself is influenced by the learning motives by each student. Where there are students who are diligent in studying because they want to get high grades, but on the other hand there are also students who study because they are only afraid of being scolded by their parents. The differences in learning motives also affect the motivation possessed by each student. Motivation itself can actually also be influenced by the external environment, for example the learning atmosphere, teachers and so on.

Motivation itself is very useful in the learning process, where motivation affects many things. For example, motivation affects the level of discipline of students where students with high learning motivation will be followed by the emergence of a good disciplinary attitude as well. The

attitude of discipline itself is in accordance with a person's self-control over the forms of rules. In teaching management, discipline is an important issue. Without an awareness of the need to implement predetermined rules, teaching is unlikely to achieve maximum targets.

Previous studies reported various results related to the relationship between parental attention and learning motivation to learning achievement. Lestari (2020) explained in his research that parental attention and learning motivation have a very strong relationship, which is shown by the significant effect of these two variables partially on learning achievement. Likewise the research conducted by Sandy, et al. (2017) which states that parental attention and learning motivation have a significant influence on student achievement., According to Lestari (2020) learning motivation in students as an internal factor is actually the main and foremost factor in student learning achievement, but behind the learning motivation factor there is a forming factor, namely parental attention. Parental attention is what forms thinking power, mental capacity, and strong motivation to receive lessons at school. Parental attention in the form of appreciation, sanctions, and assistance to students when they are at home will affect the learning process at school.

Kusumaningsih & Hardi (2022) state that parental attention and learning motivation are two things that are interconnected, this is because parents have a very large role in children's education because parents are the first to shape a child's personality, shape their learning patterns, and shape

the flow of education for children, so that by itself it influences the student's learning process. Parents are the fulfillment of children's needs both in terms of psychology, physical such as food; or psychological needs, which include the intellectual needs of development through education, affection, attention, a sense of security and others. Where the fulfillment of these basic needs will have a significant effect on the formation of student learning motivation at school

Another finding was reported by Xavier (2017) which macademic stated that parental encouragement is not related to academic achievement. According to Xavier, this is because in general the types of encouragement given are not in accordance with the personality traits of students. Meanwhile, according to Fijar, et al. (2019) parental attention has no relationship with learning outcomes compared to learning facilities that have a relationship, but parental attention with motivational intervention variables will affect the learning process, this is because parental attention needs to be processed again into something conical, concrete or real like provision of learning motivation in the form of fulfillment of facilities. According to Mehtu and Kaur (2022),

Research conducted by Manalu (2014) shows that there is no relationship between learning motivation and learning achievement. According to Manalu (2014), what most influences learning achievement is student effort, previous school origin, parents' education and income, self-

motivation, the way the teacher teaches, as well as the atmosphere of the classroom environment.

This explanation is in line with research conducted by (Purnawan, 2022) where his research shows that there is a significant relationship between learning motivation and student achievement. In addition, in research conducted by (Norsandi et al., 2022) who said that there is a positive relationship between student learning motivation and learning achievement owned by students.

Based on several previous studies described above, the variables of parental attention and learning motivation have a relationship to learning achievement. With the background of previous research, theoretical support and the results of preliminary observations at SMP Negeri 1 Gatak, the researcher is interested in conducting research with the title "The Relationship between Parental Attention and Learning Motivation to Student Learning Achievement in English Subjects Case Study on Eighth Grade Students of SMP Negeri 1 Gatak".

A. Identification of the Problems

Based on the above background, the following problems can be identified:

1. Parents, in general, do not have or lack English language, which can affect learning motivation on English subjects in school.

2. Some parents are in less economy class, so they're too busy working and too tired to give attention to their children's academic achievements.

3. Some students maybe have a slow understanding in learning english

4. Parents pay less attention to student learning activities which can affect student learning achievement at school.

5. Students' motivation to learn has not been able to be optimized properly to get learning achievement, especially in English subjects.

B. Limitation of the Problems

Based on the background and identification of the problems that have been stated above, to facilitate researchers in data collection, it is necessary to limit the problem. The problem restrictions in this study are as follows:

1. The researcher only examined eighth grade students of SMP Negeri 1 Gatak in the subject of English.

2. Researchers only limit the problems related to parents' attention to their children in learning, motivation to learn in students and student learning achievement in English subjects in eighth grade students of SMP Negeri 1 Gatak.

C. Formulation of the Problems

Based on the problem restrictions above, the researcher formulates the problem as follows:

1. Is there a relationship between parental attention and student learning achievement in English subjects in the eighth grade of SMP Negeri 1 Gatak in the 2022/2023 academic year?

2. Is there a relationship between learning motivation and student achievement in English language subjects in the eighth grade of SMP Negeri 1 Gatak in the 2022/2023 academic year?

3. Is there a relationship between parental attention and learning motivation on students' learning achievement in English subjects in the eighth grade of SMP Negeri 1 Gatak in the 2022/2023 academic year?

D. Objectives of The Study

Based on the formulation of the problem above, the objectives to be achieved in this study are as follows:

1. To determine whether there is a relationship between parental attention to student learning achievement in English subjects in the eighth grade of SMP Negeri 1 Gatak in the 2022/2023 academic year.

2. To find out whether there is learning motivation on student learning achievement in English subjects in the eighth grade of SMP Negeri 1 Gatak in the 2022/2023 academic year.

3. To find out whether there is parental attention and learning motivation on students' learning achievement in English subjects in the eighth grade of SMP Negeri 1 Gatak in the 2022/2023 academic year

E. Benefits of The Study

1. Theoretical Benefits

The results of this study are expected to add insight and knowledge to readers and can be used as appropriate.

2. Practical Benefits

   a. For Students

   This research is expected to help students increase their motivation to learn English in order to improve their learning achievement.

   b. For Parents

   Assist parents in increasing attention to their children so that they become a good generation for the survival of their family, nation and country.

   c. For Researchers

   As an addition to knowledge and practical experience to prepare to become a teaching staff and can add to the knowledge gained during studies in higher education, especially science education.

   d. For Schools

   The results of this study can provide input for SMP Negeri 1 Gatak and also schools in general towards efforts to improve the quality of students by improving the learning process based on the results of existing research.

F. Definition of Key Terms

   1. Parental Attention

   Parental Attention is the exertion or concentration of energy/mental strength from parents towards their children's learning activities with full awareness in order to achieve maximum achievement of children in learning. Indicators of Parental Attention in this study are giving rewards

(awards), giving punishments (punishments), setting examples, providing guidance and helping learning difficulties, and meeting children's learning needs.

2. Learning Motivation

Learning motivation is an internal and external drive in students that causes learning activities to improve their learning achievements so that educational goals are achieved as expected and set out in the school curriculum. Learning motivation that exists in students such as perseverance in facing tasks, resilience in facing difficulties, showing interest in various problems, enjoying working independently, getting bored quickly with routine tasks, being able to defend their opinions, not easily giving up things that are believed , enjoying looking for and solving problem problems.

3. Learning Achievement

Accounting Learning Achievement is the level of success achieved by students as a reflection of the level of ability and mastery of student material. Learning achievement is evidenced and shown through grades, or scores from the results of evaluations conducted by the teacher on students through repetitions or exams they take.

CHAPTER II

LITERATURE REVIEWS

A. **Theoretical Reviews**

1. **Definition of Learning**

Learning is one of the main characteristics possessed by humans as living beings. Through the learning process, humans can continue to adapt and become relevant in following environmental developments. In psychology, learning is the trigger for changing behavior as well as the result of changing behavior. From a holistic perspective learning is focused on experience, competence and identity. Learning also forms a person's identity invisibly. The learning process is a form of interaction and connectedness between fellow human beings. Through the learning process, a person can reflect on himself or in the mirror of others to be motivated to be better day by day in achieving his life's greatest goals. Learning is a reflective process that is manifested in all human activities (Kuurme & Carlsson, 2012;

Learning is a process of effort made by a person to acquire new behavioral changes as a whole, as a result of his own experience in interacting with the environment. In this regard, the learning process and change are evidence of the processed results. Learning is not only learning subjects, but also preparation, habits, perceptions, pleasure or interest in adjustment, social, various other skills and ideals (Hamalik, 2022).

According to psychological understanding, learning is a process of effort carried out by a person to obtain a new change in behavior as a whole as a result of his own experience in interaction with the environment. According to (Slameto, 2010) the definition of learning expressed by experts is as follows:

a. Based on the opinion of Witherington, learning is a change in personality and is manifested as new patterns of response in the form of skills, attitudes, habits, knowledge and skills.

b. Based on the opinion of Crow and Crow (1958) learning is an effort to acquire new habits, knowledge and attitudes.

c. Based on the opinion of Hilgard, learning is the process of emerging or changing a behavior due to a response to a situation.

d. Based on the opinion of Di Vesta and Thompson, learning is a change in behavior that is relatively stable as a result of experience.

e. Based on the opinion of Gage and Berliner, learning is a process of behavior change that arises from experience.

f. Based on the opinion of Thursan Hakim, learning is a process of change in human personality, and changes in the quality and quantity of behavior, such as increased skills, knowledge attitudes, habits, understanding skills, thinking power, and others. From the various definitions above, it can be concluded that learning is a behavior or appearance, with a series of activities.

a. Learning Principles

Learning principles can be implemented in different situations and conditions and by each student individually. The following are the principles of learning according to (Slameto, 2010).

1) Based on the Prerequisites Required for Learning

a) In learning, students must seek active participation, increase interest and guide to achieve instructional goals.

b) Learning must be able to cause reinforcement of strong motivation in students to achieve instructional goals.

c) Learning requires a challenging environment where children can develop their abilities to explore and learn effectively.

d) Learning requires students to interact with their environment.

2) According to the Nature of Learning

a) Learning is a continuous process, so it must be step by step according to development.

b) Learning is a process of continuity (the relationship between one understanding and another) so as to get the understanding described. The stimulus given causes the expected response.

3) According to the Matereal or Materials to be Studied

a) Learning is holistic and the material must have a simple structure and presentation so that students can easily grasp its meaning.

b) Learning must be able to develop the instructional abilities that must be achieved.

4) Conditions for Success

a) Learning requires adequate facilities, so that students can study quietly.

b) Repetition, in the learning process it is necessary to repeat many times so that the understanding of attitude skills is deep in students.

2. Learning Achievement

Learning achievement is a sentence consisting of two words, namely achievement and learning. To further understand the meaning of learning achievement, researchers describe the meaning of the two words (Agustina et al., 2022).

According to the General Indonesian Dictionary, the definition of achievement is the result that has been achieved from what has been done, done, and so on. Meanwhile, according to (Djamarah, 1994) achievement is what can be created, the result of work, a pleasant result is obtained by working hard. In the same book, Nasrun Harahap argues that achievement is an educational assessment of the development and progress of students regarding the mastery of the subject matter presented to students. From the above understanding, it can be concluded that achievement is the result of an activity of a person or group that has been done, created and pleases the heart obtained by working.

Based on some of the above opinions, learning is an activity that is carried out consciously and regularly in a person so that there will be individual changes in knowledge, skills, attitudes and behavior resulting from the process of training and experience of the individual himself in interacting with hisenvironment.

So it can be concluded that learning achievement can be interpreted as real measurable skills in the form of knowledge, attitudes and skills as an active interaction between the learning subject and the learning object during the teaching and learning process to achieve learning outcomes.

a. **Affecting Learning Achievement**

Ozcan (2021) states that learning achievement, apart from being mainly influenced by internal factors, is also influenced by several factors, namely the level of family education, the physical condition of the school, school management. Meanwhile, Mohammed & Chinapah (2019) stated that what influences learning achievement is mainly the socioeconomic conditions of the family, student factors such as students' way of thinking, the mental condition and students' relationship with their social environment, the ability of the teacher to teach, the teacher's leadership in the class. The details that affect learning motivation are described below.

1) Internal Factors

   a) Health

Physical and spiritual health greatly affects a person's learning ability. If someone is always unhealthy, frequent

illness can result in less enthusiasm for learning. If spiritual health is not good, such as having a disturbed mind, there is conflict, it will also interfere with the enthusiasm for learning.

b) Intelligence and Talent

These two psychological aspects also greatly affect a person's learning ability. Usually if someone has high intelligence it will be easy to learn and the results are quite good, but if someone has low intelligence it will be difficult to learn and the results will tend to be low. Talent also greatly affects learning success. If someone has a talent in a certain field, it will be easier and faster to learn it compared to people who do not have a certain talent.

c) Interest and Motivation

Great interest tends to result in high learning achievement, preferably if there is less interest in learning, learning achievement will be low. The strengths and weaknesses of Learning Motivation will affect one's learning outcomes. Learning Motivation needs to be cultivated, especially within oneself to think about future goals.

d) How to Learn

If learning does not pay attention to physiological, psychological and health techniques and factors, it will get unsatisfactory results. In addition, it is also necessary to pay attention to learning time, place, facilities, use of teaching

media and adjusting learning materials. Learning must be done in a good way so that the learning results obtained will be satisfactory.

2) External Factors

   a) Family

   Parental factors greatly affect children's success in learning. The high and low education of parents, the size of the income, enough or lack of attention and parental guidance, getting along or not with parents, peace in the house, all of which greatly affect one's success.

   b) School

   The condition of the school where to study greatly affects the level of learning success. The quality of the teachers, the methods of teaching, the suitability of the curriculum to the child's ability, the state of the facilities or equipment at school, the condition of the room, the number of students per class, the implementation of discipline, all of which greatly affect the success of children's learning.

   c) Community

   Community conditions also determine learning achievement. If around the place of residence the state of the community of educated people, especially the children go to high school and have good morals, it will encourage children to study harder.

To achieve student learning achievement as expected, it is necessary to pay attention to several factors that affect learning achievement, among others: factors contained within students (internal factors), and factors consisting of outside students (external factors).

b. Learning Achievement Indicator

Education emphasizes the learning process that aims to develop all the potential that exists in humans, both the cocnitive, effective and psychomotor aspects that can be represented by the values obtained by students. The learning process is the mastery of knowledge or skills equipped by subjects, usually shown by test scores or values given by the teacher. Based on this understanding, to measure student learning achievement, the final semester test scores or UAS scores are used (Tu'u, 2004).

3. Parental Attention

According to Suryabrata, attention is the amount of awareness that accompanies an activity that is carried out. Meanwhile, according to Walgito, attention is the concentration or concentration of all activities shown to a group or object (Djamarah, 1994).

According to Law No. 23 of 2003 concerning child protection, parents are biological fathers and or mothers, or fathers and or stepmothers, or fathers and or adoptive mothers. From the above understanding, it can be interpreted that parental attention is the exertion or concentration of energy

or mental strength from parents towards their children's learning activities with full awareness in order to achieve maximum achievement of children in learning.

a. Types of Parental Attention

To find out more about parental attention, the author will suggest several types of attention from experts. According to (Suryabrata, 2004) parental attention is divided into several types, including the following. In terms of intensity, it can be divided into:

1) Intensive Attention
2) Non-intensive attention

In terms of the emergence of attention, it can be divided into:

1) Spontaneous attention (involuntary attention, involuntary attention)
2) Volitional attention (intentional attention)

In terms of the breadth of objects subject to attention, it can be divided into:

1) Dispersive attention
2) Concentrated attention

b. Factors Affecting Parental Attention

According to (Djafar et al., 2020) attention is influenced by several factors, as follows:

1) Companionship

    The existence of a certain innervation that is related to the object being reacted to, then attention to a particular object arises

2) Practice and habit

    As a result of training or habit, it is easy to develop attention to a certain field, even though there is no innate talent in that field.

3) Liabilities

    Obligations contain responsibilities that must be fulfilled by the person concerned, he is aware of his obligations. He will not be ignorant, what is his obligation will be carried out with full attention.

4) Physical Condition

    Whether or not we are physically healthy greatly affects our attention to an object.

5) Soul Atmosphere

    Mental states, feelings, fantasies and thoughts greatly affect our attention. It can be encouraging and it can also be inhibiting.

6) The Atmosphere Around

    The existence of various kinds of atmosphere around us, such as noise, commotion, chaos, temperature, social, economic, beauty, and so on can affect attention.

7) The Strength Or Lack Of Stimulation Of The Object Itself

How strong the stimulus is in relation to the object of attention greatly affects our attention. If the stimulus is strong, the possibility of attention to the object is also great. Conversely, if the stimulus is weak, our attention is also not so great

c. **Indicator of Parental Attention**

Parents and their attention is one thing that cannot be separated. Parental attention is a building factor for children, from childhood to adulthood. According to Taintor, et al. (2022) parental attention has two sides, namely the side of parental support and the side of parental control. Where the support side of parents can be in the form of giving gifts, praise or other forms of affection and appreciation for the success of their children, while the control side can be in the form of parental advice or punishment to children if children are disobedient or make mistakes.

Parental attention itself is strongly influenced by parental style, where parents who are authoritative to aggressive will have an impact on mental conditions, ability to interact socially, and shape children to become defensive individuals. In the end these things will affect the formal education process of children at school, so that as students they have less motivation to learn (Taintor, et al., 2022)

The attention that occurs in this study is the attention of parents to their children's education. This is because the family is an informal

institution that is responsible for encouraging or motivating the progress of children's education. The needs of adolescents can be classified into 3 parts, namely physical needs, psychological needs and social needs. (Djafar et al., 2020).

1) Fullfillment of Physical Needs

Fulfillment of physical needs as an indicator of parental attention involve parental attention to the fulfillment of the physics things needed for the worthiness and expediency of chiil living. The physic needs includes the need for health, the need for food, the need for clothing, and the need for education.

2) Fullfillment of Psychological Needs

Fulfillment of children's psychological needs involve all attitudes and behavior of parents to make children feel safe and loved. Fulfilling the child's psychological needs include actions such as giving rewards when children make certain achievements, giving appreciation for the child's good actions or behavior, or giving punishment and advice for all children's actions that are not in accordance with the norms or rules applied at home or in society. Fulfillment of psychological needs related to children's education involve providing time to guide and help children understand the lessons received at school, and shape and rise motivation for children to continue to study diligently at school.

3) Fullfillment of Social Needs

Fulfillment of social needs involve parents' attention to children's social needs, creating networks that will prosper children or be useful for children later.

4. Learning Motivation

Motivation to learn comes from the word "motive" which means the effort that encourages someone to do something. Motive can be said to be a driving force from within and within the subject to perform certain activities in order to achieve goals. Derived from the word "motive" motivation can be interpreted as a driving force that has been active. Motivation becomes active at certain times, especially when the need to achieve goals is felt or urgent (Norsandi et al., 2022).

According to Mc.Donald, motivation is a change in energy within a person characterized by the emergence of "feeling" and preceded by a response to a goal. From the understanding put forward by Mc. Donald contains three important elements, namely (Sardiman, 2016):

a) Motivation initiates energy changes in every individual human being.

b) Motivation is characterized by the emergence of a person's "feeling", affection.

c) Motivation will be stimulated because of a goal.

a. Characteristics of Learning Motivation

In learning activities, what is important is how to create conditions or processes that direct humans to carry out learning activities. According

to (Sardiman, 2016) the motivation that exists in everyone has the following characteristics:

1) Perseverance (can work continuously for a long time, never stopping before completion).

2) Resilient in the face of difficulties (not easily discouraged). Does not require external encouragement to perform as well as possible (not quickly satisfied with the participation he has achieved

3) Showing interest in a variety of issues for adults (for example, issues of religious development, politics, economics, justice, fighting corruption, opposing every criminal act, morals and so on.

4) Prefer to work independently.

5) Get bored quickly with routine tasks (things that are mechanical, repetitive, so less creative).

6) Can defend his opinion (if he is sure of something)

7) It's not easy to let go of those beliefs.

8) Enjoy finding and solving problems.

b. Factors Affecting Learning Motivation

According to (Agustina et al., 2022) stated that there are at least six factors supported by the number of physiological theories and related research that have a substantial impact on student participants' learning motivation. The six factors in question are:

1) Attitudes

  Attitudes are a combination of concepts, information and emotions that result in a predisposition to respond favorably or unfavorably to certain people, groups, ideas, events or objects.

2) Needs

  Need is a condition experienced by individuals as an internal need that guides students to achieve students.

3) Stimulus

  A stimulus is a change in perception or experience with the environment that makes a person active.

4) Affection

  Affection relates to the emotional experience (anxiety, concern and preference) of an individual or group during learning.

5) Competence

  Competency theory assumes that students naturally strive to interact with their environment effectively. A sense of competence in students will arise when they realize that the knowledge or competence obtained has met predetermined standards.

6) Strengthening

  Reinforcement is an event that maintains or increases the likelihood of a response. Effective use of reinforcing events such as recognition of student work, praise, student appreciation and attention.

c. Indicators of Learning Motivation

According to (Sardiman, 2016) states that the motivation that exists in people has the following characteristics:

1) Perseverance (can work continuously for a long time, never stopping before completion)

2) Resilient in the face of difficulties (not easily discouraged). Does not require external encouragement to perform as well as possible (not quickly satisfied with the participation that has been achieved.

3) Showing interest in various issues for adults (for example, religious development, politics, economics, justice, fighting corruption, opposing every criminal act, morals and so on.

4) Prefer to work independently.

5) Get bored quickly with routine tasks (things that are mechanical, repetitive, so less creative).

6) Can defend his opinion (if he is sure of something)

7) It's not easy to let go of those beliefs. Enjoy finding and solving problems

Learning motivation used as indicators in this research classified according Tamimi, et al. (2009) and describe by Sofyan (2022), as follows:

1. Persevere with tasks

   Preserve with task require on time at sumbmitting task, and how they can reach the high score how they force their skill, knowledge, and ability to do their task.

2. Tenacious in facing task

   Tenacious in facing task means how far the power of struggle doing by students to do their task. Tenacious in facing task minvolve desire to do the task or assignment given ny the teacher. How they become so passionate and be encourage to finish or complete the task given by teacher.

3. Demonstrate an interest in English

   Demonstrate aninterest in English means students interest in the subject being taught, so they can learn in clear. Demonstrate an interest can seen when students tried to find the meaning of the material they haven't know by asking questions about it to the teacher, and in the end can heve the high score in task

B. Previous Related Studies

To support the framework that will be prepared by researchers, the researchers present the results of previous studies as in the table below:

Table 3.1 Previous Studies

No	Researcher	Title	Results	Similarities	Differences
1.	Frederik DE Jemudin, Alberta, P.Makur, and Ferdinandus A. Ali (2019)	The Relationship between Learning Attitude and Learning Motivation to Mathematics Learning Achievement of SMPN 6 Langke Rembong Students	There is a positive and significant relationship between learning attitude and mathematics learning achievement of seventh grade students of SMP 6 Langke Rembong. There is a positive and significant relationship between learning motivationand mathematics learning achievement of class VIII SMP 6 Langke Rembong.	This research using likert questionnaire instrument to measure learning motivation	This research using tryout test to measure learning achievement and focused on mathematic subject
2.	Mehta, Anju and Kaur, Sumrat (2020)	Relationship Between Parental Involvement And Academic Achievement Among VIIIth Grade Students	There is no relationship between parental involvement and academic achievement in VIIIth grade student in government and non-government school in Amritsar City India	This research using VIII grade students as sample/respondents	This research more focused on parental involvement and academic achievement in general, and using open questionnaire instrument to measure all variables
3.	Fitri Annisa Djafar, Hernita Pasingli, Tamrin Robo, AR Tolangara (2020)	The Relationship Between Parental Attention And Student Learning Achievement In Geography Class VIII SMP Al-Irsyad Ternate City	There is a positive relationship between parental attention and student learningachievement in the field of geography study in class VIII of Al-Irsyad Junior High School, Ternate City.	This research using VIII grade students as respondents and using likert questionnaire to measure parental attention	This research using parent of VIII grade students as respondents to measure parental attention and focused on

				geography subject
4.	Yanti Yandri Kusuma (2021)	Analysis of the Relationship between Parental Attention and Learning Achievement during the Covid-19 Pandemic	There is a relationship between parental attention and student learning achievement during the Covid-19 pandemic. In addition, there is also a significant relationship between parental attention and the level of student discipline.	This research using likert questionnaire instrument to measure parental attention	This research using likert questionnaire instrument to measure learning achievement
5.	Dedy Norsandi, Kukuh Wurdiantom Evi Fitriana (2022)	Relationships between Motivation and Parental Attention with Geography Learning Achievement of Students of SMAN 10 Palangkaraya City	There is a positive relationship between learning motivation of students of SMAN 10 Palangkaraya City and achievement in geography subject.There is a positive relationship between parental attention and learning achievement of students of SMAN 10 Palangkaraya City	this research using likert questionnaire instrument to measure parental attention, learning motivation, and learning achievement	This research using senior high school students as respondents and focused on geography subject
6.	Yulia Agustina, Muntari, Eka Junaidi (2022)	The Relationship between Learning Motivation and ICT Readiness with Student Learning Achievement in Implementing Online Learning	There is a positive and significant relationship between student learning motivation and chemistry learning achievement of students in class XI MIA. There is a positive and significant relationship between ICT readiness and chemistry learning achievement of students in class XI MIA.	This research using likert questionnaire instrument to measure learning motivation.	this research focused on chemichal subject online learning and using chemichal subject studets' score in general to measure learning achievement

C. Rationale

1. **The Relationship of Parental Attention to Learning Achievement**

   Parental attention is one of the external factors that can affect student learning achievement. Parental attention itself is an activity carried out by parents, namely father and mother, which is related to the act of stimulating or meeting the needs of a child. Parental attention itself is very important for the growth and development of a child, including in educational needs (Pondaag et al., 2021).

   Parental attention is very important for children's lives, one of which is for children's education. Children who get attention from parents have a great chance of getting better learning achievement compared to children who don't get attention from parents. This is shown in research conducted by (Djafar et al., 2020) where it was explained that the results showed a positive relationship between parental attention and children's learning achievement.

2. **The Relationship between Motivation and Learning Achievement**

   Learning motivation is one of the factors that affect student learning achievement and comes from within the student himself. Students who have high motivation to learn will continue to strive to improve their learning achievements, besides that they will also have enthusiasm in every learning process carried out. This is supported by research conducted (Jemudin et al., 2019) where the study states that there is a positive and significant relationship between student learning motivation and student learning

achievement achieved at school. The relationship between three variables shown in figure 3.1
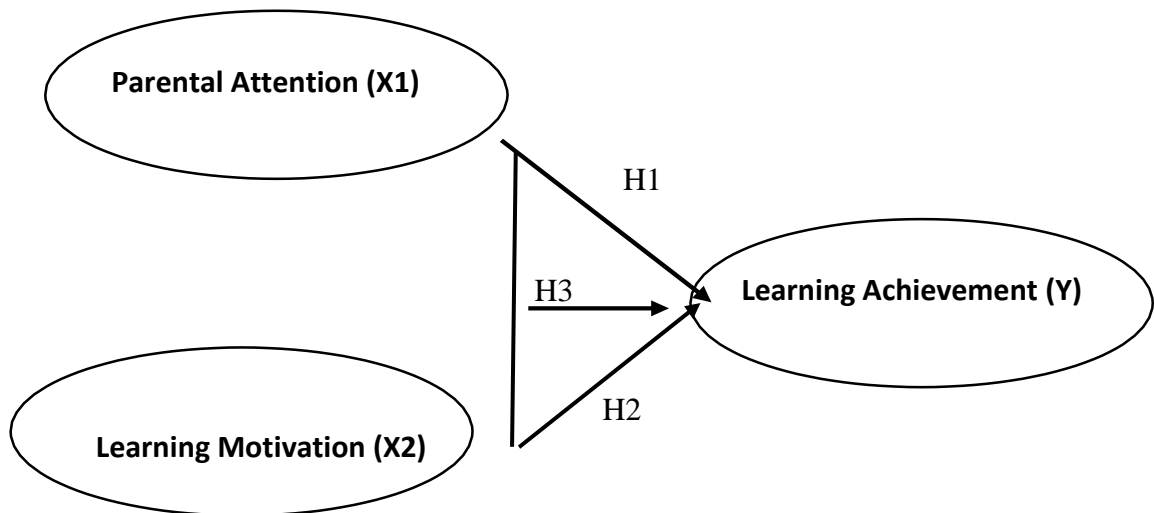
Figure 3.1. The Relationship between Parental Attention, Learning Motivation
and Learnig Achievement

Information :

H1   : There is a relationship between the independent variable Parental
             Attention and the dependent variable English Learning Achievement

H2   : There is a relationship between the independent variable Learning
             Motivation and the dependent variable EnglishLearning Achievement

H3   : There is a simultaneous or joint relationship between the independent
             variables Parental Attentionand Learning Motivation with the
             dependent variable English Learning Achievement

D. Hypothesis

1. The Effect of Parental Attention on Learning Achievement

Parental attention is an external factor that can affect student learning achievement. Attention is an activity of the parent's soul related to stimulating the needs related to the child's comfort to be able to learn. The parental factor plays a very large role in the success of a child in achieving good learning achievement. The high level of parental education, whether or not the parents get along well, whether or not they are familiar with the child to the home situation greatly affects the child's learning achievement. So that the following hypothesis can be drawn:

H0   : There is no relationship between parental attention to the learning achievement of eighth grade students of SMP Negeri 1 Gatak.

H1   : There is a relationship between parental attention to the learning achievement of eighth grade students of SMP Negeri 1 Gatak.

2. The Effect of Learning Motivation on Learning Achievement

Learning motivation has a real influence on student achievement. The motivation possessed by students when doing learning plays an important role in improving learning achievement. Students who have a desire to learn or high learning motivation will be happy and happy to take part in the learning process. So that the following hypothesis can be drawn:

H0   : There is no relationship between learning motivation and learning achievement of eighth grade students of SMP Negeri 1 Gatak.

H2   : There is arelationship between learning motivation and learning achievement of eighth grade students of SMP Negeri 1 Gatak.

3. The Effect of Parental Attention and Learning Motivation on Learning Achievement

Parental attention is an important factor in the development of a child's life. Parental attention will also affect a child's education. With the attention of parents, it will encourage or motivate students to be obliged to study at school and at home. These two factors ultimately directly affect student learning achievement at school. So that the following hypothesis can be drawn:

H0   : There is no simultaneous relationship between parental attention and learning motivation on the learning achievement of eighth grade students of SMP Negeri 1 Gatak.

H1   : There is a simultaneous relationship between parental attention and learning motivation on the learning achievement of eighth grade students of SMP Negeri 1 Gatak

CHAPTER III

RESEARCH METHODOLOGY

A   Research Design

The type of research used in this research is field research (survey) using quantitative methods. Quantitative research is an activity of collecting, processing, analyzing and presenting data based on the number or amount carried out objectively to solve a problem or test a hypothesis to develop general principles (Nikolas Duli, 2019). This type of research is a correlational study because it aims to determine whether or not there is a relationship between parental attention and motivation to the learning achievement of eighth grade students at SMP Negeri 1 Gatak. This research describes the results of the research by telling the data obtained during the research.

B. Research Settings

The location of this research is SMP Negeri 1 Gatak, Gatak District, Sukoharjo Regency, Central Java with the consideration that there are still some parents who pay less attention to their children and there are also some students who do not have the motivation to learn, especially in English lessons. The study was conducted on eighth grade students consisting of nine classes, they were VIII A, VIII B, VIII C, VIII D, VIII E, VIII F, VIII G, VIII H, VIII I and each class was filled with 32 students.

C. **Population, Sampling and Sample**

1. **Population**

Population is defined as a generalization area consisting of objects / subjects that have certain qualities and characteristics set by researchers to study and then draw conclusions. Meanwhile, according to Burhan Bugain, the research population is the whole (universum) and research objects which can be humans, animals, plants, water, symptoms, values, events, life attitudes, and so on. So that these objects can be a source of research data (Sugiyono, 2010).

According to Husain Usman, the population is all values, both the results of calculations and measurements, both quantitative and qualitative and certain characteristics regarding a complete and clear group of objects. According to Suharsimi Arikunto, the population is the whole object under study. Based on these opinions, the population in this study were eighth grade students of SMP Negeri 1 Gatak consisting of nine classes, they are VIII A, VIII B, VIII C, VIII D, VIII E, VIII F, VIII G, VIII H, and VIII I, a total of 288 students.

2. **Sampling**

The sample is part of the number and characteristics possessed by the population. Meanwhile, according to Burhan Bugin, the sample is a representative of all strata units and parts that exist in the population. So that the sample is part of the existing population and for sampling must use certain

methods based on existing considerations. The sample in this study was drawn using the Slovin formula (Syafril, 2019), with the equation below:

$$n = \frac{N}{1 + Ne^2}$$

Description:

n = Sample size

N = Population Size

e = Errors

So the number of samples is as follows:

$$n = \frac{288}{1 + 288(0,05)^2}$$

$$n = \frac{288}{1 + 288(0,0025)}$$

$$n = \frac{288}{1 + 0,72}$$

$$n = \frac{288}{1,72}$$

$$n = 167,44 \longrightarrow 167 \text{ respondents}$$

D. Techniques of Collecting the Data

In research, data collection techniques are an important factor for the success of research. Data collection methods are techniques or ways used to collect data. The techniques used in the data collection process in this study consist of methods:

1. Observations

Observation is a direct observation or careful review in the field or research location being conducted. Observation is carried out to obtain concrete data at the research site. Observation is used in conducting preliminary studies to find problems that must be researched, and also wants to know things from respondents that are more in-depth (Syafril, 2019).

2. Questionnaire

The questionnaire is data collection by sending or giving a list of questions to respondents in the form of positive and negative questions to be filled in the form of multiple choices and consisting of 12 questions. The questionnaire in this study uses a Likert scale of 1-5 (Syafril, 2019). Questionnaire indicator shown at table below

Table 3.1. Parental Attention and Learning Motivation Indicators

Variables	definition	Indicators
Parental Attention	Parental attention is the concentration of thought energy focused on an object carried out by the student's parents (father, mother or guardian). (Pondaag et al., 2021)	1. Fulfillment of physical needs 2. fulfillment of psychological needs 3. Fulfillment of social needs

Variables	definition	Indicators
Motivation	Learning motivation refers to the willingness, need, desire and necessity of students to achieve and succeed in the learning process. (Agustina et al., 2022)	1. Persevere with tasks 2. Tenacious in facing tasks 3. Demonstrate an interest in English

3. Semestre Test Score

Semester test score use to measure student learning achievement. Semester test score is a capture to figuring the mastery of language learner competencies in taking the learning process for one semester. Official semester test score obtained from English teacher of VIII grade in SMPN 1 Gatak Sukuharjo.

F. Data Validation

a) Validity Test

The validity test must be carried out if you use a questionnaire, the aim is to determine the validity or suitability of the questionnaire used to obtain data from respondents or research samples (Syafril, 2019). The basis for making validity test decisions is as follows. Comparing the calculated r value with the r table

a) If r observed > r table, then the questionnaire item is declared valid

b) If r observed < r table, then the questionnaire item is declared invalid

b) **Reliability Test**

The reliability test is a test conducted after the validity test, the purpose is to find out whether the questionnaire used in the study can really be trusted as a data collection tool or arguably as a test to determine the level of trust in a questionnaire. In the reliability test we can also find out the level of consistency of a questionnaire used in research (Syafril, 2019). The basis for making reliability test decisions is as follows by looking at Cronbach's Alpa value. The basis for decision making is based on the Cronbach's Alpha value.

a) If the Cronbach's Alpha value is > 0.60, the questionnaire is declared reliable or consistent.

b) If the Cronbach's Alpha value <0.60, the questionnaire is declared unreliable or inconsistent

G. **Techniques of Analyzing the Data**

1. **Descriptive Statistical Analysis**

In descriptive analysis, quantitative processing or analysis is carried out by classifying data into tabular form using the help of the SPSS (Statistical Package For Social Science) computer program. Furthermore, determining the maximum value, minimum value, range, mean, mode, median, standard deviation and variance, using the help of the SPSS (Statistical Package For Social) computer program (Purnawan, 2022).

2. Inferential Analysis

The inferential analysis used in this study is a simple linear regression test with the help of the SPSS (Statistical Package For Social Science) computer program. However, before the test is carried out, the analysis requirements test is first carried out using the help of SPSS (Statistical Package For Social Science) as a requirement that must be met in using parametric analysis "parametric statistics are used to test population parameters through statistics, or test population size through samples (Pondaag et al., 2021).

3. Prerequisite Test Analysis

In correlation research, two tests of analytical requirements must be carried out. The first test includes a data normality test conducted with the Kolmogorov Smirnov test and the second includes data test using the anova linearity ETA square test with the help of the SPSS (Statistical Package For Social Science) computer program.

4. Hypothesis Test

a. Linearity Test

Furthermore, to measure the effect between the independent variable and the dependent variable, then to test it using the help of SPSS (Statistical Package For Social Science) and the simple linear test formula as follows (Syafril, 2019):

$Y = a + bX1$ and $Y = a + bX2$ for a simple linearity test; and for multiple linearity $Y = a + bX1 + bX2$

b. Correlation Calculations

Then to determine the correlation index number is done using the help of SPSS (Statistical Package For Social Science) (Syafril, 2019).

c. Calculation of the Coefficient of Determination

Furthermore, for the size of the contribution of variables X1 and X2 as independent variables to Y as the dependent variable, it is used with the help of SPSS (Statistical Package For Social Science) (Syafril, 2019).

d. Significance Calculations

The correlation significance test is carried out to determine how much the correlation between the independent variable (X) and the dependent variable (Y) is if the correlation calculation results are returned to the population data. Keep in mind that the correlation analysis was previously done on sample data. So to find out whether the correlation coefficient also applies to population data, another test is carried out, which in statistical terms is known as the correlation significance test (Syafril, 2019).

Techniques of Analyzing the Data Using SPSS explained below

1. Steps to analyze reliability

a) Open SPSS application, In the SPSS Data Editor (SPSS worksheet) click Menu File $\longrightarrow$ Data Set $\longrightarrow$ New

b) Go to the Variable View , and write the variables and items, as picture below

c) Go to the Data View , and write data

d) Go to the Data Menu, Click Analyze ➜ Scale ➜Reliability Analysis,

e) In the dialog box, select parental attention variable items from the left box to the right box. Then click the "statistics" box, and check "scale if item deleted", as picture below

f) Click OK, and the statistical results will come out in the output page. Do the same thing to Learning Motivation variable

2. **Steps for Analyzing Validity**

a) Use previously SPSS worksheet (SPSS Data Editor)

b) Go to menu bar, click bivariate ➜ correlation. Then pick the parental attention variable from the left box to the right box.

c) Click OK, the output page will appear. Then do the same steps to variable learning motivation

3. Steps for analyzing descriptive statistics using SPSS shown in the picture below,

   a) Use pereviously SPSS worksheet (SPSS Data Editor)

   b) Click the analyze⟶ Descriptive Statistic ⟶ Frequencies menu,

   c) In the dialog box, select the item of parental attention from the left to the right box

   d) Click OK, output will come out, then click statistics box. Give check to the minimum, maximum, mean, median, mode, and std. deviation. As the picture below

   e) Click continue, then click OK. The output will be shown, do the same steps to the variable learning motivation and learning achievement.

4. Steps for analyzing hypothesis in SPSS shown in the picture below,

   a) Use pereviously SPSS worksheet (SPSS Data Editor)

   b) To analyze the relationship of each independent variable to dependent variable, use Pearson's coefficient correlation. Go to menu bar, click bivariate ⟶correlation. Then select all independent and dependent variables from the left box to the right box.

   f) Click OK. In the output page we will came out

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Data Description

1. Gatak Junior High School 1 Gatak Sukoharjo

Gatak junior high school is an A-accredited public school. This school is located on Jln. Scout No. 1 Gatak, Blimbing, Kec. Gatak, Kab. Sukoharjo Province. Central Java. This school is accredited A. This school has a founding decree date of April 1, 1961. This school applies learning methods using the 2013 curriculum. Overall SMPN 1 Gatak has 307 male students and 543 female students. It has 2 libraries, 1 laboratory and 21 student sanitation rooms. As many as 76.6% of SMPN 1 Gatak teachers are civil servants. SMPN 1 Gatak Sukoharjo does not yet provide internet access,

The vision of this school is, firstly, to produce junior high school students who have good character, excel and adapt to developments in technology and art as well as care for the environment. The indicators for the vision of character are 1) Creating a culture of mutual respect in interacting both through words and body movements; 2) Creating an atmosphere of courtesy and empathy from all aspects of life in an educational society; and 3) The creation of an honest and sportsmanlike attitude for all school members in implementing and realizing school programs. For indicators of achievement vision are 1) Achievement of educator discipline in carrying out the teaching and learning process; 2) The formation of the character of students who have a learning culture; 3) Achievement of effective learning;

4) Producing graduates who are able to compete to continue to a higher level at favorite schools.

The second vision of SMPN 1 Gatak Sukoharjo is caring for the environment, with indicators 1) Creating student concern for a clean, neat, beautiful and healthy school environment; 2) The creation of systematic and integrated efforts to preserve environmental functions and prevent environmental pollution and damage; 3) Realization of efforts to protect the environment against the pressures of change and impacts caused by an activity, and, 4) Realization of integrated efforts in the use of arrangement, maintenance, supervision, control, restoration and development of the environment. The school's mission is to grow and strengthen 1) religious beliefs in accordance with the beliefs and teachings that are adhered to and to become a believer and pious person; 2) Culture of thinking and behaving clean, tidy, and empathetic culture; 3) Culture of clean environment and clean appearance,

2. Respondent Description

There are eighth grade students of SMP Negeri 1 Gatak consisting of nine classes, they are VIII A, VIII B, VIII C, VIII D, VIII E, VIII F, VIII G, VIII H, and VIII I, a total of 288 students.This study took 167 students to fulfill the Slovin formula. The descriptions of the respondents are shown in the table

Table 4.1. Respondent Description

Gender	Total	
	Absolute Frequency	frequency Relatively
Male	67 students	40 %
Female	100 students	60%
	167	100

A total of 167 students were taken from 9 classes that had been given questionnaires, each class was given 21 questionnaires which were filled out half an hour before school hours ended.

3. Variable Descriptions

a) Respondents' Responses to Parental Attention Variables (X1)

Table 4.2 Respondents' Responses to Parental Attention Independent Variables (X1)

Statistics

		X1.1	X1.2	X1.3	X1.4	X1.5	X1.6
N	Valid	167	167	167	167	167	167
	missing	169	169	169	169	169	169
Means		3.6886	3.5449	3.5329	3.5269	3.6946	4.4850
Median		4.0000	4.0000	4.0000	4.0000	4.0000	50000
Mode		4.00	4.00	4.00	4.00	4.00	5.00
mode (%)		32.1	28.0	26.8	26.5	36.0	32.4
std. Deviation		.67578	.71731	.63800	.70978	.82661	.93045
Minimum		1.00	1.00	1.00	1.00	1.00	1.00
Maximum		5.00	5.00	5.00	5.00	5.00	5.00

Based on the table, which displays respondents' responses to variable X1 (Parental Attention) it can be seen that:

a) Statement item 1 (My parents have provided a separate study room so that my learning is not disturbed) has a mean of 3.69 ± 0.68 with a median of 4 and a mode of 4 (32.1%).

b) Item statement 2 (My parents give money to buy the textbooks I need) has a mean of 3.54 ± 0.72 with a median of 4 and mode 4 (28.0%)

c) Stetement item 3 (My parents encourage me when I get high learning achievement) has a mean of 3.53 ± 0.64 with a median of 4 and a mode of 4 (26.8%)

d) Stetement Item 4 (My parents reward me when I get high learning achievement) has a mean of 3.53 ± 0.71 with a median of 4 and a mode of 4 (26.5%)

e) Statement item 5 (My parents support me to study together with my friends) has a mean of 3.49 ± 0.83 with a median of 4 and a mode of 4 (36.0%)

f) Statement item 6 (My parents give full support if I want to take more study time such as tutoring and so on) has a mean of 3.53 ± 0.93 with a median of 5 and a mode of 5 (32.4%).

Respondents' response on parental attention variable in histogram shown in figure 4.1.

Figure 4.1. Histogram of Parental Attention Variable

b) Respondents' Responses to Learning Motivation Variables (X1)

Table 4.3. Respondents' Responses to Learning Motivation Independent

Variables (X2)

Statistics

		X2.1	X2.2	X2.3	X2.4	X2.5	X2.6
N	Valid	167	167	167	167	167	167
	missing	169	169	169	169	169	169
Means		4.3174	4.2874	4.2036	4.2994	4.2874	4.4790
Median		4.0000	4.0000	4.0000	4.0000	4.0000	50000
Mode		4.00	4.00	4.00	4.00	4.00	5.00
mode (%)		50.3	26.5	21.7	23.5	58.7	37.2
std. Deviation		.63141	.62191	.72427	.66328	.67754	1.05190
Minimum		3.00	3.00	3.00	3.00	3.00	1.00
Maximum		5.00	5.00	5.00	5.00	5.00	5.00

Based on the table, which displays respondents' responses to variable X1 (Parental Attention) it can be seen that:

a) Statement Item 1 (When there is a difficult assignment from the teacher, I always try to find a solution) has a mean of 4.32 ± 0.63 with a median of 4 and a mode of 4 (50.3%).

b) Statement item 2 (If there is a task that I cannot do, I try to ask the teacher for help) has a mean of 4.29 ± 0.62 with a median of 4 and a mode of 4 (26.5%).

c) Statement item 3 (I always read required books and bring other books to support the learning that I receive at school) has a mean of 4.20 ± 0.72 with a median of 4 and a mode of 4 (21.7%).

d) Statement item 4 (I always try to find other sources to support learning as well as other assignments, for example from the internet and so on) has a mean of 4.30 ± 0.66 with a median of 4 and a mode of 4 (23.5%).

e) Statement item 5 (I like learning English) has a mean of 4.28 ± 0.68 with a median of 4 and a mode of 4 (58.7%).

f) Statement Item 6 (I always pay attention when the teacher explains the lesson in class) has a mean of 4.48 ± 1.05 with a median of 5 and a mode of 5 (37.2%).

Respondents' response on learning motivation variable in histogram shown in figure 4.2
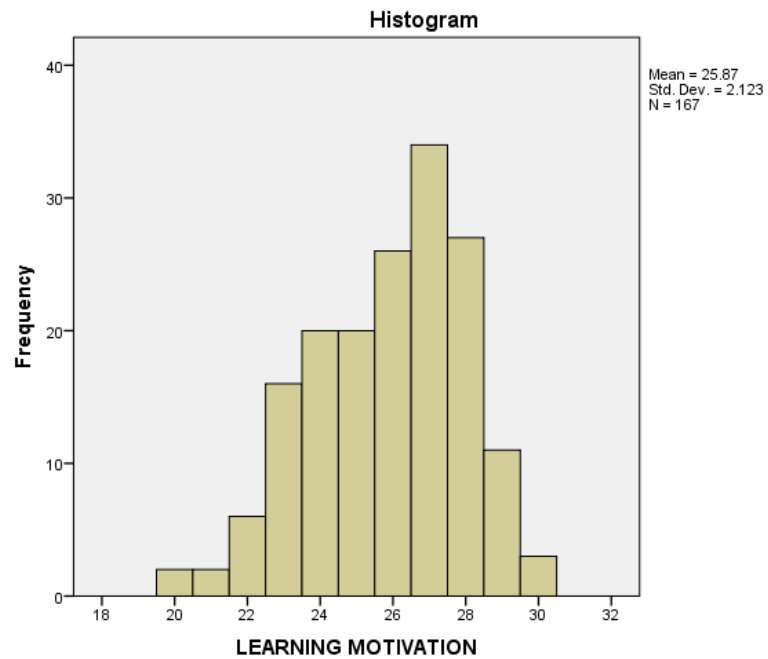
Figure 2. Histogram of Learning Motivation Variable

c) Respondents' Responses to Learning English Achievement Variable (Y)

Table 4.4. Respondents' Score Test Learning Achievement Dependent

Variables (X2)

Statistics

LEARNING ENGLISH ACHIEVEMENT

N	Valid	167
	missing	0
Means		81.05
Median		81.00
Mode		80
std. Deviation		7,373
Minimum		60
Maximum		95

Based on the table, it is known that the mean value is 81.05 with a median of 81.00, mode 80, and a standard deviation of 7.37. The minimum score is 60 and the maximum score is 95. Descriptive statistics for the student score test are shown in Table 4.5.

Table 4.5. Respondents' Score Test Learning Achievement Dependent Variables (X2) Descriptive Statistic

LEARNING ENGLISH ACHIEVEMENT

		Frequency	percent	Valid Percent	Cumulative Percent
Valid	60	6	3.6	3.6	3.6
	65	2	1.2	1.2	4.8
	69	8	4.8	4.8	9.6
	70	4	2.4	2.4	12.0
	74	2	1.2	1.2	13.2
	75	9	5.4	5.4	18.6
	77	2	1.2	1.2	19.8
	78	5	3.0	3.0	22.8
	79	2	1.2	1.2	24.0
	80	42	25.1	25.1	49.1
	81	4	2.4	2.4	51.5
	82	22	13.2	13.2	64.7
	84	2	1.2	1.2	65.9
	85	21	12.6	12.6	78.4
	87	6	3.6	3.6	82.0
	88	4	2.4	2.4	84.4
	89	1	.6	.6	85.0
	90	18	10.8	10.8	95.8
	95	7	4.2	4.2	100.0
	Total	167	100.0	100.0	

Based on the table, it is known that the value of 89 gets the least frequency with 1 student. The score that most respondents got was 80. The lowest score was 60 and the highest score was 95. Learning achievement in histogram shown in figure 4.3.
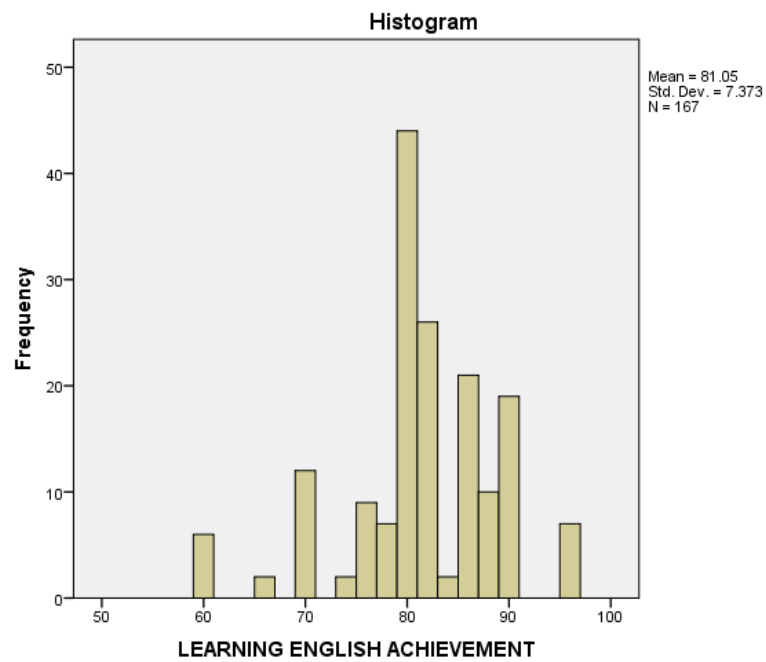
Figure 4. Histogram of Learning Achievement Variable

B. Research Finding

1. Prerequisite Test Analysis

a) Instrument Validation

1) Reliability Test

The instrument reliability test was conducted to measure the reliability of the instrument in obtaining information from respondents regarding the variables used. The instrument reliability test was carried out using the Tau equivalent reliability test method (Cronbach alpha), the provisions used were that a variable was considered reliable if it had a Cronbach alpha value above or equal to 0.6 ($\geq$0.6). The statistical reliability test for the parental attention variable is shown in Table 4,6

Table 4.6 Reliability Test of Parental Attention (X1)

Reliability Statistics

Cronbach's Alpha	N of Items
.826	6

Based on the table, it is known that the instrument in measuring the reliability of the parental attention variable is in the "very strong" category with a Cronbach alpha value = 0.826. Cronbach alpha value above 0.6 and close to 1 means it has a high level of reliability. The reliability test for each item is shown in Table 4.7

Table 4.7. Reliability Test Of Parental Attention (X1) Items

Items	Cronbach's Alpha	Status
X1.1	0.801	
X1.2	0.808	
X1.3	0.804	RELIABLE
X1.4	0.781	
X1.5	0.814	
X1.6	0.782	

Based on the table, it is known that each statement item from the parental attention variable all has high reliability with a value above 0.7 and close to 0.9. To test the reliability of the learning motivation variable is shown in Table 4.6.

Table 4.8. Reliability Test of Learning Motivation (X2)

Reliability Statistics

Cronbach's Alpha	N of Items
.660	6

Based on the table, it is known that the instrument in measuring the reliability of the learning motivation variable is in the "sufficient" category with a Cronbach alpha value = 0.818. Cronbach alpha value above 0.7 and close to 0.9 means it has a high level of reliability. The reliability test for each item is shown in Table 4.9

Table 4.9. Reliability Test of Learning Motivation (X2) Items

Items	Cronbach's Alpha	Status
X2.2	0.627	
X2.3	0.628	
X2.4	0.633	RELIABLE
X2.5	0.644	
X2.6	0.656	
X2.2	0.627	

Based on the table, it is known that each statement item from the learning motivation variable all has sufficient reliability with a value above 0.6

2) Validity Test

The instrument validity test was conducted to prove the accuracy of an instrument (questionnaire) in carrying out its function, namely taking the opinions of respondents consistently. Validity test emphasizes accuracy. Test the validity of parental attention and learning motivation variables shown in Table 4.10.

Table 4.10 Validity Test of Parental Attention and Learning Motivation

Statement Items		R table	R. observed	Validity (R table < R observed)
Parental Attention (X1)				
1.	X1.1	0.1519	0.713	Valid
2.	X1.2	0.1519	0.690	
3.	X1.3	0.1519	0.699	
4.	X1.4	0.1519	0.791	
5.	X1.5	0.1519	0.698	
6.	X1.6	0.1519	0.815	
Learning Motivation (X2)				
1.	X2.22	0.1519	0.538	Valid
2.	X2.23	0.1519	0.534	
3.	X2.24	0.1519	0.506	
4.	X2.25	0.1519	0.450	
5.	X2.26	0.1519	0.390	
6.	X2.27	0.1519	0.496	

If the reliability test emphasizes predictive power, the validity test emphasizes the accuracy of each statement item in describing the truth of the variables studied. The validity test conducted (Table) shows that each question item on each variable used is valid. The condition is that R

arithmetic > R table values. R. table is determined by the formula n – 2 = 167 -2, the value of R table is 0.1519. Based on the table, it is known that each statement item from the parental attention variable and the learning motivation variable is valid with the value of r observed above r table (r observed > 0.1519)

b) Prerequisite Test

1) Normality Test

The normality test was carried out usingkolmogorov smirnov, this is because the respondents used were quite large, namely above 100 people. Kolmogorov Smirnov is useful for testing the strength of the relationship or the influence of two nominal variables on the residuals. The chi square normality test table for the parental attention variable is shown in Table 4.11.

Table 4.11 Normality Kolmogorov – Smirnov

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residuals
N		167
Normal Parameters, b	Means	.0000000
	std. Deviation	6.10530732
Most Extreme Differences	absolute	063
	Positive	043
	Negative	-.063
Test Statistics		063
asymp. Sig. (2-tailed)		.200c,d

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

Based on the table it is known that the all variable has a normal distribution with an asymp value. Sig > 0.05, that is 0.200 > 0.05.

2) Linearity Test

The linearity test was carried out using the eta square test. This test is appropriate for two data types with interval (score) and nominal (value). The linearity test is carried out by reading the magnitude of the association or effect size relationship between the independent variables and the dependent variable, the smaller the effect size value, the greater the level of linearity of the sample

Table 4.12. Linearity Eta Square Test of Parental Attention

Measures of Association

	R	R Square d	Eta	Eta Square d
LEARNING ENGLISH ACHIEVEMENT * PARENTAL ATTENTION	.528	.278	.607	.369

Based on the table 4.12, it is known that parental attention is linear with learning achievement. The linearity measure between parental attention and learning achievement is 0.369, while the linearity measure of learning motivation is shown in the table.

Table 4.13. Linearity Eta Square Test of Learning Motivation

Measures of Association

	R	R Square d	Eta	Eta Square d
LEARNING ENGLISH ACHIEVEMENT * LEARNING MOTIVATION	.358	.128	.480	.230

Based on the table it is known that learning motivation is linear with learning achievement with a linearity measure between learning motivation and learning achievement is 0.230 or. The two independent variables show sufficient linearity to the dependent variable.

2. Hypothesis Test

a) Simple Linearity Test

a. Simple Linearity Test of Parental Attention

The first hypothesis testing was carried out using a simple linearity test with the regression method by measuring the significance of each independent variable with the dependent variable. Simple linearity between parental attention on learning achievement is shown in Table 4.14

Table 4.14. Simple Linearity Test of Parental Attention

Coefficientsa

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	std. Error	Betas		
1	(Constant)	54,723	3,336		16,402	.000
	PARENTAL ATTENTION	1.172	.147	.528	7,977	.000

a. Dependent Variable: LEARNING ENGLISH ACHIEVEMENT

Based on the table, it is known that the parental attention linear variable is related to learning English achievement with a fulfilled significance value of below 0.05 (0.00<0.05), and has a t observed value higher than t table with 7.977 > 1.654. The equation that can be written for the parental attention variable is

$$Y = 54.723 + 1.1722X1$$

Shows that if the value of parental attention (X1) increases by 01.1722 then English learning achievement (Y) also increases, and vice versa.

b. Simple Linearity Test of Learning Motivation

Simple linearity between parental attention on learning achievement is shown in Table 4.15

Table 4.15. Simple Linearity Test of Parental Attention

Coefficientsa

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	std. Error	Betas		
1	(Constant)	48,860	6,552		7,457	.000
	LEARNING MOTIVATION	1,244	.252	.358	4,930	.000

a. Dependent Variable: LEARNING ENGLISH ACHIEVEMENT

Based on the table it is known that the learning motivation variable is related to learning English achievement with a fulfilled significance value of below 0.05 (0.00<0.05), and has a t observed value higher than t table with 4.930 > 1.654. The equation that can be written for the learning motivation variable is

$$Y= 48.860 + 1.244X2$$

Shows that if the value of parental attention (X1) increases by 1.224 then English learning achievement (Y) also increases, and vice versa.

c. Multiple Linearity Test

This test was conducted to find similarities in a linear line between more than one independent variable and the dependent variable. Multiple linearity tests are shown in Table 4.16

Table 4.16. Multiple Linearity Test

Coefficientsa

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	std. Error	Betas		
1	(Constant)	40.017	5,978		6,694	.000
	PARENTAL ATTENTION	1.019	.153	.459	6,670	.000
	LEARNING MOTIVATION	.701	.239	.202	2,935	.004

a. Dependent Variable: LEARNING ENGLISH ACHIEVEMENT

Based on the table, it is known that the variable parental attention and learning motivation is linear and related to learning English achievement with a fulfilled significance value that is below 0.05 (0.00<0.05; and 0.004<0.05), and has a higher t observed value the height of the t table with $6.670 > 1.654$. and $2.035 > 1.654$ The equation that can be written for the parental attention and learning motivation variable is

$$Y= 40.017 + 1.1019X1 + 0.701X2$$

b) Correlation Calculations

a. Coefficient Correlation and Coefficient Determination Calculation of Each Parental Attention and Learning Motivation

This test was carried out using the Pearson correlation coefficient. This method is used because the level of correlation is measured based on the level of significance with a comparison of the r table. Based on the Pearson correlation test, the results are shown in Table 4.17

Table 4.17. Relationship between Variables

correlations

		PARENTAL ATTENTION	LEARNING MOTIVATION	LEARNING ENGLISH ACHIEVEMENT
PARENTAL ATTENTION	Pearson Correlation	1	.341**	.528**
	Sig. (2-tailed)		.000	.000
	N	167	167	167
LEARNING MOTIVATION	Pearson Correlation	.341**	1	.358**
	Sig. (2-tailed)	.000		.000
	N	167	167	167
LEARNING ENGLISH ACHIEVEMENT	Pearson Correlation	.528**	.358**	1
	Sig. (2-tailed)	.000	.000	
	N	167	167	167

**. Correlation is significant at the 0.01 level (2-tailed).

Based on the table it is known that:

1. There is a significant positive relationship between parental attention and learning English achievement with a value of r=528, and the coefficient of determination (r2) is 0.278. In other words, parental attention contributes to learning achievement by 27.8%

2. There is a significant positive relationship between learning motivation and learning English achievement with a value of r=0.358, and the coefficient of determination (r2) is 0.128. In other

words, parental attention contributes to learning achievement by 12.8%

b. Coefficient Calculation of Parental Attention and Learning Motivation Simultaneously

Simultaneous relationship test is seen by looking at the significance of the F test. This test is also carried out to see the feasibility of the model of the variables studied. Simultaneous relationship test shown in Table

Table. Test the Simultaneous Relationship between Parental Attention and Learning Motivation to Learning Achievement

ANOVA

Model		Sum of Squares	df	MeanSquare	F	Sig.
1	Regression	2836902	2	1418,451	37,595	.000b
	Residual	6187613	164	37,729		
	Total	9024515	166			

a. Dependent Variable: LEARNING ENGLISH ACHIEVEMENT

b. Predictors: (Constant), LEARNING MOTIVATION, PARENTAL ATTENTION

Based on the table it is known that simultaneously parental attention and learning motivation have a significant relationship to English learning motivation, as evidenced by the resulting significance below 0.05 (0.00<0.05) and the observed f value above the f table, namely 52.676 > 3, 05. The value of the relationship

between the two independent variables simultaneously is shown in

Table

Table. Correlation Coefficient of Parental Attention, Learning Motivation,

and Learning Attention on Learning Achievement

Summary model b

Model	R	R Square	Adjusted R Square	std. Error of the Estimate
1	.561a	.314	.306	6.142

a. Predictors: (Constant), LEARNING MOTIVATION, PARENTAL ATTENTION

b. Dependent Variable: LEARNING ENGLISH ACHIEVEMENT

Based on the table it is known that simultaneously parental

attention and learning motivation have a relationship with learning

achievement with a correlation coefficient value of 0.561 so that the

resulting coefficient of determination (r2) is 0.314, which means that

parental attention and learning motivation simultaneously influence

learning achievement by 31.4%

Based on the results of the statistical analysis that has been

described, it can be concluded that

H1   : There is a relationship between parental attention to the

learning achievement of eighth grade students of SMP

Negeri 1 Gatak is accepted;

H2 : There is a relationship between learning achievement to the learning achievement of eighth grade students of SMP Negeri 1 Gatak is accepted;

H3 : There is a relationship between parental attention and learning achievement to the learning achievement of eighth grade students of SMP Negeri 1 Gatak is accepted; while

H0 : There is no relationship between parental attention and learning achievement to the learning achievement of eighth grade students of SMP Negeri 1 Gatak is rejected.

B. Research Discussions

1. Relationship between Parental Attention and English Learning Achievement

Based on the results of statistical analysis, the value of the relationship between parental attention to learning achievement is 0.528 with a contribution of 27.8%. The contribution of parental attention to English learning achievement is obtained lower in the research of conducted by Sukhadman and Suyata (2019) with a contribution of 19.7%, and by Romadheny, et al., (2020) who reported that the contribution of parental attention to student's English achievement was 13%, meanwhile Ungwuanyi, et al, (2020) translated parental attention into two demand variables, namely parental support and parenting style, and both contributed 41% and 16%. This was explained by Ungwuanyi, et al, (2020) because when outside the home, including at school, parental attention unable to

carry out its function properly. Rekationship contribution of parental attention on reading achievement in this research is lower than the contribution reported by Kusumaningsih & Hardi (2022) who reported contribution value 46,16%

The relationship or contribution of parental attention to English learning achievement is explained by Sukadman and Suyata (2019) who state that a junior high school student in his learning process must be supported by teachers and especially parents. For a junior high school student, for a junior high school student, parents are still their world. An important factor that still influences his thinking process is starting to shift from childhood to young adulthood. Parents are the first to give appreciation or praise when a student is their child, on the other hand it is parents who are the first to know and reprimand children when they make mistakes, all of which are forms of parental attention. Informal forms of parental upbringing of children.

Apart from being responsible for the informal education of their children at home, parents must also be responsible for the course of their children's formal education as students at school. According to Kusumaningrum and Hardi (2022) parental attention plays an important role in building students' learning motivation at school through character building and the formation of children's mental readiness to accept new things. Nofrizal, et al., (2020) underlined the importance of parental attention to children's education in the junior and senior high school age

ranges, this is because in the pre-adult period students experience rapid growth in aspects of thinking and increasing intellectuality very quickly. This increase in thinking power and analytical power will be accompanied by their curiosity to experience new experiences that are interesting for them, of course this will affect concentration to student learning motivation. Parents' attention is really needed to cover, prevent, or stop anything that has the potential to interfere with or interfere with the student's learning process

2. **Relationship between Learning Motivation and English Learning Achievement**

Based on the results of statistical analysis, the value of the relationship between parental attention to learning achievement is 0.358 with a contribution of 12.8%. This contribution relationship value is higher than the value obtained by Destomo, et al. (2021) who stated that learning motivation contributed 6.25% on learning achievement. Meanwhile, according to Atma, et ak. (2020), the contribution of learning motivation on learning achievement is 4%. Meanwhile, Riswanto and Aryani (2017) obtained more higher contribution relationship value of learning motivation on learning achievement with 19.3%. Higher value also reported on the research conducted by Atma, et al., (2021) states that the relationship between learning motivation and learning achievement is 32%, and Rosiana. (2017) reported that almost half (50%) of Mataram University students had high motivation in doing English lessons.

In his research Destomo, et al. (2021) states that learning motivation as an intervening variable in their purchases is in fact greatly influenced by parental attention and learning discipline. Without parental attention and learning discipline there will be no motivation, parental attention is the seed spreader of learning motivation and learning discipline is the process of nurturing learning motivation. This is in accordance with Gitawaty (2010) which states that learning motivation is a result of the synergy of other variables such as parental attention, learning discipline, teacher's teaching style in class, and class conditions.

3. **Relationship between Parental Attention and Learning Motivation on English Learning Achievement**

Based on the results of statistical analysisthe value of the relationship between parental attention to learning achievement is 0.581 with a contribution of 31.4%. This result is more higher than relationship contribution reported by Mawarsih, et al. (2013) who found that parental attention and English learning motivation both had a positive simultaneous relationship with learning achievement of 23.7%, or Goo (2017) who stated that between parental achievement and learning motivation there is a simultaneous relationship of 14.8%. Meanwhile Kusumaningsih & Hardy (2022) reported the higher relationship, with a value of 39,2%

This simultaneous relationship is due to the fact that both are very determining factors in learning achievement. Lestari (2020) also reports that there is a significant influence on parental motivation and learning

achievement, as well as Suwarsito, et al., (2018), which states that learning achievement cannot be separated from its connection with parental attention and learning motivation.

Good parents can balance both sides of their parental attention, between support and control, so that they can become responsible individuals who are not afraid of challenges. Personal students like this will easily form motivation to study at school. Where the motivation to learn is their driving wheel to keep moving forward and record many learning achievements.

CHAPTER V

CONCLUSION, IMPLICATION AND SUGGESTION

A. Conclusion

This research with title "The Relationship Between Parental Attention And Learning Motivation To Student Learning English Achievement (Case Study On Eighth Grade Students Of Junior High School 1 Gatak Sukoharjo)", prive that eight grade student of prove that the learning achievement of students at Junior High School 1 Gatak Sukoharjo have a significant relationship with parental attention and learning motivation.

Based on the research conducted, found that there is a significant linearity relationship between parental attention and learning acivement with significance value in simple linearity test under 0,05 (0,00<0,05) and have a significant positive correlation value on learning achievement with r = 0.528 with a contribution to learning achievement of 27.8%. Learning motivation had a significant simple linearity relationship with learning achievement with significance value under 0,05 (0,00<0,05), and have a positive significance relationship on learning achievement with r = 0.358 with a contribution of 12.8%. Relationship between parental attention, learning motivation and learning achievement test with multiple linearity relationship with significance value under 0,05 (parental attention significance value 0,00<0,05, and learning motivation significance value 0,0004<0,005). The contribution of parental attention simultaneously with learning motivation is 31.4% with r = 0.561.

The results of the statistical analysis explained that H1 stated thatThere is a relationship between parental attention to the learning achievement of eighth grade students of SMP Negeri 1 Gatak is accepted. H2 which states that there is a relationship between learning achievement to the learning achievement of eighth grade students of SMP Negeri 1 Gatak is accepted. H3 which states that there is a relationship between parental attention and learning achievement on the learning achievement of eighth grade students of SMP Negeri 1 Gatak is accepted; while.H0 which states that there is no relationship between parental attention and learning achievement to the learning achievement of eighth grade students of SMP Negeri 1 Gatak is rejected.

B. Implications

The implication of this research is that in a student's learning achievement there are influencing factors, as explained in this study, namely parental attention and learning motivation. Learning achievement of students at school is something that must be grown and cared for continuously so that learning achievement can continue to increase.

Parental attention and learning motivation in various studies have been associated with learning achievement, this is because learning achievement requires the closest environment and cogs to provide enthusiasm and determination for a student in achieving satisfying learning achievement.

English as a foreign language whose grammar is different from Indonesian requires persistence and endurance in learning continuously. Mastery of English vocabulary must also be achieved by students, this is because in working on questions, both practice questions and exams, students must master every aspect of English lessons in order to achieve good results, this indicates the achievement of learning achievement with students' thorough mastery of the object being studied, in this case English.

C. Suggestions

1. For Teachers And Parents

Based on the conclusions and implications above, teachers as parents of students in schools must be able to form a conducive classroom environment so that students in class can more easily understand lessons, especially English lessons. A conducive atmosphere will create extrinsic

motivation which will be processed into intrinsic motivation in carrying out learning in the classroom, so that it is more involved and active in responding to the subject matter delivered by the teacher. The teacher must also be aware of his role as a leader in the class, able to control the class, and be able to provide support as well as admonishment for students and achievers and students who are unable to follow lessons.

Suggestions for parents are that as the environment closest to their children, parents must be able to create a warm and comfortable home atmosphere so that the child's mentality is always in good condition and ready to accept a miscarriage the next day at school. Parents must pay attention to children and fulfill children's rights in this case children's educational facilities. Parental attention also includes advice, prohibitions or punishments when children do things that are not in accordance with the norms and rules that apply at home. This will foster responsibility and discipline in the child. This responsibility and discipline will motivate children to be successful in everything they do, including succeeding in the sequence of lessons. Parental attention is the seed of learning motivation which is very related to learning achievement.

2. For Students

To achieve a high learning achievement in English Subject, students must study diligently and master all aspects of English Subject lessons. For this reason, high learning motivation is needed in order to obtain high mastery and skill of the English subject

3. For Other Researchers

Suggestions for other researchers are that it is hoped that the research that I did can become a source of information and the right reference source for further research with almost similar themes and titles. Apart from that, it is possible to examine other factors that influence learning achievement apart from parental attention and learning motivation

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APPENDICES

APPENDIX 1 QUESTIONNAIRE STATEMENT LIST

DAFTAR PERTANYAAN

I. Parental Attention

No	Pertanyaan	Jawaban				
		STS	TS	N	S	SS
1	Orang tua saya telah menyediakan ruang belajar tersendiri agar belajar saya tidak terganggu					
2	Orang tua saya memberikan uang untuk membelikan buku-buku pelajaran yang saya butuhkan					
3	Orang tua saya memberikan dorongan kepada saya apabila saya memperoleh prestasu belajar yang tinggi					
4	Orang tua saya memberikan hadiah kepada saya apabila saya memperoleh prestasu belajar yang tinggi					
5	Orang tua saya mendukung saya untuk melakukan belajar bersama dengan teman-teman					
6	Orang tua saya memberikan dukungan penuh jika saya ingin mengambil waktu belajar lebih seperti les dan lain sebagainya					

II. Learning Motivation

No	Pertanyaan	Jawaban				
		STS	TS	N	S	SS
1	Apabila ada tugas dari guru yang sulit saya selalu berusaha untuk mencari pemecahannya					
2	Jika ada tugas yang tidak bisa saya kerjakan saya berusaha untuk meminta bantuan guru					
3	Saya selalu membaca buku wajib dan membawa buku lainnya untuk mendukung pembelajaran yang saya terima di sekolah					
4	Saya selalu berusaha untuk mencari sumber lain guna mendukung pembelajaran dan juga tugas lainnya, misalnya dari internet dan lain sebagainya					
5	Saya suka mengikuti pembelajaran bahasa Inggris					
6	Saya selalu memperhatikan jika guru menerangkan pembelajaran di dalam kelas					

(questionnaire source : Prastya, 2017 with modification)

APPENDIX 2. QUESTIONNAIRE RESULT AND STUDENTS SCORE TEST

Panelis	X1.1	X1.2	X1.3	X1.4	X1.5	X1.6	TOTAL	X2.1	X2.2	X2.3	X2.4	X2.5	X2.6	Total	SCORE TEST
1	4	4	3	3	4	4	22	4	4	3	4	3	5	23	80
2	4	3	4	4	4	4	23	5	5	4	4	5	4	27	90
3	3	3	3	3	4	4	20	3	3	5	5	3	4	23	85
4	4	4	3	4	4	4	23	5	5	5	5	4	4	28	90
5	4	3	4	4	4	5	24	4	4	4	4	4	4	24	85
6	4	4	3	3	4	5	23	5	5	5	5	5	4	29	80
7	3	4	3	3	4	5	22	5	5	5	5	5	4	29	80
8	4	4	3	3	4	5	23	4	4	4	3	3	4	22	80
9	3	3	4	4	4	5	23	4	4	4	4	4	5	25	90
10	4	4	4	4	4	5	25	3	3	4	4	4	5	23	90
11	3	2	3	3	4	5	20	4	5	4	3	4	5	25	80
12	4	3	4	3	4	5	23	5	5	5	4	4	5	28	80
13	4	4	4	3	4	5	24	5	5	4	4	5	5	28	85
14	3	3	3	3	4	5	21	4	4	5	5	5	3	26	85
15	4	3	4	4	3	5	23	5	4	3	4	4	3	23	85
16	3	4	3	3	5	5	23	4	4	4	5	5	3	25	85
17	4	3	3	4	5	5	24	5	5	3	5	4	2	24	85
18	3	3	3	3	5	5	22	5	5	4	5	5	2	26	85
19	4	3	3	3	5	5	23	4	5	5	5	5	1	25	85
20	3	3	4	4	5	5	24	3	5	5	4	4	1	22	85
21	4	3	4	4	5	5	25	5	5	5	4	4	3	26	85
22	5	3	4	4	5	5	26	5	5	4	4	5	4	27	87
23	3	4	4	4	5	5	25	5	4	4	5	4	4	26	87
24	3	4	4	4	5	5	25	5	4	5	4	4	4	26	80
25	3	3	3	3	4	5	21	4	4	5	5	5	4	27	80
26	4	4	3	3	4	5	23	5	5	5	5	4	4	28	85

27	3	3	3	3	4	5	21	4	4	5	5	5	4	27	75
28	4	4	3	4	4	5	24	4	4	4	5	5	4	26	85
29	3	3	4	4	4	5	23	4	4	5	5	4	3	25	80
30	4	4	3	3	4	5	23	4	5	5	4	4	4	26	87
31	3	4	4	4	4	5	24	4	4	4	5	5	4	26	85
32	4	4	4	4	4	5	25	4	4	4	4	5	5	26	85
33	4	4	4	4	4	5	25	5	5	4	4	4	5	27	65
34	3	4	3	3	4	5	22	4	4	3	5	5	5	26	74
35	4	3	3	4	4	5	23	5	5	4	4	4	5	27	85
36	4	4	4	4	4	5	25	5	4	5	5	3	5	27	74
37	4	4	4	4	4	5	25	4	5	3	5	4	5	26	85
38	4	4	3	3	4	5	23	4	4	3	4	4	5	24	79
39	4	3	3	4	4	5	23	3	4	4	3	5	5	24	78
40	4	4	4	4	4	5	25	4	4	4	4	3	5	24	65
41	5	3	4	4	4	5	25	4	5	3	5	3	5	25	70
42	4	4	4	4	4	5	25	5	5	5	4	4	5	28	90
43	4	4	4	4	4	5	25	4	3	4	5	5	5	26	77
44	4	4	4	4	4	5	25	4	3	3	4	4	5	23	80
45	4	4	3	3	4	5	23	3	4	4	3	5	5	24	81
46	4	4	4	4	4	5	25	5	5	4	4	4	5	27	80
47	4	5	4	4	4	5	26	4	4	3	3	5	5	24	85
48	4	4	4	5	4	5	26	5	4	4	3	5	5	26	87
49	4	4	4	4	4	5	25	4	4	5	4	3	5	25	88
50	4	4	4	3	4	5	24	4	4	4	5	4	5	26	87
51	4	4	5	3	4	5	25	5	3	4	4	4	5	25	90
52	4	4	3	3	4	5	23	4	4	3	4	4	5	24	95
53	4	4	4	3	4	5	24	4	4	5	4	5	5	27	95
54	5	3	4	4	4	5	25	4	4	5	5	5	5	28	90
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56	4	5	4	5	4	5	27	5	4	5	4	5	5	28	90
57	4	4	3	3	4	5	23	5	4	5	4	5	5	28	90
58	4	3	4	4	4	5	24	5	4	5	4	4	5	27	82

59	3	3	3	3	4	5	21	4	4	3	4	3	5	23	80
60	4	4	3	4	4	5	24	5	5	4	4	5	5	28	81
61	4	3	4	4	4	5	24	3	3	5	5	3	5	24	80
62	4	4	3	3	4	5	23	5	5	5	5	4	5	29	80
63	3	4	3	3	4	5	22	4	4	4	4	4	5	25	82
64	4	4	3	3	4	5	23	5	5	5	5	5	5	30	78
65	3	3	4	4	4	5	23	5	5	5	5	5	5	30	80
66	4	4	4	4	4	5	25	4	4	4	3	3	5	23	78
67	3	2	3	3	4	5	20	4	4	4	4	4	5	25	80
68	4	3	4	3	4	5	23	3	3	4	4	4	5	23	80
69	4	4	4	3	4	5	24	4	5	4	3	4	5	25	80
70	3	3	3	3	4	5	21	5	5	5	4	4	5	28	82
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72	3	4	3	3	4	5	22	4	4	5	5	5	5	28	82
73	4	3	3	4	4	5	23	5	4	3	4	4	5	25	82
74	3	3	3	3	4	5	21	4	4	4	5	5	5	27	82
75	4	3	3	3	4	5	22	5	5	3	5	4	5	27	82
76	3	3	4	4	4	5	23	5	5	4	5	5	5	29	80
77	4	3	4	4	4	5	24	4	5	5	5	5	5	29	80
78	5	3	4	4	4	5	25	3	5	5	4	4	5	26	80
79	3	4	4	4	4	5	24	5	5	5	4	4	5	28	82
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81	3	3	3	3	4	5	21	5	4	4	5	4	5	27	85
82	4	4	3	3	4	5	23	5	4	5	4	4	5	27	84
83	3	3	3	3	3	5	20	4	4	5	5	5	5	28	84
84	4	4	3	4	3	5	23	5	5	5	5	4	5	29	85
85	3	3	4	4	3	5	22	4	4	5	5	5	5	28	87
86	4	4	3	3	3	5	22	4	4	4	5	5	5	27	90
87	3	4	4	4	3	5	23	4	4	5	5	4	5	27	89
88	4	4	4	4	3	5	24	4	5	5	4	4	5	27	90
89	4	4	4	4	3	5	24	4	4	4	5	5	5	27	90
90	3	4	3	3	3	5	21	4	4	4	4	5	5	26	90

91	4	3	3	4	3	5	22	5	5	4	4	4	5	27	90
92	4	4	4	4	3	5	24	4	4	3	5	5	5	26	88
93	4	4	4	4	3	5	24	5	5	4	4	4	5	27	88
94	4	4	3	3	3	5	22	5	4	5	5	3	5	27	88
95	4	3	3	4	3	5	22	4	5	3	5	4	5	26	80
96	4	4	4	4	3	5	24	4	4	3	4	4	5	24	80
97	5	3	4	4	4	5	25	3	4	4	3	5	5	24	80
98	4	4	4	4	4	5	25	4	4	4	4	3	5	24	80
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101	4	4	3	3	4	5	23	4	3	4	5	5	5	26	80
102	4	4	4	4	4	5	25	4	3	3	4	4	5	23	78
103	4	5	4	4	4	5	26	3	4	4	3	5	5	24	77
104	4	4	4	5	4	5	26	5	5	4	4	4	5	27	75
105	4	4	4	4	4	5	25	4	4	3	3	5	5	24	79
106	4	4	4	3	4	5	24	5	4	4	3	5	5	26	75
107	4	4	5	3	4	5	25	4	4	5	4	3	5	25	75
108	4	4	3	3	4	5	23	4	4	4	5	4	5	26	75
109	4	3	4	4	4	5	24	5	3	4	4	4	5	25	70
110	3	3	3	3	4	5	21	4	4	3	4	4	5	24	82
111	4	4	3	4	4	5	24	4	4	5	4	5	5	27	82
112	4	3	4	4	4	5	24	4	4	5	5	5	5	28	82
113	4	4	3	3	4	5	23	5	4	4	3	4	5	25	82
114	3	4	3	3	4	4	21	4	4	3	4	3	5	23	82
115	4	4	3	3	4	4	22	5	5	4	4	5	5	28	82
116	3	3	4	4	4	4	22	3	3	5	5	3	5	24	82
117	4	4	4	4	4	4	24	5	5	5	5	4	5	29	81
118	3	2	3	3	4	4	19	4	4	4	4	4	5	25	75
119	4	3	4	3	4	4	22	5	5	5	5	5	5	30	75
120	4	4	4	3	4	4	23	5	5	5	5	5	4	29	78
121	3	3	3	3	4	4	20	4	4	4	3	3	4	22	75
122	4	3	4	4	4	4	23	4	4	4	4	4	5	25	82

123	3	4	3	3	4	4	21	3	3	4	4	4	5	23	82
124	4	3	3	4	4	4	22	4	5	4	3	4	5	25	82
125	3	3	3	3	4	4	20	5	5	5	4	4	5	28	82
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128	4	3	4	4	4	4	23	5	4	3	4	4	5	25	81
129	5	3	4	4	4	4	24	4	4	4	5	5	5	27	95
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132	3	3	3	3	4	4	20	4	5	5	5	5	5	29	80
133	4	4	3	3	4	4	22	3	5	5	4	4	5	26	80
134	3	3	3	3	4	4	20	5	5	5	4	4	5	28	80
135	4	4	3	4	4	4	23	5	5	4	4	5	5	28	80
136	3	3	4	4	4	4	22	5	4	4	5	4	5	27	80
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138	3	4	4	4	4	4	23	4	4	5	5	5	5	28	80
139	4	4	4	4	4	4	24	5	5	5	5	4	5	29	80
140	4	4	4	4	4	4	24	4	4	5	5	5	5	28	80
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143	4	4	4	4	4	4	24	4	5	5	4	4	5	27	95
144	4	4	4	4	4	4	24	4	4	4	5	5	5	27	80
145	4	4	3	3	4	4	22	4	4	4	4	5	5	26	90
146	4	3	3	4	3	4	21	5	5	4	4	4	5	27	70
147	4	4	4	4	3	4	23	4	4	3	5	5	5	26	90
148	5	3	4	4	3	4	23	5	5	4	4	4	5	27	90
149	4	4	4	4	3	4	23	5	4	5	5	3	5	27	95
150	4	4	4	4	3	4	23	4	5	3	5	4	5	26	60
151	4	4	4	4	3	4	23	4	4	3	4	4	5	24	80
152	4	4	3	3	2	4	20	3	4	4	3	5	5	24	95
153	4	4	4	4	2	4	22	4	4	4	4	3	3	22	75
154	4	5	4	4	2	4	23	4	5	3	5	3	3	23	69

155	4	4	4	5	2	4	23	5	5	5	4	4	3	26	69
156	4	4	4	4	2	3	21	4	3	4	5	5	2	23	69
157	4	4	4	3	2	3	20	4	3	3	4	4	2	20	69
158	4	4	5	3	2	3	21	3	4	4	3	5	2	21	69
159	4	4	3	3	2	2	18	5	5	4	4	4	2	24	69
160	4	4	4	3	2	2	19	4	4	3	3	5	2	21	69
161	5	3	4	4	1	1	18	5	4	4	3	5	2	23	69
162	2	2	3	2	1	1	11	4	4	5	4	3	2	22	70
163	2	2	3	1	1	1	10	4	4	4	5	4	2	23	60
164	2	1	2	1	1	1	8	5	3	4	4	4	2	22	60
165	1	1	1	1	1	1	6	4	4	3	4	4	1	20	60
166	1	1	1	1	1	1	6	4	4	5	4	5	1	23	60
167	1	1	1	1	1	1	6	4	4	5	5	5	1	24	60

APPENDIX 3. DESCRIPTIVE STATISTIC OF PARENTAL ATTENTION

Statistics

		X1.1	X1.2	X1.3	X1.4	X1.5	X1.6
N	Valid	167	167	167	167	167	167
	Missing	169	169	169	169	169	169
Mean		3.6886	3.5449	3.5329	3.5269	3.6946	4.4850
Median		4.0000	4.0000	4.0000	4.0000	4.0000	5.0000
Mode		4.00	4.00	4.00	4.00	4.00	5.00
Std. Deviation		.67578	.71731	.63800	.70978	.82661	.93045
Minimum		1.00	1.00	1.00	1.00	1.00	1.00
Maximum		5.00	5.00	5.00	5.00	5.00	5.00

X1.1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	3	.9	1.8	1.8
	2.00	3	.9	1.8	3.6
	3.00	45	13.4	26.9	30.5
	4.00	108	32.1	64.7	95.2
	5.00	8	2.4	4.8	100.0
	Total	167	49.7	100.0	
Missing	System	169	50.3		
Total		336	100.0		

X1.3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	3	.9	1.8	1.8
	2.00	1	.3	.6	2.4
	3.00	70	20.8	41.9	44.3
	4.00	90	26.8	53.9	98.2
	5.00	3	.9	1.8	100.0
	Total	167	49.7	100.0	
Missing	System	169	50.3		
Total		336	100.0		

X1.3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	3	.9	1.8	1.8
	2.00	1	.3	.6	2.4
	3.00	70	20.8	41.9	44.3
	4.00	90	26.8	53.9	98.2
	5.00	3	.9	1.8	100.0
	Total	167	49.7	100.0	
Missing	System	169	50.3		
Total		336	100.0		

X1.4

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	5	1.5	3.0	3.0
	2.00	1	.3	.6	3.6
	3.00	67	19.9	40.1	43.7
	4.00	89	26.5	53.3	97.0
	5.00	5	1.5	3.0	100.0
	Total	167	49.7	100.0	
Missing	System	169	50.3		
Total		336	100.0		

X1.5

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	7	2.1	4.2	4.2
	2.00	9	2.7	5.4	9.6
	3.00	21	6.3	12.6	22.2
	4.00	121	36.0	72.5	94.6
	5.00	9	2.7	5.4	100.0
	Total	167	49.7	100.0	
Missing	System	169	50.3		
Total		336	100.0		

X1.6

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	7	2.1	4.2	4.2
	2.00	2	.6	1.2	5.4
	3.00	3	.9	1.8	7.2
	4.00	46	13.7	27.5	34.7
	5.00	109	32.4	65.3	100.0
	Total	167	49.7	100.0	
Missing	System	169	50.3		
Total		336	100.0		

APPENDIX 4. DESCRIPTIVE STATISTIC OF LEARNING MOTIVATION

Statistics

		X2.1	X2.2	X2.3	X2.4	X2.5	X2.6
N	Valid	167	167	167	167	167	167
	Missing	169	169	169	169	169	169
Mean		4.3174	4.2874	4.2036	4.2994	4.2874	4.4790
Median		4.0000	4.0000	4.0000	4.0000	4.0000	5.0000
Mode		4.00	4.00	4.00	4.00	4.00	5.00
Std. Deviation		.63141	.62191	.72427	.66328	.67754	1.05190
Minimum		3.00	3.00	3.00	3.00	3.00	1.00
Maximum		5.00	5.00	5.00	5.00	5.00	5.00

X2.1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3.00	15	4.5	9.0	9.0
	4.00	84	25.0	50.3	59.3
	5.00	68	20.2	40.7	100.0
	Total	167	49.7	100.0	
Missing	System	169	50.3		
Total		336	100.0		

X2.2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3.00	15	4.5	9.0	9.0
	4.00	89	26.5	53.3	62.3
	5.00	63	18.8	37.7	100.0
	Total	167	49.7	100.0	
Missing	System	169	50.3		
Total		336	100.0		

X2.3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3.00	30	8.9	18.0	18.0
	4.00	73	21.7	43.7	61.7
	5.00	64	19.0	38.3	100.0
	Total	167	49.7	100.0	
Missing	System	169	50.3		
Total		336	100.0		

X2.4

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3.00	19	5.7	11.4	11.4
	4.00	79	23.5	47.3	58.7
	5.00	69	20.5	41.3	100.0
	Total	167	49.7	100.0	
Missing	System	169	50.3		
Total		336	100.0		

X2.5

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3.00	21	6.3	12.6	12.6
	4.00	77	22.9	46.1	58.7
	5.00	69	20.5	41.3	100.0
	Total	167	49.7	100.0	
Missing	System	169	50.3		
Total		336	100.0		

X2.6

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	5	1.5	3.0	3.0
	2.00	11	3.3	6.6	9.6
	3.00	8	2.4	4.8	14.4
	4.00	18	5.4	10.8	25.1
	5.00	125	37.2	74.9	100.0
	Total	167	49.7	100.0	
Missing	System	169	50.3		
Total		336	100.0		

APPENDIX 5. RELIABILITY TEST OF PARENTAL ATTENTION

Case Processing Summary

		N	%
Cases	Valid	167	49.7
	Excluded[a]	169	50.3
	Total	336	100.0

a. Listwise deletion based on all variables in the

procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.826	6

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
X1.1	18.7844	8.279	.588	.801
X1.2	18.9281	8.248	.548	.808
X1.3	18.9401	8.466	.579	.804
X1.4	18.9461	7.798	.686	.781
X1.5	18.7784	7.872	.532	.814
X1.6	17.9880	6.855	.677	.782

APPENDIX 6. RELIABILITY TEST OF LEARNING MOTIVATION

Case Processing Summary

		N	%
Cases	Valid	167	49.7
	Excluded[a]	169	50.3
	Total	336	100.0

a. Listwise deletion based on all variables in the

procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.660	6

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
X2.1	47.4311	15.548	.419	.627
X2.2	47.4611	15.599	.417	.628
X2.3	47.5449	15.442	.363	.633
X2.4	47.4491	15.936	.313	.644
X2.5	47.4611	16.250	.242	.656
X2.6	47.2695	14.704	.275	.652

APPENDIX 7. VALIDITY TEST OF PARENTAL ATTENTION

Correlations

		X1.1	X1.2	X1.3	X1.4	X1.5	X1.6	PARENTAL ATTENTION
X1.1	Pearson Correlation	1	.489**	.527**	.570**	.271**	.405**	.713**
	Sig. (2-tailed)		.000	.000	.000	.000	.000	.000
	N	167	167	167	167	167	167	167
X1.2	Pearson Correlation	.489**	1	.454**	.462**	.272**	.432**	.690**
	Sig. (2-tailed)	.000		.000	.000	.000	.000	.000
	N	167	167	167	167	167	167	167
X1.3	Pearson Correlation	.527**	.454**	1	.680**	.242**	.343**	.699**
	Sig. (2-tailed)	.000	.000		.000	.002	.000	.000
	N	167	167	167	167	167	167	167
X1.4	Pearson Correlation	.570**	.462**	.680**	1	.368**	.495**	.791**
	Sig. (2-tailed)	.000	.000	.000		.000	.000	.000
	N	167	167	167	167	167	167	167
X1.5	Pearson Correlation	.271**	.272**	.242**	.368**	1	.750**	.698**
	Sig. (2-tailed)	.000	.000	.002	.000		.000	.000
	N	167	167	167	167	167	167	167
X1.6	Pearson Correlation	.405**	.432**	.343**	.495**	.750**	1	.815**
	Sig. (2-tailed)	.000	.000	.000	.000	.000		.000
	N	167	167	167	167	167	167	167
PARENTAL ATTENTION	Pearson Correlation	.713**	.690**	.699**	.791**	.698**	.815**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	
	N	167	167	167	167	167	167	167

**. Correlation is significant at the 0.01 level (2-tailed).

APPENDIX 8. VALIDITY TEST OF LEARNING MOTIVATION

Correlations

		X2.1	X2.2	X2.3	X2.4	X2.5	X2.6	LEARNING MOTIVATION
X2.1	Pearson Correlation	1	.457**	.108	.103	.039	.051	.538**
	Sig. (2-tailed)		.000	.164	.187	.617	.514	.000
	N	167	167	167	167	167	167	167
X2.2	Pearson Correlation	.457**	1	.150	.053	.060	.037	.534**
	Sig. (2-tailed)	.000		.053	.496	.440	.636	.000
	N	167	167	167	167	167	167	167
X2.3	Pearson Correlation	.108	.150	1	.211**	.101	-.018	.506**
	Sig. (2-tailed)	.164	.053		.006	.194	.817	.000
	N	167	167	167	167	167	167	167
X2.4	Pearson Correlation	.103	.053	.211**	1	.089	-.017	.450**
	Sig. (2-tailed)	.187	.496	.006		.253	.829	.000
	N	167	167	167	167	167	167	167
X2.5	Pearson Correlation	.039	.060	.101	.089	1	-.042	.390**
	Sig. (2-tailed)	.617	.440	.194	.253		.588	.000
	N	167	167	167	167	167	167	167
X2.6	Pearson Correlation	.051	.037	-.018	-.017	-.042	1	.496**
	Sig. (2-tailed)	.514	.636	.817	.829	.588		.000
	N	167	167	167	167	167	167	167
LEARNING MOTIVATION	Pearson Correlation	.538**	.534**	.506**	.450**	.390**	.496**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	
	N	167	167	167	167	167	167	167

**. Correlation is significant at the 0.01 level (2-tailed).

APPENDIX 9. NORMALITY AND LINEARITY TEST

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		167
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	6.10530732
Most Extreme Differences	Absolute	.063
	Positive	.043
	Negative	-.063
Test Statistic		.063
Asymp. Sig. (2-tailed)		.200[c,d]

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

LINEARITY TEST

Case Processing Summary

	Cases					
	Included		Excluded		Total	
	N	Percent	N	Percent	N	Percent
LEARNING ENGLISH ACHIEVEMENT * PARENTAL ATTENTION	167	49.7%	169	50.3%	336	100.0%
LEARNING ENGLISH ACHIEVEMENT * LEARNING MOTIVATION	167	49.7%	169	50.3%	336	100.0%

PARENTAL ATTENTION

Measures of Association

	R	R Squared	Eta	Eta Squared
LEARNING ENGLISH ACHIEVEMENT * PARENTAL ATTENTION	.528	.278	.607	.369

LEARNING MOTIVATION

Measures of Association

	R	R Squared	Eta	Eta Squared
LEARNING ENGLISH ACHIEVEMENT * LEARNING MOTIVATION	.358	.128	.480	.230

APPENDIX 10. HYPOTHESIS TEST

1. SIMPLE LINEARITY TEST OF PARENTAL ATTENTION ON LEARNING ACHIEVEMENT

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	54.723	3.336		16.402	.000
	PARENTAL ATTENTION	1.172	.147	.528	7.977	.000

a. Dependent Variable: LEARNING ENGLISH ACHIEVEMENT

2. SIMPLE LINEARITY TEST OF LEARNING MOTIVATION ON LEARNING ACHIEVEMENT

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	48.860	6.552		7.457	.000
	LEARNING MOTIVATION	1.244	.252	.358	4.930	.000

a. Dependent Variable: LEARNING ENGLISH ACHIEVEMENT

3. MULTIPLE LINEARITY TEST OF PARENTAL ATTENTION AND LEARNING ACHIEVEMENT ON LEARNING ACHIEVEMENT

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	40.017	5.978		6.694	.000
	PARENTAL ATTENTION	1.019	.153	.459	6.670	.000
	LEARNING MOTIVATION	.701	.239	.202	2.935	.004

a. Dependent Variable: LEARNING ENGLISH ACHIEVEMENT

COEFFICIENT CORRELATION

Correlations

		PARENTAL ATTENTION	LEARNING MOTIVATION	LEARNING ENGLISH ACHIEVEMENT
PARENTAL ATTENTION	Pearson Correlation	1	.341**	.528**
	Sig. (2-tailed)		.000	.000
	N	167	167	167
LEARNING MOTIVATION	Pearson Correlation	.341**	1	.358**
	Sig. (2-tailed)	.000		.000
	N	167	167	167
LEARNING ENGLISH ACHIEVEMENT	Pearson Correlation	.528**	.358**	1
	Sig. (2-tailed)	.000	.000	
	N	167	167	167

**. Correlation is significant at the 0.01 level (2-tailed).

GOODNESS OF FIT

ANOVAᵃ

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2836.902	2	1418.451	37.595	.000ᵇ
	Residual	6187.613	164	37.729		
	Total	9024.515	166			

a. Dependent Variable: LEARNING ENGLISH ACHIEVEMENT

b. Predictors: (Constant), LEARNING MOTIVATION, PARENTAL ATTENTION

COFFICIENT DETERMINATION (R SQUARE)

Model Summaryᵇ

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.561ᵃ	.314	.306	6.142

a. Predictors: (Constant), LEARNING MOTIVATION, PARENTAL

ATTENTION

b. Dependent Variable: LEARNING ENGLISH ACHIEVEMENT